

# **AQUINAS Church of England Education Trust**

## **"Life - Transforming - Learning"**

---

Policy Title:	SINGLE EQUALITY SCHEME AND STATEMENT
Responsibility:	CEO
Review Body:	Board of Trustees
Date:	November 2019
Review:	November 2021

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- [Schools who published their equality objectives before March 2018 only] Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following Trust policies:

- Admissions Policy
- Complaints Procedures Policy
- Equal Opportunities Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The Trust fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities Policy.

This Single Equality Scheme (SES) integrates the general duties that apply to public bodies including academies, and extends to all groups with protected characteristics; specifically in relation to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The duties cover staff, learners and people using the services of the Aquinas Church of England Education Trust (the Trust) academies. (A person's age is a protected characteristic in relation to employment and services, but does not apply to learners in academies.)

The over-arching statement includes priorities and actions to eliminate discrimination and harassment for all and particularly those groups with protected characteristics. The aims of these duties are to:

- eliminate unlawful discrimination or harassment on the grounds of race, age, disability, sex, sexual orientation, religion or belief, gender reassignment, marriage or civil partnership, maternity or pregnancy;
- promote equal opportunities;
- promote positive attitudes towards and between disabled persons, persons of different racial groups and genders, and sexual orientation.
- ensure that no employee suffers disadvantage or discrimination because of a protected characteristic.

#### **THE TRUST'S EQUALITIES SCHEME/STATEMENT**

This scheme has been developed with the Trust's Christian values and principles as its basis. All employees are required to support the Christian ethos of the Trust in their professional life, in the tradition of the Church of England. Recruitment policies reflect the requirement as the law allows and admissions policies are formulated in accordance with the Code of Practice for Admissions for faith schools.

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the Trust's Christian ethos, the core of which is the ultimate worth and dignity of every human being before God. Central to the Trust's mission is the promotion and understanding of human diversity in the community which is positive and celebrated. No member of the Trust community shall suffer unfair direct or indirect discrimination on the basis of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the Trust's grievance and discipline policies.

The Trust recognises that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interests of securing sustainable equality or access and opportunity.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of Trust life, including:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extra curricular opportunities and participation
- Admissions and attendance
- Curriculum and options
- Staff recruitment, promotion and professional development
- Partnerships with parents and communities

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. Everyone is different and all should be equally valued. Everything that follows in this Policy is to help everyone involved make our academies real equal opportunities and inclusive environments.

### **AIMS**

- We aim to offer an education appropriate to each individual student's needs.
- With regard to the revised SEN Code of Practice index for inclusion and the social inclusion initiatives, we aim to ensure equal access to educational opportunities for all our learners, and the opportunity to reach levels of attainment appropriate to their ability.
- To encourage our learners to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- To ensure that every member of staff accepts responsibility for establishing a reasonable environment for debate and extending opportunities for controversial discussion. They will address widely held misconceptions to avoid the risk of learners with limited experience arriving at consensus views of doubtful validity.
- To ensure the provision of genuine equality of opportunity is inherent in the education the Trust offers.
- The curriculum opportunities must be open to all and post-16 provision must give access for both sexes to all subjects.
- The Trust will challenge any gender stereotyping, which leads to constraints on the development of learners' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The Trust will demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.
- We aim to ensure that everyone at our Trust academies, (staff, learners, parents, carers, contractors and visitors) are afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.
- We aim to ensure that active encouragement is given to all learners in order to enable them to develop fully their talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.
- We regard all our learners as being of equal value and will ensure that the needs of all learners are identified and met, and that they are able to achieve their full potential, helping to raise standards across the Trust.
- We aim to challenge in a positive way any form of prejudice, whether overt or covert, which contradicts this single equality scheme. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.
- We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the Trust will

maintain strong community/parental links and Aquinas Advisory Councils will give support to their academies and its stakeholders, to ensure an effective educational delivery.

- Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the Trust's equal opportunities policies.

## **RESPONSIBILITIES**

### The Trust Board

Through the Chief Executive Officer (CEO) and the Executive Headteachers/Headteachers/Heads of School (Heads) of the academies, the Board is responsible for:

- making sure that each academy complies with all equalities legislation;
- making sure that the fundamental Christian belief in the value of each person regardless of background or circumstances permeates the academy's ethos;
- making sure the single equality scheme is implemented and reviewed.

