

# QUANTUM MULTI-ACADEMY TRUST



## Equality Duty POLICY

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Source	

## Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The general equality duty (section 149 of the Equality Act 2010) requires schools to have regard to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations between those who share a protected characteristic (e.g. disability, age, race, religion, belief, gender assignment, sexual orientation, pregnancy or maternity) and those who do not.

### Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whether their disability is visible or non visible
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender, gender assignment or sexual orientation

### Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are adapted, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, gender assignment and sexual orientation, so that the different needs and experiences of different genders are recognised.

### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and good relations regardless of peoples protected characteristics.
- mutual respect and good relations between genders, and an absence of sexual harassment.

### Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled

- whatever their ethnicity, age, culture, religious affiliation, national origin or national status
- whichever their gender, gender assignment and sexual orientation

#### Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people (whether their disability is visible or non visible)
- people of different ethnic, cultural and religious backgrounds
- different genders

#### Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- different genders

#### Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- different genders

### Equality objectives 2025-2028

1. To make all essential elements of the school accessible to all pupils/students and staff with a disability regardless of whether the disability is visible or non visible.
2. To integrate of British Sign Language into the secondary school classrooms to support pupils/students with a hearing impairment and to establish and embed deaf representation and awareness into the curriculum.
3. To enable all pupils/students to access a curriculum that celebrates diversity and all protected characteristics.
4. To embed equality throughout our schools through pupil/student voice and student leadership.