



PACE Academy Trust

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Celebrating Diversity, Promoting  
Equality:  
Our Policy and Commitments

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V1	2015	MR	
V2	March 2021	JG	Revised and updated to reflect our 2021 vision and commitments.
V2.1	13 July 2021	JG	Revisions made following consultation with staff, governors and Directors.
V3	November 2023	JG	Revisions following policy review by Equality Network

## *Celebrating Diversity, Promoting Equality*

This policy outlines the commitment of the staff, governors and directors of PACE Academy Trust to promote and celebrate diversity, equality and inclusion.

Our schools respect, value and celebrate diversity within our communities. We recognise that we are all different; the contributions of all our adults and children are seen, heard and valued. We enjoy our differences and take time to understand our varied experiences. We encourage one another to challenge our assumptions. We respect, appreciate, value and celebrate our diversity. Every adult and every child in PACE Academy Trust is equally important to us. We recognise that we are all different.

We will tackle the barriers which could lead to unequal outcomes and ensure equality of access for all stakeholders. We will treat people fairly and consistently. We will treat any allegations of discrimination seriously.

### **Our Commitments**

PACE Academy Schools contribute towards celebrating diversity and promoting equality in the following ways:

#### **Curriculum and school environment**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning embraces our commitments to diversity and equality;
- Our curriculum celebrates that our pupils live in a diverse and global society and uses opportunities to reflect the background and lived experience of pupils and families in the schools and community;
- There will be opportunities in the curriculum to explore and discuss concepts and issues related to identity and equality;
- We promote attitudes and values that celebrate and respect diversity;
- We always challenge discriminatory behaviour and language wherever it occurs;
- We use images and materials which showcase a broad range of cultures, identities and lifestyles;
- Our books for children include texts written by diverse authors who celebrate and embrace difference;
- Resources will be available in school, enabling children to create artworks in their own image;
- We regularly ask whether our pupils can see themselves reflected in our curriculum content;
- Displays around our schools and on our websites/social media accounts celebrate our own diversity and champion the achievements of people of all backgrounds. These displays are frequently monitored and extended.

#### **Attainment and Achievement**

There is a consistently high expectation of all pupils regardless of their age, gender, gender identity, ethnicity, race, religion, belief, ability, whether they have additional needs, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults must provide strong, positive role models in their approach to all issues relating to equality of opportunity and celebrating diversity;

- Our schools' policy and practice ensures that education within the schools meets the specific needs of each pupil and all learners are actively encouraged to engage fully in their own learning;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in attainment. Progress meetings monitor gender, ethnicity, English as an Additional Language (EAL), Pupil Premium and Special Educational Needs to ensure there are no patterns or specific cases of under-attainment. If there are, appropriate action is taken.

### **Ethos, engagement and inclusion**

In our schools, equality of opportunity is embedded into school practice;

- An open door policy allows parents, carers and children access to an adult to discuss any concerns;
- The children are expected to behave well with one another and the people they come into contact with;
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but considers wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupil voices are heard: for example through school councils, which reflect the school population; and through pupil surveys and regular opportunities to engage about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that all pupils feel welcomed and included.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally, either across PACE or externally;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination including unconscious bias;
- Recruitment and progression decisions are made on merit;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Any complaints of bullying, harassment or discrimination are taken seriously and are referred to the Headteacher or CEO;
- Acts of bullying, harassment or discrimination will be dealt with under our grievance and/ or disciplinary procedure and appropriate action will be taken;
- Opportunities for training, development and progression are available to all staff and we will help and encourage all staff to develop their full potential;
- Access to opportunities for professional development is monitored on equality grounds;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Countering and Challenging Harassment and Bullying**

- Our schools counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Our schools have a clear, agreed procedure for dealing with prejudice related bullying incidents and the Headteacher is responsible for recording, monitoring and addressing incidents;
- Our schools report to local governing bodies on an annual basis the number of prejudice related incidents recorded in the school.

### **Partnerships with Parents/Carers and the Wider Community**

Our schools aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, for example through an open-door policy and regular parent questionnaires to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of all newly arrived pupils are made to feel welcome.
- Organise visits to the school from the parental and wider community;
- Organise local visits for the children;
- Carry out fundraising activities.

## *Our Equality Objectives*

Every year our schools set and include their equality objectives in the school's development plan. Our trust development plan includes our cross trust equality objectives.

### **Responsibility for the Policy**

In our schools, all members of the school community have a responsibility for promoting equality. We have Equality and Diversity Leads in all our schools and in our Trust Leadership Group who work together and individually to ensure that we consider equality and diversity implications in all aspects of our work.

### **Our Equality and Diversity Leads will work with our Executive Leaders to:**

- Collaborate with colleagues to promote equality and diversity;
- Shine a constant spotlight on the equality considerations within (for example) curriculum thinking, wellbeing and care, and the application of employee policy.
- Recognise and promote good practice whether that is in the classroom, leading a subject/phase, operating a school site or any aspect of our work to deliver inclusive education.
- Be vigilant about representation of everyone, everywhere: from in-school displays/ website/school social media posts and the curriculum through to representation/participation in extra curricula or other opportunities for children (such as school council, reading/performing at school events).
- Be willing and empowered to constructively challenge colleagues and leaders when there is scope to improve our practice.

### **The local governing bodies** have responsibility for ensuring that:

- The school has diversity, inclusion or equality targets within its school development plan;
- The school is making good progress towards meeting its equality targets;
- The school complies with all equalities legislation relevant to the school community;
- They, as governors, scrutinise information about discriminatory incidents and ask questions about action taken;
- They, as governors, always champion diversity, equality and fairness and regularly ask challenging questions in support of this policy.

### **The Directors** have responsibility for ensuring that:

- PACE has agreed diversity, inclusion or equality targets in its development plan;
- PACE is making good progress towards meeting its diversity, inclusion or equality targets;
- PACE has in place robust policies for staff and for children which advance equality of opportunity and fair treatment of all.

### **The Headteachers/ Heads of School and Senior Leadership teams** have responsibility for:

- Providing active leadership and vision in respect of celebrating diversity and promoting equality in partnership with the governing body;

- Proposing, leading and reviewing progress against diversity, inclusion or equality targets;
- Recording, taking appropriate action and reporting (to governing body) any discriminatory incidents;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.

**All school staff** have responsibility for:

- Modeling good practice, dealing with racist or other discriminatory incidents and being able to recognize and tackle bias and stereotyping;
- Celebrating diversity, promoting equality and inclusion and avoiding discrimination against anyone for reasons of their age, gender, gender identity, ethnicity, race, religion, belief, ability, whether they have additional needs, social background or their sexual orientation.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

### Monitoring and Review

The schools' leadership teams are responsible for co-ordinating the monitoring and evaluation of this policy. This includes:

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Looked After Children, Black, Asian and Minority Ethnic, including Traveller and EAL pupils, and Pupil Premium entitlement. This will be done through the monitoring of:

- Pupils' progress and attainment
- Policy and practice and classroom observations
- Behaviour, discipline and exclusion data
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

PACE will publish gender pay gap data on our website.