STEEL CITY SCHOOLS PARTNERSHIP

SCSP EQUALITIES POLICY AND PLAN

This policy is reviewed every two years in the autumn term
This edition: September 2018

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1. Introduction

Steel City Schools Partnership have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender but also by ensuring that the 9 protected characteristics are addressed.

There are nine specific areas (or protected characteristics) which are covered by equality and diversity guidelines and legislation.

Definitions of protect characteristics

Age
Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability
A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment
The process of transitioning from one gender to another.

Marriage and civil partnership
A person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity
Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race
Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief
Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex
A man or a woman.

Sexual orientation
Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

For further information on the protected characteristics please see the UK Legislation website.

You are also protected if you are discriminated against because you are perceived to have, or are associated with someone who has, a protected characteristic, For example protecting carers from discrimination. The Equality Act will protect people who are, for example, caring for a disabled child or relative. They will be protected by virtue of their association to that person.

It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the public duties and in creating an inclusive whole Academy environment as well as meeting the

duty to promote community cohesion on our Trust and Academy governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Signature: Principal ………………………………… **Date**……………….

Signature: Chair of Governors…………………………… **Date**………………..

2.1 Legal framework

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Equalities Act 2010

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

The figure below shows how the protected characteristics inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for all which supports everyone's contribution towards the promotion of community cohesion and equality.

2.2 Our Strategic Priorities

The duties to promote equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for pupils, parents, staff and the wider community
- Continue to address any issues of attendance by working closely with outside agencies as appropriate
- Identify on an on-going basis any underachieving groups and address any issues of underachievement
- Address issues of stereotyping, including expectations and roles
- Continue to seek the views of children and parents and raise awareness of the impact of bullying and violence, eg, use of SEAL and PSHE resources, including questionnaires and Anti-bullying alliance materials
- Continue to address workforce based equality issues through review of roles and job descriptions and conforming to Human Resources procedures on appointments, promotions and any necessary adjustments
- Striving to ensure fair representation on the Trust and Governing Body that reflects the parent body and local community.

2.3 Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, *'community'* has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body. Our parish and the wider community which uses our facilities and services, including the Children centre.
- The community within which we are located, including Sheffield.
- The region in which we are located.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum**: using the curriculum to value diversity whilst also promoting shared values.

- **equity and excellence**: ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services**: engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

The duties to promote equality alongside community cohesion supports the actions identified in the Trust and Academy Improvement Plans in the following ways;

- The curriculum is used to value diversity and shared values and is informed by the views of our pupils. Teaching and Learning is monitored through the Trust and Academies Monitoring, Evaluation and Review cycle and through the Trust and Academy Improvement Plan;
- Attendance is monitored in an on-going way by the Academy in collaboration with the appointed SCSP Attendance Officer and any LA designated officer assigned to the school. Data is monitored to see if there are any patterns of poor attendance for specific groups (See attendance policy);
- The Academy uses the Educator tracking system, internal data and monitoring systems and analysis of data held (e.g. ASP, School Profile, FFT etc.) to identify underachieving groups and their progress is reviewed through the year;
- In addition to the above we address issues of exclusion and those relating to vulnerable families through Multi-Agency working;
- Addressing any issues of bullying and attitudes to violence by following the Academy planned approach to individual incidents and continual use of SEAL, PSHE and promotion of British Values;
- By following the requirements of the School Accessibility systems (See Accessibility Plan) and applying for additional funding to meet individual needs;
- By advertising suitable posts, as appropriate in the Academy / Trust newsletter and continuing to monitor the workforce for the extent to which it reflects the local school community
- By signposting for Extended Schools activities within the community.

2.4 How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on equality and meeting protected characteristics for our Academy set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan.

2.5 Leadership

All staff and Governors at the Academy are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the Trust and Academy complies with the relevant equality legislation
- Ensuring that the Equality Scheme and its procedures are followed

The **Principal, in conjunction with the CEO,** is responsible for:

- Ensuring the Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to any of the protected characteristics

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone including those with protected characteristics
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors to the site

2.6 Involvement

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- We seek the views of pupils both formally and informally through questionnaires and evaluation, pupil interviews; AfA and SEN reviews and Pupil Council actions.
- The views of staff are gained during Performance Management reviews; staff meetings and the evaluation of key priorities.
- We carry out pupil and parents' questionnaires. Findings and action points are communicated to parents. We ask for feedback from any aspect of parental involvement in school life.
- We continually seek the views of all stakeholders

2.7 Eliminating harassment and bullying

SCSP and the Academy will not tolerate any form of harassment and bullying of either pupils or our staff. (See Anti-Bullying policy and follow Anti-Racism procedures)

The Governing Body has adopted the Sheffield City Council's Code of Conduct and policy on Harassment, Discrimination, Victimisation and Bullying.

2.8 Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices at the time of review, as well as ones which are subsequently developed. Our approach to Equality Impact Assessment is listed in our Action Plan

2.9 Training

New staff receive induction on key policies and equality issues. We provide equality training through;
- Relevant courses for staff and governors as identified in our Action Plan.
- Training linked to the needs of pupils.

2.10 Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

the extent to equality between pupils is promoted
the extent to equality between staff is promoted
the extent to which the curriculum and other activities take equality into account

Information gathering will include:

- Information relating to the profile of the school's workforce.
- Attainment levels of pupils are stored and the pupil tracker will enable us to identify trends in relation to gender, ethnic background and disability.
- The School Census includes data on exclusions.
- Reports of harassment and bullying of pupils and staff are recorded as outlined in our Anti-Bullying Anti-Racism policies.

- The Governors' Section retain information on the composition of the Governing Body.

All information gathered will be in line with the agreed GDPR Policies and procedures and measures taken to ensure data security and confidentiality as required.

2.11 Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and will make them aware of SCSP expectations as regards adults / pupil relationships.

2.12 Visitors

We will take steps to ensure that visitors to our Academy and Trust including parents are adhering to our commitment to equality.

2.13 Publishing the Scheme

Our Scheme will be published in October 2018 and shared with Trustees at the next meeting. A hard copy will be available alongside other policies in the office. The Equality Scheme will be made available in a variety of other formats if requested.

2.14 Annual reporting

The report will be published annually through the CEO's Report to Trustees, summarising:
- Progress against the action plan
- The results of information gathering
- What has been done with the information gathered.

This report will be made available to all interested stakeholders.

2.15 Reviewing and Revising the Equality Scheme

We will review progress against the Scheme every year and we will revise the Scheme in two years, or in line with new legislative developments arising from any changes in Equality Acts or legislation.

September 2018

3.   Impact Assessment Toolkit

What is an Impact Assessment?

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In an educational setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Mapping policies and practices

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
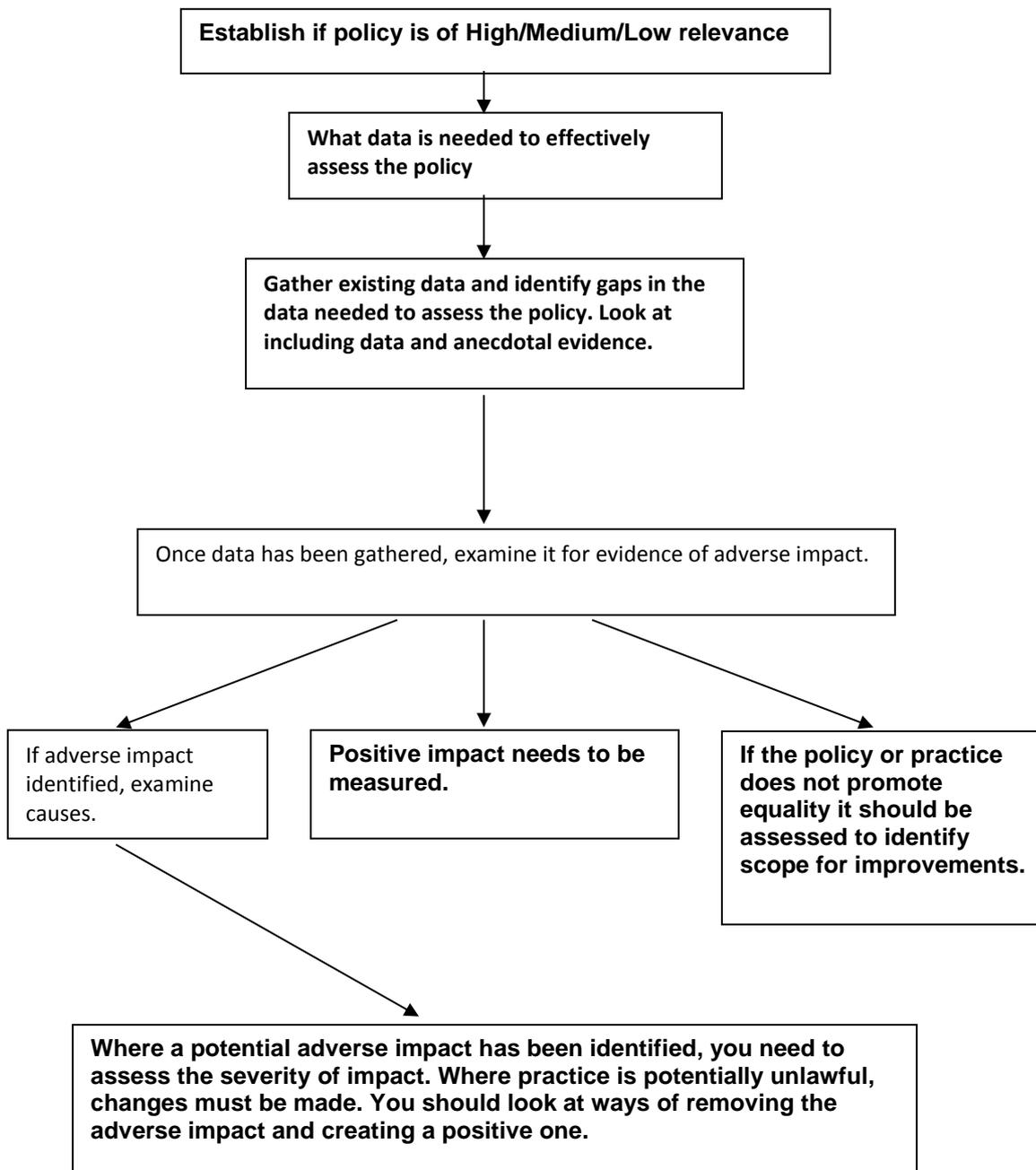- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder any aspects of equality in the school?

Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

3.5 Impact Assessment Flowchart

Establish if policy is of High/Medium/Low relevance

What data is needed to effectively assess the policy

Gather existing data and identify gaps in the data needed to assess the policy. Look at including data and anecdotal evidence.

Once data has been gathered, examine it for evidence of adverse impact.

If adverse impact identified, examine causes.

Positive impact needs to be measured.

If the policy or practice does not promote equality it should be assessed to identify scope for improvements.

Where a potential adverse impact has been identified, you need to assess the severity of impact. Where practice is potentially unlawful, changes must be made. You should look at ways of removing the adverse impact and creating a positive one.

3.6 Publication of findings

We will need to publish the findings of our Equality Impact Assessment through a practical channel of communication, for example the website.