



1Excellence Multi Academy Trust

Equality Statement and Single Equality Scheme 2018-21

Equality Statement

The schools in 1Excellence Multi Academy Trust are committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

School Values

Every child is special and deserves a excellent education. We believe that everyone will “be the very best that we can be” and to to strive for excellence. We believe in celebrating every small step for every child, demonstrating respect and tolerance in everything we do.

In our inclusive schools we value, seek to understand and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.

In Church schools we promote spirituality.....

We promote values which include: British democracy; the rule of law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) – alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that with rights comes responsibility.

Valuing our cultural heritage, we explore our local, regional and national heritage and British history, both positive and negative – learning from history and taking pride in positive contributions made.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate ‘due regard’ for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender

- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration (including seeking asylum). We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

The schools in 1Excellence Multi Academy Trust recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2016) on the importance of closing the gaps in achievement which affect:

- **children who are vulnerable because they live with deprivation**
- **children who are vulnerable due to lack of stability/high levels of transience in their home life**
- **children who are vulnerable because of exposure to domestic violence or substance abuse or chaotic adults who care for them.**

Date approved by the Directors: _____

The context of schools in 1Excellence MAT

All schools have an inclusive ethos and additional resource provision which is funded by Stockton Borough Council. This drives a whole trust passion for open access for every child and their family. There is a range of needs across the trust, described in detail in each school’s website.

School Outcomes

Outcomes in all trust schools is good. Focus is on achievement for every child.

Staff Training

All school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have Safeguarding Training – this is whole school every two years.

All staff access PREVENT training in line with national guidance.

All new staff have Safeguarding training as part of their induction and this is delivered on line.

Some staff have subject specific training to support their role in school. This includes curriculum roles but also Positive Handling courses and specific SEND courses.

Senior leaders access relevant support and CPD to ensure leadership of key areas are effective.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Policy	Review Date
Teaching and Learning/Curriculum	annual
Anti Bullying	Annual
Behaviour/ Positive Relationship	Annual
Child Protection Policy	Annual
SEN	Annual
Appraisal	Annual
PREVENT	Annual

Curriculum Adjustments

In Excellence schools, focused attention is paid to the needs of children including those with deprivation and children with SEND. The curriculum is tailored to ensure it meets their individual needs.

The curriculum is enhanced in every school in every school to ensure engagement and appropriate enrichment to allow every child to thrive. All schools aspire to create rounded, responsible citizens who have a love of learning.

The curriculum coverage is planned so that equality is embedded which includes promoting our school values/British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and other aspects listed in our British Values statement.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include activities listed in the PSHE curriculum and evidenced in the RE/PSHE and Citizenship portfolios. Curriculum Coverage can be viewed in greater detail on each school's website.

In curriculum materials across all subjects, there are positive images of women in work and people from a wide range of ethnic backgrounds.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Each school has a duty to make reasonable adjustments. In this respect we have regularly made adjustments for pupils with broken bones or recovering from surgery. For example, schools have issued pupils with ASD ear defenders and pupils with ADHD fidget toys.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

Pupils with Medical Needs

Each school will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Where necessary, schools will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Each school has a clear protocol for supporting pupils with medical needs.

How We Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and

appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children's Services.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Board of Directors and Local Advisory Boards:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all directors and local governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); CTSA 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.

- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

Hazel Ducker/Val Hall, Head teacher; Charlotte Fryett/Deb Hindson, Deputy head teacher; Lis Featherstone, Trust SENCo, Fiona Williams, Director for Safeguarding, Harry Smith Director for premises.

Parents/Carers:

Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.

- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness rising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published every three years and a annually action plan .

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalization and extremism.
- Do not discriminate on any grounds..
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include Community Cohesion and British Values.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.

- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse society and prepares them for life in Modern Britain
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.
- The School's Lettings Policy ensures that users are aware compliant with the school's aims.