

Fioretti Trust

Inclusion, Diversity, Equity & Accessibility Toolkit

IDEA Working Party:
September 2022



INTRODUCTION

Fioretti Trust launched its Inclusion, Diversity, Equity and Inclusion (IDEA) Working Party in March 2022. The IDEA Working Party agreed the following terms of reference:

“A working party driving Fioretti Trust to provide learning environments that are inclusive, diverse, equitable and accessible so that every child is heard. To provide consistency for each child to reach their potential”

The IDEA Working Party concluded that the adoption of a bespoke toolkit, based on the Warwickshire County Council model, would provide the Trust and its stakeholders with a foundation for promoting and monitoring Inclusion, Diversity, Equity and Inclusion.

This Warwickshire County Council toolkit was designed to support education providers to meet their legal duties under current equality legislation. It contains a straightforward explanation of what is required by law and some suggestions as to how to put this into practice in education settings. The duties for schools under the legislation should not represent an extra burden; instead, they can serve to support and enhance good practice.

Fioretti Trust would like to thank Warwickshire County Council for allowing the Trust to use its model as a basis for meeting the Trust’s obligations under the Equality Act 2010 and promoting IDEA across the Trust. Please note the IDEA Working Party inflated the term ‘equality’ to ‘equity/equitable’ because it realises that the Trust will need to make reasonable adjustments for different groups of people to create opportunity for all.

Legislative Framework

The Equality Act 2010 combined nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality. The Act introduced 9 protected characteristics;

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

The Act also specifies particular areas of protection e.g. in employment and within education and set out general and specific duties which schools must meet. The Public Sector Equality Duty consists of a general duty and some specific duties that are designed to help organisations meet their general duty.

Public Sector Equality Duty (PSED)

The General Duty has three aims; it requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not

Compliance with the general duty is a legal obligation but also makes good management sense because it enables the Trust to provide services which meet the diverse needs of its pupils, parents and staff.

Specific Duties require public bodies to:

- publish relevant, proportionate information demonstrating compliance with the Equality Duty. Subsequently, the information must be published at least annually; and
- set and publish first equality objectives which are specific and measurable. Subsequent objectives must be published at least every four years.

In addition to these general and specific duties required by law, as a Church of England Multi-Academy Trust, Fioretti Trust wishes to proactively reflect God's heart for unity and diversity.

Publishing Data

The information published must show that Fioretti Trust has consciously thought about the three aims of the Equality Duty as part of the decision-making process. The Information should include the effects that policy and practice have had on people who share a protected characteristic.

Publishing Information - this can include quantitative and qualitative information and needs to be legitimate and proportionate. The information needs to be disaggregated according to the protected characteristics (although there may be occasions where information, particularly disaggregated information, cannot be published due to data protection considerations). Where data protection issues arise, the Trust will act in accordance with its Data Protection Policy.

To evidence what Fioretti Trust has done or are doing to **eliminate unlawful discrimination** it will publish its:

- Attendance Policy
- Behaviour Policy
- Equality Policy
- Bullying Policy
- Exclusions Policy and Figures
- Equality Targets Set and Progress
- Performance Information, achievement/attainment levels of pupils

Evidence of **advancing equality of opportunity** could include things such as:

- Staffing Information
- Training records
- Extra curricula activities

Foster Good Relations information could be things such as:

- Overall pupil profile data
- Community cohesion activities
- Evidence of curriculum covering issues such as tackling prejudice, understanding diversity and cohesion
- Information on engagement
- Parents/ Carers and pupils surveys

Ofsted and SIAMS (Statutory Inspection of Anglican and Methodist Schools)

Ofsted and SIAMS within their inspections also look for evidence of adhering to statutory requirements and how effective a school is in promoting equality of opportunity and tackling discrimination. In particular they are looking for evidence of how:

- Equality and diversity is promoted among staff, learners, employers, parents and other partners
- The impact of its equality and diversity work is assessed and takes appropriate action in response to findings
- How effective the training is so that at all levels people are able to understand their roles and responsibilities in relation to equality and diversity
- All learners are protected from harassment, bullying and discrimination, including those based with employers
- It manages incidents and complaints related to equality and diversity
- Targets are set and data is used to monitor, analyse and improve performance by different groups of learners
- Action is taken to reduce significant variation between different groups of learners

Key features for an outstanding assessment of equality and diversity would include:

- High success rates for all learners
- Equality has a strategic prominence and is integral to self–assessment and planning
- Equality is understood by all and is evident in daily activities
- Clear and decisive evaluation and monitoring of performance and outcomes of different groups of learners and appropriate action taken to narrow gaps
- Managing attendance and absences and how this can have an impact upon achievement
- Well planned curriculum meets needs of individual learner with good referrals to other providers where provider is unable to do this
- Inappropriate behaviour and comments and bullying is challenged
- Strong community involvement
- Employers actively engaged and promote commitments and benefits of diversity
- Frequent and effective staff training at all levels
- Equality and diversity is embedded across all areas of teaching, training, learning

This toolkit provides guidance and examples to assist Fioretti Trust in meeting its duties under the Equality Act and ensuring the learning environment is one which tackles discrimination, celebrates diversity and includes all sections of society.

The kit includes:

- 1) The Fioretti Trust's Equality Information and Objectives Policy and Inclusion Statement
- 2) A guide for information gathering, data analysis and objective setting
- 3) An Equality RAG rated Audit tool

1. Equality Information and Objectives Policy and Inclusion Statement (Appendix A)

This document outlines the Trust's intent on how it will meet the duties of the Equality Act 2010.

2. Guide for Information Gathering, Data Analysis and Objective Setting (Appendix B)

The second part of the toolkit sets out how the Trust will collect equalities information, analyse that information and then set SMART objectives.

3. Equality RAG Rated Audit Tool (Appendix C)

This will enable the Trust to evaluate all of its systems and processes to identify any gaps regarding equalities that could be addressed.

Appendix A (attached)

Appendix B

Information Gathering, Data Analysis and Objective Setting Procedure

Step 1: Get a group together

A group of people drawn from each school within the Trust will work through the equality analysis process. The group should include someone with overall legal responsibility for the setting and someone with day to day responsibility.

Step 2: Gather up your existing information

Collect together the information you already hold that relates to equalities. This can include:

Data from the following (where applicable)

- Management information system (MIS)
- Local community profiles
- Setting populations
- Children's attainment/EYFS profile scores
- Attendance and absences
- Exclusions/withdrawals
- Participation in other activities/opportunities provided at each setting
- Prejudice-based bullying logs
- Staff profiles
- Governor/trustee profiles

Step 3 Organise your data

The group will need to analyse the data according to all the **protected characteristics** that are set out in the Equality Act. It is unlikely that each school will hold data on all of these characteristics. The group are not required to collect any more data for this exercise. Instead, where there are gaps, the group will need to consider whether the Trust needs more information. If so, the Trust may choose to collect this data in future.

Step 4 Examine the data

The group will go through the data it has collected and note down any apparent inequalities between different groups. This will be carried out systematically considering each of the different protected characteristics in turn (including any that the group have added). The group will ask questions such as:

- How does boys' development compare with that of girls?

- What about prejudices, e.g those based on race or religion?
- Is attendance at parents' forum meetings and parents' evenings comparable for different ethnicities?
- Do disabled children participate in additional activities that you organise?
- Are certain groups of children over represented in exclusions/withdrawals from setting?
- Do disabled adults participate in setting events?
- Who are the victims of bullying? Who are the perpetrators?
- Have there been any disability, homophobic, transphobic hate incidents?

As the group asks these questions, the members should make a note of any potential issues regarding equality and also any examples of measures that you are already taking to address inequality. The group should use the equality audit document at the end of this tool kit.

Step 5: Compile a list of possible actions

The group will examine in turn each of the inequalities that it noted as it analysed the data (or external sources of data). The group should consider what these inequalities might indicate in terms of the three arms of the public sector equality duty.

When the group is considering what steps to take it should remember that it is quite lawful for settings to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, children with particular protected characteristics. This is called **Positive Action**. It needs to be a proportionate way of achieving the relevant aim – For example providing special support for Traveller children or a project to engage specifically with families who are newly arrived in the country. If the group is not sure of the answer to any of the questions it should note down what steps it could take to find out more. When the group has considered all the inequalities it turn will end up with a list of steps for action. Some may be quite straightforward and the group can implement these at once. Others will require careful consideration and planning before they can be implemented. The group will need to draw up priorities for action.

Step 6 Identify priorities for action

It is unlikely that the group can make all the improvements it would like at once; therefore it will need to identify some realistic priorities for action that will have the maximum effect on equality in the Trust/school setting. These priorities will become your **equality objectives**.

Equality objectives, by law, need to be **specific** and **measurable** so it is not enough to simply identify a general priority, the group will need to consider what **outcome** you want to achieve and how you will measure your progress towards this.

Step 7 Publish equality information and objectives

Step 8: Review your progress

The equality information the Trust publishes is required by law to be reviewed and updated annually and objectives need to be updated every four years. The Trust will update its information and report on progress towards its objectives at least once a year. Additionally, whenever the Trust is

considering introducing a new policy or changing its practice, it will need to consider how this will impact on equality.

Appendix C

Equality RAG Rated Audit Tool

A Self Evaluation Audit

The Equality Act imposes a duty on the Trust to:

Promote accessibility
Value cultural diversity
Promote participation
Promote equality of opportunity
Promote inclusive communities
Reduce disadvantage and exclusion

Completing an Equality Audit is an assessment of where an organisation is in terms of how it delivers and incorporates equality and is a great tool for the Trust to use to regularly review its position in the light of the duty. The benefits of completing an Equality Audit include using it as:

- An additional planning tool
- An additional reporting tool
- A tool to increase staff management, efficiency and effectiveness
- As a quality management tool
- A tool to insure compliance with the law; and
- A tool to understand stakeholder attitudes and perceptions about equalities

An audit should include:

Assessment – assessing what is in place and where the Trust is in relation to meeting the duty

Acting – responding to the findings and plugging the gaps

Reviewing- assessing changes or adaptations and monitoring year on year

Please use the check list below to assess the Trust's 'health' and from that use the 'traffic lights' in the right hand columns to record where you consider the Trust to be in relation to each indicator.

Does the Trust have / monitor the following:

Checklist item	Yes/ No	Does it mention and / or cover equalities / diversity/ equality strands/ accessible to all	Equality analysis undertaken Yes/ No/ Not applicable	red	amber	green
Governance						
Skills audit for Trust Board / Local Governing Body (LGB)						
Vision and Values						
Strategic plan (or development plan)						
Is Governance reflective of community (Trust Board / LGB)						
Managing harassment, discrimination, victimisation and bullying of staff and pupils						
Fostering good relations with local organisations and community groups						
Equal Opportunity/ Inclusion Policy						
Management of employees						

Recruitment data						
Training data						
Promotion data						
Exit data						
Grievance data						
Disciplinary data						
Management of pupils						
Admission and attendance data (compared to national statistics)						

Overcoming barriers to learning						
Behaviour including Exclusions (fixed & permanent) compared to national statistics						
Out of school activities						
Accessibility plan for SEND pupils						
Attendance Policy						
Curriculum and Learning						
Educational visits/ school trips accessible to all						
Lessons that value/ promote diversity						

Learning styles appropriate to learners needs						
Appropriate assessment methods are used which take account of pupils' needs						
Staff trained/ experienced in meeting diverse pupils needs						
Parent & carer / community involvement						
Parents informed of child's progress						
Parents involved in the school						
Links with local groups (and use of school facilities for holiday schemes and after school activity)						

Checklist item	Action Required	Lead Officer/ Person responsible	Target Date

Useful resources

<http://www.csie.org.uk/resources/current.shtml#equality2016>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/education-providers-schools-guidance>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers>

<http://www.stonewall.org.uk/our-work/education-resources> LGBT guidance and support

<http://www.runnymedetrust.org/projects-and-publications/education.html> Race guidance and support

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments> Guidance on making reasonable adjustments for pupils with a disability

