Tyne and Wear Learning Trust

Single Equality Scheme

CONTENTS

Statement

1. Aims of the Single Equality Scheme

2. Purpose

3. Planning

4. Links with other policies

5.Roles and responsibilities

6.Publication

7. Complaints

8. Equality Impact Assessment

TYNE and WEAR LEARNING TRUST STATEMENT

The Public Sector Equality Duty (PSED), requires schools to consider how their policies, practices and day-to-day activities impact staff and pupils (including prospective staff and pupils and in some circumstances former staff and pupils) with regard to their protected characteristics: age, marriage and civil partnership (in relation to staff only) and race, sex, gender reassignment, sexual orientation, pregnancy and maternity and religion or belief including lack of belief.

At Tyne and Wear Learning Trust (the Trust), we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our academies, irrespective of any legally protected characteristic or their socio-economic background e.g. pupils from low income families, Children Looked After, those with Child Protection plans, young carers and those with English as an additional language and to showing that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our Trust feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and we look to achieve equality for all in everything the Trust does from setting policy and implementing procedures to teaching practice, recruitment and budget allocation, which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might be expected to know they have and their socio-economic background and we will use this data, within the law and in accordance with General Data Protection Regulations to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying and stereotypes and creating school environments which champion respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our academies.

We will publish information to demonstrate how we are complying with Equality Duty annually.

1. AIMS OF THE SINGLE EQUALITY SCHEME

- To describe the Trust's commitment to equality throughout all Trust and academy policies and practices.
- To help us ensure that everyone who belongs to, or comes into contact with, our academies' communities are valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

2. PURPOSE

To achieve our vision and comply with our legal duties under the Equality Act 2010 we will:

- recognise, respect and celebrate diversity
- foster positive attitudes and relationships and a shared sense of belonging, aiming to reduce and remove existing inequalities and barriers
- ensure our curriculums are broad and balanced and provide opportunities for all our children and young people and promote understanding between different groups of people, cultures and societies
- promote British values through our curriculum to support the development of our children and young people into responsible citizens of the future
- demonstrate our commitment to equality and diversity through Trust policies, procedures, communications and our culture
- not discriminate against anyone on the grounds of their gender, sexual identity, race, age, colour, religion and belief, nationality, ethnicity, gender reassignment, marriage or civil partnership, pregnancy or maternity, or physical or mental ability
- promote equality of opportunity, including staff recruitment, retention and development
- create an environment where everyone is able to reach their full potential
- making reasonable adjustments where necessary
- consult and involve all our key stakeholders
- strive to ensure that our community and wider society will benefit

3. PLANNING TO ELIMINATE DISCRIMINATION & PROMOTE EQUALITY OF OPPORTUNITY

Each academy will create an accessibility plan which identifies what they will be doing over the coming year and beyond to make our schools more accessible to the whole community, irrespective of background or need.

The accessibility plan specifically focuses on improving equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. Each school will publish the plan on their website, to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards the objectives and the accessibility Plan is reported regularly to the Trust Board and Local Governing Body and reviewed annually. Each academy will produce an annually updated Information Report about diversity in our academies and how they are doing against their Equality Objectives.

We will take steps to ensure our Single Equality Information report and our objectives are understood and implemented by all staff. These are published on the academies' websites and available in different formats and different languages on request.

We also publish anonymous information about our workforce in line with the Public Sector Equality Duty (PSED) and the expectations of the Equalities and Human Rights Commission as follows:

- the race, disability, gender, and age distribution of our workforce at different grades, and whether they are full or part time.
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result.
- an indication of any issues for transgender staff, based on engagement with those staff or

equality organisations.

- gender pay gap information.
- information about occupational segregation.
- grievance and dismissal information for people with relevant protected characteristics.
- complaints about discrimination and other prohibited conduct from staff.
- details and feedback on engagement with staff and trade unions.
- quantitative and qualitative research with employees e.g. staff surveys.
- records of how we have had due regard to the aims of the duty in decision making with regard to our employment, including any assessments of impact on equality and any evidence used; and
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

4. LINKS WITH OTHER POLICIES OR LEGISLATION

The following policies are particularly relevant to achieving the objectives of this policy:

- SEND Policy
- Admissions Policy
- Suspension and Exclusions Policy
- Anti-bullying Policy
- Behaviour Principles and school behaviour policy
- Accessibility plans (each academy)
- Recruitment Policy
- Data Protection Policy

5. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE SINGLE EQUALITY SCHEME

The Trust and its Local Governing Bodies will:

- ensure that our schools and EYFS settings comply with all relevant equalities' legislation.
- undertake relevant and up-to-date training in our equality duties.
- draw up, publish and implement our equality objectives.
- establish and ensure that the action plans arising from the Scheme are part of our academy trust development plans.
- support the CEO and Head Teachers in implementing any actions necessary.
- ensure that people are not discriminated against when applying for jobs at our Trust or academies on grounds of a protected characteristic.
- make every effort in creating equality of opportunity for employees, ensuring these are accessible and fair to all.
- ensure HR policies and procedures are reviewed regularly to improve, adapt or amend current practices to promote equality of opportunity.
- take all reasonable steps to ensure that our academy environments are accessible to people with disabilities, and also strive to make trust and academy communications as inclusive as possible for parents, carers and pupils.
- We welcome all applications to join our academies, whatever a child or young person's socio-economic background, race, gender, disability, faith/religion etc.
- ensure that no child or young person is discriminated against whilst in our academies on account of their race, gender, disability, faith/religion etc.
- inform parents, carers and the wider trust communities about the Scheme.
- evaluate and review the information supporting the Scheme annually at the start of the academic year.
- evaluate the objectives and action plan/academy development plans at least every four years

The CEO and Head Teachers will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme.
- staff understand the broad legal definition of disability.
- the scheme is implemented effectively.
- they manage any day-to-day issues arising from the scheme whether for pupils, for our trust as an employer or for our local community.
- staff have access to training which helps to implement the scheme.
- they monitor the scheme and report to the trust board and their governing board annually on the effectiveness of the scheme, objectives and action plan.
- the school leaders are kept up to date with any development affecting the scheme/action plan arising from the scheme.
- appropriate support and monitoring are in place for all pupils and specific and targeted pupils under the scheme, with assistance from relevant agencies.
- all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- the principles of equal opportunity are promoted when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of academy life.
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in accordance with the academies' behaviour policies and procedures.
- complaints of discrimination, harassment or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken.
- appropriate action is taken according to who is being affected, e.g. learner, member of staff, volunteer etc. in the event of equality expectations not being met.

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole Trust issue and support our Single Equality Scheme.
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work.
- keep themselves up-to-date with relevant legislation and attend any training and information events.
- ask for support if they have questions or need training.
- ensure that all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims) and with respect.
- strive to includes materials that provide positive images especially based on race, sex and disability and that challenge stereotypical images.
- ensure that pupils with a protected characteristic are included in all activities and have full access to the curriculum.
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community.
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping.
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils are expected and will be supported to:

- be involved in the development of the scheme to help them understand how it relates to them in an age or ability appropriate way.
- to act in accordance with any relevant part of the scheme.
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- understand the importance of reporting discriminatory bullying and racially motivated incidents.
- help us ensure our peer support programmes within our academies promote understanding and supports pupils who are experiencing discrimination.
- or discriminatory behaviour or prejudice.
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others.
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture, religion and beliefs of all our pupils and their families.
- try to involve all parents and carers in supporting their child's education and personal development.
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

6. PUBLICATION OF THE SINGLE EQUALITY SCHEME

Tyne and Wear Learning Trust's Single Equality Scheme (Part 1) is published in English and in pdf format and our Objectives Action Plan (Part 3) is published on the Trust and academies' websites. A printed copy is available on request from the academies' offices. It can also be made available in other formats e.g., another language or braille.

We update and publish the details of our Scheme as necessary on the Trust and academy websites. The policy document will be reviewed by the Trust Board every two years.

7. COMPLAINTS

If a member of the public feels that they have suffered discrimination, harassment or victimisation from this trust because of their protected characteristic they should report it using the Trust's Complaints Procedure which can be found on the academies' websites or on request from the academies' offices. Internal procedures will be used to deal with any complaints or grievances raised by a member of staff or learner.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Trust Board and Academy Boards about the nature of complaints made and action taken.

8. EQUALITY IMPACT ASSESSMENT

This policy sets out our approach to ensure all stakeholders are treated equally and fairly during their relationship with the Trust. Equality Impact Assessments will be completed for any new or revised policy to ensure it does not discriminate against, or disadvantage a particular group of people.

Equality Impact Assessment

Name of person completing the assessment	
Role of person completing the assessment	
Date assessment completed	

Policy or process information					
Name of policy or process					
Purpose and intended aim of the policy or process					
Who is the policy or process intended for? Tick all that apply.	**Pupils**	**Employees**	**Governors**	**Parents**	**Community**
	☐	☐	☐	☐	☐
Status of the policy or process	**New policy or process**		**Existing policy or process**		
	☐		☐		
Name of person responsible for the policy or process and its review					

Analysis		
Protected characteristic group	**Impact analysis**	**Explanation of impact analysis**

	Positive impact identified	Neutral impact identified	Negative impact identified	
Age				
Disability				
Sex				
Gender reassignment				
Race				
Religion or belief				
Sexual orientation				
Marriage or civil partnership				
Pregnancy and maternity				

Evaluation and decision making	
Consultation and stakeholder engagement	

Evidence used to support the decision-making process and final decision	•
Final decision	
Monitoring and review arrangements	

Arrangements for communicating the outcome of the EIA	