



Equality Scheme (SS-06)

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Date:	April 2023

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Single Equality Statement

To meet the requirements of the Public Sector Equality Duty, this school considers how policies, practices and activities impact on students and staff. We have “due regard” to the need to:

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

At Cockermouth School (hereinafter referred to as ‘the school’), we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background.

We aim to:

- Develop a culture of inclusion and diversity.
- Encourage all members of the school community to feel proud of their identity and participate fully in school life.
- Ensured equality, diversity and inclusion permeates the work of our school, by creating policy and practice to deliver service and employment, and functions such as setting budgets and making appointments.
- Support students, raise standards and ensure inclusivity effectively by monitoring students by race, gender and disability. We will use this data to tackle discrimination, promote of equality and respect for all and challenge bullying and stereotypes. We believe that diversity is a strength to be respected and celebrated by all members of our school community.
- Work with and listen to staff, students, parents and carers to inform the Single Equality Scheme (SES). This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination:

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme covers all aspects of vulnerability, including those with Special Educational Needs including Autistic Spectrum Condition (ASC), those associated with socio-economic factors (e.g. students from low income families), Children Looked After and those with Child Protection plans.

The school is committed to being a good employer. The Scheme outlines how we meet our duties in terms of recruitment and selection practices and our commitment to be a fully inclusive community working to overcome discrimination related to the other protected characteristics:

- Age
- Being married or in a civil partnership

Part 2 of our Single Equality Scheme (information to demonstrate compliance with the public sector equality duty) will be reviewed, updated and published annually with the subsequent objectives (Part 3) being prepared and published at least every 4 years.

Part 1 - Single Equality Scheme

1. Aims of the Single Equality Scheme

- To articulate this school's compliance with statutory duties and commitment to equality in all school policies and practices.
- To ensure that everyone in our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.

2. Purpose of the Equality Scheme

This Equality Scheme is our school's response to the Equality Act 2010 (see Appendix A). It captures how we are establishing and implementing good practice in equality and diversity.

This Equality Scheme and Action Plan sets out how we will:

- Develop and review the Scheme and our objectives with appropriate timescales for the future.
- Eliminate discrimination, harassment or victimisation related to any aspect of social identity or diversity.
- Promote equality of opportunity and positive attitudes to all aspects of social identity and diversity.
- Encourage participation by disabled people 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 groups of students.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

All children and young people share the same rights to membership of their local community and a quality education.

The Action Plan sets out:

- Our duty to promote positive outcomes in relation to race, gender and disability and identifies actions to address other social identities.
- Our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some students) and to help disabled students or visitors who come to our school.
- Our Accessibility Plan to increase access to education for all students in protected groups by ensuring their participation in the school curriculum, their ability to take advantage of education and associated services and to access the same information provided to all students.

The Action Plan is reviewed annually, and progress is reported on regularly to the Academy Trust Board. Equality objectives have been identified through consultation with key stakeholders including students, parents, carers, Trustees, staff and others in the community.

Our Single Equality information report and our objectives are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

4.1 The Academy Trust Board

The Academy Trust Board will:

- Ensure that our school complies with all relevant equalities legislation.
- Recommend all Trustees receive up-to-date training in all equalities duties.
- Designate a Trustee with specific responsibility for the single equality scheme.
- Draw up, publish and implement our school's equality objectives.
- Establish that the action plans arising from the scheme are part of our school improvement plan.
- Support the Headteacher in implementing any actions necessary.
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- Take all reasonable steps to ensure that our school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and students.
- Welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc.
- Ensure that no child is discriminated against whilst in our school because of their race, gender, disability, faith/religion etc.
- Inform and consult with parents and carers about the scheme.
- Evaluate and review the information supporting the scheme annually and action plan at least every 4 years.

4.2 The senior leader responsible for equalities:

The role of the senior leader is to:

- Ensure that staff, parents and carers are informed about the Single Equality Scheme.
- Ensure that staff understand the broad legal definition of disability.
- Ensure that the Scheme is implemented effectively.
- Manage any day to day issues arising from the Scheme whether for students, for our school as an employer or for our local community.
- Ensure staff have access to training which helps to implement the Scheme.
- Monitor the Scheme and report to the Academy Trust Board at least annually, on the effectiveness of the Scheme, Objectives and Action Plan.
- Ensure that the Senior Leadership Team (SLT) are kept up to date with any development affecting the Scheme/action plan arising from the Scheme.
- Provide appropriate support and monitoring for all students and specific and targeted students to whom the Scheme has direct relevance, with the assistance from relevant agencies.
- Ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the Behaviour Policy and procedures.
- Report any incidents of racism in accordance with the Equality Act.
- Deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken.
- In the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. student, member of staff, volunteer etc.

4.3 All staff: teaching, non-teaching and other adults involved with our school

All staff, both paid and unpaid are required to:

- Be aware of the Single Equality Scheme and support it to ensure that all members of the school community are treated fairly, with equity and with respect.
- Be aware of the range of unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments and protected groups supported by this Scheme.
- Keep themselves up-to-date with relevant legislation and attend school organised training and information events raising any questions or training requirements with the DSL.

- Ensure that students from all protected groups are included in all activities and have full access to the curriculum.
- Promote inclusion, equality and diversity through teaching and through relations with students, staff, parents, carers and the wider community ensuring that all teaching and learning material gives positive images based on race, gender and disability, and challenges stereotypical images.
- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping.
- Know procedures for reporting incidents of racism, harassment or other forms of discrimination.

4.4 Students

Students will:

- Be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability.
- Be expected 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.
- Ensure the peer support programme within our school promotes understanding and supports students who are experiencing discrimination.

5. School Aims Statements

5.1 Staffing and employment

We comply fully with legislation which protects all our staff and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- Ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development.
- Make such reasonable adjustments as are necessary to prevent anyone with a disability or protected characteristic being at a substantial disadvantage in comparison with people who do not have a disability or protected characteristic.
- Monitor recruitment and retention.
- Invest in 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 until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.
- Ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

5.2 Students' attainment and progress

We expect the highest possible standards. Members of staff have high expectations of all students and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

5.3 Curriculum development and delivery

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families.
- Use self-assessment as a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- Seek to involve all parents and carers in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

5.4 Student welfare and pastoral care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- Ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and support staff.
- Expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among students from all ethnic groups and range of abilities.
- Challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all students, throughout our pastoral support.
- Provide appropriate support for students learning English as an additional language and encourage students to use their home and community languages to enhance their learning.
- Give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Behaviour Policy and are provided with relevant support to consider and modify their behaviour.
- Ensure that guidance and support for students is delivered in a way that does not discriminate against students with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments.
- Ensure that students who are pregnant or have recently had a baby are supported and have access to education.
- Ensure that appropriate and discreet facilities are available for those students who require personal or intimate care to protect their dignity and foster respect for their individual needs.
- Ensure that staff are empowered to raise any concerns with the Senior Management Team relating to their health, safety and welfare by promoting well-being strategies among staff and in their respective groups.
- Expect work experience providers to demonstrate their commitment to equality, including disability, gender, race, faith/religion, gender reassignment etc. Equality.

5.5 Quality of provision – curriculum and other activities

We aim to provide an appropriate curriculum for students of all backgrounds. To do this we will:

- Monitor and evaluate its effectiveness through target setting and attainment analysis.

- Ensure that all students have the opportunity to participate in a curriculum which meets their needs.
- Develop and continuously monitor a curriculum which builds on students' starting points and ensures the inclusion of:
 - Students of all genders.
 - Students learning English as an additional language.
 - Students from minority ethnic groups, including travellers.
 - Students who are gifted and talented.
 - Students who are pregnant or who have recently given birth.
 - Students who are undergoing gender reassignment.
 - Students with special educational needs.
 - Students with a disability or unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments.
 - Students who are looked after by the local authority.
 - Students who at a risk of disaffection, suspension and exclusion.
 - Lesbian, gay or questioning young people.
 - Students 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 students.
- Deliver a curriculum which reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.
- Ensure extra-curricular activities and special events e.g. School performances, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture.
- Ensure educational visits and excursions take account of the capabilities of all students including both physical and cognitive disabilities and cultural differences.
- Make use of web-based technologies to support a high-quality learning and teaching experience. This is delivered to all our students irrespective of disability (e.g. Visual, hearing, mobility, cognitive and prone to seizure impairments).

5.6 Behaviour and Attendance

We expect high standards of behaviour from all students as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Behaviour Policy.

Through our school ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities 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 school community through our actions and responses. To ensure that the Behaviour Policy and associated policies are equitable, we:

- Have procedures for disciplining students and managing behaviour that are fair and applied equitably to all. All staff are expected to operate consistent systems of rewards and sanctions.
- Recognise that cultural background and disability may affect behaviour. Our school takes this into account and makes reasonable adjustments when dealing with incidents of unacceptable behaviour.
- Recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will act to prevent, challenge and eliminate any such behaviour.
- Have clear procedures in place so that all forms of bullying, including cyberbullying and sexting and harassment, including that related to racism, disability, sexism and homophobia, are dealt with promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with in line with relevant school procedures.
- 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. Adults in school take care to lead through example, demonstrating high expectations of all students.
- Will take steps to ensure that students, staff, parents and carers are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.
- Provide information and advice on attendance, suspension and exclusion to parents and carers in accessible formats such as relevant community languages and large print.
- Have strategies in place to reintegrate long-term non-attenders and excluded students, which address the needs of all students.
- 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 a child's disability or special educational need.
- Make provision for leave of absence for religious observance, for staff as well as students.
- Monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken to address any disparities between different groups of students.
- Will 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 school on a regular basis.
- Expect full-time attendance of traveller students whilst they are on the roll of the school.

5.7 Partnership with students, parents, carers and the wider community

We have established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take steps to ensure children with a disability, young people and their parents or carers are involved as is their entitlement. To do this we will:

- Involve stakeholders including students, staff, parents, carers and other users of the school in relation to all equality duties.
- Take into account the preferred means of communication for those with whom we are consulting e.g. Translated materials or interpretation facilities for disabled people or those for whom English is an additional language or 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 participation of under-represented groups of parents, carers and sections of the community. Information and meetings for parents and carers are made accessible for all.
- Progress reports to parents and carers are clearly written and free from jargon to encourage participation in their child's education. Where necessary, information is available in languages and formats other than English. Parents and carers with a disability or with learning difficulties will be able to access school's information.
- Parents and carers are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action 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 which we may hold are designed to include the whole community and at times may target minority or marginalised groups.
- Work in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to difference.
- Ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

5.8 Leadership and Management

We have a clear admissions policy and procedures. Our aim is to ensure that our admission process is fair and equitable to all students. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- Not discriminate against a student with a disability in the arrangements we make for determining admission.
- Admit students with already identified disability or special educational need. Students with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the student's inclusion would be incompatible with the efficient education of other children.
- Gather comprehensive information about students' ethnicity, first language, religion, 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 Academy Trust Board.
- Will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.
- Ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.
- Ensure that staff training continually highlights equality issues. Equality, diversity and inclusion is incorporated into the induction programme for new staff.
- 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 policy.
- Ensure that resources and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and traveller children; displays to be positioned at eye level, etc.

5.9 Linguistic diversity

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

5.10 Gender equality

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between people of all genders in all our functions.
- Recognise that society has stereotypes for people of all genders, and people 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.
- Ensure the rights, under the gender recognition act 2004, of transgender people (who have gender recognition certificates).

5.11 Admissions, suspensions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Suspensions and exclusions will always be based on the school's Behaviour Policy. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- Monitor suspensions and exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken to address any disparities between different groups of students.
- Take all reasonable steps to prevent the suspension or exclusion of a student for a reason related to any disability or special educational need they may have.

Part 2 - Cockermouth School – Single Equality information to demonstrate compliance with the Public Sector Equality Duty

1. Our School Profile

Cockermouth School is a secondary 11-18 convertor academy.

The number on roll is currently **1331** students. In September **2022** the school is oversubscribed in Years **7, 8 and 9**.

The percentage of students taking free school meals (FSM) is **11.4%**, well below the national average of **20.9%** (June 2022 DfE stats).

17.0% of our students have special educational needs. **48.6%** of our population are female and **51.4%** are male.

12.7% of students in school receive Special Educational Need (SEND) support; nationally this average is **11.9%**. However, **4.3%** of the school population have an Educational Health Care Plan (EHCP). Nationally this number is **2.2%**.

The school was built in the 1950s and has been extended many times since then. Much of the site is very difficult to access due to a combination of old buildings and a sloping site. The school's Accessibility Plan seeks to try and improve this situation.

2. Disability Equality Duties

Our commitment to the equitable treatment of students with a disability, their families and staff has a number of objectives:

We will promote equality for people with a disability by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings.
- Encouraging good practice by our partners through our advisory capacity.
- Ensuring we take their needs into account when procuring goods and services from our providers.
- Promoting positive images of disabled people.
- Challenging patronising or discriminating attitudes.
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, students with a disability, staff and families.

We plan to increase access to education for students with a disability by:

- Increasing the extent to which students with a disability can participate in the school curriculum.
- Increasing the inclusion of positive images of people with a disability across the curriculum.
- Improving the environment of the school to increase the extent to which students with a disability can take advantage of education and associated services.
- Improving the delivery of information to students with a disability, to the standard of which is provided in writing for students without a disability.

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 school, to students with a disability, staff, parents, carers and other school users.

- The school's Accessibility Plan aims to improve the physical layout of the building and the grounds to allow increased disabled access to the curriculum.

- We have involved people with a disability in the development of the Single Equality Scheme by asking their views about how to make further changes to improve access to their education.
- We are developing the curriculum and extra-curricular activities to increase access to education for learners with a disability.

3. Racial Equality Duty and Community Cohesion

We recognise that Black, Asian and Minority Ethnic (BAME) people experience discrimination based on colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

To comply with this duty, we will:

- Keep accurate records of all ethnic and faith groups, 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 students and their families of all ethnic groups to participate fully in all aspects of school 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 through the Prevent Duty.
- Ensure the school staff and other adults working within the school, students and their families as well as our partners and the wider community fully understand the principles of good race relations.

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between people of all genders in all our functions.
- SLT and middle leaders regularly monitor the progress of students by gender using SISRA.
- We aim to close the gap between students of all genders. The Data and Assessment Assistant Headteacher is responsible for setting these targets and monitoring them.
- All subjects addressing gender stereotyping in the curriculum. Pastoral Leaders do so during preference processes to ensure subject choices, careers advice and work-related learning are not gender biased.
- We tackle gender violence and domestic violence through the Personal Development (PD) curriculum and in the pastoral programme. The needs of victims are assessed and met by the safeguarding team.
- Classroom based lessons on gender issues such as sexual bullying and sexual exploitation are provided in PD.
- Assemblies and other presentations are also used to respond to information children receive from the internet, films, TV and other media where women are portrayed in a derogatory manner.

5. Religion and Belief Equality Duties

The school is committed to eliminating illegal discrimination and exclusion based on religion or belief.

We recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

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

Our school recognises 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.

5.1 Sexual orientation equality duties

We are committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBTQ). We aim to ensure equality of opportunity for LGBTQ people across 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 internally and to the community as a whole.

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process. We recognise that children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. Staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

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.

- We include realistic images of lesbian, gay, bisexual or transgender people and the contributions they have made in different aspects of the curriculum.
- Homophobic bullying, language and stereotypes is challenged through the school's behaviour policy. We have also raised staff and student awareness through a long-term campaign tackling discriminatory language and bullying behaviour.

6. Pregnancy and Maternity Equality Duties

We recognise that the Equality Act 2010 now specifically includes the need to protect students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given to ensure that the student is reintegrated into education as quickly as possible.

Staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- The student is or has been pregnant.
- The student has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth.
- The student is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth.

- A student is protected even when the baby is stillborn, so long as the student was pregnant for at least 24 weeks before the birth.
- Both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.
- We provide support through the pastoral system and inclusion team to ensure that students are reintegrated into education as quickly as possible following the birth of a child.
- We have previously used the Hospital and Home Tuition Service and alternative provision to support a student. Each case is dealt with on an individual basis.

7. Publication of the Single Equality Scheme

Our School Single Equality Scheme is published as a separate document and is available on request with Parts 2 and 3 published on our website.

- Part 2 will be reviewed and published annually in line with the new intake of students; Part 3 will be reviewed and published at least every 4 years.
- We will provide the document in other formats / languages on request.

8. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Academy Trust Board on complaints made and action taken.

Part 3 – Equality Objectives – 2022 – 2025

Equality Objectives Plan

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, 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 and Trustee awareness of their responsibilities regarding the Equality Scheme and Action Plan.	For students to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All students and staff	To increase awareness of the School Single Equality Scheme across all groups within school.	SMG	December 2022 to July 2023	Students, staff, parents and Trustees will be consulted on the plan and have the opportunity to comment.
All aims of duty	All	To ensure all policies procedures and practices meet the criteria set out in the Equality Scheme.	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Impact Assessments on all policies, procedures and practices. To simplify Impact assessment.	MSM VBO	December 2022 to July 2024	A revised impact assessment (Appendix C) allows us to ensure all policies are in line with the Equality Scheme as they are renewed..
All aims of duty	All	To refresh the anti - discriminatory campaign to focus on bullying, peer abuse and sexual harassment.	For students to be involved in annual whole school campaigns to tackle discrimination and bullying	All staff, students and visitors	Students and staff lead annual campaigns to tackle discrimination and bullying, peer abuse and sexual harassment. Developing the Behaviour team to eliminate bullying and to support students who are victims.	RKG/SMG HCA	December 2022 to July 2025	More diversity reflected in the curriculum across all year groups. Increase in students' participation, confidence and achievement levels
All aims of duty	All	To improve the well-being and progress of students with mental health needs	Increase the diversity of students/students involved in the decision-making of the school	Students with mental health needs	Mental Health First Aid team embedded in school. Awareness raising and support offered to students by school and peer mentors. Introduction of the MHST in school and development of mental health and resilience interventions in LSD and Inclusion.	SMG JHM SMG	December 2022-July 2024	Sustainable training model established. Calendar of events. Regular support group embedded.
Advance equality of opportunity	Disability and disadvantage	To ensure the educational provision for SEND students meets their needs.	Increase staff knowledge and expertise, develop the curriculum and work with the LA	All students with SEND	Implement the SEND strategy.	MHL, RAN. SJN	December 2022 to July 2024	SEND curriculum change. CPD programme. Student awards evenings.

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
			through the new Resourced Provision contract.					
Advance Equality of Opportunity	All protected groups in the staff body.	Supporting women in the workplace (women are ¾ of our workforce) through ensuring our human resource management approaches are sensitive to women's issues alongside those for all staff. Welcoming and nurturing people from minority ethnic groups (our workforce is predominantly white British). Providing reasonable adjustments to effectively support people with disability (our workforce has a large cohort of older people with approx. 1/3 rd being over 50 years old). Support people's mental health and wellbeing proactively and with effective mental health first aid and ongoing support.	E.g. supporting people with symptoms of menopause. E.g. listening to our existing minority group colleagues on what we can do to support them. E.g. ensure we have rest facilities that are accessible for all our colleagues. E.g. ensure we train mental health first aiders in school and that we de-stigmatise mental health as an area of wellbeing for people to be proactive in seeking support for.	Staff	CPD, Staff voice opportunities and changes to the staff facilities in school including staff room and classroom conditions.. Whole school CPD on the menopause and the development of a staff action group within the staff wellbeing group. Increase the membership of colleagues on the Wellbeing network. Improve staff induction. Increase the use of Occupational Health and counselling services where appropriate to support staff. Develop a protocol to "wrap around" staff following incidents e.g. stressful classroom incidents. Develop mental health CPD for all staff using the Barnardo's MHS Team and Every Life Matters.	MSM SMG SLT KWI and KPR ADO MSM MSM MSM SMG	December 2022-July 2025	Staff wellbeing survey and Wellbeing Champions network.

Date Action Agreed:		Date Agreed for Review:	
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Appendix A

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. It has consolidated this legislation and provides changes particular to Schools.

The Act protects staff, students and others from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- Prospective students
- Students at the school
- In some limited circumstances, former students

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties 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 students. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard 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,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

New Protection in Schools

Protection against discrimination is now extended to students 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 an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003).

In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

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, students 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, carer or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

ACCESSIBILITY PLANNING

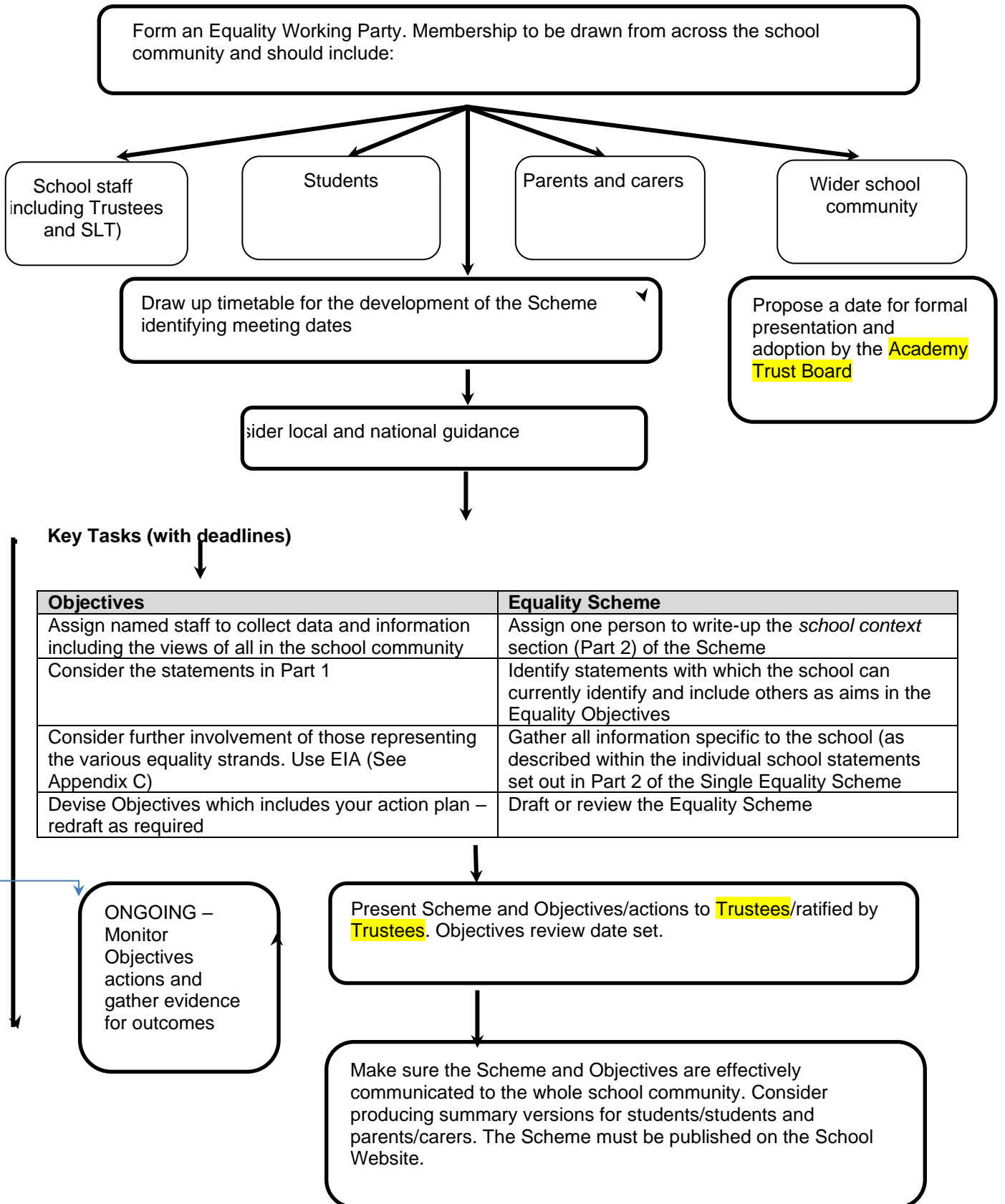
Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people

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

Appendix B

Process Chart for the Development and Review of Equality Scheme, Objectives and resulting actions



Appendix C

Equality Impact Assessments (EqIAs) - Guidance

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or people within your school community to be treated fairly and equitably sometimes you must treat them differently. 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 school community. This is what equality impact assessment is all about.

Undertaking EqIAs is like 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 school community and trying to ensure they are not disadvantaged by it.

Your school community covers any person who is likely to use your school. This means students, parents, carers, staff, Trustees, volunteers and visitors to your school. It also covers anticipating the needs of possible future members of your school 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 school community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for students, 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 schools 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 schools.

Why should we undertake equality impact assessments?

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

Equality Scheme



This means taking account of the needs of your school community in the development and review of any school policies and practices which are likely to affect them.

Undertaking EqlAs 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 school population to be met. Your school 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 school policies or practices which are likely to affect children or people within your school community.

Written policies may be easy to identify but EqlAs 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 EqlA 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 EqlA 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 because of any organisational change, you then need to ensure your EqlA considers the proposed changes in relation to how your school 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 because 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 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.

Equality Scheme



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 Academy Trust Board.

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 EqlAs 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 school policies can be made available in alternative formats, as required.

Do I have to do a separate EqlA 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 school 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 EqlA – whatever makes the process manageable and meaningful for your school.

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

No - you don't need to repeat an EqlA on an adopted policy which has already been assessed if 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 EqlA.

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 ● Gender ● Race ● Religion and/or belief ● Age (in relation to staff recruitment /selection) ● Sexual orientation ● Gender reassignment ● Pregnancy and maternity ● Marriage and Civil Partnership 		
2. Assessment of Impact			
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
NEXT STEPS/ACTIONS:			

Appendix D

Single Equality Scheme – Objectives/actions/outcomes

Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part 1 of our Single Equality Scheme.
- Accurate knowledge of the school 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 objective actions.
- 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.
- The objectives are 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.
- Outcomes 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 future planning is to **be SMARTER and get started**.

The Process:

- Our objectives are set 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 our objectives over 4 years so that it is possible to implement change and development in a responsive yet systematic way.
- Objectives are reviewed regularly and in the third year we undertake a review of the impact of our action outcomes prior to setting new objectives at the end of year 3.
- Initially, many of our objectives 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.

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