



Community Schools  
Alliance Trust

## **SINGLE EQUALITY SCHEME**

### **Statement**

The schools forming part of the Community Schools Alliance Trust (CSAT) are multi-cultural, multi-racial communities of both adults and students. We believe that everyone in the schools is of equal value and should have equal opportunities in school, the community and in life. This Single Equality Scheme looks to ensure that CSAT and its schools comply with the duties that apply to public bodies with respect to all protected characteristics (i.e. race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This is not acceptable in our schools.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. The staff, trustees and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between a member of staff and a pupil breaks down. In such cases, the school will give all the support it can to the pupil concerned and to his or her parents, even though redress to exclusion may be necessary.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make our schools real equal opportunities and inclusive schools.

### **Aims**

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

We aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

We aim to ensure that everyone at the school, (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Where contractors are working on-site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's single equality scheme, (including disability, gender and racial equality policies and codes of conduct). This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and trustees and governors will give support to the schools and all its stakeholders, to ensure an effective educational delivery.

## **Guidelines**

Any provisions related to equal opportunities and racial equality must set out clearly its aims and objectives:

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this, the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the school offers. The curriculum opportunities must be open to all. The school must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.

More specifically, this means the following codes of practice for trustees, governors and staff, pupils, parents/carers and visitors and contract staff.

## **Trustees, Governors and staff**

Trustees, governors and staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc. in the school will reflect its multi-racial population.

Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise their own prejudice where it exists.

The school values the fact that many pupils are bilingual and will encourage the teaching and/or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the school's equal opportunities policy for staff selection, appointment and promotion. The governing board will monitor the balance at all levels of gender and ethnicity as well as membership of the governing board.

## **Pupils**

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Pupils will be able to contribute to the development of equal opportunities and other school policies through the year and school councils.

If pupils feel they have been abused racially or bullied they should report the matter immediately to their teacher/pastoral co-ordinator/deputy/assistant headteacher (as appropriate). All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the headteacher/head of school.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher/tutor/year head (as appropriate). Anyone who has committed such offences will be dealt with appropriately – in the case of pupils this may include exclusion from the school.

All pupils should treat each other and staff with respect.

## **Parents/carers, visitors and contract staff**

Parents/carers are very important to the school and in particular they have much to contribute to the single equality scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the school single equality scheme.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their sons or daughters have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's teacher/tutor/pastoral co-ordinator/senior member of staff (as appropriate).

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the headteacher/ head of school or one of the senior staff. They should also abide by the code of conduct established by the school in relation to the single equality scheme.

## **Implementation**

The school will issue a code of conduct pamphlet that incorporates the codes outlined above with details of contact personnel to whom to report incidents. Everyone involved with the school will be given a copy (including contractors) and it will be publicly displayed in the school.

Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

- Admissions and transfer procedures.
- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Pupil behaviour, discipline, punishment and reward.
- Exclusions (fixed term and permanent).
- Racism, racial harassment and bullying.
- Staff recruitment and career development.
- Membership of the governing board.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).

All contraventions of this policy will be treated as disciplinary matters.

## Action planning

As and when new objectives are determined an action plan will be developed by the named member of the senior leadership team (SLT) and data will be reported to the governing board and recorded appropriately.

Objective	Action	Performance criteria	Monitoring/evidence collection/evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence?  By whom and when will the evidence be scrutinised?  By whom, when and how will impact be evaluated?

## Evaluation (monitoring and assessment) and concluding notes

This policy is to be monitored by the designated personnel to ensure its effectiveness through the school's self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

This policy statement will continue to be discussed with pupils, parents/carers, interested parties, staff, trustees and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

The single equality scheme should impact upon all the policies and procedures in the schools and all other trust policies and procedures will be assessed to ensure their compliance with this scheme.

## Additional notes on disability equality

The disability provisions in the Equality Act 2010 mainly replicate those in the Disability Discrimination Act 2005 and place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.

- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment and requiring that reasonable adjustments are made where needed.

### **Promoting disability equality**

The school in this trust operate in ways to ensure each and every person at our schools who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage. We will take reasonable steps to avoid disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our schools in practical and demonstrated ways.

We will maintain information about all our schools’ members who have a condition that has a substantial and long term adverse effect on that person’s ability to carry out their normal day-to-day activities.

This policy does not form part of any staff member’s contract of employment and may be amended at any time.

### **Policy Review**

This policy was reviewed in September 2020



Signed:.....  
Chair of Trustees