



Equalities Information and Objectives (public sector equality duty) statement for publication

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Approval Body:	Chief Executive Officer
Adopted:	September 2018
Leadership Grp Responsibility:	SBM
Review period:	Every four years and publish information annually
Date of next review:	September 2022

This is a Level 2 Policy against the Trust Governance Plan.

This procedure was adopted by the Trust Board, for implementation in Tenax Schools Trust on the date above and supercedes any previous policy or policies on Equality.

BACKGROUND

The Equality Act 2010 consolidated equality legislation and brought about a statutory requirement for public bodies to have such a scheme. It also had the effect of replacing all previously existing legislation e.g. the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In addition, the protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

Avoiding discrimination and promoting equality supports the agenda of improving the attainment and progress of all pupils, regardless of their circumstances and backgrounds.

The new Ofsted inspection framework makes clear that tackling inequalities and disadvantages should be reflected in every aspect of school life, and will be considered as part of all inspection judgements.

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. There is now no requirement for schools to have equality policies, schemes and/or action plans.

The new Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

THE TENAX SCHOOLS TRUST EQUALITY SCHEME

This document sets out how the Tenax Schools Trust ensures the Trust and member schools meet the Equality Duty as established in the 2010 Single Equality Act.

The scheme has been developed with the Trust's Christian values and principles as its basis. For Trust schools with a religious designation, all employees are required to support the Christian ethos of the Trust in their professional life, in the tradition of the Church of England, and recruitment policies reflect that requirement as the law allows. In these schools, admissions policies are formulated in accordance with the Code of Practice for Admissions for faith schools.

EQUALITIES STATEMENT IN THE CONTEXT OF THE TRUST'S CHRISTIAN ETHOS AND FOUNDATION

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the Trust's Christian ethos, the core of which is the ultimate worth and dignity of every human being before God. The promotion of an understanding of human diversity in the community as positive and to be celebrated is central to the Trust's mission. No member of the Trust community shall suffer unfair direct or indirect discrimination on the basis of sex, gender reassignment, disability, age, race, pregnancy and maternity, sexual orientation, religion or belief. Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the Trust's grievance and discipline policy.

The Trust recognises that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interests of securing sustainable equality or access and opportunity.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extra-curricular opportunities and participation
- Admissions and attendance
- The curriculum and options
- Staff recruitment, promotion and professional development
- Partnerships with parents and communities

AIMS

We are committed to:

- actively tackling discrimination and promoting equal opportunities and positive attitudes
- encouraging, supporting, and helping all students and staff to reach their potential
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice
- making sure the single equality scheme is implemented and monitoring its effectiveness in promoting race, gender and disability equality.

RESPONSIBILITIES

A. The Trust Board

Through the CEO and the Headteachers of each Trust school, the Tenax Trust Board is responsible for:

- making sure that each school complies with all equalities legislation
- making sure that the fundamental Christian belief in the value of each person regardless of background or circumstances permeates the school's ethos
- making sure the single equality scheme is implemented and reviewed
- prepare and publish Trust-wide (and school specific where appropriate) equality objectives

It will achieve these broad aims by:

- Promoting equality as an explicit aim in all Trust policies, and ensuring it underpins all aspects of its work
- Ensuring the policy reflects belief in diversity that embraces individuals and promotes community spirit
- Ensuring that policy is developed through wide consultation in the Trust and with the wider community
- Ensuring no students will be discriminated against in the provision of services offered to students that relate to education
- Ensuring all role descriptions include a commitment to equality and diversity as part of their specifications
- Ensuring that all recruitment, employment, promotion and staff development policy and practice reflect the ethos and requirements of equalities legislation
- Incorporating equality targets into Trust plans and School Improvement Plans to ensure all individuals and groups, regardless of race, gender, disability or other factors achieve their potential and make good progress.

B. Headteachers and leadership teams

School Headteachers and leadership teams are responsible for

- making sure the equality scheme and equality compliance statement is published and that the governors, staff, students, and their parents and guardians and wider community know about it
- ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory
- making sure the school equality objectives are delivered and reviewed producing regular information for staff and governors about the scheme and how it is working, and providing training for them on the scheme, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of racial, gender or disability harassment and racial, gender or disability discrimination

C. All staff

All staff are responsible for

- dealing with racist, sexist or disability harassment incidents, and being able to recognise and tackle racial, gender or disability bias and stereotyping
- promoting equal opportunities positive attitudes, and avoiding discrimination against anyone on the grounds of gender, disability race, colour, sexual orientation, nationality or ethnic or national origins
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern

D. Staff with specific responsibilities

- The person in charge of student welfare in each school is responsible for coordinating work on equality across the school and dealing with incidents of harassment and victimisation
- The person in charge of curriculum in each school is responsible for ensuring that student curriculum choices and student attainment and progress do not reveal any embedded stereotyping or discrimination
- The person with responsibility for extra-curricular activities will monitor participation by minority groups
- The person responsible for staff development is responsible for monitoring access to and participation in staff development with equalities in mind

E. Visitors and contractors

Visitors and contractors are responsible for knowing, and following, the single equality duty, and this race, gender and disability policy.

IMPLEMENTATION

All of the Trusts policies and procedures will reflect the principles outlined in this single equality policy.

The Trust will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines within this policy

Information will be collected about students' performance and progress in all areas of activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment.

All contraventions of this policy will be treated as disciplinary matters.

PUTTING THE EQUALITIES POLICY INTO PRACTICE

This policy will be published as part of each school's policy documentation, and will be made available to any staff, students, parents or others who request it. Any breaches of this policy will be treated with gravity and dealt with via normal disciplinary procedures.

School accessibility plans are in place and regularly updated to ensure that progress is being made towards making opportunities increasingly available to students with physical, emotional or cognitive disabilities.

EVALUATION

Headteachers will be required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

Effectiveness of the policy will be reviewed by the Trust board, including review of progress against equality objectives, its impact upon the raising of all students' levels of attainment.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole Trust community. The statement will be reviewed annually.

The single equality scheme should impact upon all the policies and procedures in the Trust and all other academy policies and procedures will be assessed to ensure their compliance with this scheme.

Annual Statement 2017/18		
Objective	Action taken	Impact
To increase the membership of children who may be affected by discrimination and lack of equal opportunity in co-curriculum clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act	<ul style="list-style-type: none"> • Use of SIMS Activities fully implemented to monitor co-curriculum participation. • Reports on participation rates routinely presented and discussed at leadership level • Take-up of co-curriculum opportunity promoted with vulnerable students and where relevant PP funding used 	
To narrow the gap between children who may be affected by discrimination and lack of equal opportunity and other students in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act	<ul style="list-style-type: none"> • Provision for supervised homework established and implemented through homework club. • Attendance ensured by most vulnerable students 	Homework club in place regularly providing supported study to 10-16 of the most vulnerable students Impact on outcomes
Furthermore the senior leadership team has completed an annual review of the aims of the Equality Scheme and believes that the school meets the requirements of the general public sector equality duty.		