

Single Equality Policy

Adopted by the Board of Trustees

Date: April 2020

Trustee Reviewers: PDBW Board

Contents

1. General Data Protection Regulations	3
2. Single Equality Scheme	4
Introduction	4
3. The National community	6
4. Roles and Responsibilities	9
5. Identifying Barriers to Access: A Checklist.	11
6. Does our Academy Meet the Needs of the Pupils we serve?	12
7. How does your Academy deliver materials in other formats?	13
8. Equality Impact Assessment:	14
9. Responsibility for the Policy, Date for Review	15

1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Single Equality Scheme

Introduction

Every member of our community matters and one of our Core Values is Inclusivity. As a Trust, we provide education to students, we are an employer and we provide services to the wider community. (E.g. hire of facilities). This Single Equality Scheme brings together the Trust's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential and have an ambitious future. The scheme therefore includes students, staff, governors/trustees, parents/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.

This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all six equality strands:

- Race
- Disability
- Gender
- Religion or Belief
- Sexual Orientation
- Age

It also aims to improve equality for those who face less favorable socio-economic circumstances (Students in receipt of Free School Meals) and to incorporate the requirements for an Accessibility Plan as a single document. Through this scheme, we aim to eliminate unlawful discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

We have produced our Single Equality Scheme (SES) and Action Plan to cover a two-year period from 2020 to 2022. We will report on the progress and impact of our scheme annually and prepare a new two-year plan from 2022.

Through consultation, we will develop our scheme to impact at every level in light of what is reasonable and practicable according to:

- the size and age and layout of our school buildings the make-up of our population the school budget our other duties

Vision and Values:

To open minds, creating opportunities for all to believe in themselves, achieve their potential and develop the skills needed to succeed and enjoy life.

We are a mixed phased academy trust that include secondary, primary and special schools and we united in our values of ambition, integrity, inclusivity, endeavour and resilience. These values are firmly embedded right across all our academies, embraced by leaders, teachers, staff, parents and students. Our values are fundamental to the way in which all the schools in the Trust operate on a day-to-day basis

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE



The Evolve Trust – has an inclusive vision. We will be a leader in learning, achieving excellence in all we do. Continuous improvement and high expectations will be sustained by a culture of honesty, openness and trust.

Legislative Background:

The following legislation has been taken into account when developing this scheme.

- Equal Pay Act 1970
- Sex Discrimination Act 1970
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005
- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- The Employment Equality Act (religion or belief) 2003
- The Employment Equality (sexual orientation) 2004
- Equality Act 2006
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- Curriculum 2000 SEN and Disability Act 2001

Other groups who will benefit from this policy as they may suffer from discrimination are:

- Children from single parent families
- Children from estranged families
- Children in care (see Looked After Children Policy)
- Children and families in crisis
- Children who are Gifted and Talented
- Pregnant school girls
- Transient and mobile students
- Students with EAL Young Carers Refugees and Asylum seekers Poor attenders
- Disaffected learners Students who misuse illegal substances Students with pronounced medical needs Students with mental health difficulties and those who self-harm Students who are home tutored

Consultation and dissemination:

This policy has been produced with reference to non-statutory advice provided by the DFE, Healthy Schools Standard, Nottinghamshire Local Authority, Pupils, Parents and Staff. All stakeholders have been given the opportunity to comment on a draft and revisions made accordingly. We have also incorporated:

Feedback stakeholders, surveys, annual review feedback and at Scrutiny Board meetings. The Scheme is available from the school website, or on request from the main school office.

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE

3. The National community

The UK population is ageing and is becoming more ethnically diverse. More than 50% of the population are women, around 14% have disabilities, and around 7% are from black and ethnic minority groups.

The Mansfield Community

The population of Mansfield was 104,466 at last census and is made up of approximately 51% females and 49% males. The average age of people in Mansfield is 40, while the median age is higher at 41. 92.4% of people living in Mansfield were born in England. Other top answers for country of birth were 1.3% Scotland, 0.5% Wales, 0.4% Ireland, 0.3% India, 0.3% Northern Ireland, 0.1% United States, 0.1% South Africa, 0.1% Hong Kong, 0.1% Bangladesh. 96.3% of people living in Mansfield speak English. The other top languages spoken are 2.0% Polish, 0.5% Latvian, 0.1% Russian, 0.1% Bengali, 0.1% Lithuanian, 0.1% Panjabi, 0.1% Slovak, 0.1% Turkish, and 0.1% Cantonese Chinese.

- The religious make up of Mansfield is 61.6% Christian, 29.8% No religion, 0.5% Muslim, 0.3% Hindu, 0.2% Buddhist, 0.2% Sikh.
- 7036 people did not state a religion. 266 people identified as a Jedi Knight and 4 people said they believe in Heavy Metal.
- 46.8% of people are married, 13.7% cohabit with a member of the opposite sex, 0.8% live with a partner of the same sex, 21.8% are single and have never married or been in a registered same sex partnership, 9.2% are separated or divorced. There are 6,031 widowed people living in Mansfield.
- The top occupations listed by people in Mansfield are Elementary 15.2%, Skilled trades 13.3%, Elementary administration and service 12.5%, Professional 11.1%, Caring, leisure and other service 10.9%, Administrative and secretarial 10.5%, Associate professional and technical 10.2%, Process, plant and machine operatives 10.1%, Sales and customer service 9.6%, Managers, directors and senior officials 9.1%.

The Evolve Trust serves a community of young people with a wide range of individual learning needs and we have very few students from ethnic minority backgrounds.

The number of students from backgrounds other than English, faiths other than Christian or whose first language/language spoken at home is not English is well below the National Average.

In summary, the pertinent factors that can affect equality and diversity within the Evolve Trust academies are:

- Progress of students who receive Free School Meals and SEN (double disadvantaged)

Meeting our duties

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE

Under the old statutory duties, all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

- to eliminate unlawful discrimination
- to advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people's disabilities, even where that involves treating people more favourably.

RACE EQUALITY:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

DIABILITY EQUALITY:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity
3. Promote positive attitudes towards disabled people
4. Eliminate disability- related harassment
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

GENDER EQUALITY:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity between men and women, girls and boys.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

Evolve Trust Academies will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

AGE, SEXUAL ORIENTATION, ELIGION AND BELIEF

1. Eliminate unlawful discrimination
2. Promote equality of opportunity

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

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

What we monitor and review to inform our Single Equality Scheme: Table below:

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE

As a provider of education to young people	As an employer	As an provider to the wider community
<ul style="list-style-type: none"> - The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using FFT, External Results, Annual review and reports) - Provision and progress of Children with Additional Educational Need. (Using Annual Reviews) - The behaviour and rewards received by different student groups and the variations between these groups within school. (Using Behaviour Logs & Exclusion Records) - Provision and progress of Children who are Looked After. - Attendance for all groups of learners. (Using weekly monitoring data) - Students contribution to the community - Student involvement in after school activities - Changes in student attitudes (Using surveys following specific targeted events) - Bullying Incidents (Using Register of Bullying Incidents) - Racial Incidents (Using Racial Incident Log) - LGBT Incidents (Using LGBT Log) - Feedback from Safeguarding Training 	<ul style="list-style-type: none"> - Applications for employment - Staff recruitment, retention and professional development - Staff profile - Scrutiny Board profile - Attendance at staff training events (Attendance Registers) - Disciplinary and grievance cases (Head teacher's confidential records) - Staff appraisals/performance management - Signposting of this document as part of our induction process for new employees. 	<ul style="list-style-type: none"> - The number of facilities that are hired throughout the year across the Trust - Who facilities are provided to and if they are part of any vulnerable/minority group - A survey of community users to ensure we are not indirectly discriminating against their needs

From Sept 2019, the incidents as part of this scheme will be published annually. Data from within this scheme is available through scrutiny board reports for the Beech Academy from 2018/1.

4. Roles and Responsibilities

The Scrutiny Board:

To ensure that the Academy complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties. Specifically: The Scrutiny Board has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The Scrutiny Board seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability. The Board also takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The Board welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability. The Scrutiny Board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Head Teacher:

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The Head Teacher ensures 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.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

SLT:

- To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.
- To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

Teaching Staff:

- To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.

Students:

- To treat each other in line with our Values and with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any

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Last updated: June 2018

inappropriate language or behaviour or feel that they have been treated unfairly.

Monitoring and Review:

We will review the scheme annually through the Student Committee of the Governing Body during the summer term. The findings will be published through the Parent newsletter and our website.

Adjustments to our scheme will be made accordingly. We will monitor and review by:

- ensuring our employment practice is legal and fair to all
- analysing the examination performance for all groups of learners
- analysing attendance and exclusion data for all groups of learners
- analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- analysing the views of parents and other community groups who use the school facilities
- analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wider community
- celebrating what we have achieved in relation to promoting our Community Cohesion Action Plan

The Scheme is available on the academy website and a copy can also be requested from the School Office or alternatively we can email it to you. The Scheme can also be made available in different formats if requested (e.g. in Braille, simplified language, on audio-tape or video-tape)

5. Identifying Barriers to Access: A Checklist.

How do we deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		X
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?		X
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

6. Does our Academy Meet the Needs of the Pupils we serve?

Question	Yes	No
Does the size and layout of areas- including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X (no lifts on site)
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected,	X	

7. How does your Academy deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	On request	
Do you have difficulties such as ICT to produce written information in different formats?		X
Do you ensure that staff are familiar with technology and practices	X	

8. Equality Impact Assessment:

Assessment carried out by:	Date:

Groups that may be affected: Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes) Yes (please provide reasons if no adjustments are made)

No

	Yes	No
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

The Disability Discrimination Act defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered.

Accessibility Plan: See separate policy

9. Responsibility for the Policy, Date for Review

Responsibility for the Policy

Mr M Lucas – Principal (The Evolve Trust)

Date for Review: April 2021