



# Milton Keynes Education Trust

## Equalities Policy

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## Equalities Policy

### Milton Keynes Education Trust Statement of Aims ENABLING ENHANCING ENRICHING

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

### Principles

This policy outlines the commitment of Milton Keynes Education Trust's Board of Trustees and staff to promoting equality. This involves tackling the barriers which could lead to unequal outcomes. Diversity within the Trust's community of schools is celebrated and valued.

We believe that equality should permeate all aspects of the Trust's work and is the responsibility of every member of the Trust and wider community. Every member of the Trust should feel safe, secure, valued and of equal worth. At the Trust's schools, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).

This policy has been drawn up in consultation with teaching and support staff, children and young people, parents, governors and Trustees. It is shared with the community through the Trust's website [www.mket.org.uk](http://www.mket.org.uk).

## Policy Commitments

### Promoting Equality: The ethos and culture of the Trust and its schools

At Milton Keynes Education Trust, we are aware that those involved in the leadership of its schools are instrumental in demonstrating mutual respect between all members of the community. We strive to achieve a feeling of openness and tolerance which welcomes everyone to the Trust's schools. Reasonable adjustments will be made to ensure access for children and young people, staff and visitors (including parents) with disabilities. This not only includes physical access, but information and activities. Children and young people's views are actively encouraged and respected and they are given an effective voice for example, through the School Council and opinion surveys. There are regular opportunities to engage with children and young people about their learning and the life of the school. Positive role models are used throughout the school to ensure that different groups feel welcomed and included.

### Promoting Equality: Curriculum

We aim to provide all our children and young people with the opportunity to succeed.

To achieve this we will ensure:

- curriculum planning reflects a commitment to equality;
- the curriculum prepares children and young people for life in a diverse society and uses opportunities to reflect their background and experiences;
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### Promoting Equality: Achievement

There is a consistently high expectation of all children and young people regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the Trust will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- it is important to identify the particular needs of individuals and groups within the Trust and to use targeted interventions to narrow gaps in achievement;
- a range of teaching methods is used throughout the schools in the Trust to ensure that effective learning takes place for all children and young people;
- all children and young people are actively encouraged to engage fully in their own learning.

#### Promoting Equality: Staff Recruitment and Professional Development Processes ensures that:

- all posts are advertised in line with MKET's Recruitment Policy;
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination;
- steps are taken to encourage people from under-represented groups to apply for positions at all levels in the Trust;
- access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- all supply staff and contractors are made aware of the Equalities Policy and practice;
- employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

#### Promoting Equality: To Counter and Challenge Harassment and Bullying

- the Trust counters and challenges all types of discriminatory behaviour and this is made clear to staff, children and young people, parents, governors and Trustees;
- the Trust has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- the Trust's schools report to Governors and the Board of Trustees on an annual basis the number of prejudice related incidents recorded in the school.

#### Promoting Equality: Partnerships with Parents/Carers and the Wider Community

The Trust aims to work in partnership with parents/carers. We:

- take action to ensure all parents/carers are encouraged to participate in the life of the Trust's schools;
- maintain good channels of communication, e.g. through parent consultations, to ensure parents' views are captured to inform practice;
- encourage members of the local community to join in Trust activities and celebrations;
- ensure that the parents/carers of newly arrived children and young people, e.g. EAL or children with disabilities are made to feel welcome.

## Responsibility for the Policy

Within MKET all members of our community have a responsibility for promoting equalities.

The Board of Trustees has responsibility for ensuring that:

- all Trust schools comply with all equalities legislation;
- the Trust's Equalities Policy is maintained and updated regularly;
- equality schemes are easily identifiable and included within the School Improvement and Development Plans and Accessibility Plans;
- the actions, procedures and strategies related to the policy are implemented;
- the designated Equalities Trustee will have an overview, on behalf of the Board of Trustees, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Executive Leadership team has responsibility for:

- providing professional leadership and vision in respect of equality;
- overseeing the implementation of the Equality Policy and schemes;
- co-ordinating the activities related to equality and evaluating impact;
- ensuring that all who enter the school are aware of, and comply with, the Equalities Policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to any prejudice-related incidents.

All Trust staff have responsibility for:

- the implementation of the Equalities Policy and schemes;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination;
- keeping up to date with equalities legislation.

## Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation of the policy is the Chief Executive Officer. S/he will be responsible for:

- providing updates on equalities legislation and the Trust's responsibilities in this regard;
- evaluating across the Trust the impact and success of the policy on children and young people from different groups, e. g. FSM, Ethnic Minority, SEN, Children in Care in the following areas:
  - Children and young people' progress and attainment

- Exclusions and othersanctions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in enrichmentactivities
- evaluating across the Trust the impact and success of the policy on staff with protected characteristics, e. g. gender, age, disability, LGBT.

### Measuring the Impact of this Policy

The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on children and young people, staff, parents and carers from the different groups that make up the schools in the Trust. The main findings from equality impact assessments will be published on the Trust's website as appropriate.

### Equalities Objectives 2022-25

- Reduce the gap between the progress made by Disadvantaged students and Others
- Narrow the achievement gap between boys and girls in English and Maths
- Increase the number of girls who study Maths, Chemistry, Physics and Computer Science Post-16
- Increase the number of boys who study Languages

Key Performance Indicators are included within the School Improvement and Development Plans and Accessibility Plans for each school.