It will achieve these broad aims by:

- promoting equality as an explicit aim in each of the Trust and academy policies and ensuring it underpins all aspects of its work;
- ensuring the policy reflects belief in diversity that embraces individuals and promotes community spirit;
- ensuring that the policy is developed through wide consultation in the Trust, academies and with the wider community;
- ensuring no learners will be discriminated against in the provision of services offered to learners in relation to their education;
- ensuring all role descriptions include a commitment to equality and diversity as part of their specifications;
- ensuring that all recruitment, employment, promotion and staff development policies and practice reflect the ethos and requirements of equalities legislation; and
- incorporating equality targets into the Trust Action Plan and Academy Improvement Plan to ensure all individuals and groups, regardless of race, gender, disability or other factors achieve their potential and make good progress.

### Heads and Leadership Teams

Academy Heads and Leadership Teams are responsible for:

- making sure the single equality scheme is published and that the staff, learners and their parents and guardians and wider community know about it;
- ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory;
- making sure the single equality scheme is delivered and reviewed producing regular information for staff about the scheme and how it is working, and providing training for them on the scheme, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment, victimisation or discrimination.

### All staff

All staff are responsible for:

- treating each other and all learners with respect;
- examining the ideas and images in books and other resources and will challenge negative images and give all learners positive images;
- ensuring that displays, notices, meals, etc. in the academy reflects its multi-racial population;

- attending in-service training courses on equal opportunities will be encouraged. Staff will be expected to make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise their own prejudice where it exists;
- encourage the teaching and/or use of community languages;
- forging positive links with the homes of learners and their communities;
- preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation. Each academy will support victims of such incidents, on or off the premises;
- dealing with any form of harassment, and being able to recognise and tackle racial, gender or disability bias and stereotyping;
- challenging negative language and actions, re-educating and using sanctions where appropriate;
- promoting equal opportunities positive attitudes, and avoiding discrimination against anyone on the grounds of a protected characteristic;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities;
- being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern.

#### Staff with specific responsibilities

- The person in charge of student welfare in each academy is responsible for coordinating work on equality across the academy and dealing with incidents of harassment and victimisation.
- The person in charge of curriculum in each academy is responsible for ensuring that student curriculum choices and student attainment and progress do not reveal any embedded stereotyping or discrimination.
- The person with responsibility for extra curricular activities will monitor participation by minority groups.
- The person responsible for staff development is responsible for monitoring access to and participation in staff development with equalities in mind.

Guidance for staff for dealing with issues of prejudice and discrimination is attached at appendix 2.

#### Learners

- All learners should treat each other and staff with respect.
- All learners are valued for themselves and can expect to have their culture and language treated positively and with respect.
- Learners will be given the opportunity in the classroom to discuss and to identify and understand all forms of prejudice.
- Learners will have the opportunity to be involved in anti-bullying work and be able to contribute to the development of equal opportunities and other academy policies through the year and academy councils.
- If learners feel they have been abused or bullied they should report the matter immediately to their teacher/learning director/year co-ordinator/deputy/assistant headteacher (as appropriate). All learners can expect to be listened to and have their complaints investigated. If a student feels their complaint has not been properly dealt with they may take the matter to the Head.
- Learners who have suffered discriminatory behaviour, abuse, bullying or intimidation will be supported by the academy and in particular by their teacher/tutor/learning director (as appropriate). Anyone who has committed such offences will be dealt with appropriately – in the case of learners this may include exclusion from the academy.

#### Parents/carers, visitors and contractors

- Parents/carers are very important to each of our Trust academies and they have much to contribute to the single equality scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the Trust's single equality scheme.

- Each academy will discuss with parents/carers any incidents of discrimination, abuse or bullying and harassment incidents in which their sons or daughters have been involved.
- If parents/carers are aware of incidents of discrimination, abuse, bullying or harassment then they should contact their child's teacher/tutor/learning director/year co-ordinator/senior member of staff (as appropriate).
- Any visitors or contract staff visiting or working at an academy who become aware of any incidents of discrimination, abuse, bullying or harassment should report them to the Head or one of the senior staff. They should also abide by the code of conduct established by the academy in relation to the single equality scheme.
- Visitors and contractors are responsible for knowing and following the single equality duty.

#### Information

- Pastoral leaders will ensure that all learners will receive the information that they need on how to stay safe and make informed choices, especially those groups with protected characteristics.
- The IT department should ensure that internet filters do not block information about protected groups, e.g. about mental health issues, or lesbian, gay and bisexual issues.
- Each academy will proactively communicate information to parents and carers about the work it is undertaking on equality issues including tackling homophobia, racial incidents, disability and mental health issues.
- The Trust will publicise its ethos and belief that all young people are unique and entitled to live freely and make their own choices, i.e. to be themselves.

#### **IMPLEMENTATION**

- All of the Trusts policies and procedures will reflect the principles outlined in this single equality policy.
- The Trust will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.
- All subject teaching and pastoral programmes of study will take into account the objectives and guidelines within this policy.
- Information will be collected about learners' performance and progress in all areas of activity, including racial groupings, to analyse trends that could have an adverse impact on learners' attainment.

The principles of this policy will be applied to:

- Admissions and transfer procedures.
- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Student behaviour, discipline, punishment and reward.
- Exclusions (fixed term and permanent).
- Staff recruitment and career development.
- Membership of AACs.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers/tutors/learning director/mentors/counsellors (as appropriate).

All contraventions of this policy will be treated as disciplinary matters.

#### **PUTTING THE EQUALITIES POLICY INTO PRACTICE**

The Trust will provide training for all staff through the twilight programme. The Policy will be published as part of each academy's policy documentation, and will be made available to any staff, learners, parents or others who request it. Any breaches of this policy will be treated with gravity and dealt with via normal disciplinary procedures.

Additionally an accessibility plan is in place and regularly updated to ensure that progress is being made towards making academy opportunities increasingly available to learners with physical, emotional or cognitive disabilities.

Please see appendix 1 for the Trust’s statements on the promotion of disability, racial and gender equality.

**DATA PROTECTION NOTICE**

The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act (2018). The Trust complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust’s data protection policy and processes, and the IT policy. In addition, the Trust has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

**EVALUATION**

Heads, supported by the academy’s Aquinas Advisory Council (AAC), will be required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

Additionally, this policy will be monitored in line with our practice for the monitoring and review of all policies, to ensure its effectiveness through each academy’s self-evaluation processes. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, learners and parents understand and meet their responsibilities. The effectiveness of the policy will be confirmed by its impact upon the raising of all learners’ levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole Trust community. The statement will be reviewed annually.

The single equality scheme should impact upon all the policies and procedures in the Trust and all other academy policies and procedures will be assessed to ensure their compliance with this scheme.

.....  
Chief Executive Officer

.....  
Chair of Trustee

## PROMOTION OF DISABILITY EQUALITY

The disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA) 2005 and place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment and requiring that reasonable adjustments are made where needed.

### Promoting disability equality

This Trust operates in ways to ensure each and every person at our academies who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage. We will take reasonable steps to avoid disadvantage.

Disability equality will be inherent in the Trust's policies and woven into the culture of our Trust in practical and demonstrated ways.

Each year representatives of our disabled children, and/or their parents, will review each of the relevant academy's practices and procedures with the Learning Access Director/Special Educational Needs Coordinator. This will be reported to the Head.

Each academy will maintain information about all the academy members who have a condition that has a substantial and long term adverse effect on that person's ability to carry out their normal day-to-day activities.

Each academy will advertise the name of the designated lead professional for the disability equality scheme (DES), who in addition to the annual review, will also ensure that disabled academy members are involved in discussions about policy or practice changes that occur at times during the year.

The lead professional for DES will involve disabled academy members and others in the production, delivery, monitoring, and evaluation of disability equality which will be included in the annual Improvement Plan for each individual academy.

### Monitoring disability equality

- Heads will ensure that matters of confidentiality are dealt with appropriately. They will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that the academy has information about disability and health conditions.
- In order to monitor the effectiveness of our policies and practices, all staff members will be given the opportunity to raise personal issues throughout the school year.
- The academy will make sure learners feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.
- When admitting new learners to a Trust academy we will ensure information about disability is shared.
- When appointing new staff, we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.



- The HR Department will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the CEO who in turn annually updates the Trust Board.
- The lead professional for DES will collate information about the educational opportunities available to and achievements of disabled learners based on data collection and on student/parent interviews. The results will be reported to the Head, together with an evaluation of the efficacy of the academy's arrangements for disability equality.

#### Developing disability equality

Each lead professional for DES will gather together all the information relating to disability equality in order to inform the Improvement Plan (SIP) for the academy. The SIP will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our disability equality scheme will be its impact on disabled children and adults. The review process will focus on the extent to which we have taken the right actions and the extent to which activities do not inadvertently disadvantage disabled learners, employees, parents and carers and any other disabled people using the academy's facilities.

All SIPs will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled learners though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled learners who also have special educational needs.

