



Community First Academy Trust

Equality Scheme Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2018

Planned Review Date: September 2022

Equality Scheme Policy

1. Policy statement

This policy is in line with legislation: The Quality Act 2010 and the Equality Act 2010 (specific duties).

At Platt Bridge Community School the governors are committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our increasingly diverse community.

We pledge (through our academy ethos, curriculum, employment practice and management of incidents) to:

- respect the equal human rights of all our pupils;
- educate them about equality; and
- respect the equal rights of our staff and other members of the academy community.

2. Statutory requirements

The governors recognise that it is against the law to discriminate against anyone because of:

- Age
- being or becoming a transsexual person
- being married or in a civil partnership

- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex (gender, gender identity and gender reassignment)
- sexual orientation (including-Lesbian, Gay, Bisexual and Transgender).

These are called 'protected characteristics'.

We recognise our general responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. As a public body, we are also required by the public sector equality duty under Section 149 of the Act to take (positive) steps to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

The equality information we publish annually, and the equality objectives in part 7 below, show how we address this duty.

The access plan in part 8 below addresses our duty under Section 88 of the Act.

3. Responsibilities

The Chair of the Trust takes the lead, but the Directors as a whole are responsible for:

- in general, making sure the academy complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- in general, making sure the academy complies with the public sector equality duty under s. 149 of the Equality Act 2010;
- in particular, making sure the academy complies with the Equality Act 2010 (Statutory Duties)

Regulations 2011 by:

- gathering and publishing the required equality information annually
- drawing up, publishing and implementing the academy's equality objectives on a four-year cycle.

The Head of School is responsible for:

- making sure measurable steps are taken to address the academy's stated equality objectives, integrated with the other academy improvement priorities;
- making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- making sure all staff know their responsibilities and receive training and support in carrying these out; taking appropriate action in cases of harassment and discrimination, including identity-related incidents;
- and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation; promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying; • being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

Mr Haskayne (Designated Teacher) is responsible overall for:

- dealing with reports of identity-related incidents.

Students are responsible for

- supporting the academy's equality ethos
- sharing concerns or issues with a member of staff

Visitors and contractors are responsible for:

- following relevant academy policy

4. Equality information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **gather** and **analyse** information on pupils, staff and others with protected characteristics who are affected by academy policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- eliminating discrimination and harassment of advancing equality of opportunity
- fostering good relations between people from different groups

The source of this information is both quantitative:

- internal,
- local, and
- national data

and qualitative (comments resulting from engagement with relevant people):

- surveys
- complaints
- focus groups
- interviews
- student voice

5. Access plan

This can relate very closely to the disability elements of the equality objectives, except that it covers pupils only whereas the equality objectives include all members of the academy community.

Objectives	Actions
i. Improvements in access to the curriculum	Review of equipment, resources, hardware and software Review of curriculum outcomes/course requirements Individual learning pathways identified where appropriate.
ii. Physical improvements to increase access to education and associated services	Reviews of access to building general and specialist learning areas. Establishing and developing relationships with medical, Speech and Language Therapists and other agencies.
iii. Improvements in the provision of information in a range of formats for disabled pupils	Review and assessment of individual needs on intake. Use of specialist communication technology.

iv. Access to wider curriculum	<p>Increase participation in after school activities</p> <p>Liaise with supported transport to facilitate after school clubs and boosters</p> <p>Encourage student and parental engagement with trips and visits (eg. Low Bank Ground)</p>
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**Con
cerns
or
complaints**

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the academy's complaints procedures.

Signed:

Date: