

Equality, Diversity and Inclusion in Employment

Policy and Guidance

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Red Kite Learning Trust is committed to developing and encouraging positive working practices that support and enable our leaders and colleagues to undertake their roles to the best of their abilities and therefore achieving our mission of nurturing ambition, delivering excellence and enriching children's lives. To support this, all policies and procedures will:

1. Support the mission, values and goals of our Trust whilst recognising the differences between our schools and teams
2. Consider the health and wellbeing of our colleagues, as well the need to support and encourage work-life balance
3. Ensure compliance with legislative and regulatory requirements for employment and support the fair and consistent implementation of terms and conditions of employment. This includes:
 - The current school teachers' pay and conditions document
 - The conditions of service for school teachers in England and Wales (the 'Burgundy Book')
 - The NJC local government services national agreement on pay and conditions of service (the 'Green Book')
4. Provide clear, concise and accessible information and guidance on entitlements and parameters within which leaders will be required to manage their teams.

Terms and conditions for individual colleagues are as set out in their statement of particulars. Red Kite Learning Trust policies, procedures and guidance support these contractual provisions but are not considered to constitute part of the terms and conditions unless otherwise stated.

1. Policy

Red Kite Learning Trust is committed to encouraging equal opportunities, ensuring positive relations as well as fostering an environment that is free of discrimination, harassment and victimisation. We oppose all forms of unlawful or unfair direct and indirect discrimination whether because of age, ethnicity, disability, gender, religion and belief, and sexual identity.

The stated values and goals of the Trust set out in definitions below reflect and support this commitment.

Values

Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share join in our achievements – personal and collective

Integrity

We put ethical leadership and excellent governance at the heart of our Trust, service our school and communities with fairness, honesty and transparency and a hunger for social justice

Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness – modelling our values and wanting the very best for each other.

Goals

We champion learning

Learning together creatively with a rich and broad curriculum where great teaching and confident reading are fundamental to enriching children's lives.

We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust

We invest in our people

Support every member of staff throughout their career to be the best that they can be

We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home and innovating with technology for learning

We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our staff our communities and our environment.

The policy, Equality in Education sets out how these values and commitment will be put in to practice in the education and development of children and students. This policy will set out how the Trust will seek to ensure that they are at the foundation of the recruitment and employment of all colleagues across the Trust, that they are woven into all strategies, systems and policies that are implemented and that the statutory requirements are met.

The Trust will ensure that it monitors the impact of strategies, policies and systems in place to ensure diversity within the organisation and to identify updates to strategies or additional actions required.

1.1 Scope

This policy will apply to all colleagues working at Red Kite Learning Trust, teacher trainees and colleagues working on placement, volunteers and agency staff. It is also expected that contractors, parents and any other member of the public will treat RKLТ colleagues appropriately. This will be reiterated in the Equality in Education policy, school policies and guidance to contractors policy.

1.2 Definitions

Protected characteristics

Under the Equality Act 2010 the following are classed as protected characteristics

- Age, disability, gender reassignment, race, religion or belief, sex and sexual orientation

Direct Discrimination

Actions where colleagues are treated less favourable than others on grounds related to a protected characteristic. This may be:

- Because they have a protected characteristic (ordinary direct discrimination)
- They have a connection with someone with a protected characteristic (discrimination by association)
- Is thought to have a protected characteristic when they do not (discrimination by perception)

Indirect Discrimination

A condition, or requirement is in place which applies to everyone but which in practice has a detrimental effect upon a group of individuals that cannot be justified.

Harassment

Harassment under the Equality Act 2010 may take place in the following forms:

- Harassment related to protected characteristics
- Sexual Harassment
- Less favourable treatment as a result of the harassment

It is unwanted behaviour which has violated a person's dignity or created an environment which is intimidating, hostile, degrading, humiliating or offensive for that person. It can be classed as harassment even if this impact wasn't intended or if it was intended to cause this effect but didn't.

Under the act, the characterisation as harassment would depend upon the circumstances of the situation, how the person receiving the unwanted behaviour views it and if it is reasonable to view it that way.

The unwanted behaviour could be a serious one-off incident or repeated behaviour, and take the form of words/comments spoken or written, with actions or physical behaviour.

Under the law, harassment related to a protected characteristic applies in the following circumstances:

- Unwanted behaviour towards a person who has a protected characteristic
- Is harassed because it is thought that they have a protected characteristic even if they do not
- Is harassed because they have a relationship or connection with someone who has a protected characteristic
- Is a witness to harassment which has impacted on their dignity, or created an environment which they find hostile, intimidating, degrading, humiliating, or offensive.

Sexual Harassment

Under the Equality Act 2010 Sexual harassment is unwanted (unwelcome or uninvited) conduct of a sexual nature which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation

Under the Equality Act 2010, victimisation is defined as suffering a detriment, due to doing a protected act or intending to do so. A protected act would include:

- Making a complaint of discrimination or harassment
- Supporting someone else who has made a complaint
- Gathering information which may lead to a complaint
- Being a witness in a complaint process
- Saying something or giving evidence that doesn't support a complaint by another person

2. Implementation of commitment

Strategy

Red Kite Learning Trust will develop and review a strategy and action plan to ensure that equality, diversity and inclusion are woven through its 5-year strategy, and that the key elements to achieving this and monitoring impact are in place and are effectively implemented.

- Recruitment
- Professional development
- Pay policy
- Policies including those supporting wellbeing such as flexible working
- Monitoring and assessment – Equality Impact Assessments and Statistical Analysis

Recruitment processes

The recruitment process for Red Kite Learning Trust is designed to be as fair as possible whilst ensuring that the legal requirements of Keeping Children Safe in Education and Safer recruitment are met.

Adverts and role profiles - essential requirements for the role and use of appropriate language.

Applicant tracking system - the online recruitment system that holds personal details of candidates including age, ethnic origin gender, are not made available to short listers or interview panels and will ensure fair consideration based upon skills and experience.

Interview processes will be carefully managed with at least one member of the panel being safer recruitment trained, candidates are given opportunities to demonstrate their skills and potential for the role.

Access to professional development

The Trust appraisal process supports discussions between a colleague and their line manager or appraiser concerning their career aspirations and personal development plans. The process may identify learning opportunities and professional development, which will help the colleague to develop and achieve the identified goals or career development.

Colleagues can also apply directly for any internal CPD workshops or programmes that are both Trust and school led.

Whilst there will inevitably be some restriction to what can be supported due to financial resources, cover availability or the available opportunities, Red Kite Learning Trust will aim to provide a fair process for the allocation of opportunities and resources to colleagues across the Trust.

The ethnicity, gender, or age mix of the colleagues undertaking development and learning across the Trust will depend upon the overall CPD demand across the Trust and allocation and attendance will be monitored.

Learning Opportunities are also provided to colleagues to enable them to support colleagues with disabilities or other support needs effectively.

Policies

Red Kite Learning Trust has a suite of HR policies for colleagues and managers which cover different aspects of employment relations such as managing performance, time away from work, attendance management and redundancy.

Some of the policies are designed to provide support to colleagues with particular needs or concerns such as the Wellbeing policy, flexible working, supporting through the menopause, substance abuse, hybrid working and family leave policies.

Careful attention is given to the language and content of the policies to ensure that they are as inclusive as possible.

Any impact on particular colleague groups through the application of Trust policies will be monitored and an Equality impact assessment will be used where necessary. Policies will be reviewed against the criteria of the assessment to determine if a full assessment is required and any policies that don't require this assessment will be clearly logged. The assessments will be tracked as each policy is reviewed or changed due to new legislation changes.

Monitoring

Historical data to allow monitoring of the organisation in terms of EDI hasn't been possible since an integrated system wasn't in place across the Trust. The current HR and Payroll system along with the applicant tracking system, will support more accurate collation and review of data going forward. This will track both existing colleagues and candidates coming through our recruitment system.

If a colleague feels that they have been discriminated against or subjected to harassment or victimisation they should follow the process outlined in the Dignity at work policy.

Any applicants who feel that a recruitment process has not been fair should approach the school or the Central HR team to explain why they believe the process wasn't fair.

3.Responsibilities

Colleagues must:

- be open and honest with managers
- raise concerns and issues as they arise
- co-operate with any investigations, attending meetings and providing information as required
- attend any interviews or meetings as required
- maintain confidentiality

Managers (including headteachers and senior leaders) must:

- implement policy and procedure fairly and consistently
- deal with any concerns raised promptly and document them fully
- co-operate with any investigations or conduct investigations thoroughly in accordance with guidance and best practice
- seek advice at an early stage to ensure that procedures are followed correctly and fully documented
- maintain confidentiality

Central HR team must:

- ensure that the policy and procedure comply with legal requirements and ACAS code of conduct
- support managers in dealing with allegations and concerns effectively
- support managers to carry out procedures effectively in accordance with the policy and good practice
- ensure that all actions are carried out or followed up as necessary
- maintain confidentiality