As well as evaluating the actuality of the impact of our policies and practices, the lead professional will seek the perceptions of disabled learners and their parents and report this to the Head.

#### Monitoring

- The impact of policy and practice will be monitored against the stated goals of the SIP and any subsequent action.
- Academy leaders will evaluate the impact of policy and practice using the published success criteria.
- AAC will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of the AAC meeting.

A decision will be made each year by the Head, on the recommendation of the Lead Professional for DES and based on the actual number of learners and staff who are disabled, as to the method of gathering the perceptions of disabled learners and/or their parents and members of staff. The outcomes will be recorded, considered by leadership, reported to the AAC and acted upon accordingly.

The lead professional for DES will maintain records of the Disability Equality scheme and the subsequent annual action plans. The disability equality scheme will be reviewed every three years. Involvement of parents, carers and learners will be maintained throughout the school year.

The views of the AAC will be contained in the minutes of meetings of the AAC.

Every effort will be made to use plain language in the action plans to secure maximum clarity and understanding.

Each academy will document and maintain records with regard to:

- Disability equality consultations, including staff member/student/parent/community members.
- Disability equality recruitment, retention and development.
- Disability equality educational opportunities, achievements and development of disabled learners.

## **PROMOTING RACIAL EQUALITY**

This section reflects the general duties of academies in respect of race equality.

The general race equality duty requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Aquinas Church of England Education Trust is a multi-cultural, multi-racial community. We believe that everyone in the Trust is of equal value and should have equal opportunities in school and the community, and in life.

With regard to the statutory code of practice on the duty to promote race equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of activity.

### Aims

- Our main aim is to offer an education appropriate to each individual student's needs regardless of their race, colour, ethnic or national origins, or religious beliefs.
- With regard to the provisions of the Equality Act 2010 and the Public Sector Equality Duty, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of activity.
- We aim to ensure that everyone at our academies (staff, learners, parents, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.
- To take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress; and their experience of disciplinary measures (such as exclusions), admissions, or assessment. This will be reflected in individual development plans (IDPs), with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all learners.
- To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.
- To prepare learners to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The citizenship education programme and the agendas of year and academy councils will play key roles in achieving this objective.
- Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to this policy.
- To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds.

### Developing racial equality

- All learners will be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for themselves and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of learners with limited experience arriving at consensus views of doubtful validity.

- The provision of genuine equality of opportunity must be inherent in the education our academies offer. Curriculum opportunities will be open to all. Our academies will challenge any gender stereotyping, which leads to constraints on the development of learners' abilities and aspirations and will include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- Our academies will demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.
- More specifically this means the following codes of practice for staff, learners, parents and carers, visitors and contract staff.

All of the provisions of the over-arching single equality scheme apply to the racial equality provisions.

### Monitoring

Each academy will document and maintain records with regard to:

- Race equality consultation record, including staff member/student/parent/community members.
- Discussions relating to race equality, with staff member or other adult. (This record may be completed by the individual academy member, or by the staff member conducting the discussion. If issues of confidentiality arise, the record may be completed anonymously and coded for accountability purposes.)
- Discussions relating to race equality, with student or other young person. (This record may be completed by the individual academy member, their parent or carer or by the staff member conducting the discussion. If issues of confidentiality arise, the record may be completed anonymously and coded for accountability purposes.)
- Race equality recruitment/retention/development record including race distribution in relation to staffing appointments/establishment.
- Racial equality education record, including educational opportunities, achievements and development of learners and staff.

### **PROMOTING GENDER EQUALITY**

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of treatment between males and females.
- Protect the dignity and privacy of transgender persons.

The production of this gender equality guidance, within the single equality scheme, provides a framework for integrating gender equality into all aspects of Trust and academy life and demonstrates how the Trust will seek to fulfil the specific duty.

### Note: definition of 'gender'

'Gender' in this context refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities. It is not directly to do with the biological differences between male and female.

### Aims

- To seek to ensure that there is a fair gender balance so far as is possible.
- To provide successful positive role models from both gender groups to support our work-related learning programme.
- To identify and seek to eliminate stereotypes in curriculum content. In particular, to challenge perceptions that certain subjects are appropriate mainly to boys. For example, science and technology are seen as 'male' subjects whereas English, languages, drama and food technology are traditionally 'female' subjects and should be studied by girls.

- Opportunities to participate in all types of sports and also in dance will be equally available to boys and girls.
- Programmes will target underperformance by certain groups of boys.
- Sex education will include gender specific programmes to deliver sexual health education.
- Discrimination, bullying, harassment of all children, young people and adults will be dealt with according to our stated policies, regardless of gender.
- To ensure that the lettings policy does not have any unnecessary discriminatory elements. In particular to look at the safety and security provision for evening lettings.
- Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the principles of this policy.
- To ensure that our admissions and exclusions patterns operate fairly and are not biased towards one or other gender.
- To challenge sexist behaviour in whatever form it takes. We shall actively encourage boys and girls to respect each other as equals and make clear the unacceptable nature of violence, especially against girls and women.
- The Trust and academies must be seen to seek to employ, promote and train men and women equally at all levels and in all phases of education and childcare.
- We will not tolerate harassment of people based on their gender or transgender status.
- To encourage parents and carers of both genders to attend parents' evenings and to become involved in the academy's learning environment.

#### Developing Gender Equality

- Each lead professional for Gender Equality will gather together all the information relating to gender equality in order to inform the Improvement Plan for the academy (SIP). The SIP will incorporate success criteria against which progress will be measured.
- The review process will focus on the extent to which we have taken the right actions and the extent to which academy activities do not inadvertently disadvantage either gender.
- As well as evaluating the actuality of the impact of our policies and practices, the lead professional will maintain a voice for all learners, staff, parents and carers to evaluate whether the Trust and academies is carrying out its duties in the context of gender equality.
- The Head will formulate a response on the progress made and the impact of policy and practice..

Each academy will document and maintain records with regard to:

- Gender equality consultation record, including staff member/student/parent/community members.
- Discussions relating to gender equality with staff member or other adult. (This record may be completed by the individual academy member, or by the staff member conducting the discussion. If issues of confidentiality arise, the record may be completed anonymously and coded for accountability purposes.)
- Discussions relating to gender equality with student or other young person. (This record may be completed by the individual academy member, their parent or carer or by the staff member conducting the discussion. If issues of confidentiality arise, the record may be completed anonymously and coded for accountability purposes.)
- Gender equality recruitment/retention/development record including gender distribution in relation to staffing appointments/establishment.
- Gender quality education record, including educational opportunities, achievements and development of learners and staff.

What to do if we witness actions which are prejudice?	How do we report these/record?	What sanction?
<p><b>Situation 1:</b> <b><u>Misuse of terms that may offend</u></b></p> <p><i>'That's so gay', 'that is mental', 'stop acting like a girl'...</i></p> <p><b>To deal with this</b> – you <b>MUST</b> challenge the student. Something like 'why have you just said this? Why use this term in a negative way? How might your actions have caused offence? That's totally inappropriate, do you know why?'</p>	<p>After each situation <b>YOU MUST</b> log this on your academy reporting system.</p>	<p>Challenging a first time incident should hopefully make the student think twice before acting in this way again <b>SO NO FURTHER SANCTION</b> is required for a one-off incident.</p> <p>However, <b>IF REPEATED</b>, the form tutor needs to <b>'re-educate'</b> the student.</p> <p><b>MORE THAN 2 OCCASIONS</b> = sanctions according to the behaviour and anti-bullying policies.</p>
<p><b>Situation 2:</b> <b><u>Direct name calling</u></b></p> <p><i>"You are gay/queer/homo...", 'you are a spastic'</i></p> <p><b>To deal with this</b> – If you deem that what the student has done has caused offence to another or their aim was to cause offence you should challenge (as with situation 1) <b>BUT</b> also refer this to the student's form tutor/pastoral leader. It is also <b>ABSOLUTELY CRUCIAL</b> that you support and care for the victim.</p>	<p>AS ABOVE</p> <p>BUT the <b>form tutor/pastoral leader MUST</b> be involved.</p>	<p>The form tutor/pastoral leader <b>MUST</b> give a sanction, e.g. a phone call home, detention, community service...</p>
<p><b>Situation 3:</b> <b><u>You are told by a student that they have witnessed or been a victim of some form of prejudice/discrimination.</u></b></p> <p><b>To deal with this</b> – tell the student that you will refer this to the form tutor (and then maybe the pastoral leader if you deem it very serious) to investigate.</p>	<p>AS ABOVE</p> <p>BUT the <b>form tutor/pastoral leader MUST</b> be involved.</p>	<p>This will totally depend on the investigation by the form tutor/pastoral leader.</p> <p>The form tutor/pastoral leader should continue to follow the academy's behaviour and anti-bullying policies for an appropriate sanction.</p>