

## **Equalities Information and Objectives (Public Sector Equality Duty)**

### **Adoption Arrangements**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

<b>Approval Body:</b>	<b>CEO</b>
<b>Adopted:</b>	<b>20 September 2020</b>
<b>Author:</b>	<b>HR Director</b>
<b>Review period:</b>	<b>Annually</b>
<b>Date of next review:</b>	<b>September 2021</b>

**This is a Level 2 Policy against the Trust Governance Plan.**

## 1. INTRODUCTION

As public bodies, academies and further education institutions must comply with the [Public Sector Equality Duty](#) (PSED) in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

Each of the Trust's schools will publish:

- details of how the school complies with the PSED – updated annually
- school's equality objectives - updated at least once every 4 years
- and details of:
  - eliminating discrimination
  - improving equality of opportunity for people with protected characteristics
  - consulting and involving those affected by inequality in the decisions the school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)

State-funded schools are required, in discharging their functions, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
- advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, many choose to do so in teaching their pupils about respect for difference.

## 2. THE TENAX SCHOOLS TRUST EQUALITY SCHEME

This document sets out how the Tenax Schools Trust ensures the Trust and member schools meet the Equality Duty as established in the Equality Act 2010.

The Scheme has been developed with the Trust's Christian values and principles as its basis. For Trust schools with a religious designation, all employees are required to support the Christian ethos of the school in their professional life, in the tradition of the Church of England, and recruitment policies reflect that requirement as the law allows.

## 3. EQUALITIES STATEMENT IN THE CONTEXT OF THE TRUST'S CHRISTIAN ETHOS AND FOUNDATION

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the Trust's Christian ethos, the core of which is the ultimate worth and dignity of every human being before God. The promotion of an understanding of human diversity in the community as positive and to be celebrated is central to the Trust's mission. No member of the Trust community shall suffer unfair direct or indirect discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the Trust's grievance and discipline policies.

The Trust recognises that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interests of securing sustainable equality or access and opportunity.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- teaching, learning and assessment
- behaviour and sanctions
- student rewards
- advice and guidance
- personal development and pastoral care
- extra-curricular opportunities and participation
- admissions and attendance
- the curriculum and options
- staff recruitment, promotion and professional development
- partnerships with parents and communities

#### **4. AIMS**

The Trust is committed to:

- actively tackling discrimination and promoting equal opportunities and positive attitudes
- encouraging, supporting, and helping all students and staff to reach their potential
- working with parents and carers, and with the wider community, to tackle discrimination, and to follow and promote good practice
- making sure the equality scheme is implemented and monitoring its effectiveness in promoting race, gender and disability equality.

#### **5. RESPONSIBILITIES**

##### **A. The Trust Board**

Through the CEO and the headteachers of each Trust school, the Tenax Trust Board is responsible for:

- making sure that each school complies with all equalities legislation
- making sure that the fundamental Christian belief in the value of each person regardless of background or circumstances permeates the school's ethos
- making sure the equality scheme is implemented and reviewed
- preparing and publishing Trust-wide (and school specific where appropriate) equality objectives

It will achieve these broad aims by:

- promoting equality as an explicit aim in Trust policies, and ensuring it underpins all aspects of its work
- ensuring policies reflect belief in diversity that embraces individuals and promotes community spirit
- ensuring that the equality scheme is developed through consultation with the wider community
- ensuring no students will be discriminated against in the provision of services offered to students that relate to education
- ensuring that all recruitment, employment, promotion and staff development policy and practice reflect the ethos and requirements of equalities legislation
- incorporating equality targets into Trust and school plans to ensure all individuals and groups, regardless of race, gender, disability or other factors achieve their potential and make good progress.

## **B. Headteachers and leadership teams**

School headteachers and leadership teams are responsible for:

- making sure the equality scheme and equality compliance statement is published and that the governors, staff, students, and their parents and carers and wider community know about it
- ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory
- making sure the school equality objectives are delivered and reviewed, and details about the scheme and how it is working are reported on to governors, providing training for them on the scheme if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment or discrimination on the grounds of a protected characteristic

## **C. All staff**

All staff are responsible for:

- dealing with racist, sexist or disability harassment incidents, and being able to recognise and tackle racial, gender or disability bias and stereotyping
- promoting equal opportunities, positive attitudes, and avoiding discrimination against anyone on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern

## **D. Staff with specific responsibilities**

- The person in charge of student welfare in each school is responsible for coordinating work on equality across the school and dealing with incidents of harassment and victimisation
- The person in charge of curriculum in each school is responsible for ensuring that student curriculum choices and student attainment and progress do not reveal any embedded stereotyping or discrimination
- The person with responsibility for extra-curricular activities will monitor participation by minority groups
- The person responsible for staff development is responsible for monitoring access to and participation in staff development with equalities in mind

## **E. Visitors and contractors**

Visitors and contractors are responsible for knowing, and following, the single Equality Duty.

## **6. IMPLEMENTATION**

All of the Trust's policies and procedures should reflect the principles outlined in this single equality Scheme. The Trust will operate the Scheme in respect of all staff appointments and promotions and will monitor gender and ethnicity balance. Subject teaching and pastoral programmes of study should take into account the objectives and guidelines within this scheme. Information will be collected about students' performance and progress in all areas of activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment. All contraventions of this scheme will be treated as disciplinary matters.

## **7. PUTTING THE EQUALITIES SCHEME INTO PRACTICE**

This Scheme will be published as part of each school's policy documentation, and will be made available to any staff, students, parents or others who request it. Any breaches of this Scheme will be treated with gravity and dealt with via normal disciplinary procedures.

School accessibility plans are in place and regularly updated to ensure that progress is being made towards making opportunities increasingly available to students with physical, emotional or cognitive disabilities.

## **8. EVALUATION**

The overall effectiveness of the Scheme will be reviewed annually by the CEO on behalf of the Board of Trustees, including review of progress against equality objectives.

Headteachers, in consultation with the school community, will be required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector Equality Duty. This should be approved by the school's Local Governing Body.

Equality Objectives 2020/21				
Objective	Action	Outcome	Who	Date
<b>Eliminate unlawful discrimination</b>	<ul style="list-style-type: none"> <li>Eliminate direct and indirect discrimination in relation to employees in terms of appointment, pay, promotion, access to training and professional development and in all other respects.</li> </ul>	<ul style="list-style-type: none"> <li>No reports of any discrimination, harassment or victimisation but procedures in place to address such behaviour should a situation arise; fully inclusive practices routinely adopted</li> </ul>	HR Director	Sept 21
	<ul style="list-style-type: none"> <li>Eliminate unlawful discrimination based on the protected characteristics with regard to pupils in terms of recruitment, quality of teaching and pastoral care provided, assessment, placement in classes and sets, opportunities beyond the taught curriculum and advice and guidance provided</li> </ul>	<ul style="list-style-type: none"> <li>Actions in place to overcome potential barriers, such as subsidising the cost of school trips/activities to ensure no child is prevented from attending. Support in place to assist children in class if they are finding it difficult, for whatever reason.</li> </ul>	CEO	Sept 21

<p><b>Advance equality of opportunity between people who share a protected characteristic and those who don't</b></p>	<ul style="list-style-type: none"> <li>• Identify where those who share a protected characteristic are not accessing the same opportunities as others.</li> <li>• Systematically analyse data by protected characteristic to identify inequalities and then proactively address them (for staff and pupils)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff receive a performance appraisal, have access to training and are all provided with opportunities &amp; support to further their career.</li> <li>• Action plans in place to ensure children who have a special educational need or disability or children where English is an additional language can access the curriculum, socialise and partake in opportunities the school has to offer.</li> </ul>	<p>HR Director</p> <p>CEO</p>	<p>Sept 21</p> <p>Sept 21</p>

<b>Foster or encourage good relations between people who share a protected characteristic and those who don't</b>	<ul style="list-style-type: none"> <li>Proactive promotion of mutual understanding and tolerance through content taught in the curriculum, for example in RSHE, or through deliberately structured opportunities for pupils or teachers from different protected characteristics to work together to foster understanding and tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff that the school fosters good relations between all staff.</li> </ul>	HR Director	Sept 21
		<ul style="list-style-type: none"> <li>Feedback from pupils that the school fosters good relations between all children.</li> </ul>	CEO	Sept 21
		<ul style="list-style-type: none"> <li>Mechanism in place for all pupils' views to be represented.</li> </ul>	CEO	Sept 21
		<ul style="list-style-type: none"> <li>Review of content taught in the curriculum</li> </ul>	CEO	Sept 21