



Fylde Coast Academy Trust  
(FCAT)

## FCAT Academy Equality Scheme Equality Objectives

**2023-2027**

|   |                   |
|---|-------------------|
| Issue Date  | 18th October 2023 |
| Electronic copies of this plan are available from | FCAT website      |
| Hard copies of this plan are available from       | FCAT central      |
| Date of next review                               | Sep 2027          |
| Person responsible for Policy / review            | COO               |
| Approved by                                       | SLT               |

**Associated Policies: FCAT Equality Policy / Accessibility Policy**

# Statement

The FCAT Academy Equality Scheme sets out FCAT commitment to ensure a diverse, inclusive and accessible environment for its staff, students and community users.. It commits each academy, over the next four years, to ensure that:

- FCAT is responsive to the diverse needs of students, staff and service users; and
- Policies and procedures comply with equalities legislation.

The Scheme, for the most part, will reflect the FCAT response to the Equality Act 2010, the main provisions of which came into force on 1 October 2010. All public bodies including education institutions are required to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations between diverse groups.

FCAT's Scheme will set out each academy's plan of action for equality over the next four years. The equality objectives will derive from planning and engagement with staff and students and approved by trustees. The Scheme will also embrace all the academy's stakeholders. These will include students, teachers and support staff, contractors, governors, and visitors to academies. Collectively, there will be a commitment to uphold a responsibility for promoting an inclusive environment.

Areas for work over the next four years will include LGBT+\* gender, ethnicity and disability. Over time, emphasis on different protected characteristics will vary according to circumstances.

FCAT will seek to collect, analyse and report on appropriate equality and diversity data. This will include student data, retention, achievement, success and progression rates for different diversity groups. This will be supplemented with regular analysis of staffing data in terms of recruitment, levels of responsibility, disciplinary or capability proceedings, grievances or staff complaints, requests for flexible working, access to professional development and promotion for staff using a suitable range of diversity characteristics.

***The principles outlined here by FCAT of fair and equal treatment apply equally to our approach to staff, students and parents and to our dealings with members of the local community and all outside agencies. The over-riding premise that will be adhered to in matters of equality and diversity, by all, is that everyone has the right to be treated with dignity and respect.***

What does LGBT+ stand for?

L=Lesbian, G=Gay, B=Bisexual and T=Transgender and the PLUS includes EVERYONE else.

The Plus also includes Pangendered, Intersexed, Transexual, non-binary and the many new ways people are self-identifying.

## Introduction

In accordance with our statement 'Mutual Respect, Ambition and Learning, we pledge:

- To respect the equal human rights of all our students;
- To educate them about equality; and
- To respect the equal rights of our staff and other members of the FCAT community.

FCAT will access current academy practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- age,
- marriage/civil partnerships
- pregnancy
- LGBT+

FCAT will promote community cohesion at academy, local, national and global levels, comparing our academy community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity,
- Religion or belief, and
- Socio-economic background.

## **Aims of the Academy Equality Scheme**

- To confirm commitment to equality
- To ensure that everyone who belongs to, or comes into contact with, our FCAT community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation .

## **Why the Equality Scheme?**

This FCAT Equality Scheme is our response to the specific and general duties in current Equality legislation, which was brought together under the Equality Act 2010 and the FCAT Equalities Policy. It shows how each academy within FCAT will establish and implement good practice in equality and diversity.

This Equality Scheme sets out how we will:

- Develop and review the scheme and action plan
- Eliminate discrimination
- Eliminate harassment or victimisation related to any aspect of social identity or

- diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Promote awareness of all protected characteristics
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take action to address the disadvantage faced by a particular group of students or staff.

## **Roles and Responsibilities for Implementing the Academy Equality Scheme**

### **FCAT**

- Ensure that FCAT complies with all relevant equalities legislation;
- Current legislation is applied
- Publish and implement FCAT equality objectives;
- Establish that the action plans arising from the Scheme are part of our Academy Development Plan;
- The Principal of an academy will implement all actions necessary;
- Welcome all applications to join our academy's whatever socio-economic background, race, gender, disability, faith/religion etc.;
- That no person is discriminated against whilst in an academy on account of their race, gender, disability, faith/religion
- Review the scheme every four years;

### **All Staff and Visitors**

- Ensure that all students are treated fairly, equally and with respect, and will maintain awareness of our academy's equality scheme and its equality objectives;
- Provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- Students from all groups are included in all activities and have full access to the curriculum;
- Promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community;
- Have knowledge of procedures for reporting incidents of racism, harassment or other forms of discrimination.

### **Students:**

- Will be expected to act in accordance with any relevant part of the scheme;
- Will experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- Will know the importance of reporting discriminatory bullying and racially motivated incident

## **Curriculum and Activities**

FCAT will aim to provide an appropriate curriculum for students of all backgrounds with our Equality Scheme. We will

- Monitor and evaluate its effectiveness through target setting and attainment
- Make sure that students participate in the mainstream curriculum of the academy;
- Develop and continuously monitor a curriculum which builds on students' progression and is differentiated appropriately to ensure the inclusion of all.

## **FCAT SCHEME objectives**

### **Disability**

We will promote equality for disabled people by:

- Removing barriers to accessibility, employment and access to services, information and buildings;
- Encourage 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, disabled students, staff and families.

FCAT plan to increase access to education for disabled students by:

- Increasing the inclusion of positive images of disabled people across the curriculum;
- Improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;

### **Racial Equality Duty and Community Cohesion**

FCAT recognises that minority groups of people experience discrimination on the basis of 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.

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

In order 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 promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- Encourage students and their families of all ethnic and minority groups to participate fully in all aspects of academy life;
- Counter myths and misinformation that may undermine good community relations;
- Ensure the academy staff and other adults working within the academy, students and their families as well as our partners and the wider community fully understand the principles of good race relations.

The four geographical dimensions of “community” are as follows:

- The FCAT community
- Local academy communities
- Communities across the UK
- The global dimension

|                                       | <b>Actions (focused on outcomes rather than processes)</b>   |
|---------------------------------------|--|
| Teaching, learning and the curriculum | <ul style="list-style-type: none"> <li>● approaches to the curriculum ensure there is a common vision and sense of belonging by all as part of our academy and the local community</li> <li>● students learn about our nation’s history, culture and traditions, and recognise its developing and changing nature</li> <li>● students develop an understanding of the rights and responsibilities of being a citizen in the United Kingdom</li> <li>● the academy will promote an awareness of human rights through assemblies, the curriculum and the ethos of the academy</li> <li>● the academy will encourage strong and positive relationships between itself and the wider community</li> <li>● diversity and inclusion is accepted and valued</li> <li>● links are made wherever possible with communities across the United Kingdom and also world wide</li> <li>● an appreciation of other cultures is encouraged and promoted</li> </ul> |
|                                       | <ul style="list-style-type: none"> <li>● all students have access to the full curriculum and are encouraged to be successful</li> </ul>  |

|   |  |
|---|--|
| Equity between groups in academy, where appropriate                       | <ul style="list-style-type: none"> <li>• all students have access to extended services within each academy</li> <li>• students are encouraged to interact with people from different backgrounds and build positive relations, including where appropriate, links with different academies and communities</li> <li>• students are taught in mixed ability classes in some subjects</li> </ul> |
| Engagement with people from different backgrounds, Inc. extended services | <ul style="list-style-type: none"> <li>• outside speakers from different backgrounds are used where appropriate</li> <li>• Foreign visits are a regular occurrence at all academies,</li> <li>• the academy employs a range of staff from different backgrounds and actively demonstrates inclusiveness</li> </ul>   |

## FCAT Equality Duties

### Gender Equality Duties

In accordance with our Academy 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 women and men in all of our functions.

### Religion and Belief Equality Duties

FCAT recognises 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.

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

FCAT will consider the duties which require us to assess the impacts of our

policies; functions and procedures on promoting equality for people based on their religion, belief or non-belief.

## **Sexual Orientation Equality Duties**

FCAT is committed to combating discrimination faced by LGBT+ community. We aim to ensure equality of opportunity for LGBT 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 LGBT communities, both internally and to the community as a whole.

FCAT recognises that gender identity is a personal internal perception of oneself and, as such, the gender category with which a person identifies may not match the sex they were registered at birth. In contrast, sex is biologically determined.

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

FCAT will ensure that no-one within the academy community experiences discrimination due to their sexual orientation. FCAT will monitor the use of vocabulary among students within an academy that is derogatory towards certain groups of people based on their sexual orientation and continue to act to educate the students to alter that behaviour.

## **Pregnancy and Maternity Equality Duties**

Female staff and male staff are already covered under existing employment legislation.

FCAT will ensure that no student will be excluded purely on grounds of pregnancy.

Such a student is protected from discrimination because:

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



- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- Direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

## **Responsibilities**

The Headteacher as a whole is responsible for:

- implementing FCAT equality objectives
- Making sure the academy complies with the relevant equality legislation; and
- Making sure the FCAT Academy Equality Scheme and its procedures are followed by each academy
- Monitoring progress towards the equality objectives and reporting annually

The Headteacher of each academy is responsible for:

- Making sure steps are taken to address FCAT stated equality objectives;
- Making sure the equality, access and community cohesion plans are readily available and that the, staff, students, and their parents and carers know about them;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy.

All staff are responsible for:

- Advancing equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

Visitors and contractors are responsible for following relevant academy policy.

## **How we chose our equality objectives**

Our equality objective-setting process involves gathering evidence including;

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Complaints
- Hate Incidents
- Staffing
- Local and national statistics

- Evidence acquired from questionnaires issued to all staff
- FCAT surveys
- Stress

The evidence is then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation, and
- Foster good relations between different groups in terms of:
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation
  - age.
  - marriage/civil partnerships
  - pregnancy

**Equality Objectives 2023- 2027**

(Kept under regular review)

| <b>Equality objectives</b>  |
|---|
| To ensure academy commitment to equality is evident in its strategic development planning, operations, promotion and self-review  |
| To promote equality and diversity amongst academy and FCAT stakeholders in order to raise awareness and encourage understanding and contributions from all                        |
| To achieve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, sexualities and ethnicities    |
| To improve the levels of attendance and attainment across all key stages and respond to variation between groups of learners, as identified by internal and local authority data. |
| To further improve accessibility to learning and participation for students, staff and visitors; removing barriers in order to ensure full engagement in school life              |
| Students are encouraged to participate fully, regardless of disabilities or medical needs.  |
| Maximum consideration is given to health and safety in academy activities.  |
| Challenging targets are in place enabling all students to succeed.  |
| All students and members of staff are treated fairly and given fair chances. Individual needs are recognised and acted upon.  |
| The curriculum is accessible to all students, allowing for individual ability and capability, and allowing for a range of different learning styles.                              |
| Diversity and inclusion is accepted and seen as something positive, adding enrichment to people's lives. Students appreciate and value the differences they see in others.        |
| An accurate record of all students and staff +is in place so that specific needs are known to all relevant members of the academy community.                                      |
| Lesson plans consider the issue of culture, customs and learning styles and are flexible in their approach.   |
| Wall displays use positive and diverse and inclusive images.  |

## Summary - Accessibility Plan

This section covers students only whereas the FCAT Equality Policy and FCAT Accessibility Plan includes all members of the academy community.

|  | <b>Actions (focused on outcomes rather than processes)</b>   |
|--|--|
| Improvements in access to the curriculum   | <ul style="list-style-type: none"> <li>● all students have full access to all areas of learning with additional resources in place where needed</li> <li>● work is adapted or alternative activities offered in those subjects where students are unable to manipulate tools or equipment or use certain types of materials</li> <li>● the work set takes into account the effort and concentration needed</li> <li>● opportunities are available for students to take part in educational visits and other activities linked to their studies</li> <li>● assessments techniques reflect individual needs and abilities</li> <li>● more consistent and effective information sharing for 'students causing concern'</li> <li>● Improved identification of students with disabilities on admission</li> <li>● Care Plans for individual students</li> </ul> |
| Physical improvements to increase access to education and associated services            | <ul style="list-style-type: none"> <li>● accurate records of students' needs are kept to ensure facilities are in place to allow access to all the facilities and equipment e.g. lifts, disabled toilets, desk at the right height for wheelchair users, appropriate lighting and signage etc.,</li> <li>● Arrangements to support students with medical conditions</li> <li>● care plans in place and available to the relevant members of staff</li> <li>● reasonable adjustments including physical remodelling made to enable access for students, staff and our wider community</li> </ul>  |
| Improvements in the provision of information in a range of formats for disabled students | <ul style="list-style-type: none"> <li>● one to one support available, both in lessons and for assessment purposes where necessary</li> <li>● consideration taken into account of font size and colour of paper used</li> <li>● Students are enabled to access learning appliances with their peers.</li> </ul>  |