



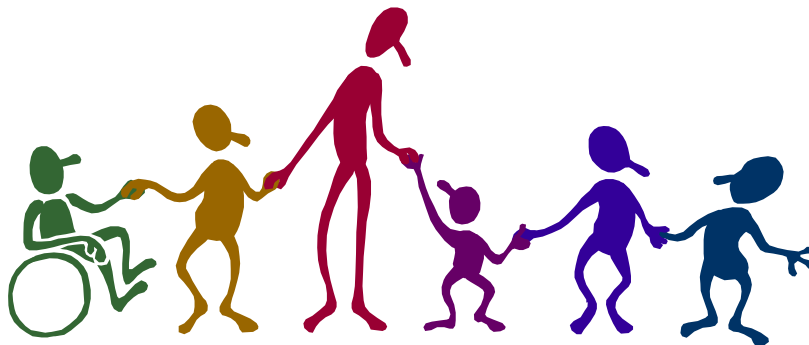
# **Charville Academy**

## **Single Equality Scheme**

**Summer 2018 – Summer 2021**

Learning at Charville is underpinned by our Core Values, which are as follows:

**Respect  
Independence  
Self-belief  
Honesty  
Caring  
Determination**



# **Charville Academy Single Equality Scheme**

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## **1. Introduction**

The “Public Sector Equality Duty” (2011) means that schools must adopt a proactive approach to equality. In practice, this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact;
- Make changes to ensure that any areas of potential inequality are eliminated.

Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, the Duty to Promote Disability Equality in 2006 and The Gender Equality Duty in 2007. As of the 1<sup>st</sup> April 2011, the Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which, encompasses ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy & Maternity
- Marriage or Civil Partnership

Our Single Equality Scheme (SES) and action plan covers a three year period from 2018 to 2021. It integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to promoting community cohesion.

It also addresses the legislation relating to religion or belief, sexual orientation and age (three further strands) and therefore includes our priorities and actions to eliminate discrimination and harassment in those areas.

Our Single Equality Scheme and Action Plan enable us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

## **2. Mission Statement**

At Charville Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the academy, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a values based culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life. We will tackle discrimination through the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes respect for all.

## **3. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the academy operates equality of opportunity in its day to day practice in the following ways.

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote the academy values, British values and a cohesive community;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy and DFE exclusions guidance for academies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **4. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Charville Academy.

We are committed to the implementation of equal opportunity principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### **Employer duties**

As an employer our employment practice actively promotes equality in all groups across our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **5. Meeting our Duties**

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

This means:

- Removing or minimising disadvantages suffered by persons who share a relevant protected

characteristic that are connected to that characteristic;

- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

## **5a. Race Equality**

The general duty to promote race equality requires us to have due regard to the need to:

- Ensure racial discrimination does not occur;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Scheme which includes our written policy for race equality;
- Review and revise this Scheme every three years;
- Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## **5b. Disability Equality**

This section should be read in conjunction with the school's Special Educational Needs, Disabilities and Medical Needs Policy and Accessibility Strategy.

### **Definition of disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. People with HIV, multiple sclerosis and cancer are deemed disabled before the experience the long-term and substantial adverse effect on their activities. The Act defines 'long term' as lasting, or likely to last for at least 12 months.

The general duty to promote disability equality requires us to have due regard to the need to:

- Promoting equality of opportunity between disabled people and other people;
- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promoting positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

### **Accessibility**

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

- Make improvements to the physical environment of the school to increase access;
- Increase access to the curriculum;
- Make written information available to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the academy has a duty to make reasonable adjustments.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

We are expected to:

- Make reasonable adjustments and take reasonable steps to address things that place a disabled pupil at a disadvantage;
- Provide and auxiliary aid or service for a pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to other pupils.

### **5c. Gender Equality**

The general duty to promote gender equality requires us to have due regard to the need to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women, boys and girls.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

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. The school will respect the confidentiality of those seeking gender reassignments and will provide a supportive environment within its community. In order to be protected by the Act a pupil will not necessarily have to be undergoing a medical procedure, but may be taking steps to live in the opposite gender, or proposing to do so.

### **5d. Sexual Orientation, Marriage or Civil Partnership**

Schools have a duty to make sure gay, lesbian or bi-sexual pupils and stakeholders or the children of gay, lesbian or bi-sexual parents and stakeholders, are not singled out for different or less favourable treatment than that given to other pupils.

Teaching about marriage and civil partnership should be done in a sensitive, reasonable, respectful and balanced way. Teaching should be based on facts and enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

Where individual teachers are concerned, having a view about something does not amount to discrimination. It is not unlawful to express personal views of sexual orientation provided that it is done in an appropriate manner and context. However, it is important to remember that teachers are in an influential position and their actions and responsibilities are bound by wider duties.

### **5e. Religion or Belief**

The Act defines 'religion' as being of any religion, and 'belief' as any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics. To benefit from the Act a religion or belief must have a clear structure and belief system and should contain a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity. The Act is clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief.

### **5f Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

We recognise that our academy has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that we have a duty to eliminate racial discrimination and to promote the opportunity and good relations between people of different groups.

## **5g. Age, Religion, Belief, Pregnancy & Maternity,**

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Under our specific duty we will:

- Prepare and publish an Equality Scheme which covers the equality requirements;
- Review and revise this Scheme every three years.

## **6. Consultation and Involvement**

The development of this plan and the actions within it have been informed by the input of staff, governors, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, annual reviews and Assess Plan Do Review (APDR) meetings;
- Input from staff surveys or through staff meetings /INSET;
- Feedback from the school council, lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Education and Health Care plans (EHCp's)/Asses, Plan, Do, Review plans, mentoring and support and pastoral support meetings;
- Appropriate feedback at Governing body meetings.

## **7. Roles and Responsibilities**

### **The role of governors**

- The governing body 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 all strands of the Equality Scheme;
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of all strands of the Equality Scheme;
- The governors take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents, carers and pupils;
- The governors welcome all applications to join the academy, whatever a child's socio-economic background, race, gender or disability;
- The governing body ensures that no child is discriminated against whilst in our academy on account of any strand of the Equality Scheme.

### **The role of the head teacher (or senior leader responsible for Equalities)**

- It is the head teacher's role in conjunction with the Inclusion Manager to implement the academy's Equality Scheme and they are supported by the governing body in doing so;
- It is the head teacher's role in conjunction with the Inclusion Manager to ensure that all staff are aware of the Equality Scheme, and that staff apply these guidelines fairly in all situations;
- 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, in conjunction with the Deputy Head Teacher Inclusion Manager 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, in conjunction with the Senior Leadership Team treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils, parents and carers are treated fairly, equally and with respect, and will maintain awareness of the academy's Equality Scheme;

- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher;
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- All staff will promote both the academy and British values with pupils, parents and carers.

#### **7 a. Check list for academy staff and governors**

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides?
- How has your Equality Scheme been shaped by the views, input and involvement of staff, governors, parents or carers and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in academy life? Are pupils who make a positive contribution reflective of the academy's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body on a termly basis?
- Are visual displays reflective of the diversity of your community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and values assemblies?
- Do the pupil, staff, governors, parents and carers reflect and promote the school and British values?
- Does the academy take part in annual training to raise awareness of issues around race, disability and gender?
- Is the academy environment as accessible as possible to pupils, staff and visitors to the academy? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the building, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?



## **8. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the academy.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/SLT/Head teacher where necessary. All incidents are reported to the Head teacher and racist incidents are reported to the governing body on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

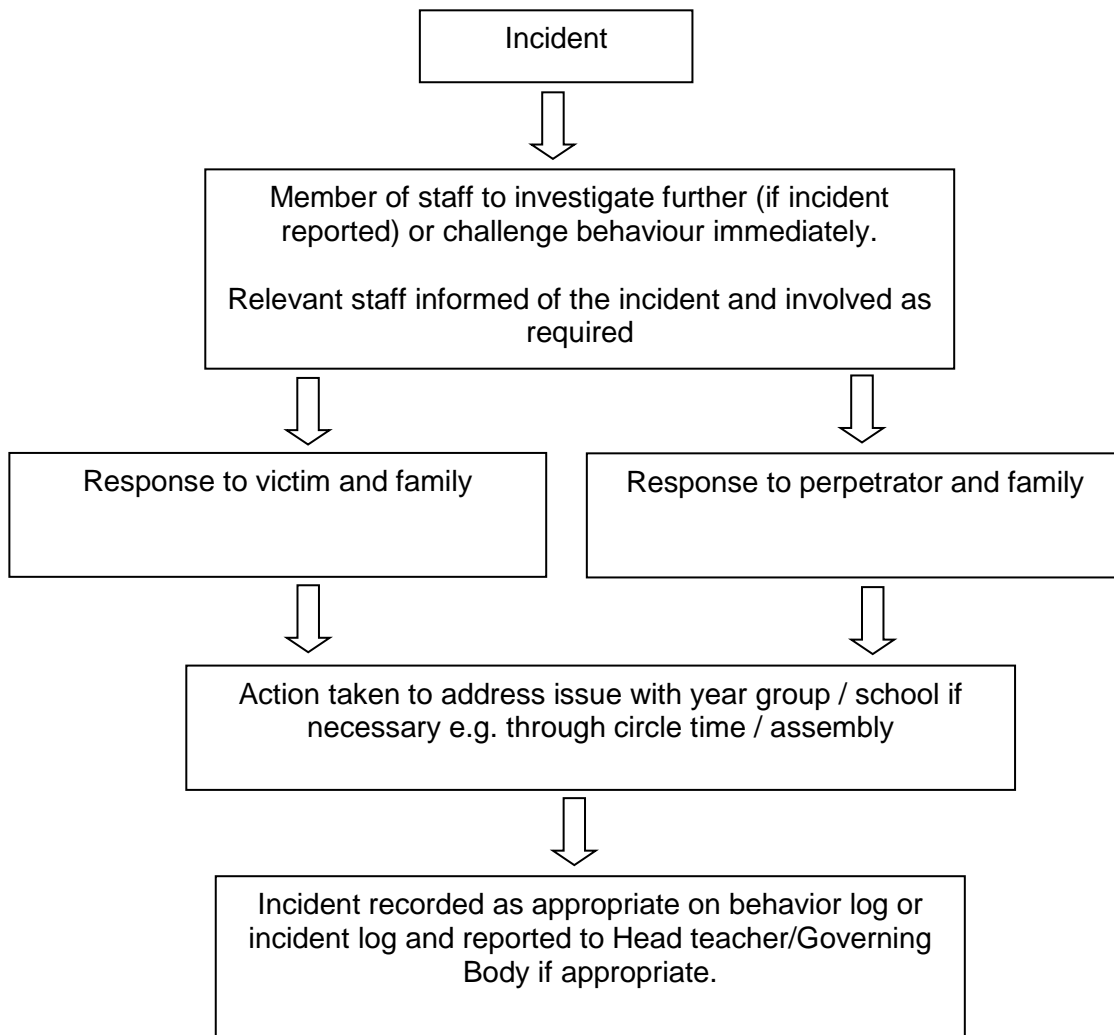
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the academy.

The suggested procedure for responding and reporting is outlined below:



## 9. Review of progress and impact

The scheme has been agreed by our Governing Body. We have a rolling programme for reviewing our academy policies and their impact. We will review progress against our Equality Action Plan annually and review the entire Equality Scheme and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 10. Publishing the scheme

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our scheme on the academy website;
- Raise awareness of the scheme through the academy newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available from the school office upon request.

## 11. Action Plan

Equality Strand	Outcome	Planned Actions	What are the timeframes?	Who is responsible for implementing?	Monitored by?
All	All staff aware of the single equality scheme.	Shared with staff on a regular basis	After updating approved by governors  Start of the academic year	Inclusion Manager	Head Teacher
All	Publish and promote the Single Equality Scheme through the academy website, newsletter and staff meetings.	Availability on website	After updating approved by governors  Start of the academic year	<i>Inclusion Manager</i>	Head Teacher
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Termly	Assessment Coordinator/EAL coordinator/SEN DCo	Inclusion Manager/Head teacher/ Deputy Head Teacher/ Governing body
Race, Disability, Gender, Sexual orientation, Marriage or Civil Partnership, Religion or Belief and Community Cohesion, Age, Pregnancy and maternity	All stakeholder gain a greater awareness of equality issues through the curriculum, extended learning opportunities and values based education.  Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the academy's diversity in terms of race, gender and disability.  Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Regular reviews of curriculum content across the school Assemblies, lessons and resources provide opportunities for children to learn about racial and cultural diversity	Termly	Year Group Teams/Subject Leaders/Curriculum Team	Senior Leadership Team
All	Diversity of the school community reflected	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.  Website reflects the diverse school population.	Termly	All Staff  Display Coordinator	Senior Leadership Team

Written by: Louise Innes (Inclusion Manager)

Approved by Governing Body: 11<sup>th</sup> July 2018  
Review Date: Summer Term 2021