



SINGLE EQUALITY POLICY

Including the Public Sector Equality Duty

EQUALITY STATEMENT

Legal Duties

As a Trust we welcome our duties under the Equality Act 2010. The Act introduced a single public sector equality duty (PSED) (sometimes also referred to as the “general duty”) that applies to public bodies, including maintained schools and academies. The PSED means that, in carrying out our functions, we are required to have due regard for the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not share it
- foster good relations across all characteristics between people who share a protected characteristic and those who do not share it.

What “due regard” means in practice has been defined in case law as giving relevant and proportionate consideration to the duty. In compliance with the duty the Trust will:

- Publish (either directly or through our statutory returns which are open to public scrutiny) information that shows how we meet the PSED. We will not publish any information that can specifically identify any child.
- Publish at least one equality objective.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across all our core provision as a Trust. This will include the following functions:

- Admissions.
- Attendance.
- Progress.
- Attainment.
- Exclusions.
- Prejudice related incidents
- Recruitment.

Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision).
- Disability.
- Race, including ethnic or national origins, colour or nationality.
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion or belief, including lack of belief.
- Sexual orientation.
- Marriage and civil partnership (the duty relates to a due regard to eliminate discrimination).

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

Our Ethos

With a strong emphasis on respect for all, we forge effective and supportive relationships with both pupils and adults in our learning community. Together we maximise every opportunity to achieve success for all, inspiring pupils to achieve excellent academic progress.

Our Equality Ethos

Equality does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Addressing Prejudice Related Incidents

The Trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately.

Responsibility

We believe that promoting Equality is the responsibility of everyone involved in the Trust:

Trust Community	Responsibility
Members, Directors and Governors	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all involved in the Trust receive adequate training or guidance to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum that recognises and respects diversity and fosters positive attitudes and relationships, and a shared sense of belonging. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Behave in a way that recognises and respects diversity and fosters positive attitudes and relationships, and a shared sense of belonging. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the Trust community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the Trust to achieve the commitment given to the community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school (and Trust) to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the Trust community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the Trust to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole Trust community is aware of the Single Equality Policy and our published equality information and equality objectives by including them in all inductions: Pupils – Staff, Governor and other workers, volunteers and trainees and publishing them on our website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other Trust or School policies are dealt with, as determined by the Headteacher and Trust or Local Governing Body.

Equality briefings for governors, employees and other workers (Appendix 1) and for school council, pupils, parents and carers (Appendix 2) are provided as appendices to this policy.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our Trust profile. Our objectives will sit in our overall school improvement plans and therefore will be reviewed as part of this process.

Date Approved by the Strategic Resource and Finance Executive: 14.01.16

Date to be reviewed by the Strategic Resource and Finance Executive: 14.01.19

Further guidance relating to Equalities is available from the Government Equalities Office via the following link:

[https://www.gov.uk/government/organisations/government-equalities-officefor parents/carers and school](https://www.gov.uk/government/organisations/government-equalities-officefor%20parents/carers%20and%20school)

Appendix 1

Equality Act 2010 Briefing – For Governors, Employees and Other Workers

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others.

Why change?

Having one law on Equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'.

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act.
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Protected Characteristics?

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics that must be covered by schools:

- Age (for employees not for service provision).
- Disability.
- Race, including ethnic or national origins, colour or nationality.
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion or belief, including lack of belief.
- Sexual orientation.
- Marriage and civil partnership (the duty relates to a due regard to eliminate discrimination).

The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

What does this mean for Trust and School governors?

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The Act makes it unlawful to discriminate against an individual accessing education provision. A school must not discriminate against a pupil with regards to:

- Admissions.
- Provision of education.
- Access to any benefit, facility or service.
- Exclusions.

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?

Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:

- Publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (as detailed earlier on page 1 above).
- Prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims.

School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Discrimination and Indirect Discrimination

Direct Discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.

