



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

EQUALITY POLICY & SINGLE EQUALITY SCHEME

2021-2024

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SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED), requires schools to consider how their policies, practices and day-to-day activities impact staff and learners (including prospective staff and pupils and in some circumstances former staff and learners) with regard to their protected characteristics: age and marriage and civil partnership (in relation to staff only) and race, sex, gender reassignment, sexual orientation, pregnancy and maternity and religion or belief including lack of belief.

At Changing Lives Learning Trust, we are committed to ensuring equality of education and opportunity for all learners, staff, parents and carers receiving services from our academies, irrespective of any legally protected characteristic or their socio-economic background e.g. learners from low income families, Children Looked After, those with Child Protection plans, young carers and those with English as an additional language and to showing that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation, including by association treating a learner less favourably because they have a black boyfriend, or by perception treating a learner less favourably because it is thought they are gay will be discrimination due to sexual orientation even if they are not gay);
- 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.

We aim to develop a culture of inclusion and diversity in which all those connected to our trust feel proud of their identity and can participate fully in academy life. To do this we look to remove barriers and we look to achieve equality for all in everything the trust does from setting policy and implementing procedures to teaching practice, recruitment, budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of learners will be monitored according to any relevant protected characteristic that we might be reasonably expected to know they have and their socio-economic background and we will use this data to support learners, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Our Single Equality Scheme (SES) demonstrates how our Trust has worked with and listened to our staff, learners, parents, carers and other members of our wider trust community to inform development of our objectives and help us understand the need and commitment necessary to ensure our Scheme is a success and is key to how we foster good relations. It

also shows our commitment to being a good employer and fully inclusive of all community users including parents and carers.

We will publish information to demonstrate how we are complying with the Equality Duty annually SES: Part 2 and one or more specific measurable equality objectives every four years SES: Part 3.

PART 1- SINGLE EQUALITY SCHEME

1. AIMS OF THE SINGLE EQUALITY SCHEME

- To describe the Trust's commitment to equality throughout all trust and academy policies and practices.
- To help us ensure that everyone who belongs to, or comes into contact with, our academies' communities are valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

2. PURPOSE OF THE EQUALITY SCHEME

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we will systematically set and implement good practice in equality and diversity as follows:

- develop and review the SES and our objectives with appropriate timescales for the future;
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by people with disabilities and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of learners, employees or other members of the trust community like learners' parents or carers.

3. PLANNING TO ELIMINATE DISCRIMINATION AND PROMOTE EQUALITY OF OPPORTUNITY

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including learners, parents and carers, trustees, governors, staff, and others in the trust community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for learners with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together, on the trust and academies' websites, because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, *and* actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported on regularly to the Trust Board and Local Governing Boards and reviewed annually. Part 2 of our Scheme is an annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff. These are also published on the academies' websites. It will be made available in different formats and in different languages on request to the trust's office.

We also publish *anonymous* information about our workforce in line with Public Sector Equality Duty (PSED) and the expectations of the Equalities and Human Rights Commission as follows:

- the race, disability, gender, and age distribution of our workforce at different grades, and whether they are full or part time,
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result,
- an indication of any issues for transgender staff, based on engagement with those staff or equality organisations,
- gender pay gap information,
- information about occupational segregation,
- grievance and dismissal information for people with relevant protected characteristics,
- complaints about discrimination and other prohibited conduct from staff,
- details and feedback of engagement with staff and trade unions,
- quantitative and qualitative research with employees e.g. staff surveys,
- records of how we have had due regard to the aims of the duty in decision making with regard to our employment, including any assessments of impact on equality and any evidence used,
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

4. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE SINGLE EQUALITY SCHEME

The Trust and its Governing Boards will:

- ensure that our academies comply with all relevant equalities legislation;
- undertake relevant and up-to-date training in our equalities duties;
- designate a trustee and governor for each academy with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our equality objectives;
- establish and ensure that the action plans arising from the Scheme are part of our Academy Development Plans;
- support the CEO and Principals and Head Teachers in implementing any actions necessary;

- ensure that people are not discriminated against when applying for jobs at our trust or academies on grounds of a protected characteristic (race, sex, gender reassignment, sexual orientation, pregnancy and maternity, age, marriage and civil partnership, religion or belief including lack of belief);
- take all reasonable steps to ensure that our academy environments is accessible to people with disabilities, and also strive to make trust and academy communications as inclusive as possible for parents, carers and learners;
- welcome all applications to join our academies, whatever a child's socio-economic background, race, gender, disability, faith/religion etc.;
- ensure that no child is discriminated against whilst in our academies on account of their race, gender, disability, faith/religion etc.;
- inform and consult with parents, carers and the wider trust communities about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objections and action plan/academy development plans at least every three years.

