



Equality, Diversity, and Inclusion Policy

March 2025

Approved	27 th March 2025
Review date	March 2027

At The RPT, we work hard to eliminate direct and indirect discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between all those within our community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at RPT we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our policies, procedures and strategy especially those related to (but not limited to):

- Accessibility
- Behaviour
- Uniform
- Recruitment
- Relationships and sex education
- Special educational needs and disabilities
- Home-school agreements

Our Mission

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

How we eliminate discrimination, harassment, and victimisation:

RPT does not tolerate direct or indirect discrimination, harassment, or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- Schools have robust procedures for dealing with prejudice-related incidents involving pupils, and staff receive training on these. All pupil incidents are recorded, and this data is shared with the governing body and the Trust board for analysis so that any trends can be identified and action plans put in place where necessary.
- The Trust holds a register of complaints based on schools reported complaints made by any stakeholder. This is reviewed termly and shared with Trustees on an termly basis.
- RPT's Full Code of Conduct outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- RPT's Behaviour Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by pupils.
- RPT's Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.
- RPT's Dignity at Work policy outlines procedures to eliminate all forms of harassment.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks, and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our pupil population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Exclusions (fixed term and permanent)

And within our staff population in terms of:

- Recruitment, retention, certified training, and promotion

- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones (RPT also have a dedicated EDI Steering Group that focusses on all aspects of EDI; they meet termly and are a cross representation of staff from across the Trust).
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that each school's environment and its activities are as accessible and as welcoming as possible to all, in some cases, making extra provisions to ensure that disabled people can access the same outcomes from their visit as non-disabled people.
- Please see our Accessibility Plan for further information.
- We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff. We work closely with families to consider the needs of pupils who may be gender questioning.
- Our Joint Consultative Group (JCC) meet on a termly basis and EDI is a frequent area of focus.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- In a way that is meaningful to them, we teach our pupils to recognise and challenge stereotypes and prejudice, and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our Behaviour Policy includes a requirement to respect other people and their different identities.

- We take steps to ensure diversity in our pupil/student councils, governing bodies, and staff teams.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The Trust Board is responsible for ensuring that:

- RPT complies with all equalities legislation relevant to the community, and ensures that this policy and its related procedures and action plans are implemented.
- A member of the Trust Board keeps an overview regarding the implementation of this policy.
- The Trust Board will ensure that all policies include the RPT commitment to equalities statement.
- All available data is used to consider equalities issues and to ensure adjustments to Trust policies and practices are made, including positive action where necessary.

Head teachers and senior leaders are responsible for:

- Overseeing the implementation of the Equality, Diversity and Inclusion Policy.
- Ensuring that those who enter the school are aware of, and understand the importance of complying with, the Equality, Diversity, and Inclusion Policy. Induction training will ensure staff know the importance of maintaining a positive and inclusive culture within all of our Trust settings.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support (e.g. training linked to ‘unconscious bias’ etc.)
- Taking appropriate action in any cases of discrimination, harassment, victimisation, and bullying.
- Regularly reviewing pupil behaviour data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the schools.
- Ensuring that “Equality Objectives” are agreed and shared both internally and externally via the school’s website.
- Co-ordinating the school’s progress towards an accredited EDI related award, for example the Equalities Award.
- Ensuring that ‘blind recruitment’ protocols are followed; additional consideration should also be given to ‘representation’ on interview panels and with regards to activities linked to the selection processes.

The EDI Steering Group is responsible for:

- Developing an EDI action plan and communicating this to leaders, staff, pupils and families.
- Gathering staff feedback and feeding this information to leaders/staff etc.
- Ensuring the EDI Policy is reviewed and reflects our Trust/schools practice and procedures.

Staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Understanding and complying with the Equality, Diversity, and Inclusion Policy and our Dignity at Work Policy.
- Contributing to action plans, or activities relating to the Trust's EDI work.
- Making reasonable adjustments to ensure that pupils do not experience any form of discrimination or exclusion.
- Dealing with and reporting prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to support the implementation of this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

Pupils, where appropriate, are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Understanding the ethos of Trust and complying with the Trust's Equality, Diversity, and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing, and celebrating diversity.
- Challenging stereotypes and prejudices.

Supportive Strategies for pupils with SEND

Some pupils attending RPT schools have very complex needs. As a community we understand that behaviour that constitutes discrimination, harassment, victimisation or bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve.

Some of the pupils at RPT schools will not recognise behaviour that constitutes discrimination, harassment, victimisation or bullying if they experience it; equally some pupils would not recognise their own behaviour as being discriminatory or bullying towards another individual. The role of adults in protecting pupils from harm in these circumstances is critical.

Parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Understanding the ethos of the Trust and complying with the Trust's Equality, Diversity, and Inclusion Policy.
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement.

Visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the Trust's schools.
- Complying with the Trust's Equality, Diversity, and Inclusion Policy.

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty, our Trust collects equality information on pupils and staff.

Using this information, the Trust analyses the following in terms of protected characteristics:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil exclusions
- Staff recruitment, retention, and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

RPT also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives.

Headteachers at RPT schools are responsible for identifying any equality-related training needs for their staff as part of the CPD review process.

A school's equality objectives may also take into account national and local priorities and issues. They are devised in consultation with school governors and are integrated into the school improvement plan as appropriate. Objectives are kept under review and progress towards them is reported on annually.

Equality Impact Assessments

Members of staff developing RPT policies are mindful of the impact of the policy on different groups of people with shared protected characteristics. This ensures that our policies, practices, and decision-making processes are fair and do not discriminate against any groups. It also enables us to consider ways to proactively advance equality.

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other Trust policies are dealt with, as determined by the Head teacher, Local Academy Board and/or Board of Trustees.

Appendix 1: Glossary

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities
Biphobia	Prejudice or negative attitudes, beliefs, or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> ● they have a particular protected characteristic ● someone thinks they have that protected characteristic (discrimination by perception) ● they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing, or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment (including sexual)	<p>Harassment is when a person/a group of people behaves in a way that causes another person distress or alarm.</p> <p>The behaviour must happen on more than one occasion and can be the same type of behaviour or different types of behaviour on each occasion. The main goal of harassment is to persuade victims either not to do something they are entitled or required to do, or to do something they are not obliged to do.</p>
Homophobia	Prejudice or negative attitudes, beliefs, or views about lesbian, or gay people.

Islamophobia	Islamophobia refers to prejudice, discrimination, or hostility directed towards Muslims or Islam. Islamophobia can manifest in individual attitudes, systemic practices, acts of exclusion or even acts of violence. It may emerge in various settings and perpetuates misunderstanding and division.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Racism is the belief that certain races or ethnic groups are inherently superior or inferior to others, often leading to discrimination, prejudice, or unfair treatment based on someone's race or ethnicity. It can manifest in individual attitudes or behaviours, as well as systemic practice that disadvantage certain racial groups.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> ● changing provisions, criteria, or practices ● changing or removing a physical feature or providing a reasonable alternative way to avoid that feature ● providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs, or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.

Victimisation	The act of treating someone unfairly or harming them, especially as a form of retaliation, discrimination or abuse. This could include emotional or psychological mistreatment. It's often associated with situations where someone is targeted because they have spoken out, opposed unfair practices, or belong to a particular group.
----------------------	--