



Equality Policy

Last amended 02.07.2018 by Heather Watson, Executive Clerk

Reviewed March 2020 by Alice Copp, Trustee

Ratified by the Trustees 19.05.20

Next review date March 2021

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Within this policy the term Headteacher refers to the Headteacher of the school. The term CEO refers to the Chief Executive Officer of the Trust.

The governors of the Twynham Learning Academy Trust (the Trust) are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Twynham Learning will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff, governors, trustees and visitors to the schools belonging to the Trust.

Legal Framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- race including colour, nationality, ethnic or national origin;
- gender;
- gender reassignment;
- religion and belief;
- marriage and civil partnership;
- sexual orientation;
- pregnancy and maternity;
- age.

Types of Discrimination

Direct discrimination, discrimination by association, discrimination by perception, discrimination arising from disability, indirect discrimination; harassment and victimisation.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

The Trust is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will make relevant information available online.

- (i) Equality Information by 31 December 2011 (for schools with more than 150 employees **)
- (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Good Practice

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged with their child's school.

2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log all bullying incidents, with a focus being placed on the support given to the victim.
5. Local Governing Bodies receive annual reports from their headteacher on bullying and racial incidents and the board of trustees is kept informed via the sharing of minutes.

Guiding Principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- those who are LGBT as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- those who are LGBT as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- those who are LGBT as well as heterosexual.

Principle 9: Objectives (covered by Equality Objectives after 6/4/12)

- To raise awareness of gender identity and transgender issues amongst staff and students. Staff “trained” through INSET/communication updates. Students “trained” through PSHE lessons
- Bullying incidents to be logged by Heads of Year or Headteachers if no Heads of Year, and held centrally. To be communicated to governors on an annual basis.
- Identify member of Leadership Team for day to day responsibilities for implementing this policy.

Arrangements, Roles and Responsibilities

1. The equality objectives for the Trust will be set out formally and are referenced in Principle 9. They will be reviewed annually, and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Local Advisory Board on an annual basis.
3. The Trust will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

4. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
5. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

7. The Trustees are responsible for ensuring that the schools within the Trust comply with legislation, and that this policy and its related procedures and action plans are implemented.
8. A member of the Local Advisory Board of each school has the role of monitoring the implementation of this policy.
9. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
10. A designated member of the Leadership Team of each school will have day-to-day responsibility for co-ordinating implementation of this policy.
11. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles ;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes;
 - attend appropriate training that enables the school to keep up-to-date with equality issues.
12. All staff, governors and trustees have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
13. All staff, governors and trustees will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

14. The Trust is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:

- disability;
- special educational needs;
- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Equality Policy
2. Upon whom will this impact?	Students, staff, governors, trustees, parents and visitors

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, faith or belief		√	
Sexual orientation		√	
Transgender		√	
Age <small>(N/A to pre-school and school children)</small>		√	
Rurality		√	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Jy Taylor, 19/3/15, reviewed by Kate Ball April 2018

Comment by CEO: