



SIKH ACADEMIES TRUST
Faith Inspired Education

EQUALITY POLICY

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1. Overview

Sikh Academies Trust (the “Trust”) is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background.

The Trust aims to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The Trust will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our schools we believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

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

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. The Trust Mission Statement

The Trust helps to develop our pupils to become exemplary citizens within British society. We foster a stimulating and challenging environment. All members of the school community are respected, motivated and prepared for the changing world in which we live.

3. The Trust Values

Beyond Academic Achievement (Kirat Karo)	Beyond Selflessness (Vand Chako)	Beyond The Individual (Naam Japna)
<p>The Trust aims to provide an exceptional academic education and encourage a passion for life-long learning.</p> <p>But, more than this, following the Khalsa way means working to the best of your ability with honesty, integrity and self-discipline.</p>	<p>The Trust aims to inspire students to share their future skills, knowledge and income with those in need, with love and charity and without discrimination.</p> <p>The Trust schools are a happy and inclusive school, where students of all faiths and none are respected and supported.</p>	<p>The Trust aims to foster all aspects of personal development and encourage students to take a life-long journey of self-discovery.</p> <p>The core principles of Sikhism will support students in undertaking this journey towards purity of spirit by self-reflection and meditation.</p>

This is what we inspire our students to do.	The Sikh faith is emphatic in respecting all beliefs, and does not seek to convert.	
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4. Legislation and guidance

This policy 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 policy is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This policy also complies with our funding agreement and articles of association.

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic' which are race, disability, sex/gender, gender reassignment, sexual orientation, religion or belief, pregnancy or maternity, marriage or civil partnership and age.

5. Roles and Responsibilities

All staff, students and other members of the Trust community have responsibilities in relation to equality, diversity and inclusion.

The Trust will:

- Ensure that it meets its legal obligations relating to equality and they are familiar with all relevant legislation and the contents of this policy,
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout its schools, including to staff, pupils and parents,
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher of each school,
- Attend appropriate equality and diversity training,
- Should a staff member become disabled, the Trustees will make reasonable adjustments to that person's employment arrangements or to the premises in order to enable them to continue in post.

The Headteacher and Executive Principal will:

- Effectively communicate and implement this policy,

- Ensuring that pastoral support and student behaviour policies reinforce the Trust's approach to equality, diversity and inclusion and that appropriate actions are taken in respect of any student breaches,
- Ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination,
- Holding staff accountable for their behaviour, and providing support and guidance as necessary,
- Promote knowledge and understanding of the equality objectives amongst staff and pupils,
- Monitor success in achieving the objectives and report back to the Trust with any issues.
- Supporting all line managers in ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination,
- When advertising positions and interviewing applicants, the staff will not discriminate against people with protected characteristics,

All members of staff are responsible for:

- Promoting equality of opportunity,
- Contributing to a safe and inclusive environment that celebrates diversity,
- Behaving with respect and fairness to all colleagues and students,
- Making the curriculum accessible to all students, addressing their individual needs and abilities and enabling them to realise their full potential,
- Providing guidance and advice that avoids stereotypes and enables students to make informed choices to help them reach their full potential,
- Taking positive action to address any instances of discrimination in a sensitive and consistent manner,
- Make it clear to the children that discrimination is unacceptable,
- Be observant of all forms of discrimination,
- Take seriously any child who approaches them with a concern of discrimination.

Students are responsible for:

- Contributing to a safe and inclusive environment that celebrates diversity,
- Treat others with respect,
- Recognise their own responsibility in dealing with and preventing discrimination,

- Report incidents of discrimination and support each other,
- If you suspect someone is being discriminated - tell a teacher about it,
- If you feel you are being discriminated against or treated unfairly, tell your teacher, any member of staff, your friend, anyone at home who will tell the school,
- Any concerns will be dealt with promptly, and fairly, and due consideration will be given to your rights maintaining confidentiality, privacy and dignity.

Parents and Guardians are expected to:

- Make their child aware of the importance of treating people equally

REMEMBER

You are NOT TO BLAME for discrimination – DO NOT SUFFER in silence. By telling someone a support plan will be put in place to help solve the problem.

6. Eliminating discrimination

The Trust complies with its obligations under the Equality Act 2010. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Trustees, Local Governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The Trust monitor, record and deal effectively with incidents of prejudice, bullying and harassment, and for students this includes taking into account the rates of exclusion or behaviour issues among students from particular groups.

The Trust encourages all staff to raise any potential concerns that they may have in respect of how equality, diversity and inclusiveness is managed within the Trust and will investigate all allegations of unacceptable behaviour.

7. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have,
- Taking steps to meet the particular needs of people who have a particular characteristic,
- Encouraging people who have a particular characteristic to participate fully in any activities,

- Monitoring the academic progress of groups with and without protected characteristics and tackling underperformance by any particular group.

8. Fostering good relations

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

- ensuring that lessons across the curriculum promote the Trust's values of knowledge, aspiration and respect, and help students to value differences and to challenge prejudice, discrimination and stereotyping.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas:
- Holding assemblies that address relevant issues,
- Providing opportunities for students to engage with their local community, such as through guest speaker events, school trips or community events,
- Encouraging all students to participate in extra-curricular activities,
- Developing links with external organisations that have specialist knowledge about particular characteristics.

9. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. In all of our schools, the Trust will always consider 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 holiday,
- is accessible to pupils with disabilities,
- has equivalent facilities for all pupils irrespective of their gender.

10. Breach of the policy

The Trust will take seriously any instances of non-adherence to this policy by students, staff, contractors or visitors. Any instances of non-adherence will be investigated with the intent of resolving matters. Where appropriate, such instances will be considered under the relevant disciplinary or behaviour policy. There is not a separate channel for addressing non-adherence to this policy.

The Trust strongly encourages informal and local resolution of issues or complaints and will facilitate mediation where necessary.

Concerns about breaches of the policy should be raised at a local level in the first instance, with a view to informal and timely resolution. If such attempts to resolve complaints are not successful, or are inappropriate due to the nature of the breach, then

- Students should raise concerns through their Teacher,
- Instances of a student breaching the policy will be investigated and handled in line with the school behaviour policy,
- Employees who believe there has been a breach of this policy may raise this through the Grievance Policy and Procedure

Support is available for students and staff when these procedures are invoked. For students, support is available from the pastoral team. For staff, advice and guidance is available from their line manager, Headteacher or Executive Principal. Any visitor who believes there has been a breach of this policy may complain in writing to the Headteacher or Executive Principal.

1. What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person'.

Victimisation occurs when a person is treated less favourably, than when otherwise would have been because of something they have done ('a prohibited act') in connection with the Act. e.g. making an allegation of discrimination.

2. Types of discriminatory incidents

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

11. Links with other policies

This Equality policy is linked to the Trust:

- School Behaviour Policy
- Child Protection and Safeguarding Policy
- Staff Grievance Policy

Appendix 1: Equality Act 2010 Protected Characteristics

Age	The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
Disability	Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Gender Reassignment	The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. Where transsexual people are absent from work or study because they propose to undergo, are undergoing or have undergone gender reassignment, it is discrimination to treat them less favourably than they would be treated if they were absent because they were ill or injured.
Marriage and Civil Partnership	The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.
Pregnancy and Maternity	A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.
Race	For the purposes of the Act ‘race’ includes colour, nationality and ethnic or national origins.
Religious or Belief	In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can

	occur even where both the discriminator and recipient are of the same religion or belief.
Sex	Both men and women are protected under the Act.
Sexual Orientation	The Act protects bisexual, gay, heterosexual and lesbian people.

Appendix 2: Equality Act 2010 Prohibited Behaviours

Direct Discrimination	Section 13 of the Act defines direct discrimination to be where people are treated less favourably than others on grounds related to their identity as one of the protected groups (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation). The definition of direct discrimination extends protection based on association and perception.
Discrimination by Association	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Discrimination by Perception / Perception Discrimination	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Indirect Discrimination	Applies to age, disability, gender reassignment, marriage and civil partnership, race, religion and belief, sex and sexual orientation. Section 19 of the Act defines indirect discrimination as occurring when a provision, criterion or practice is neutral on the face of it, but its impact particularly disadvantages people with a protected characteristic, unless the person applying the provision can justify it as a proportionate means of achieving a legitimate aim. Ultimately, if tested, it will be for a court of law or tribunal to determine what is justifiable.
Discrimination Arising from Disability	This can occur when a disabled person is treated unfavourably because of something connected to their impairment and the treatment cannot be justified.
Failure to make Reasonable Adjustments for Disabled People	<p>The Equality Act 2010 places a duty upon organisations to make reasonable adjustments for staff, students and service users in relation to:</p> <ul style="list-style-type: none"> • provisions, criteria or practices • physical features • auxiliary aids <p>These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people</p>

Bullying	Bullying is defined as offensive, abusive, intimidating, malicious or insulting behaviour, or an abuse or misuse of power which undermines, humiliates, denigrates or injures the recipient. The behaviour is unwelcome and may be carried out as a deliberate act or unconsciously
Harassment	Harassment is unwanted conduct which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Section 27 of the Act defines victimisation as less favourable treatment of someone because they have made or might make a complaint about discrimination under one of the above Protected Group categories. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.