Discrimination arising from disability can happen if a person is treated unfairly because of something that results from, or is connected with their disability.

Example: A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre which is showing a play that she is currently studying in English. This is because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a nearby city which is accessible but the school does not look into this option. This is likely to be discrimination arising from a disability.

Unlike all other protected characteristics, treating a disabled person more favourably than a non-disabled person, because of their disability, is allowed under the act.

¹**Example:** A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

Further Examples of Direct discrimination

Example 1: A teacher at a school lets children know that there will be football trials for the school football team. The teacher states that the trials will only be open to male pupils. A female pupil wishes to take part in the trials but is told that she cannot. This is the only football team in the school.

The teachers' actions mean that the female pupil has been treated less favourably because of the protected characteristic 'sex', and as a result this is unlawful direct discrimination.

Example 2: A pupil is unsuccessful in gaining a place at a Catholic primary school because his parents are a gay couple. This is direct 'sexual orientation' discrimination by association because of the boy's association with his parents.

Indirect Discrimination

Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts pupils sharing a protected characteristic at a particular disadvantage.

Example of Indirect Discrimination: A school instigates a policy that no jewellery should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. This could be unlawful indirect discrimination on the grounds of religion and belief.

Further information on the Equality Act: <https://www.gov.uk/government/organisations/government-equalities-officefor-parents/carers-and-school>

Briefing for School Councils, Parents/Carers and Pupils

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. We used to have many different laws on equality, which often confused people, but we now have one. Having one law on equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

All public sector organisations have a duty under the equality act called 'the public sector duty'.

Public Sector Organisations: These are organisations which provide a service to the public and include: local councils, schools and colleges, police, fire and rescue, hospitals and many more.

The public sector duty will require all schools to show how they are meeting the aims of the Equality Act which are to:

- Eliminate Unlawful Discrimination (**stop people being treated unfairly**)
- Advance Equality of Opportunity (**help to make society a fairer place for everyone**)
- Foster Good Relations (**learn about, share and celebrate other people's differences**)

All schools will be expected to show how they engage with different groups of people, in particular people from the following groups who are known in law as those with 'protected characteristics':

- **Disability** (A person who has a physical or mental impairment which affects their ability to carry out normal day-to-day activities).
- **Gender Reassignment** (The process of changing from one gender to another).
- **Pregnancy and maternity** (Being pregnant or expecting a baby; maternity refers to the period after the birth).
- **Race** (a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins).
- **Religion or belief** (Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (eg, Atheism)).
- **Sex** (male or female).
- **Sexual Orientation** (Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes).

Protected Characteristics: People from the groups listed above are known to experience discrimination more often than other people in society. We now use the words 'protected characteristics' to make it clear that people from these groups are protected in law from being treated unfairly.

As a school council, pupil, parent or carer, you can take an active part in supporting the school in meeting their public sector duty and ensuring that your school benefits all pupils and the school community fairly and equally.

Should you require any further help, or would like to talk to someone further about the information contained within this briefing or the questions then please feel free to contact: Eileen Whitehouse e.whitthouse@oakwood.ac

PUBLIC SECTOR EQUALITY DUTY – EQUALITY OBJECTIVES 2016

EQUALITY OBJECTIVE General Duty	EVIDENCE	ACTIONS TO ADDRESS GAPS	LEAD	DATE
<p>Section 149 (1) of the Equality Act states that: A public authority must in the exercise of its functions, have due regard to the need to:</p> <p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;</p> <p>b) Advance equality of opportunity between people who share a relevant protected characteristic and those who do not share it;</p> <p>c) Foster good relations between person who share a relevant protected characteristic and persons who do not share it.</p>	<p>The Trust has the following policies, procedures and reporting in place to met the duties:</p> <p>Single Equality Admissions Exclusions Behaviour Disciplinary Grievance</p> <p>Integrate Pastoral and ARC services to support pupils, receive feedback</p> <p>Staff Feedback procedures Policy and Procedures</p> <p>Teaching, Learning and Assessment Framework which identifies need, progress, gaps and actions to address.</p> <p>Pupil Premium Report</p> <p>Recruitment Policy and Procedure, Monitoring</p>	<p>Ensure that the policies, procedures and reporting structures are applied consistently across the Trust.</p>	<p>SRFE Governance, Headteacher in each school</p>	<p>January 2016</p>
<p>EQUALITY OBJECTIVE Specific Duty</p>				
<p>Report via statutory returns, publish, analyse or make available information demonstrating compliance with Section 149 (1) no later than 31 August 2016 and then each year. This will include;</p>				
<p>a) Pupil data on admissions, attendance, exclusions, progress, achievement, prejudice related incidents by gender, ethnicity and disability and race (and other protected characteristics where this information is known or recorded)</p>	<p>SEF, Excellence Plans and RAISE</p> <p>School Census</p> <p>School Workforce Census</p> <p>Attendance Report</p> <p>Exclusions Summary Report</p> <p>Pupil Progress</p> <p>Pupil Premium Report</p>		<p>Jonathan Moody</p> <p>Karen Green (census)</p> <p>Sarah Walker (pupil premium)</p>	<p>2016</p>

EQUALITY OBJECTIVE General Duty	EVIDENCE	ACTIONS TO ADDRESS GAPS	LEAD (Red - OHS, Blue = SJS)	DATE
b) Ensure access to all available activities including enrichment.	Registers of activities attended Educational Visit Records School Events School Council Pupil Voice		Deputy Head	
c) Staff Recruitment by application, short-listing and appointment analysis of gender, age range, disability and race (other protected characteristics are not requested during the recruitment process).	Equal Opportunities Monitoring		E.Whitehouse J Moody	2016 and ongoing
d) Staff profile, employment status, progression (both promoted posts and pay) analysis by gender, age, disability, race (and any other informed protected characteristics).	HR Reporting (Human Resources Strategy and Review Report)		E.Whitehouse J Moody	2016 and ongoing
Monitor prejudice related incidents. Develop and deploy strategies to resolve, remove from the school culture should these arise.	HoH and Pastoral Reporting	HoH to monitor in weekly tracking and report to Head of Pastoral Care for SLT report.	HoH Heads of year	2016 and ongoing to 2019
Annual review of curriculum to ensure that stereotypes in terms of gender, race, disability, transgender, sexual orientation area actively challenged in both the class-room environment and social environment of the Trust.	Curriculum review and reporting Pastoral review and reporting	HoH and Assistant Head (Curriculum) to review, action and monitor.	Assistant Head (Curriculum) and Head of Pastoral to review, action and monitor. Deputy Head Senior TLR - pastoral	2016 and ongoing to 2019
Ensure the School environment is as accessible and welcoming as possible to all visitors removing barriers to access.	Review Accessibility Plan	Issues with current DDA compliance in an old school, these will be fully resolved with the new build at Oakwood High School	Director of Finance and SENCO Senior TLR - pastoral/SEN	September 2016 Review

EQUALITY OBJECTIVE General Duty	EVIDENCE	ACTIONS TO ADDRESS GAPS	LEAD	DATE
Review Single Equality Policy	<p>Publish Policy</p> <p>Provide briefing paper for staff, pupils and parents/carers via the school Website.</p> <p>Equality and Diversity Training for all staff</p> <p>Equality and Diversity Training for all new staff and governors (via ACAS on line, certificate required)</p> <p>Equality and Diversity curriculum delivered to pupils</p>		<p>SRFE</p> <p>Governance</p> <p>E.Whitehouse</p> <p>(Trust, staff, web items)</p> <p>Assistant Heads for Curriculum and Pastoral for Pupils</p> <p>Head and Deputy Head</p>	<p>2016 and ongoing to 2019</p>