



EBOR ACADEMY TRUST

Policy Number

10

DRAFT Single Equality Scheme

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CEO/ HR Director

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1 Introduction

This Scheme applies to all academies within Ebor Academy Trust.

The Single Equality Scheme brings together the Trust's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions with the whole community.

Overall, Equality Duties are not new to academies. The Duty to Promote Race Equality came into force in 2002; The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007. As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty. Our Scheme includes pupils, governors, parents, carers and all those within our extended academy communities.

2 The Trust's Equality Vision

We aim to create an environment for learning which will encourage all children to achieve the highest standards, through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching. We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We aim to promote the spiritual, moral, cultural, mental and physical development of students/ pupils within the Trust and in society generally and prepare them for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

- a) Respect the equal human rights of all our students/ pupils and educate them about equality
- b) Not discriminate against anyone on the grounds of any protected characteristic including their gender, sexual orientation, race, age, colour, religion, nationality, ethnic, national origins, gender reassignment, marriage or civil partnership, pregnancy or maternity, or physical or mental abilities
- c) Work to promote positive attitudes to difference by enabling all students/ pupils in the Trust's community to contribute to, and gain full access to, all activities
- d) Create an environment where respect means that all students/ pupils are able to reach their full potential, making reasonable adjustments where necessary
- e) Ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve
- f) Promote diversity by challenging stereotypes, achievement gaps and self-limiting aspirations
- g) Take account of difference to help overcome any barriers to learning in order to promote achievement and fulfilment in all our students/ pupils
- h) Respect the equal rights of our staff, volunteers, and other members of the community, including the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice. We seek ways to celebrate faith and cultural diversity.
- i) Embrace relevant legislation through Trust policies, procedures, communications and culture.

3 Meeting our Duties - Statutory Requirements

Under the statutory duties all academies have responsibilities to promote race, disability and gender equality.

4 Race Equality

The general duty to promote race equality means that we must have due regard to:

- a) Eliminate unlawful racial discrimination
- b) Promote equality of opportunity
- c) Promote good relations between people of different racial groups.

We strive to offer a culturally diverse curriculum that prepares children for life in a diverse society. This is achieved through themed curriculum weeks as well as through the delivery of the relevant Local Authority Syllabus for Religious Education, which provides learning about different faiths.

All racist incidents will be recorded. Staff should deal with the incident in line with the Trust behaviour/conduct policy. The governors and all relevant bodies will be kept informed in line with the latest advice and guidance.

5 Disability Equality

The general duty to promote disability equality means that we must have due regard to:

- a) Promote equality of opportunity between disabled people and other people
- b) Eliminate unlawful discrimination
- c) Eliminate disability-related harassment
- d) Promote positive attitudes towards disabled people
- e) Encourage participation by disabled people in public life
- f) Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

6 Accessibility (refer also to the School's Accessibility plan)

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- a) Make improvements to the physical environment of the Trust's premises to increase access;
- b) Make written information accessible to pupils in a range of different ways
- c) We must ensure that disabled pupils do not receive less favourable treatment and to do this the Trust has a duty to make reasonable adjustments.

7 Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- a) Eliminating unlawful discrimination and harassment and
- b) Promoting equality of opportunity between men and women, girls and boys.

The Trust carries out regular assessment processes to check that there are no gender differences in achievement. Where there are any significant differences in year group cohorts in terms of gender then changes are applied to the curriculum to meet needs. There are a good range of clubs, workshops and initiatives which challenge gender stereotypes and ensures the true fulfilment of potential.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

8 Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The Trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within academy communities.

9 Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

Strand 2 – Equity and Excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.

Strand 3 – Engagement and extended services – enabling the means for pupils and their families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

We recognise that individual academies within the Trust have a responsibility for educating students who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of pupils with those in other schools/colleges where appropriate.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

10 Age, Sexual Orientation, Religion and Belief

Ebor Academy Trust recognises the valuable contribution that is made by all employees of all ages to its work. We will ensure that all employees, regardless of age, sexual orientation, religion or belief will have equal access to selection for recruitment, training, career progression and retention opportunities.

11. Information, Performance and Evidence

11.1. Pupil achievement

The Trust analyses data during the year for pupils of different groups. This includes gender groups, vulnerable groups (FMS, Service, and Ethnicity) and those identified on the SEN and medical registers. The progress and achievement of these groups is monitored by school leaders, class teachers and teaching assistants.

Personalised targets are set for pupils with learning difficulties and are included on SEN pupils' individual education plans. The Trust has developed a close working partnership with parents of these targeted children through parent conversation meetings.

11.2. Admissions, Transitions, Exclusions

The Trust meets with early year's provider groups and secondary schools and has well developed systems for children transitions.

11.3. Social Relationships

The Trust has targeted the importance of providing more opportunities for children to be aware of equality issues through assemblies and cross curricular PSHCE links. A Trust wellbeing strategy team is led by a member of the School Improvement Team.

11.4. Role and Responsibilities

This Equality Scheme will be aligned with other academy Improvement / Development / Corporate Plans. Its implementation will be monitored in each academy within the SEF, other review processes

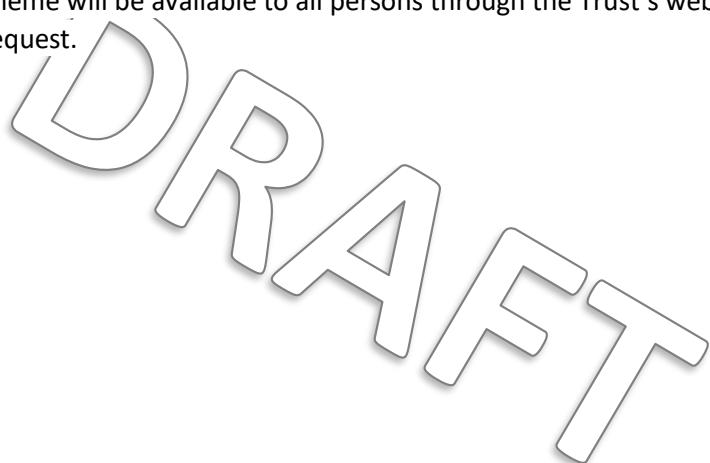
and by the Board of Trustees.

Each Local Governing Body will ensure that its academy complies with statutory requirements in respect of this Scheme. The Headteacher, together with their Leadership Team, is responsible for the implementation of this Scheme at a local level, and will ensure that staff are aware of their responsibilities. Staff are expected to promote an inclusive and collaborative ethos in each academy, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equalities issues.

Our pupils have a responsibility to themselves and others to treat each other 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, including parents/carers, are adhering to our commitment to equality.

12. Publicising our Scheme

The Single Equality Scheme will be available to all persons through the Trust's website with a paper version available on request.

A large, stylized, light gray word "DRAFT" is positioned diagonally across the page. The letters are thick and have a slight shadow, giving them a three-dimensional appearance. The word is oriented from the top-left towards the bottom-right.