



# Equality, Diversity and Inclusion Policy

<b>Approved by:</b>	Board of Trustees	<b>Date:</b> December 2024
<b>Last reviewed:</b>	N/A	
<b>Next review due by:</b>	July 2025	
<b>Monitoring and review:</b>	Every 3 years	

**Adopted:** December 2024

**Governing Committee:** Board of Trustees

**Responsibility:** CEO

This policy sets out our approach to equality and the equality objectives for West Midlands Academy Trust.

## 1. Aims

Our Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- To enhance the inclusive culture of Diversity, Equality, Inclusion (DEI) awareness, allyship and advocacy in an environment where self-education is actively encouraged, and challenge of conscious and unconscious bias is promoted by all learners and colleagues. Make systematic and impactful changes to work towards diversifying our governance groups and workforce to become more reflective of the richly diverse communities we serve.
- Ensure responsible staff have a good and current level of training to enable them to effectively review and progress EDI across the Trust and within its schools.

## 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 academies 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 the [Department for Education \(DfE\) advice for academies on the Equality Act](#), the [technical guidance for academies 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](#).

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

## 3. Roles and responsibilities

Our CEO, supported by our Board of Trustees, leads the vision, mission and values of Anti-Discrimination and the promotion of Diversity, Equality and Inclusion (DEI) across our Trust.

Our Head of HR is responsible for the oversight of gathering equalities information and providing analysis and information to the academies, the Executive Leadership Team and to the Trust Board.

Our Executive Leadership Team is responsible for ensuring that the central team and all academy leaders prioritise work in their academies, and for providing high quality training and information for all colleagues. Headteachers are responsible for delivering a curriculum informed by and for educating all learners in values.

### 3.1. The Board of Trustees

The Board of Trustees will:

- Ensure that the equality information as set out in this statement is communicated throughout our Trust, including to the school boards, staff members, learners, parents and carers and that they are reviewed and updated at least once every 2 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the academy Headteachers and School Board of each academy.
- Ensure those with responsibility for the leadership of EDI have an appropriate level of up-to-date training

### 3.2. The School Board (SB)

The School Board will, for their academies:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

### 3.3. The Headteacher

The Headteacher will, for their academy:

- Promote knowledge and understanding of the equality objectives amongst staff members and learners.
- Monitor success in achieving the objectives and report back to governors.
- Participate in appropriate training.

### 3.4. The designated member of staff for equality

The designated member of staff (CEO) for equality will, for West Midlands Academy Trust:

- Support the Headteachers and our Trust in promoting knowledge and understanding of the equality objectives amongst staff members and learners
- Report to the Board of Trustees every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs and organise training as necessary in liaison with the Head of HR.
- Liaise with Equality representatives across our Trust to drive this programme forward
- Participate in appropriate training
- Lead training and communications to deliver the objectives within each school and with WMAT employed staff

### 3.5. All staff members across our Trust

All staff members across our Trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Challenging and Eliminating discrimination

Our Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

It is the role of all staff members to actively challenge discrimination amongst colleagues and learners; our expectation is that all staff members will be the champions of diversity, equity and inclusion, equality in our Trust and our academies.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Trustees, local governors and all staff members 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.

As part of our DEI programme, all staff members have a series of training sessions, and also have access to a wide range of equalities training across the year, and access to a wide range of reading and support materials.

## 5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people connected by a particular characteristic
- 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 (e.g. encouraging all learners to be involved in the full range of academy societies; encouraging all staff members to participate in events).

### 5.1. Publishing information about learners

In fulfilling this aspect of the duty our Trust will at all times adhere to the requirements of GDPR. There will be no compulsion for any learners to disclose any identification with a protected characteristic. We understand that this will result in limited data but we aim to create safe environments in our academies for as many learners as possible to feel confident to share their own identification. We will, for every academy:

- Publish attainment data for each academy each academic year showing how learners with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our learners
- Relevant information about each academy will be published on their individual websites.

## 5.2. Publishing information about staff members

In addition to the information about learners, we will consider how our activities as an employer affect staff members with protected characteristics. In fulfilling this aspect of the duty our Trust will at all times adhere to the requirements of GDPR. There will be no compulsion for any staff member to disclose any identification with a protected characteristic. We understand that this will result in limited data but we aim to create a safe environment. As a Trust, we will consider the following information:

- The make-up of our workforce, with breakdowns of staff groups with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for the staff body with different protected characteristics
- Applications for flexible working and their outcomes for staff members with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff members with different protected characteristics
- Grievances and disciplinary issues for staff members with different protected characteristics
- Policies and programmes in place to address equality concerns from staff members
- Information from staff member surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff members or learners will not be identifiable. This means we may suppress some data if it relates to a very small number of staff members or learners to preserve their confidentiality.

## 6. Fostering good relations

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

- Promoting acceptance, belonging, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE 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 and reading, learners will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Learners will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute in line with our No Platform Policy.
- Making sure learners work with their local community. This includes each academy inviting leaders of local faith groups to speak at assemblies and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of learners within each academy. For example, academy councils have representatives from different year groups and are formed of learners from a range of backgrounds. All learners are encouraged to participate in their academies' activities, such as sports clubs.

Academies also work with parents and carers to promote knowledge and understanding of different cultures.

- Academies develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

In our recruitment processes, where possible have representation of protected characteristics on interview panels.

## 7. Equality considerations in decision-making

Our Trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our academies, we will always consider the impact of significant decisions on particular groups. For example, when an academy visit or activity is being planned, the academy considers whether the visit:

- Cuts across any religious holidays
- Is accessible to learners with disabilities
- Has equivalent facilities for all learners irrespective of their gender

## 8. Equality objectives

Equality objectives currently sit with individual schools within the academy.

WMAT equality objectives reviewed be set in July 2025 following completion of the following:

**Objective 1:** To conduct a comprehensive review of the current state of equality, diversity, and inclusion across all academies within WMAT. This review will assess existing practices and outcomes to identify areas of strength, opportunities for improvement, and any gaps in meeting the needs of our diverse communities. Following this assessment, further EDI objectives and actions will be developed in alignment with the needs and aspirations of our students, staff, and wider community to create a more equitable and inclusive environment.

## 9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Board of Trustees at least every 2 years.

The equality objectives will be reviewed by the Executive Leadership Team and published at least once every 2 years. These will be published for WMAT by September 2025 and will sit with schools until that point.

Academy-specific equality objectives will be reviewed by the Headteacher and Chair of School Board every 2 years.

This document will be approved by the Board of Trustees.

Academy-specific equality objectives will be approved by School Board.