



WILTSHIRE
PARTNERSHIP
TRUST

WPT Public Sector Equality Duty Information

Responsibility for Review of Equality Information: Trust Board
Reviewed: Annually

Responsibility for Review of Equality Objectives: Local Governance Committee
Progress Reviewed: Annually, then Objectives updated every four years



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Wiltshire Partnership Trust

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1 – Aims

At Wickersley Partnership Trust (hereafter referred to as WPT), we celebrate diversity and relentlessly focus on the highest standards of student achievement and our practice is thoroughly rooted in this approach.

At WPT, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and can participate fully.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At WPT we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2 – Introduction

This single document replaces any separate policies the Trust has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government.

The Public sector equality duty came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- Equality Objectives, at least every four years (from 6th April 2012) ar

3 – Part One

Our Legal Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

Protected Characteristics

The Act defines protected characteristics as follows:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Marriage and civil partnerships

These protected characteristics apply to students, prospective students, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to students and prospective students. (See Annex A).

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty (PSED) under section 6(1) of the Equality Act 2010.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat –

Roles and Responsibilities

We expect all staff of the Trust and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Trustees

The board has overall responsibility for ensuring compliance with equality legislation, the effective operation of this document and that action plans are implemented. The Trust and Governing Body keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The Trustees are the Governing Bodies are responsible for ensuring that:

- A commitment to equal opportunities is set out in this document
- The Trust is fully inclusive to students, and responsive to their needs based on the protected characteristics
- This 'Equality Information' document will be reviewed annually
- People are not discriminated against when applying for jobs on the grounds of the protected characteristics,
- All reasonable steps are taken to ensure that the environment gives access to people with disabilities, and communications are as inclusive as possible for all stakeholders.
- All applications to join the Trust are welcome, whatever a child's socio-economic background, race, gender or disability
- No child is discriminated against on account of their race, sex or disability, gender, religion and belief, or the fact that they are pregnant or are undergoing gender reassignment

The Trustees review the Equality Information and Objectives and evaluate the success of the Trust's equalities work taking account quantitative evidence (e.g. data) and qualitative evidence.

The Chief Executive Officer, along with the Executive and Senior Leadership Team, are responsible for ensuring that:

- This information is communicated and made readily available to staff, parents and carers
- This information and its related procedures are implemented
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this and the Equality Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness
- The principle of equal opportunity is promoted when developing the curriculum

All staff should:

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4 – Part Two

Across WPT

- We will seek the views of advisory staff, outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up on incidents of prejudice-related bullying
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping
- Throughout the year, WPT schools will plan ongoing events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure student/parent/staff consultation is regularly sought in the development and review of this policy
- We will regularly seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans and equality plans if they are in place

Equal Opportunities Relating to Staff at WPT

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. However, we will ensure - wherever possible - that the staffing of the schools reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity, and religion and belief are considered when appointing staff - particularly when promoting within WPT or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff
- Providing continued professional development opportunities for all staff, which are monitored as part of the performance management process
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4 – Part Three

Equality Objectives

Our Equality Objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We have agreed equality actions that will demonstrate what we want to achieve, how we will achieve our objectives and give a review of progress. This includes both WPT Trust-wide and school-level Objectives.

WPT has set the following Equality Objectives for the four-year period from July 2023 until July 2027:

1. To monitor and analyse student achievement by ethnicity, gender and special educational need, disability and disadvantaged groups, and act on any trends or patterns in the data that require additional support for

Review

The Equality Policy and Objectives have been agreed by the Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality Objectives and Equality Plan annually.

This document will be reviewed every four years by Trustees.

Annex A – Protected Characteristics

The protected characteristics for the Trust's provisions are:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age and marriage and civil partnerships are NOT protected characteristics for the Trust's provisions, but do apply to staff

Disability

This section should be read in conjunction with each academy's Special Educational Needs Policy and Accessibility Plan.

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day to day activities'. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long term and substantial adverse impact on their ability to carry out normal day-to-day activities.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. Protected
RfraX

The other tests to decide if someone has a protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months,

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for academy students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at the school/Trust or at home, or a medical professional etc
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention, they are protected
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy
- Have received gender recognition under the Gender Recognition Act 2004. It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment. This guidance uses the term 'transsexual person' to

Pregnancy & Maternity

Health and Wellbeing Strategy

At WPT, we feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and well-being at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
- Provide relevant training for all staff
- Ensure all necessary resources are provided
- Identify those circumstances that may contribute to inappropriate levels of work-related stress
- Consult with relevant Trade Union Safety Representatives and other stakeholders
- Provide confidential counselling for staff as necessary
- Promote an emphasis on wellbeing.
- Provide central support, resources and advisory services
- Offer practical step-by-step procedures and guidance
- Provide training to staff
- Monitor the effectiveness of this policy

Responsibility of the Senior Leadership Team

All Staff

All staff are expected to:

- Look after the health and wellbeing of their colleagues and the students and families they work with
- Treat each other with dignity and respect
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