The Principals and Head Teachers will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the scheme is implemented effectively;
- they manage any day to day issues arising from the scheme whether for learners, for our trust as an employer or for our local community;
- staff have access to training which helps to implement the scheme;
- they monitor the scheme and report to the trust board and their governing board at least annually, on the effectiveness of the scheme, objectives and action plan;
- the Academy Leadership Groups are kept up to date with any development affecting the scheme/action plan arising from the scheme;
- appropriate support and monitoring is in place for all learners and specific and targeted learners under the scheme, with assistance from relevant agencies;
- all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of academy life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due

- seriousness and in accordance with the school's behaviour policies and procedures;
- complaints of discrimination, harassment or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected, e.g. learner, member of staff, volunteer etc. in the event of equality expectations not being met;

All Staff: teaching and non-teaching and other adults involved with trust and our academies

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole trust issue and support our Single Equality Scheme;
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work;
- keep themselves up-to-date with relevant legislation and attend any training and information events;
- ask for support if they have questions or need training;
- ensure that all learners are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims) and with respect;
- strive to include materials that provide positive images especially based on race, sex and disability and that challenge stereotypical images;
- ensure that learners with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with learners, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

Learners

Learners are expected and will be supported to:

- be involved in the development of the scheme to help them understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;

- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programmes within our academies promote understanding and supports learners who are experiencing discrimination.

5. TRUST AIMS STATEMENTS

Staffing and Employment

To ensure no employee or other adult working at, or potential employee applying for jobs, within our trust is discriminated against on grounds of a protected characteristic we will:

- ensure that our staff are trained in their equality duties and the needs of protected groups in the trust communities and have mechanisms in place to identify areas for development;
- make necessary reasonable adjustments as are necessary to prevent a person with disabilities being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in relevant continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the recruitment process until a job offer has been made unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question relates to the person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job e.g. a PE teacher who must also be able to perform all aspects of first aid including resuscitation;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment, discrimination or victimisation recognising that our staff may be either victims or perpetrators.

Learners' Attainment and Progress

The trust recognises and values all forms of achievement, has high expectations of all learners while challenging them to reach their full potential. We will particularly monitor and analyse student performance by race or ethnicity, sex, special educational needs or disability and social background. Disparities we identify will be addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

We aim to provide all our learners with the opportunity to achieve their full potential we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of learners;
- monitor achievement data by race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases, and act to close any gaps;
- encourage learners to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- use self-assessment as a teaching and learning strategy and provide learners with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- take account of the achievement of all learners when planning for future learning and set appropriately challenging targets;
- ensure equality of access for all learners and prepare them for life in a diverse society;
- use materials that reflect the diversity of the academies, population and local community in terms of race, sex, sexual orientation and disability, without stereotyping;
- promote attitudes and values that will challenge racist or discriminatory behaviour or prejudice;
- provide opportunities for learners to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture, religion and beliefs of all our learners and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

Student Welfare and Pastoral Care

To promote the health, safety and welfare of all our learners and staff we provide a caring and supportive pastoral system that takes account of their needs, we will:

- develop and continually review a health, safety and welfare policy document;
- ensure that the details of this scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in our trust to foster a positive atmosphere of mutual respect and trust among learners from all ethnic groups and range of abilities;

- challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all learners, throughout our pastoral support;
- provide appropriate support for learners learning English as an additional language (EAL) and encourage learners to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies if required) to victims of harassment and bullying and deal with perpetrations in line with each academy Behaviour Policy providing them with relevant support to consider and modify their behaviour;
- ensure that guidance and support for learners or staff is delivered in a way that does not discriminate against learners with the unseen (cognitive, visual, hearing, mobility/bodily function, severe allergic reactions, conditions prone to seizure) impairments;
- ensure that learners who are pregnant or have recently had a baby are supported and have access to education;
- provide appropriate and discreet facilities for learners who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with their Academy Leadership Group or the trust relating to their health, safety and welfare by having clear procedures and promoting wellbeing strategies among staff;
- expect work experience providers to demonstrate their commitment to equality, including disability, sex, race, religion/belief, gender reassignment etc. equality.

The Quality of Provision – Curriculum and Other Activities

To provide an appropriate curriculum for learners of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all learners participate in the mainstream curriculum of the academies;
- develop and continuously monitor a curriculum which builds on learners' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - learners learning English as an additional language
 - learners from minority ethnic groups, including Gypsies and Travellers
 - learners who are gifted and talented
 - learners who are pregnant or who have recently given birth

- learners who are undergoing gender reassignment
 - learners with special educational needs
 - learners with disabilities
 - learners who are looked after by the Local Authority
 - learners who are at risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - learners who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all learners;
 - deliver a curriculum which reflects and values diversity and that encourages learners to explore bias and to challenge prejudice and stereotypes;
 - ensure extra-curricular activities and special events e.g. academies' performances, cater for the interests and capabilities of all learners and take account of parental preferences about religion and culture;
 - ensure educational visits and excursions take account of the capabilities of all learners including both physical and cognitive disabilities and cultural differences;
 - make use of web-based technologies (websites and the virtual learning environment) to support a high quality learning and teaching experience to all our learners irrespective of disability.

