

**Pinewood School Academy Trust
Equality and Diversity Policy**

Approved by	Resources Committee	Effective From	April 2025
Review Frequency	1 Year	Effective Until	April 2026
Version	1.1		

Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Fostering good relations
5. Equality considerations in decision-making
6. Equality objectives
7. Monitoring arrangements
8. Links with other policies

Who should read this policy and what are its aims?

Intended Audience: Staff, Trustees, Volunteers, Pupils

Policy Statement

When recruiting staff, health-related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

Pinewood School may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children. (Previously, this could have been considered discriminatory).

It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors to Pinewood School
- All learners at Pinewood School

In addition, Pinewood School will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as being brave, happy, independent and kind.

Brave:

Trying new things: take risks, ensure your practice is engaging and full of high expectations. If it doesn't work, we will work together to find another way. Always put the pupils at the centre of any decision.

Persevering when things are hard: try different solutions, use the support and knowledge of colleagues, follow support systems within school. Be open to professional challenge – it makes us all better and ensures the pupils have the best outcomes.

Speaking out when something isn't right: Make sure you have an opinion and are comfortable to give it, professionally challenge where appropriate, follow systems where needed. Ensure you know the safeguarding policies and procedures.

Talking about your feelings: Follow school systems of support to discuss your feelings. Make sure you communicate these professionally at appropriate times.

Representing the school: Ensure professional conduct at all times (including on line), think about how others might interpret and use what you say, how you might be perceived by others. Place the pupils at the centre of how you communicate, let your passion for the pupil's shine through.

Happy:

Enjoying positive and healthy relationships with other people: Ensure professionalism when you are communicating with others, try to see things from other people's perspectives as well as your own, be involved in decision making, work as a team, follow school systems if you need support

Being proud of who you are: Be confident in yourself and help us celebrate difference within school, know your role in school and ensure you live by appropriate standards

Being proud of what you have achieved: Communicate successes no matter how small, celebrate your achievements and those of others, be confident to apply for different roles, develop yourself through CPD. Remember when pupils succeed it is because of what we have done.

Workload: The school will aim to keep this as reasonable as possible, communicate if you need support, remember teachers standards, work smart/efficiently, share with colleagues where you can.

Independent:

Taking on responsibility: know your role and what you are responsible for, be responsible for improvement within all our pupils, be proactive come with solutions/try to find out for yourself first, ensure you know deadlines and important dates, look for opportunities to challenge yourself and develop your practice, know your safeguarding responsibilities.

Making decisions: Base all your decisions around the pupils, be involved in decision making discussions where appropriate (give an opinion), be prepared to give a rationale around your decision, be prepared to explain the impact of decisions

Knowing what support, you need: Ensure you know how you work best, know what areas you might need some support in, be prepared and confident to ask for support where/when needed

Kind:

Helping others and yourself: Always help others where you can, there is an expectation that you give up some time to support your colleagues where needed (please talk to your line manager if this starts to impact on being able to manage your workload), help yourself by working smart and having a positive mindset, don't be afraid to ask for help yourself.

Celebrating each other's successes: Pinewood is a positive community that enjoys celebrating the successes of others. Share good practice, let people know when the pupils have achieved something amazing, share resources and planning where appropriate.

Celebrating difference/respecting others: At Pinewood we welcome everyone, enjoy learning about each other and celebrating differences. Ensure you come with that mindset each and every day, teach pupils to learn about and celebrate differences, follow systems and procedures in place to pick up inappropriateness in this area. Ensure you are modelling professional behaviours and following policies/standards/procedures related to this.

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The board of trustees will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link trustee will:

Meet with the designated member of staff for equality at least annually, and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives among staff and pupils

Monitor success in achieving the objectives and report back to trustees

Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

Meet with the equality link trustee, at least annually, to raise and discuss any issues

Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 6.

4. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example,

as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Making pupils aware of our behaviour and anti-bullying policies

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

5. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

6. Equality objectives

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen July 2028 to be our deadline for this.

Objective	Action	Lead	Timeframe	Success Indicators
Equality themes are covered in the curriculum	Embed equality themes in the PSHE curriculum	Curriculum Lead in conjunction with Subject champion	By September 2026	Themes in place and mapped across all year groups
Ensure that the school site	Put up relevant displays in	Wellbeing Lead and School	By September 2026	High quality displays in place

displays reflect equality themes	prominent positions	Council		
Ensure that recruitment is equality compliant	Include statement on adverts confirming school's commitment to equal opportunities	HR Lead	Ongoing	Statement in place
Reasonable adjustments in place for staff to reduce barriers to working	Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed	IT and Estates Lead	Ongoing	Risk assessments in place and observed

7. Monitoring arrangements

The Headteacher will review the equality objectives at least annually.

This document will be reviewed annually, to ensure continued compliance with the PSED.

8. Links with other policies

This document links to the following policies:

Accessibility plan

Behaviour policy

SEN-Special educational needs policy

Transgender policy

Wellbeing policy

Revision History			
Date (mmm-yy)	Version	Modified by	Notes
Apr-2025	1.1	Taney Howarth	Minor grammatical edits
Jan-2024	1.0	Robin Cregan	Baseline Version