

**FRIARS MULTI ACADEMY TRUST**  
**Equal Opportunity for All Policy**

**STATUTORY DOCUMENT**

Reviewed by Chair of LBG:

February 2019

Approved by Chair of LBG:

February 2019

Presented to Friars Governing Body

March 2019

Next Review Date by Chair of LBG:

February 2023

Policy Owner:

Executive Headteacher

## Glossary

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

## Introduction

This document outlines our approach to the combined policies on Race, Disability and Gender Equality Sexual Orientation, Transgender, Ageism, Religion and Beliefs schemes that promote community cohesion and is designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of Equal Opportunity and Equality
- An overview of the actions already taken
- Our Equality Schemes action plans

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive School that supports and promotes **Equality for All** within our, and the wider community. This policy is reviewed bi-annually.

## Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## Principles

Friars Multi Academy Trust (hereinafter called 'the Trust') seeks to foster warm, welcoming and respectful environments, which allows us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

## Purpose

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for **Race, Gender and Disability**. It also includes our policies on **discrimination re: Age, Sexual Orientation, Religion & Beliefs and Transgender**. It includes all the protected characteristics covered under the Equality Act 2012 as well as other aspects which have the potential to discriminate against any individuals within our community. It explains how we listen to and involve pupils, staff, governors, parents/carers, volunteers and the community in achieving better outcomes for our children and young people.

Our Disability, Gender and Race Equality **actions plans** are contained in the appendices.

We are further committed to the development of **cohesive communities** both within our School's physical boundaries and within our local, national and global environments. The Trust embraces 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 Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

## **Aims**

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our trust 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

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child. Which includes recognition of a range of educational, wellbeing and material outcomes.

The Trust values the diversity of the individual talents and creative potential that every staff member, pupil/student and potential staff member and pupil/student brings to our organisation.

We aim to promote and maintain a culture of diversity where appointments to jobs, reward and personal success depend solely on individual ability and performance. All pupils and employees, both present and potential, whether full-time or temporary will be treated fairly with respect and dignity.

## **Practice**

We seek to embed equality of access, opportunity and outcome for all members of our trust community, 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 academy/school 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
- Personal, cultural and National identity. We will provide opportunities to explore and value the complexity of our personal cultural and National 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.

Members of the Trust/ School Community will bring to the attention of Senior staff and Governors any incidents or situations in which they believe their establishment is failing in its duty with regard to Disability Equality. Such reports will be investigated and action taken.

## **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2012.

The combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

The Specific Duties require trusts/academies/schools to:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years (one or more as is proportionate to the organisation)

The Trust already makes the following provision to support pupils/students with disabilities:

- Training for staff on a wide range of issues including Autism and Asperger's Syndrome, behaviour difficulties and management, manual handling and other medical/health issues, has already been undertaken
- The curriculum is designed to meet the needs of all pupils/students
- Materials have been adapted to meet the needs of all pupils/students
- Additional resources have been purchased to meet the specific needs of individual pupils/students
- Adaptations for building access and reasonable adjustments are addressed through the School's Accessibility Policy and Plans.
- The accessibility plan is an integral part of our Schools Premises Development Plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access
- Information for parents/carers and public is reviewed regularly in line with DDA
- Pupils have Travel Plans (where appropriate), Individual Behaviour Support Plans, Individual Education Plans and Care Plans (where appropriate) which show how they are helped to achieve
- The School has wide corridors, accessible doors and a lift between levels
- There are disabled access toilets on both levels
- The Healthy Schools programme will be embedded
- Whole School training on safeguarding issues annually and reviewed regularly

### **Gender Equality**

The purpose of the Gender Equality Scheme is to show how the Trust is going to promote equality of opportunity between men and women and to eliminate unlawful sex discrimination and harassment in relation to sexual orientation, transgender issues or age. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the School. All School staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for gender equality and tolerance related to sexual orientation or age.

The Trust already makes the following provisions under the Sex Discrimination Act:

- Jobs are open to men and women

- Appointments are made by choosing the best candidate and through following the guidelines laid down by the legislation for recruitment
- Pay is relative to experience, and not gender or sexual orientation
- Boys and girls are given the same opportunities throughout all aspects of School life
- Age discrimination is unlawful and decision makers are aware of this – the staff reflects the full range of ages

#### **Friars Academy Specifics**

The Academy has identified areas of good practice where proactive steps have already been taken:

- The curriculum shows no gender or age bias
- The Academy links with local organisations e.g. Police where men and women fulfil the same role
- Our older pupils/students are encouraged to pursue post-16 options that they are interested in and not based on stereotypical images of men and women
- Differences in staff and learners is celebrated

The Academy is aware of some areas of concern:

- The staff is predominantly female and male role models are required
- The majority of pupils are male and this may be particularly evident in some year groups, leaving female pupils with a small, or no, peer group
- Attitudes to age may vary considerably; we strive for respect and tolerance for all

#### **Chelveston Road School Specifics**

- The curriculum shows no gender or age bias

### **Race Equality**

The purpose of this Race Equality Scheme is to show how the Trust is going to promote equality of opportunity for all irrespective of colour, ethnicity and culture. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the School. All School staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for racial equality and religious equality in order to ensure community cohesion.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our School ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider School community through our actions and responses.

We follow the procedures for reporting Racist Incidents as described in the Schools Racist Incidents Protocol (2012). This involves:

- Initial response e.g. to comfort victim and remind/reprimand perpetrator

- Recording the incident
- Investigate and take action including informing parents/carers and LA
- If required, LA Race Equality Team can be contacted for further help

The Trust has already made the following provision under the Race Relations Act:

- Jobs are open to all
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the Trust's policy for recruitment
- Pay is relative to experience and responsibility of the post
- All pupils/students and staff, irrespective of colour, culture or ethnicity, are given the same opportunities throughout the Trust
- Vocational opportunities which are not available on site are accessed through other providers

#### **Friars Academy specifics**

The Academy has identified certain areas of good practice where proactive steps have already been taken:

- Tolerance and celebration of differences is embedded in the Academy ethos
- Multi-cultural studies are part of the RSE curriculum but are also reinforced throughout the curriculum
- Community cohesion is promoted in RE, PSHCE/Careers and through English, Drama, Music and Art in particular
- Students undertake studies of specific countries in Geography as part of themed topics
- Different religions and beliefs are studied
- Festivals are celebrated

The Academy is aware of some areas for concern:

- It is anticipated that the Academy will have a small percentage of multi-cultural pupils
- The setting of the Academy allows little opportunity for students to experience a multi-cultural society

#### **Chelveston Road School specifics**

- Tolerance and celebration of differences is embedded in the Academy ethos
- Multi-cultural studies are part of the RSE curriculum but are also reinforced throughout the curriculum
- Community cohesion is promoted throughout the curriculum

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

This policy will be published in Autumn 2018 and the plan as appropriate. It will be disseminated through our website. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy, which sets out our priorities and supports these with specific and measurable objectives.

**The Trust will review the policy every four years. It is the responsibility of individual School to analyse whether our policy and related objectives have furthered the aims of the general equality**

**duty and in particular educational outcomes for all within the School community with reference to the protected groups.**

**References:**

“Developing a single Equality Policy for your school” Centre for Studies in Inclusive Education (2012)

- Race Relations Act 1976, amended 2000
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified in UK 1991)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the child (ratified in UK 1991)
- The Special Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of the United Nations Convention on the Human Rights of Persons with Disabilities (ratified by UK 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender Re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK 1986)



## EQUALITY OBJECTIVES: 2021 – 2023

### Equalities Information 2021 – 2023

The Public Sector Equality Duty 2011 has three aims under the general duty for schools settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how we will achieve these aims with regard to the protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
All	All	Promote the Equality plan to ensure stakeholders aware	All stakeholders	Publish on website, email to all staff, questions on parent/carer, student, staff survey	Headteacher	Publish by Autumn 2021	Staff aware of policy Parent/carers aware Students aware
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	All stakeholders	Map Inclusion across the curriculum	AHT additional Senior Curriculum Leaders	Ongoing	Pupils understand they have rights, how they can exercise their rights and understand how rights link to responsibilities
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential  Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups:  Disability: Dyslexia  Gender  Free School Meals  Ethnic minority	Staff to be fully aware of the different pupil groups in their class  Monitor attainment and achievement of all pupil groups	Senior Leadership Team and Governors	Ongoing	Analysis to reflect good progress by groups  Link to Pupil Premium for some
Eliminate unlawful discrimination, harassment and victimisation	Race  Religion or Belief  Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific needs  To continuation of themed days to broaden experience of different foods	All those with specific race, faith, cultural and health needs	Regular meetings with Chef and COO	Chef  Curriculum Leaders	Ongoing	Increased satisfaction with school meals

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
					Food Technology Lead		
Eliminate discrimination, harassment and victimisation  Fostering good relations	All	To ensure pupils are accepted for who they are and that racism, homophobia and any form of prejudice is challenged  Appreciate and value the differences in others  Challenge stereotypes: gender, ethnic background, culture, religion  Increase student knowledge about all aspects of SEND  Build on pupil awareness so that pupils can detect bias and challenge discrimination	Whole school	Anti-Bullying week  Reinforce in Assembly  Reinforce in Lessons	Teachers  Senior Leadership team  Governors	Focus for 2021 onwards	Reduction in racist/discrimination incidents

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
Advance equality of opportunity	Disability/All	To improve social and emotional skills for students to enable them to handle difficult situations	Students	Train staff to delivery small group and individual sessions to support targeted pupils in specific skills development	AHT Family Support Worker	Sept 2021	Better engagement with families
Fostering good relations	All	To promote good relations between people from different backgrounds  Improved understanding of local community and the diversity within it  Positive attitudes towards people with SEND	All stakeholders	Make use of disability images around the school sites  Invite representatives from diverse groups	Deputy Head Teacher  RE Leader Senior Leadership team  PHSE teachers	January 2021  Ongoing	Enterprise partnerships established
Advance equality of opportunity	Gender	To ensure that pupils/students of both sexes are equally involved in physical activity  Improved participation of girls in targeted sports activities	All pupils/students	Monitor attendance of all pupils/students at break/lunch sports activities  Continuation of girls group	PE leader	Autumn 2021	Evaluation of groups

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
Advance quality of opportunity	Gender	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping  Positive changes in options around work experience	All students	Provide activities that allow pupils/students to explore gender stereotyping in careers.  Careers Event	All Teachers  Careers and Future prospects leader	September 2021-23	Work experience programme in place in school community café
Sexual Orientation		To promote Emotional Health and Wellbeing of pupils/staff is of paramount importance	All students	Any derogatory comments made in regard to sexual orientation would be recorded on MyConcern, monitored and actions taken in accordance when necessary	All teachers	Sept 2021	Curriculum that develops an understanding of differences in families
Access to the curriculum	All	To make additional provision for individuals to meet needs and improve communication of individual needs  Continue to review and resource new curriculum.	All students	Audit resources	Curriculum leaders  All staff	July 2021-23	Curriculum resourced

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
Access to the curriculum		Extend reading resources – low ability, high interest level  Use of OT designed programmes  Clear person centred Individual Learning plans after transfer to EHCP	Less able readers  Students with sensory integration difficulties  Those with poor wellbeing	Supplement RW Inc. Reading wise  Define referral and evaluation process  Staff training  Trial projects  Draw up plans to encompass all aspects – travel, medical etc	Senior Leadership Team  AHT  Transitions and review leader	January 2022  Ongoing  Ongoing	Breadth of resources  Effective working  Evaluated programmes  Better engagement
Access to curriculum – Challenging behaviours	Disability	Better understanding of behaviour needs Reduction of impact of behaviour on access to learning  Better start to day	All students	Refine Individual Behaviour Support Plans	Senior Leadership team	September 2021  Annually	Review and refine

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/measures:
Access to information	Families with social difficulties	Increase impact of Family Support team and provide more support to families.			Family support worker	January 2022	Staff in post
	Communication difficulties	New parent/carers know about school access to key information and ethos for parents/carers					Family difficulties impacting less on school work
	All families	Improved introduction to school-personalised tours.  Display visual representations of key messages around school, on website, on screens			Transitions leader  Network Manager/apprentice	July 2021  Ongoing	Clarity of values and ethos