



Equality and Diversity Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Equality Statement

This policy reflects the Single Equality Act 2010, which harmonises and replaces previous legislation and therefore supersedes all previous school policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex. The Positive Impact Group will ensure as far as possible that at every level, in all our work and throughout all aspects of the Trust community, everyone is treated in line with this guidance. This Single Equality Policy sets out our approach and commitment to advancing equality and promoting respect for difference and diversity throughout our vision, ethos and values.

Vision for Equality

Our approach to equality is based on the following key principles:

All members of our organisation are of equal value.

At The Positive Impact Group, we believe in equality for all. We are committed to ensuring all our employees and those who work with us are equipped with the knowledge, understanding and skills to challenge discrimination, injustice and associated perceptions. We aim to empower all to make informed and responsible choices about their own actions. We aim to engender a personal and collective sense of responsibility and accountability to ensure that there is true equity across our organisation.

We recognise, respect and value differences.

We take account of this and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all.

We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.

We foster a shared sense of cohesion and belonging where all members of our organisation's community feel a sense of belonging within and across our settings and

wider community, and feel that they are respected and able to participate fully in school life.

We observe good equality practices for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

We have the highest expectations of all our pupils. We expect that all pupils can make good progress and that all members of the community can achieve their highest potential.

We work to raise standards for all pupils, with a distinct focus on the most vulnerable and least resourced. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole organisation.

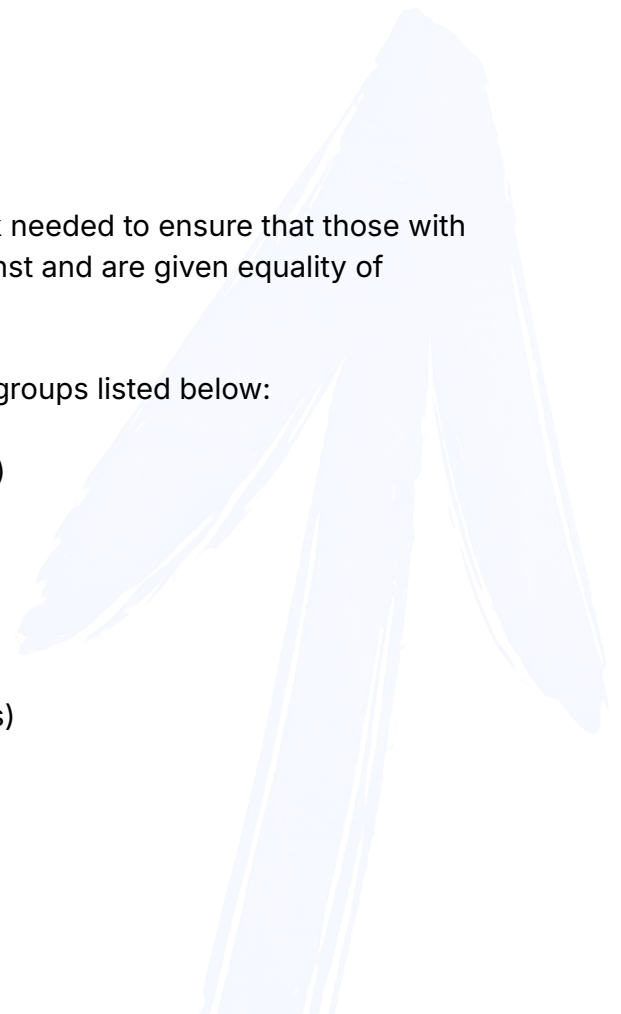
Legal Duties

At the Positive Impact Group, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination.
- advance equality of opportunity.
- foster good relations.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees, not for service provision)
 - disability
 - ethnicity
 - gender
 - gender reassignment
 - maternity and pregnancy
 - marriage and civil partnership (for employees)
 - religion and belief
 - sexual identity
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Recruitment

We follow the above principles when recruiting staff at the organisation. We do not discriminate against the above groups. We offer a fair and inclusive interview process. Our interview process includes a scoring system to ensure that all candidates are graded on the exact same scale and to the same criteria.

To meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information to demonstrate compliance with the general duty across its functions. This will be updated each academic year. We will not publish any information that can specifically identify any individual child or adult.
- Prepare and publish equality objectives, which are updated at least every 4 years.

To do this, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions/behaviour management
- Prejudice-related incidents

Our objectives will detail how we will ensure equality is applied to the Positive Impact Group, where we find evidence that other functions have a significant impact on any particular group, and we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

Core Statements

In fulfilling our legal obligations, we will be guided by seven core statements:

- All learners are of equal value.
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equality practices, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.
- We consult and involve widely.
- We strive to ensure that society will benefit.

Addressing Prejudice-Related Incidents

The Positive Impact Group is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. If incidents still occur, we will address them immediately. We will continue with our existing practice that all incidents of prejudice-related discrimination will be reported to the Head of Academy.

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Roles and Responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

Role	Responsibility
Director	- Promoting key messages to staff, parents, and pupils about equality and what is expected of them and what is expected of The Positive Impact Academy sites in carrying out its day-to-day duties. - Ensuring all The Positive Impact Academy community receives adequate training to meet the needs of delivering equality, including pupil awareness. - Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
Senior Leadership Team (Head of Academy, SENDCo, Education Welfare Officers and Senior Education Mentor)	- To support the Director as above. - Ensure fair treatment and access to services and opportunities. - Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
Education Mentors	- Help in delivering the right outcomes for pupils. - Uphold the commitment to pupils, parents/carers, on how they can be expected to be treated. - To deliver an inclusive curriculum to all students at The Positive Impact Academy. - Ensure that you are aware of their responsibility to record and report prejudice-related incidents.
Parents	- Take an active role in identifying barriers to education at The Positive Impact Academy and to inform the Director in order to eradicate these. - Take an active role in supporting and challenging The Positive Impact Academy to achieve the commitment to tackling inequality and achieving equality for all.

Pupils	• Support The Positive Impact Academy to achieve its commitment to tackling inequality and achieving equality for all. • Uphold the commitment made by the Director on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community	• Take an active role in identifying barriers to education at The Positive Impact Academy and to inform the Director in order to eradicate these. • Take an active role in supporting and challenging The Positive Impact Academy to achieve the commitment to tackling inequality and achieving equality for all.

Ethos and Atmosphere

At The Positive Impact Group, we demonstrate mutual respect between all members of the organisation and the community of settings. There is an openness of atmosphere which welcomes everyone. All within the community will challenge any type of discriminatory, prejudiced, or harassing behaviours. All pupils are encouraged to greet visitors to the settings with friendliness and respect. The displays around the schools are of a high quality and reflect that we value diversity as well as our commitment to equality. Provision is made to cater for the needs of all the pupils through planning of assemblies, classroom-based and externally based activities. Representation is our key driver for all we do.

Monitoring and Reviewing

The Positive Impact Group is working towards greater equality in the community. Our settings use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide learning environments in which each individual is encouraged to respect and value others' differences, as well as to fulfil their own potential.

Schools regularly assess pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups (Ethnicity, Sex, LGBTQ+, SEN, FSM, Gifted and Talented, Vulnerable or At Risk), to ensure that all groups of pupils are making the best possible

progress. Our settings use this information to adjust future teaching and learning plans. Resources are made available to support groups of pupils where the information suggests that progress is not as good as it should be. As well as monitoring pupil performance information, our settings regularly monitor a range of other information relating to attendance, exclusions and truancy, racism, disability, sexism, stereotyping, homophobia, biphobia and transphobia, and all forms of bullying and participation in extended learning opportunities. Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support.

We also provide training to staff on equality and diversity, and how to disrupt any unconscious bias around pupils' potential achievement. The Positive Impact Group is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce in order to respect and respond to the diverse needs of our population. As part of this work, we collate information on our workforce in order to monitor equality of opportunity. Leaders have had training to ensure equality, diversity and inclusion are at the centre of recruitment.

Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds and types of families, without stereotyping and that promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions, celebrate the diversity of other cultures, and to celebrate all types of families, including same-sex parents, single parents and carer families.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.

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- Ensure that the whole curriculum covers issues of equality and diversity and makes best use of all available resources to support the learning of all groups of pupils.
 - Promote and celebrate the contribution of different cultures to the subject matter.
 - Seek to involve all parents in supporting their child's education.
 - Provide educational visits and extended learning opportunities that involve all pupil groups.
 - Take into account the attainment of all pupils when planning for future learning and setting challenging targets.
 - Identify resources and training to support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their sex, ethnicity, disability, religion or belief, sexual orientation, age or any other potential area of discrimination. The organisation believes that all pupils can achieve at least national norms.

All pupils are encouraged to improve on their own achievements and not to measure themselves against others; to be the best they can be. Parents are also encouraged to view their own children's achievements in this light. Our settings place a very high priority on the provision for special educational needs and disabilities.

The setting will provide an environment in which all pupils have equal access to facilities and resources and are encouraged to be actively involved in their own learning. Consideration is given to the physical learning environment, both internal and external, including learning spaces that visually celebrate diversity through posters and displays.

Curriculum

We aim to ensure that planning reflects our commitment to equality in all subject areas and cross-curricular themes.

Pupils have opportunities to explore concepts and issues relating to identity and equality, including religious and cultural identity and sexual orientation, in an age-appropriate way. Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles. All pupils have access to education which recognises attainment and achievement and promotes progression.

Resources and Materials

The provision of good-quality resources and materials within our settings is a high priority. These resources will:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images which promote equality between sexes and sexualities
- show positive images of different types of families, including same-sex parents, single parents and carer families
- include non-stereotypical images of all groups in a global context
- be accessible to all members of the school community
- actively combat stereotypes and provide examples of real role models.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not consciously offend
- does not limit potential or expectation
- creates the conditions for all people to grow healthy self-esteem
- is accurate in referring to particular groups or individuals.

Personal Development and Care, Guidance and Support

Staff take into account sex, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups.

All pupils are encouraged to consider the full range of life opportunities available to them, with no discriminatory boundaries placed on them due to their disability, sex, race or

sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.

Positive role models exist across the organisation, and settings ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community and on celebrating difference as a positive attribute.

Staffing and Staff Development

We recognise the need for positive role models and the distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages, where possible. We encourage the career development and aspirations of all school staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure good practice through the recruitment and selection process. Equality policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policies and procedures are reviewed regularly to check compliance with legislation.

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson