



# Equality Scheme

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# The Three Saints Academy Trust Equality Scheme

## St Mary & St Thomas CE Primary School, St Ann's CE Primary School

### Why we have developed this Equality Scheme

This Equality Scheme for schools within The Three Saints Academy Trust brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. Our schools are working towards achieving the UNICEF Respecting Rights School Award (RRSA) and the Anti Bullying Alliance/National Children's Bureau Alltogether Award.

We have used the following Three Saints policies and documents to inform our Equality Scheme and Equality Action Plan:

- School Improvement Plans
- Able, Gifted and Talented
- Emotional Health and Wellbeing
- Positive Behaviour Management
- PSHE&C
- Relationship and Sex Education (RSE)
- Special Educational Needs and Disabilities
- Anti-Bullying
- Accessibility Plan – each school has a separate plan on their website

Our Equality Scheme is inclusive of our whole school communities – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Scheme is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and foster good relations between groups.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating communities that recognise and celebrate differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools.

### Our schools within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

At the start of the Autumn Term 2018 the following demographics apply to each school;

St Mary & St Thomas CE Primary School -1 Headteacher,1 Business Finance Director, 1 Director of Wellbeing, 1 Family Support Worker 11 teaching staff; 14 teaching assistants; 5 Admin staff; 1 Site Manager, 2 cleaning staff and 1 mid-day supervisors – 11% are male and 89% are female –100 % are White British.

There are 221 pupils in school and the Gender mix is currently 50.7% girls; 49.3% boys of which 90.4% are White British, 2.7% are Other Asian, 1.3% Any Other White Background, 1.3 % Any Other Mixed Background, 1% Other Black and 1% Other

English is the main language spoken in school and 16 children have English as an additional language.

There is 1 member of staff with a disability and 4 children with physical disabilities.

St Ann's CE Primary School – 1 Executive Principal; 1 Head Teacher; 17 teaching staff (this includes 2 Assistant Heads); 19 teaching support staff; 3 apprentices; 4 admin staff; 1 Pastoral manager; 1 Site Manager; 3 cleaning staff; 1 ICT technician and 5 mid-day supervisors – 10% are male and 90% are female – 100% are White British.

There are 423 pupils in school and the Gender mix is currently 47.5% girls; 52.5% boys of which 95% are White British, 2% are any other Mixed background, 2% are Chinese, 1% are Black African, 0.5% are Indian, 0.5% are Greek Cypriot, 0.5% are Italian and 0.5% are White and Black Caribbean Ethnic group.

English is the main language spoken in school and 10 children have English as an additional language.

There are no staff with disabilities and 4 children with physical disabilities.

Because we serve a mainly White British demographic, one of our main priorities is to develop an understanding of ethnicity and cultural and religious diversity within local, national and global contexts.

### Overall aims of our Equality Scheme

- To ensure that equality and inclusive practice are embedded across all aspects of school life
- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our schools and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins. Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

### Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school communities, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our schools and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

## **The Three Saints Academy Trust mission statement**

In line with its Christian values, the Three Saints Academy Trust creates belief in all by:

- Creating nurturing relationships built on trust, care and respect
- Instilling a love of learning, through fun and memorable experiences
- Having high expectations in all we do
- Providing an environment of opportunity where all can grow and succeed

## **Our vision statement about Equality**

Schools within The Three Saints Academy Trust seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management rewards and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- safeguarding and mental health and wellbeing

- employees' and staff welfare

## **The roles and responsibilities within our school community**

Our CEO and Principals will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Scheme
- oversee the effective implementation of the Scheme
- ensure staff have access to training which helps to implement the Scheme
- develop partnerships with external agencies regarding the Scheme so that the school's actions are in line with the best advice available
- monitor the policy and report to the Board of Directors at least annually on the effectiveness of the Scheme and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the Scheme or actions arising from it

Our Board of Directors will:

- designate a Director with specific responsibility for the Equality Scheme
- ensure that the objectives arising from the policy are included in the School Improvement Plan (SIP)
- support the CEO and Principals in implementing any actions necessary
- engage with parents and partner agencies about the Scheme
- evaluate and review the Scheme annually.

Our Senior Leadership Teams will:

- have responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the SIP

Our pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Scheme
- be encouraged to actively support the Scheme

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Scheme
- have access to the scheme through a range of different media appropriate to their requirements
- be encouraged to actively support the Scheme
- be encouraged to attend any relevant meetings and activities related to the Scheme
- be informed of any incident related to this scheme which could directly affect their child

Our school staff will:

- be involved in the development of the Scheme
- be fully aware of the Equality Scheme and how it relates to them
- understand that this is a whole school issue and support the Equality Scheme
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Scheme
- Be encouraged to support the Scheme
- Be encouraged to attend any relevant meetings and activities related to the Scheme

### **How we developed our Scheme – Participation, Involvement**

The development of this Scheme has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

We used the following to shape the plan:

- Feedback from annual parent questionnaires, parents' evenings, Parent Forum and director and staff feedback from parent consultation meetings and workshops
- Involvement of the school councils and pupil leaders
- Input from staff surveys or through staff meetings/INSET
- Feedback from school councils, PSHE lessons, and pupil's attitudes to school and learning
- Director's monitoring of inclusion, equal opportunities and vulnerable children
- Contact with parents
- Issues raised in annual reviews and reviews of progress through SEN provision maps • Contact with local community groups and organisations
- Feedback at Board of Director meetings

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

### **How we developed our Scheme - Using information gathering**

We have used data and other information about our schools as a common-sense measure to determine the effects of a policy, practice or project on different groups. Through these we will look for ways to improve our practice as well as ways to eliminate discrimination and harassment.

We will ensure reviews are completed on our existing policies and practice and we will build the process into new policy development and decision-making activities.

In addition, we know our schools well because we regularly collect information about ourselves in a variety of ways including:

- School census to monitor gender % and % of racial groups, languages spoken, FSM update, SEN and gifted and talented profiles within the school communities
- Termly attainment data
- Attendance
- Behaviour, including 'help boxes'

- Choice of after school clubs and take up of extra-curricular activities
- Involvement in pupil voice
- Parental involvement
- Complaints
- Incidents of race, homophobic discrimination or bullying
- Views and participation of school councils and pupil leaders
- Monitoring of admissions
- Provision and outcomes for vulnerable children
- Attitudes to learning and engagement with topics
- Staff recruitment and retention
- CPD through The Teaching School
- Outcomes of appraisals and performance review processes
- Attendance at parents' evenings and other school events to identify if there is any under-representation by disabled people or parents from ethnic communities

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We have established good links with our local and our wider community and local Churches. We welcome them into our schools. From them, we learn about equality issues outside our schools and can establish mechanisms for addressing them within schools.

By listening to those within our community and our local Churches we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned services (buying in services)

We are directly responsible for the purchase of goods and services. We ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
  - If so, is there a need to include some equality requirement within the contract and what would this be?
  - We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

## **Our Staff**

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We will make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure safe, positive and inclusive environments

### **Implementation, monitoring and reviewing**

This Scheme was first published in the Spring Term 2019. We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our scheme by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Making sure hard copies are available
- Raising awareness of the Scheme through the school newsletters, assemblies, staff meetings and other communications
- Making sure it is part of the staff induction handbook and procedures

We will regularly monitor and evaluate the implementation of our Equality Scheme and Equality Objectives. We will report annually on our progress and performance. Our report will be shared with Directors and a summary published on our website.

The findings of our annual report will be used to update the Equality Objectives and inform subsequent Equality Schemes.

We will formally review, evaluate and revise this Equality Scheme and Equality Objectives every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school communities.

### **Equality Action Plan and Accessibility Plan**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. Although legislation requires objectives to be reviewed every 4 years

Accessibility planning is also a statutory duty and we have included plans for:

- Increasing the extent to which disabled pupils can participate in the schools' curriculum;
- Improving access to the physical environment of the schools and
- Improving the delivery of written information to disabled pupils