Behaviour and Attendance

The trust expects high standards of behaviour from all learners as appropriate to their age or stage of development, all staff and from others who work with or who are connected to the trust. For more information please see the individual academies' behaviour policies.

Through our academies' ethos and curriculum, we want our learners to understand better diversity in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider academies' communities through our actions and responses. In order to ensure that their Academy Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining learners and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;

- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyber-bullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this scheme, especially in leading by example and having high expectations of all learners.
- will take steps to ensure that learners, staff and parents are aware of policies and procedures for dealing with harassment and know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded learners, which address the needs of all learners;
- ensure that families are aware of their rights and responsibilities in relation to student attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance, for staff as well as learners;
- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability and social background and address disparities we identify between different groups of learners;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend their academy on a regular basis;
- expect full-time attendance of traveller and gypsy learners whilst they are on the roll of their academy.

Partnership with Learners, Parents, Carers and the Wider Community

The trust has established good links with our local and wider communities and we engage in visits and welcome them into our trust. From them, we learn about equality issues outside the trust and can establish mechanisms for addressing them in the academies.

To help us understand diversity in the trust and sensitively promote participation in our Single Equality Scheme we will:

- involve stakeholders including learners, staff, parents/carers and other users of our academies in meeting our equality duties by providing information and asking for opinions and support;
- ensure that trust premises, grounds and facilities are equally available and accessible for use by all groups within the community;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with disabilities or those for whom English is an additional language or who are newly arrived in this country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise the participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access their academy's information;
- fully involve parents and carers in plans for their child with special educational needs or disabilities and ensure they understand the purpose of any intervention or action plan and are told about the parent partnership service when SEND is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events that we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;

Leadership and Management

The trust has clear admissions policies and procedures which are in line with the Schools' Admission Code. To ensure that our admission processes are fair and equitable to all learners and our employment practices reflect equality and diversity, we will:

- not discriminate against a learner with disabilities in determining admission arrangements;
- admit learners with already identified special educational needs and disabilities. Learners with Education, Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;

- gather comprehensive information about learners' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the trust board;
- take steps to encourage people from under-represented groups to apply for positions at all levels in the academies and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the academies is informed of the contents of this scheme and that all staff and visitors must support the ethos of the academies, promoting equality and challenging bias and stereotyping wherever they find it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge;
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this scheme;
- ensure that resources and displays in our academies reflect the experience and backgrounds of learners, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the academies e.g. images of people from different equality groups, their prominence in displays at eye level etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our learners by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Sex and Gender Reassignment Equality

The trust is committed to combatting sex discrimination and sexism and promoting the equality of women and men, boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to

undergo, is undergoing or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, learners or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do. So far, the law has not acknowledged non-binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on the relevant academy Behaviour Policy and we will:

- closely monitor exclusions by sex, race or ethnicity and special educational need or disability and background to avoid potential adverse impacts and ensure any discrepancies are identified;
- take action to address any disparities we find between different groups of learners;
- take all reasonable steps to prevent the exclusion of a learner for a reason related to their disability.

PART 2
SINGLE EQUALITY INFORMATION REPORT DEMONSTRATING COMPLIANCE WITH
THE PUBLIC SECTOR EQUALITIES DUTY
ARLECDON PRIMARY ACADEMY – SINGLE EQUALITY SCHEME OBJECTIVES

1. Our Academy's Profile

OUR SCHOOL PROFILE

Arlecdon Primary School is a small primary school and serves our local area, our catchment area covers villages and rural areas in West Cumbria.

As at January 2023 there are 46 pupils in school we are undersubscribed in relation to our published admission number.

- 43% are boys and 57% are girls.
- The vast majority of our students are White British.

| WLA Ethnicity data | No | % |
|------------------------------|----|--------|
| Any other Asian background | | |
| Any other ethnic group | | |
| Any other mixed background | | |
| Any other White background | | |
| Black – African | | |
| Chinese | | |
| Indian | | |
| Information Not Yet Obtained | 3 | 6.52% |
| Refused | | |
| White – British | 43 | 93.48% |
| White – Irish | | |
| White and Asian | | |
| White and Black African | | |
| White and Black Caribbean | | |

- We have 7 students eligible for free school meals, 7 students receive student premium funding, 1 service child and 0 students who were listed at the January census returned as adopted from care.
- We have 0 EAL students.
- We have 6 students (13.04% of students) identified as SEN and 0 have an Educational Health Care Plan and 46 students receive academy support.

We have strong working relationships with other local primary schools and our secondary academy.

The catchment area varies from relatively prosperous commuter areas for professional families, small towns and rural villages to scattered areas of significant deprivation.

When we are made aware of students who are joining the school with disabilities we make arrangements to meet both the pupils and the parents and involve professionals from the local authority and health authority in order to ensure that any adjustments required to the building are made in readiness for the child to start with us.

Information for parents and others is provided in written and verbal form. All information will be offered in alternative formats on request.

2. DISABILITY EQUALITY DUTIES

Changing Lives Learning Trust's commitment to achieving equality of opportunity for learners with disabilities, their families, school staff and other staff users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, learners, staff or other school users.

We plan to increase access to education for disabled learners by:

- increasing the extent to which disabled learners can participate in the academies curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the academies to increase the extent to which disabled learners can take advantage of education and associated services;
- improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the academy, to disabled learners, staff, parents, carers and other academy users.

The Trust's Accessibility Plan details our accessibility arrangements and commitment to any improvements which may be required to improve the physical layout of the building and the grounds and disabled access to the curriculum. This is available on the Academies' websites or on request from the academy's office. It will be made available in different formats and in different languages on request to contactus@changinglives.education or by contacting 01946 820356.

3. RACIAL EQUALITY DUTY AND COMMUNITY COHESION

Changing Lives Learning Trust recognises that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure the trust takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our schools we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage learners and their families of all ethnic groups to participate fully in all aspects of academies life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working within the academies, learners and their families as well as our partners and the wider community fully understand the principles of good race relations;

4. SEX AND GENDER REASSIGNMENT EQUALITY DUTIES

Changing Lives Learning Trust is committed to combatting sex discrimination and sexism and promoting the equality of women and men and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, learners or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non-binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions;
- Ensure the academies promote gender equality through recruitment procedures where possible;
- Continue to create engaging learning opportunities that promote achievement with boys;
- Recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;

- Be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- Work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;

5. RELIGION AND BELIEF EQUALITY DUTIES

Changing Lives Learning Trust recognises that people can face discrimination because of attitudes in society towards the religion, faith or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

Changing Lives Learning Trust also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

Changing Lives Learning Trust is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our academies recognise the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

In order to comply with this duty, we will:

- Ensure our RE curriculum follows the Cumbria Agreed Syllabus for RE;
- Ensure tolerance of all beliefs are expected by staff and learners;
- Provide authentic first hand learning experiences;
- Promote inter-faith collective worship.

6. SEXUAL ORIENTATION EQUALITY DUTIES

Changing Lives Learning Trust is committed to combatting unlawful discrimination, harassment or discrimination faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) as we aim to ensure equality of opportunity in education, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the trust communities and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

In order to comply with this duty, we will:

- Ensure that Sex & Relationship Education recognises diverse family structures including that families are made from a range of gender and sexual orientations.

7. PREGNANCY AND MATERNITY EQUALITY DUTIES

Changing Lives Learning Trust is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. For more information please see the trust's Maternity Policy.

The trust is also committed to ensuring that learners are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks.

To ensure learners who are pregnant or have recently given birth or have experienced a still birth are protected from discriminatory practices, the trust will not exclude them purely on the grounds of pregnancy and will provide up to 18 calendar weeks of authorised absence immediately before and after the birth to help reintegrate the learner into education as quickly as possible.

8. PUBLICATION OF THE SINGLE EQUALITY SCHEME

Changing Lives Learning Trust 's Single Equality Scheme (Part 1) is published in English and in pdf format without our report (Part 2) and our Objectives Action Plan (Part 3) on the Trust and academies' websites. A printed copy is available on request from the academies offices. It can also be made available in other formats e.g, another language or braille.

We update and publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in the trust and Part 3 no less than every three years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

9. COMPLAINTS

If a member of the public feels that they have suffered discrimination, harassment or victimisation from this trust because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability or religion or belief (including lack of belief) they should report it using the Trust's Complaints Procedure which can be found on the academies' websites or on request from the academies' offices.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Trust Board and Local Governing Boards about the nature of complaints made and action taken.

PART 3 – EQUALITY OBJECTIVES/ACTION PLAN: 2020-2023

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|--|---|--|--|---|---------------------------|---|
| All aims of duty | All | To increase student, staff, trustee and governor awareness of legal and human rights and the responsibilities that underpin society. | For learners to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities. | All learners and staff | To increase awareness of the Academies Single Equality Scheme across all groups within academies and how it affects each individual. | Academy Leadership Group (ALG), staff and Governors, Trustees | September 2020 –July 2023 | Learners, staff, trustees and Governors are aware of the relevant academy objectives and action plan (age appropriate). |
| All aims of duty | All | To equality-impact assess all trust HR policies for staff from vulnerable groups and with protected characteristics. | To enable the academies to address the needs of diverse and vulnerable groups. | Trust | Undertake Equality Impact Assessments on those policies, procedures and practices. | Executive | September 2020 –July 2023 | All policies, procedures and practices equality impact assessed and action points identified and recorded. |
| All aims of duty | All | To equality impact assess all individual academy policies procedures and practices with particular emphasis on the | To enable the academies to address the needs of diverse and vulnerable groups at risk of disadvantage and set | Whole Academies | Undertake Equality Impact Assessments on those policies, procedures and practices which remain outstanding | ALG | September 2020 –July 2023 | All policies, procedures and practices equality impact assessed and action points identified and recorded |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|---|--|--|--|--------------------|---------------------------|--|
| | | attainment levels of learners and learners from vulnerable groups. | priorities accordingly. | | | | | |
| All aims of duty | All | All staff receive CPD on the trust and academy arrangements to promote equality in the context of their job role (e.g. TAs – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching and learning strategies). | Trust staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in academies. | Trust and Whole Academies | Identify either in-academy or external training providers who will assist with different or alternative strategies. Identify any gaps using gap analysis tools. | Executive and ALG | September 2020 –July 2023 | Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes. |
| All aims of duty | All | To increase participation of SEND learners in More Able programmes and ensure representation | SEND learners participation and self-esteem is improved with participation and recognition | SEND learners | Recognise and represent the talents of SEND learners in More Able programmes | ALG & SENCo | September 2020 –July 2023 | Analysis of the More Able register indicates it is changing to reflect the |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|--|--|--|--|--------------------|---------------------------|--|
| | | on the programmes fully reflect the academies population in terms of SEND. | on such programmes. | | | | | academy's diversity |
| All aims of duty | All | Improve displays and other images in the academies to reflect and promote diversity in terms of the equality groups. | For learners to have positive visual images throughout their education which show and promote diversity. | All staff, learners and visitors | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the Academy's diversity in terms of the equality groups. | All staff | September 2020 –July 2023 | More diversity reflected in academies displays across all year groups. Increase in learners' participation, confidence and achievement levels. |
| All aims of duty | All | To increase the participation of learners from minority, marginalised or vulnerable backgrounds in academy life | Increase the diversity of learners involved in the decision-making of their academy. | Minority, marginalised and vulnerable learners | Identify which groups are under-represented in the Student/Pupil Council and/or student/pupil voice processes within their academy. | ALG | September 2020 –July 2023 | Student council/student voice has representation from learners who are within the protected characteristics |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|--|--|---|--|--|--|------------------------|---------------------------|---|
| | | | | | Set up group of learners to develop actions which better involve the target group. | | | |
| Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity | All | To ensure that ALG, trustees and governors remain clear about their responsibilities in the recruitment and selection of staff. | Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role. Staff reporting improved sense of inclusion. | Applicants and all trustees, governors and staff | Undertake Equality Impact Assessments on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance. Improved data collection and monitoring of equality information relating to staff. | Trustees and governors | September 2020 –July 2023 | Feedback from candidates on the process indicates fairness. Academies staff reflect diversity. |
| Eliminate unlawful discrimination, harassment and victimisation | Race/ Religion or Belief/ Disability | To ensure the content of academy meals and the learning environment meets the need of all race and faith groups and those with specific health needs. | Ensure children receive appropriate meals. | All those with specific race, faith, cultural and health needs | Establish an academy student/pupil council group including representation from diverse groups. Introduce food culture days with different menus. | ALG | September 2020 –July 2023 | Variety in types of academies meals served to reflect differing cultures. |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|---|---|--|---|---|--|--------------------|---------------------------|--|
| Eliminate unlawful discrimination, harassment and victimisation | Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief. | To prevent and respond to all hate incidents and prejudiced based bullying. | Learners/learners feel safer as they are assured that incidents will be dealt with promptly and fairly. Increased staff confidence. Accurate reporting rates. | Academies and specifically vulnerable and equality groups learners/learners or those from a faith background. | To review and update existing policies and procedures relating to bullying using the Equality Impact Assessment method. Access staff training. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. Promotion of hate incident recording to learners/learners. | ALG | September 2020 –July 2023 | Staff attend anti-bullying training |
| Eliminate unlawful discrimination, harassment and victimisation Fostering and improving good relations | Sexual orientation | To ensure difference and diversity (LGBT) is understood and accepted and homophobia is challenged. | Reporting rates of LGBT bullying decrease. | Whole Academies | Utilise a variety of resources in PSHE. Assemblies to promote difference and diversity including different partnerships/marriages during LGBT History Month. | PSHE Co-ordinator | September 2020 –July 2023 | Resources successfully used and learners demonstrate understanding and tolerance of difference including LGBT group. |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|--|--|--|--|---------------------------|---------------------------|---|
| Advance equality of opportunity | Disability/All | To increase social and emotional skills for learners with behavioural, emotional and social difficulties (BESD). | Improved ability by learners to handle difficult situations and a reduction in classroom disruption. | Learners/ learners with BESD | Continue to train staff to deliver small group work sessions to support targeted learners/learners in developing social and emotional skills Introduce nurture groups for the most vulnerable | SENCo & PHSE co-ordinator | September 2020 –July 2023 | Improved classroom behaviour. Reduced challenging behaviour and reduction in need to physically restrain. |
| Advance equality of opportunity | Disability | To better understand the needs of disabled parents/carers within our Academies' communities. | Improved access and communication with disabled parents/carers. | Disabled parents/ carers | Gather and record information relating to disabled parents. | Head Teacher / Principal | September 2020 –July 2023 | Information obtained and identified disabled parents included on participation group for SES. |
| Advance equality of opportunity | Other | To improve the attainment of learners eligible for free school meals. | Improved attainment. | Children eligible for free school meals | Collate and analyse data relating to attainment by target group. Inter-school/academies working to identify proven strategies to improve attainment of this group. | ALG | September 2020 –July 2023 | Improved attainment levels of learners eligible for free school meals. |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|--|--|--|---|-----------------------|---------------------------|--|
| Advance equality of opportunity | Race | To improve the attainment of Gypsy/traveller learners | Improved attendance and attainment by this group | Children from families of travellers | Collate and analyse data relating to attainment and attendance by target group. Inter-school/academies work to identify strategies to improve attainment of this group. Engagement with traveller parents to encourage improved attendance. | ALG | September 2020 –July 2023 | Improved attendance and attainment year on year of learners regularly attending the academies. Improved relationships with gypsy/traveller parents. |
| Fostering good relations | Age | To improve understanding and to challenge stereotyping between young and older people. | Increased positive attitudes towards each other. | All year groups | Set up creative arts project. Invite in older members of the community to assist with project work. | Class teachers | September 2020 –July 2023 | Improve relationships with older members of the community. |
| Fostering good relations | All | To promote good relations between people from different backgrounds. | Improved understanding of Cumbria and the diversity within it. | All year groups | Set up Academies linking with another Academies in a different part of North West England with differing population make-up. | ALG/PSHE co-ordinator | September 2020 –July 2023 | Contact made with Academies in Manchester. Disability Images resources pack |

| Link to Public Sector Equality Duty | Protected Characteristic/ Equality Group | Aim | Objective | Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc. | Action | Who's responsible? | Dates from and to: | Indicator of Achievement |
|-------------------------------------|--|-----|---|--|---|--------------------|--------------------|--|
| | | | Increased positive attitudes towards disabled people. | | Make use of disability images pack. Invite in representatives from disability equality groups to meet with children. | | | received and training for staff and other adults undertaken. |

Date Action Agreed: From September 2020

Date Agreed for Review: Yearly up to and including September 2023

KEY LEGISLATION

Equality Act 2010

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 to consolidate it. The Act protects staff, learners and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Sex
- Race or ethnicity
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership (staff only)
- Pregnancy and maternity

This relates to:

- Prospective learners
- Learners and staff at the academies
- In some limited circumstances, former learners and former staff

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' when they are exercising their public functions for to the need to:

- Eliminate conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 made this a *single* equality duty on public bodies effective from April 2011. The purpose is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their pupils.

New Protection in Schools

The Act extended protection against discrimination to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to fair access to the recruitment process or an intrinsic function of the work (or for very limited other reasons like equality monitoring). This means schools can no longer require job applicants to routinely complete a generic health questionnaire as part of the application procedure. Current DfE [Staffing and Employment Advice for Schools](#) (p 21 s5.11-5.12) clearly states that a school must establish the fitness and ability to teach or carry out "relevant activities" of "teachers and other school staff" as required

by the Health Standards (England) Regulations 2003) but makes no reference to Equality Act compliance. Schools may decide to ask necessary health questions after a job offer and should ensure they are targeted, necessary and relevant to the job applied for. Schools should review existing practices to ensure they are complying with both the Health Standards Regulations 2003 and Section 60 of the Equality Act 2010.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, pupils with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to pupils with disabilities

Publication of the Scheme

Details of a school's Single Equality Scheme and the first objectives must be published by 6 April 2012 and annually.

ACCESSIBILITY PLANNING

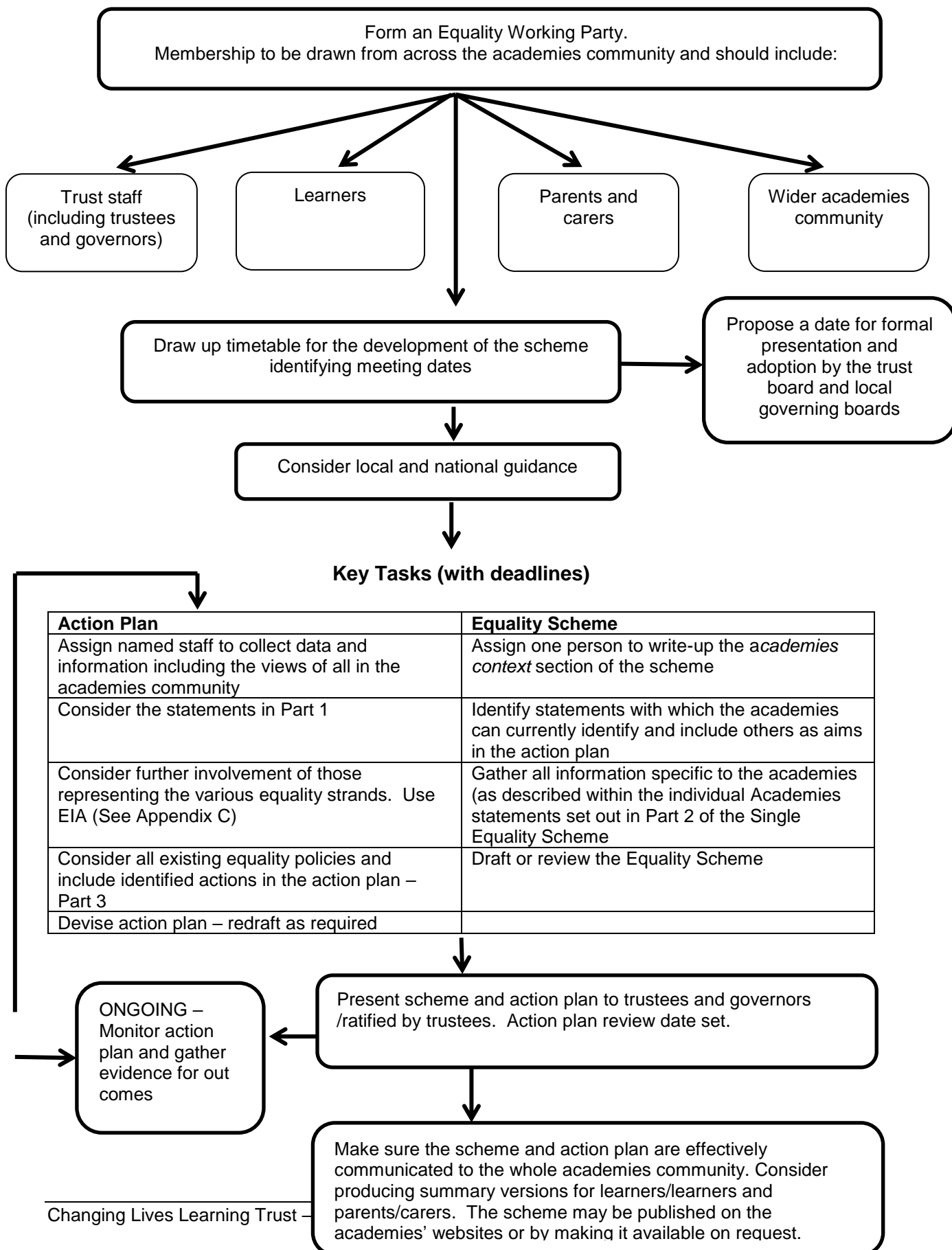
Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for children and young people with disabilities to the school curriculum;
- Improving access to their physical environment; and
- Improving the delivery of written information to children and young people with disabilities and their families as well as staff and volunteers.

The first plans were required to be in place by April 2003 so as schools come to review their accessibility plans, they should consider building the actions into their Equality Scheme.

PROCESS CHART FOR THE DEVELOPMENT AND REVIEW OF EQUALITY SCHEME, OBJECTIVES AND ACTION PLAN



EQUALITY IMPACT ASSESSMENTS (EQIAS) - GUIDANCE

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or people within your academies community to be treated fairly and equitably sometimes you have to treat them differently. In order to identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your academy community. This is what equality impact assessment is all about.

Undertaking EqIAs is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your academy community and trying to ensure they are not disadvantaged by it.

Your academy community covers any person who is likely to use your academy. This means learners, parents, carers, staff, governors, volunteers and also visitors to your academy. It also covers anticipating the needs of possible future members of your academy community.

What is meant by 'impact'?

Two possible impacts are considered as part of the process:

A negative or adverse impact

This is an impact which could disadvantage one or more groups within your academy community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for learners and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

A positive impact

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary academies would have a positive impact on women but would not, however, necessarily disadvantage men.

- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and academies.

Why should we undertake equality impact assessments?

Undertaking EqIAs is a legal requirement for academies under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including academies, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of academies service users would include learners, staff, parents, carers, governors, volunteers and visitors – anybody within your academies community.

In reality this means taking into account of the needs of your academies community in the development and review of any Academies policies and practices which are likely to affect them.

Undertaking EqIAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse academies population to be met. Your academies community will also be aware that you are considering their needs at the planning stages.

What should be equality impact assessed?

You need to assess academies policies or practices which are likely to affect children or people within your academy community.

Written policies may be easy to identify but EqIAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for student extra-curricular activities).

In accordance with legislative requirements, an EqIA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**

All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity.

Ensure the EqIA process includes the recruitment, selection and appointment procedures for staff.

- **Impact on service provision**

If there is likely to be an impact on the way a service is provided as a result of any organisational change, you then need to ensure your EqlA considers the proposed changes in relation to how your academy community will be affected and whether any negative impact can be justified.

What equality strands/groups should be covered by EqlAs?

Some groups may experience disadvantage, whether intentional or not as a result of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Gender
- Race
- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

Who is responsible for carrying out equality impact assessments?

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqlA is undertaken. The EqlA may be done in conjunction with or by a person who knows that particular area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqlAs should be signed off by a member of the senior management team and a member of the governing body.

When should policies/procedures be equality impact assessed?

All existing policies and practices should be reviewed on a three year rolling programme. It can be done in conjunction with the three-year cycle of your own equality scheme.

By undertaking a policy mapping exercise, you can prioritise which policies and practices have a higher priority for EqlAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqlA before they are implemented.

What happens as a result of an EqlA?

If any potential adverse impact is identified, then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqIAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant Academies policies can be made available in alternative formats, as required.

Do I have to do a separate EqIA for every similar policy?

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your Academies community. If you think it would be more manageable to review a large policy or policy framework on its own then you can complete a separate EqIA – whatever makes the process manageable and meaningful for your academies.

Do I need to do an EqIA on an adopted policy?

No - you don't need to repeat an EqIA on an adopted policy which has already been assessed as long as any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed, then the best route is to do your own EqIA.

Where can I obtain further information?

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DfE via Gov.UK:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

EQUALITY IMPACT ASSESSMENT – NAME OF POLICY/PROCEDURE:

| 1. Identify the aims of the policy/procedure/service/function and how it is implemented. | | | |
|--|--|----------------------|-------------------------|
| | <i>Key Questions</i> | <i>Answers/Notes</i> | <i>Actions required</i> |
| 1.1 | Is this an existing or new Policy/Procedure? | | |
| 1.2 | Who defines or defined the Policy/Procedure? | | |
| 1.3 | What is the objective or purpose of the Policy/Procedure? | | |
| 1.4 | <p>In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?</p> <ul style="list-style-type: none"> • Disability • Sex • Race or ethnicity • Religion, belief or lack of belief • Age (staff only) • Sexual orientation • Gender reassignment • Pregnancy and maternity • Marriage and Civil Partnership (staff only) | | |
| 1.5 | In relation to other groups who do not share a protected characteristic but that we have identified as potentially vulnerable to discrimination e.g. low income families, young carers, Children Looked After etc., is there anything in the policy/procedure or how the service is delivered that could lead to discrimination or disadvantage them? | | |
| 2. Assessment of Impact | | | |
| 2.1 | Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)? | | |

| | | | |
|---------------------|--|--|--|
| 2.2 | Regarding any group of people who do not share a protected characteristic but were identified as potentially vulnerable to discrimination in section 1.5 above, have you identified any differential impact that adversely affects them? | | |
| NEXT STEPS/ACTIONS: | | | |

SINGLE EQUALITY SCHEME – OBJECTIVES AND ACTION PLAN

Action Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the academies' values, priorities and aims as identified in Part A of our Single Equality Scheme.
- Accurate knowledge of the academies enables us to plan in a way that is **relevant and proportionate**.
- **Participation** of an appropriately selected working group is reflected in wider representation built into action plans.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- Action plans are seen as the starting point for action but not followed slavishly where monitoring and further impact assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Action plans are checked against the objectives and the impact assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed**.
- The golden rule for action planning is to **be SMARTER and get started**.

The Process

- Action planning is done in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan for action over 1 and 3 years so that it is possible to implement change and development in a responsive yet systematic way.
- Action plans are reviewed annually and in the third year we undertake a review of the impact of our actions over three years.

- Initially, many of our actions have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning.