

Brine Multi Academy Trust



EQUALITY POLICY

A. INTRODUCTION – THE GENERAL EQUALITIES DUTY

Equalities Statement

The Equalities Act 2010 harmonises and streamlines the various different pieces of anti-discrimination law that have been introduced over the last forty years in Great Britain.

From April 2011, all schools have been bound by what is known as the Public Sector Equality Duty (PSED) from the Equalities Act 2010 and this statement outlines how the Trust endeavours to have **due regard** for the three main components of this duty in relation to the nine protected characteristics, all of which is explained below. Information on compliance with the PSED will be published every year.

Many of the Trust's other policies fall under the umbrella of the Equality Policy. See appendices for individual objectives for schools within the MAT. These objectives will be reviewed and updated at least every four years.

B. THREE MAIN COMPONENTS OF THE EQUALITIES DUTY WE ABIDE BY

This Trust has considered what each of the three aims of the equalities duty means in its own context and is committed to carrying them out:-

1. ***Eliminate discrimination*** – the Trust will take clear actions that will endeavour to redress any harassment (defined by us as verbal, emotional or physical attacks that happen more than once) and victimisation (defined by us as being singled out to be persistently intentionally harmed) of children/young people or adults that has changed their ability to function in the school environment in their usual way.
2. ***Advance equality of opportunity*** – the Trust believes that it is the responsibility of every member of the whole school community to “narrow the gaps” (theirs and/or other people's in order to make progress socially, emotionally and academically).

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the Trust.

3. ***Foster good relations*** – the Trust will draw on and emphasise the common purposes within it in order support, develop and achieve harmonious relationships across the whole Trust community.

C. NINE PROTECTED CHARACTERISTICS TO WHICH THESE AIMS ARE APPLIED

1. Age (not applicable to any student including those over 18 years old, age applies to employees only).
2. Disability.
3. Ethnicity and race.
4. Gender.
5. Gender identity and transgender.
6. Marriage and civil partnership.
7. Pregnancy, maternity and breastfeeding.
8. Religion and belief.
9. Sexual identity and orientation

We:-

- believe that all learners are of equal value;
- recognise, welcome and respect diversity;
- foster positive attitudes and relationships and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely about our practice and when making significant change;
- strive to ensure that society will benefit from our work.

Therefore, Brine Multi Academy Trust will, through its ethos, processes and the curriculum on offer at schools within the Trust, attempt to ensure that all pupils/students and employees overcome challenges, thrive and succeed.

D. PRINCIPLES UNDERLYING THE IMPLEMENTATION OF THE EQUALITIES DUTY AIMS

The principle underlying the notion of equality of opportunity is that treating people equally does not necessarily involve treating them all the same, but that the Equalities Act requires that account should be taken of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. To have due regard for advancing equality of opportunity may entail engaging in positive action.

The Equalities Act also explains that having 'due regard' of the aims to eliminate discrimination and to foster good relations will involve the need to tackle prejudice and promote understanding.

E. PUBLISHING INFORMATION

The Trust will publish information to demonstrate how it is complying with PSED. The Trust will prepare and publish equality objectives. There is no longer a requirement to produce an equality scheme, however, data will still be collated and analysed on an ongoing basis, and reported to governors broken down into characteristics. This data will be available through minutes of Local Governing Board (LGB) meetings. In turn, this data will be analysed by Trustees.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit.

F. CURRICULUM

1. We believe that all pupils/students have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.
2. The curriculum will be both broad and balanced. A range of core learning will be experienced by all pupils/students. Pupils/students will also have the opportunity to select some areas of study according to their individual learning needs and interests. In this way pupils/students will experience a personalised curriculum.
3. The curriculum will, through its range of experiences, promote respect and understanding of diverse and different culture and religions.
4. Teachers and other professionals will strive to ensure that pupils/students with protected characteristics participate in learning activities, including classroom discussion, effectively and on an equal basis. They will monitor for any emerging inequality and work to rectify any issues identified.
5. The curriculum at schools within the Trust is inclusive. The schools will provide support, within the resources that it possesses, to:-
 - a. ensure access and achievement in core and personalised learning for students who have Special Educational Needs or find difficulty with certain aspects of their learning programmes;
 - b. ensure that there is equal access to boys and girls for all subjects and strive to eliminate any overt or subliminal action by professionals that may influence pupil's/students' selection of optional subjects. This avoidance of gender bias will also be a feature of any information, advice and guidance related to future careers and progression provided within the formal curriculum or in individual sessions. It is however recognised that there may be gender segregation in the delivery of certain aspects of physical education and its associated extra-curricular activity;
 - c. provide language development tuition for those pupils/students who have English as an additional language. These pupils/students will access the full school curriculum on a staged basis commensurate with their capacity to learn effectively in English;

- d. ensure that able and talented pupils/students are challenged in lessons, experience curriculum enrichment and, like all our pupils/students, have their particular attainment monitored on a regular basis.

G. ADDRESSING PREJUDICE RELATED INCIDENTS

The Trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and they are recorded separately in order to inform our future actions.

H. ACTS OF WORSHIP

There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained school is mandatory and should be of a broadly Christian nature, is not covered by the religion or believe provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of workshop for other faiths.

Schools are also free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

I. UNIFORM

The Equality Act does not deal specifically with school uniform or other aspects of appearance such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies here as in relation to other aspects of Trust or individual school policies. It is for the Trust and/or the LGB of a school to decide whether there should be a school uniform and other rules relating to appearance, and if so that they should be. This flows from the duties placed upon the governing body by statute to manage the school.

Long-standing guidance makes it clear that schools must have regard to their obligations under the Human Rights Act 1998 (it is here rather than in relation to equality law that most case law has been determined to date) as well as under equality law, and that they need to be careful that blanket uniform policies do not discriminate because of race, religion or belief, gender, disability, gender reassignment or sexual orientation. Please refer to the Brine Leas School Uniform Policy.

J. RESPONSIBILITY

We believe that promoting Equality is a Trust-wide responsibility:-

School Community	Responsibility
Trust	Involving the community of schools in ensuring principles of PSED are applied.
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. • Ensure that staff have appropriate skills to deliver equality, including student awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Leadership Team	<p>To support the Headteacher as above, in that they will:</p> <ul style="list-style-type: none"> • Ensure fair treatment and access to services and opportunities. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for students. • Uphold the commitment made to students and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum. • Ensure an awareness of the responsibility to record and report prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher/Head of School on how students and parents/carers can be expected to be treated. • Support colleagues within the school community. • Ensure an awareness of the responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

School Community	Responsibility
Pupils / Students	<ul style="list-style-type: none"> Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the Trust community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school website.

K.

K **COMMUNITY COHESION**

Please see individual member schools for details on their commitment to community cohesion.

L. **COMPLAINTS**

Complaints with regard to this policy will be dealt with via the Trust's Complaints Procedure, a copy of which is available from any school within the Trust.

M. **WORKFORCE BREAKDOWN**

The Schools' Workforce Data for schools within the Trust are shown in the attached appendices.

Reviewed/updated by: A Cliffe	Date: June 2019
Approved by Trustees: Awaiting approval	Revision Date: June 2022
Previous Version Compiled/updated by: A Cliffe	Date: June 2016

EQUALITY OBJECTIVES FOR BRINE LEAS SCHOOL

Equality Objective	Success Criteria to be achieved
<p>1. There will be no significant distinctions in achievement by groups of pupils</p>	<p>a) The attainment and progress of all groups of pupils will be at national average or higher for that group</p> <p>b) Attendance and exclusion data for pupils with protected characteristics will be no higher than the overall school average</p> <p>c) The average level of representation and or participation by pupils with protected characteristics in wider school activities events will, at least, reflect their proportion in the school community</p>
<p>2. Brine Leas School will be effective in promoting positive attitudes to and challenging prejudice against persons with protected characteristics</p>	<p>d) School Leadership will judge that the school curriculum provides an effective range of opportunities for the development of enlightened attitudes and good relationships, particularly to persons with protect characteristics</p> <p>e) School Leadership will judge that wider school processes and ethos are effective in developing enlightened attitudes and good relationships, particularly to persons with protected characteristics</p> <p>f) The school will have effective systems for monitoring and recording incidents of prejudice</p>
<p>3. Brine Leas School will be able to recruit and retain a diverse workforce</p>	<p>g) The proportion of Brine Leas staff with protected characteristics will be at least similar to their proportion in the local population and/or national workforce</p>
<p>4. Brine Leas School continue to make improvements to the site to help persons with protected characteristics.</p>	<p>h) School entrances will be considered</p> <p>i) School classrooms will be judged for appropriateness</p> <p>j) School toilet/changing facilities will be audited</p> <p>k) A lift is provided for accessibility</p> <p>j) Duplication of facilities to ensure access is equitable to all curriculum subjects</p>

Brine Leas School – Workforce Data

Brine Leas School equality workforce data September 2018– September 2019

		Sept 2018	Sept 2019	Actual change (percentage points)
Whole workforce	Black and minority ethnic	0%	.58%	-
	White Other	2.17%	2.35%	+0.18%
	Women	75%	75%	=
	Men	25%	22.%	-3.0%
	Disabled	0%	0%	-
	LGBT (Lesbian, Gay, Bisexual, Transgender)	n/k	n/k	-
Leadership Team	Black and minority ethnic Leadership Team members	0%	0%	-
	Women Leadership Team members	55.5%	62.5%	+7%
	Men Leadership Team members	44.5%	37.5%	-7%
	Disabled Leadership Team Members	0%	0%	-
	LGBT (Lesbian, Gay, Bisexual, Transgender) Leadership Team Members	n/k	n/k	-
Heads of Curriculum Area (HOCA)	Women	75%	62.5%	--12.5%
	Men	25%	37.5%	-_12.5%
Assist HOCA/HOD (sub dept)	Women	58%	82%	-36.5%
	Men	42%	18%	%-24%

Source: Staff within organisation report. Table shows the percentage of people with declared ethnicity and disability.

This section will be updated as new information becomes available.