



LEO ACADEMY
TRUST

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Single Equalities Policy

To replace previous Equality and Diversity Policy, Race Equality Policy and Action Plan, Disability Equality Scheme and Action Plan including Accessibility Plan (see Gender Equality Scheme and Action Plan) and Equal Opportunities Policy

Date of Last Review:	July 2016
Committee:	LEO Academy Trust
Governor Lead:	Jackie Saddington
Review Process:	Annually
Date of Next Review:	July 2017

Background, objectives and the equality duty

Most of the clauses of the Equality Act 2010 came into effect in October 2010.

The primary purpose of the legislation is to bring together existing equalities legislation.

Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called 'characteristics'). The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief.

The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

As part of LEO Academy Trust's continuing commitment to fostering community cohesion, we will work to narrow gaps in outcomes resulting from socio-economic disadvantage (especially Pupil Premium pupils), SEN, gender and ethnicity.

The Single Equalities Policy is intended to replace/cover the following:

- Race Equality Policy and Action Plan
- Disability Equality Scheme and Action Plan including Accessibility Plan (see Access Plan)
- Gender Equality Scheme and Action Plan
- Equal Opportunities Policy including:
 - sexual orientation
 - age
 - religion or belief
- a strategy for promoting community relations

The LEO Academy Trust Equality Objectives

Our Equality objectives are chosen in response to the Equality Act (2010) which established nine 'protected characteristics': age, disability, ethnicity, gender, gender identity, marriage and civil partnerships, pregnancy and maternity, religion and belief and sexual identity.

The Act places both general and specific duties upon all public bodies such as local authorities, schools and other state funded educational settings including children's centres and academies.

The general duty (from April 2011) requires public bodies to have due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

The specific duties (from April 2012) require local authorities and schools to:

- publish information which shows their compliance with the general duty
- publish specific and measurable equality objectives to meet the general duty.

The objectives chosen by LEO Academy Trust will support our equality aims:

1. Promoting equality of opportunity of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between the different groups identified

How we chose our equality objectives:

Our equality objective setting process has involved gathering evidence as follows: data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Key issues relating to performance data from Raise online and internal data:

- narrowing the gap between boys' and girls' attainment in some subjects
- increasing the per cent of Pupil Premium pupils making expected and better than expected progress
- increasing the per cent of identified SEN students making expected and better than expected progress

Chosen objectives: (see SDP for detail)

1. "Achievement for All" intervention programme to raise aspirations of targeted pupils, especially Pupil Premium pupils.
2. Ensure Pupil Premium pupils make at least expected progress.
3. Ensure SEN pupils make at least expected progress.
4. Continue to foster equality and eliminate discrimination through embedding the school's rights respecting ethos and promoting shared rights respecting values.

The Single Equalities Policy

The policy outlines the commitment of the staff, pupils and governors of LEO Academy Trust to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include:

- pupils
- staff
- parents/carers
- the governing body
- multiagency staff linked to the school
- visitors to school
- students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Ethos and atmosphere

At LEO Academy Trust, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential; irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

At LEO Academy Trust mutual respect is demonstrated between all members of the school community through our respectful relations policy. There is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

As a rights respecting school, all pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Monitoring and review

LEO Academy Trust is an inclusive school trust. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential and be the best that he or she can be.

As part of self-evaluation we collect the following equality information for our pupils:

- attainment data
- attendance data
- exclusions
- rewards and sanctions
- involvement with extended learning opportunities
- interventions
- complaints of bullying or harassment
- choice of options selected.

These are then collated and analysed in terms of:

- ethnicity
- Pupil Premium status
- gender
- special educational needs and disability (SEND).

This analysis then forms part of our action plans for both the individual, cohorts and each school.

We make regular assessment of pupils' learning and use this to track pupils' progress as they move through the school. As part of this process, we regularly monitor the progress of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to: attendance, exclusions, racism, disability, prejudice sexism, homophobia and all forms of bullying, parental involvement 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 and intervention. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

LEO Academy Trust is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. In accordance with employment duty legislation we collect information on staff in post, and

applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

Due regard is given to the promotion of equality in the School Development Plan. Each school will have a 'designated person' who is responsible for the monitoring and evaluation of all data. This will usually be the 'Inclusion Manager'

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Learning and teaching

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, without stereotyping
- promote rights respecting attitudes and values that will challenge discriminatory behaviour
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- 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
- ensure that the whole curriculum covers issues of equality and diversity
- in all lessons, where appropriate, 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 account of the performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources and training that support staff development

Learning environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

So come factors in this learning are:

- teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the school will provide good, rights respecting positive role models in their approach to all issues relating to equality of opportunity
- the school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of study
- the school must provide an environment in which all pupils have equal access to all facilities and resources
- all pupils are encouraged to be actively involved in their own learning through our excellent learners programme
- a range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupil
- consideration is given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At LEO Academy Trust, we aim to ensure that our:

- planning reflects our commitment to equality in all subject areas and cross curricular themes, projects and intervention promoting positive attitudes to equality and diversity
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all pupils have access to a rich curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- all pupils have access to qualifications which recognise attainment and achievement and promote progression
- it is the policy of this school to provide equal access to all extended learning activities for every pupil.

Resources and materials

The provision of good quality resources and materials within LEO Academy Trust is a high priority.

These resources should:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society
- include non-stereotypical images of all groups in a global context
- be accessible to all members of school community

Language

We recognise that it is important at LEO Academy Trust that all members of the school community use appropriate language that:

- does not transmit or confirm stereotypes
- is rights respecting
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Provision for pupils with English as an additional language (EAL)

We undertake at LEO Academy Trust to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum.

These groups may include:

- pupils for whom English is an additional language
- pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller children
- advanced bilingual learners

Personal development and pastoral guidance

Personal development and pastoral guidance is a key factor in creating a positive learning environment.

- Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive rights respecting role models are used throughout the school to 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 rather than the challenges

Staffing and staff development

We recognise the need for positive role models and distribution of responsibility among staff:

- This includes pupils' access to a balance of male and female staff 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
- Access to opportunities for professional development is monitored on equality grounds

Staff recruitment

Staff are the greatest resource that we have within our schools and recruiting high quality staff is paramount. When doing so we need to remember that:

- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- equalities policies and practices are covered in all staff inductions
- all temporary staff are made aware of policies and practices
- employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with parents/carers/families and the wider community

We will work with parents/carers to help all pupils to achieve their potential:

- All parents/carers are encouraged to participate in the full life of the school
- All stakeholders are involved with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities

Roles and responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative rights respecting ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality
- LEO Academy Trust is required by law to make sure that when we buy services from another organisation they will help us to provide high quality education, and will comply with equality legislation. This will be a significant factor in any tendering process
- This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given time frame

Appendix

Equality Legislation Guidance - What does a school need to do?

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

What is it the Race Equality Duty?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976 and came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the local authority

Reporting racist incidents in schools

- Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents.

What is a disability?

- Disability is a physical or mental impairment that has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

- There is no need for a person to have a specific, medically-diagnosed cause for their impairment what matters is the effect of the impairment, not the cause
- Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being 'disabled' (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement)

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

Specific duties

From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must:

- prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme

Within the scheme they should consider how:

1. how disabled people have been involved in its preparation
2. their arrangements for gathering information on the effect of the school's policies on: the recruitment, development and retention of disabled employees; the educational opportunities available to and the achievements of disabled pupils
3. the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
4. the steps the school is going to take to meet the general duty (the school's action plan)
5. the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

The term gender includes boys, girls, men and women, and transgender/transsexual people. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be

Sexual orientation

- **Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual)
- **Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use
- Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years

Transgenderism and gender reassignment

- Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex