

The Yare Education Trust

Equality Information and Objectives (public sector equality duty) Statement for Publication

Known as
Single Equality Scheme

September 2016



**THE
YARE EDUCATION
TRUST**

Equality Information and Objectives

Forward

“This Single Equality Scheme brings together the Trust’s approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole Trust and schools – students, staff, trustees, governors, parents and carers and all those within our extended school community.

We regard this scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s Children and Young People’s Plan.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

Chair of the Trustee Board

In support of the Trust’s Equality Policy, the Trustees of The Yare Education Trust will:

- Continue to ensure the schools within the Trust follow the policies and procedures set out to ensure equality for all members of our community who share protected characteristics.

To eliminate unlawful discrimination:

- The Trustees will monitor all available data (including employment records, reported harassment or victimisation for either staff or students), continue to record any racist incidents between students and take such measures as to reduce and ultimately aim to achieve zero recorded incidents.

To advance equality of opportunity the Trustees will:

- Report on the progress to ensure the schools within the Trust move towards full compliance with DDA (Disability Discrimination Act) requirements for the sites.
- Record all requests and outcomes of requests relating to changes in employment terms from all people who share protected characteristics to assess appropriate response set against student needs.

To foster good relationships, the Trustees will:

- Ensure an appropriate curriculum is delivered to all students.
- Ensure that all staff are aware of the Trust's Equality Policy and practice.
- Use (and record the use of) Restorative Justice to resolve potential conflict and educate parties as to the impact of their actions upon others.

Whilst Trustees believe the schools currently exhibit excellent practice in all of the above areas, the forthcoming academic year will be used to draw together existing data against which future targets can be measured.

The Protected Characteristics covered are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – ethnic or national origins, colour or nationality
- Religion or belief
- Sex
- Sexual orientation

1. What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) covers a three year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme. This will be reviewed by the Board of Trustees and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2. Meeting Our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

The Yare Education Trust has a clear process for dealing with racist incidents, as set out in Appendix A of this document.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled people' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the schools to increase access
3. Make written information available to students in a range of different ways

We must ensure that disabled students do not receive less favourable treatment and to do this the schools within the Trust have a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. The Yare Education Trust considers that this had been addressed through the implementation of the Modern Reward Strategy and unified conditions of pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The schools within the Trust will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme to make it easier to monitor progress and performance in meeting our objectives.

Reporting on community cohesion will, again, be via each school's Self Evaluation Form.

Age, Sexual Orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3. Our Trust Values and Vision

The Trust's vision is available on the Trust's website which incorporates the values and vision of each individual school within the Trust. Meeting the duties described above will mean that all our actions will embody our Trust's key principles and values.

The Trustees statement value of:

- Valuing every individual and promoting their right to learn and grow.
- Providing every individual with the best available learning opportunities and experiences.
- Recognising and celebrating the efforts and achievements of every individual.
- Recognising our responsibilities in serving our local community.

5. Collecting and Analysing Equality Information for Students in The Yare Education Trust

The Yare Education Trust is fully inclusive. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our students, which can be found within each school's Self Evaluation Form. Resulting actions, if required, can be seen within each school's School Improvement and Development Plan.

Information gathering includes:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended Schools activities/extra-curricular activities (for example, school trips)
- Complaints of bullying and harassment
- Participation in the Student Council
- Examination data (including Raise On-Line)

This data again feeds into the Self Evaluation Form from which any resulting actions plan will be constructed.

6. Collecting and Analysing Equality Information for Employment and Governance at The Yare Education Trust

The Yare Education Trust and all schools which form the Trust are committed to providing a working environment free from discrimination, victimisation and harassment.

The Yare Education Trust also aims to recruit an appropriately qualified workforce and local governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

This is collection via the application process documentation.

7. Consultation and Involving People

We involve students, staff, trustees, governors, parents and carers and our wider school community in creating the Single Equality Scheme. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan.

8. Other Trust Policies

We have used our existing Trust policies to inform our Single Equality Scheme. All policies will take due and appropriate regard to our Single Equality Scheme.

9. Roles and Responsibilities

- The Trustees and Local Governing Bodies will ensure that each school complies with statutory requirements in respect of this scheme.
- The Principal/Headteacher of each school is responsible for the implementation of this scheme and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equalities issues.
- Our students have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

10. Commissioning and Procurement

The Yare Education Trust is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

11. Publicising our Scheme

Our scheme will be publicised including:

- On the Trust website
- Staff and parent newsletters – updates and reminders
- Staff and student induction
- Being made available to the local community and voluntary groups, on request.

12. Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and what has been done with this information.
- The outcomes of involvement activities from minority groups
- An update of the progress made against priorities
- Celebrating what had been achieved in relation to promoting community cohesion

Resulting action will be identified via each school's Self Evaluation Form and so into the Trust Improvement and Development Plan.

13. On-going Evolvement of Our Scheme

We will continue to involve people from all aspects of our school community in the on-going evolvement of our Single Equality Scheme and Action Plan.

Appendix A
The Yare Education Trust
Procedure for Dealing with Racist Incidents

Students need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The Trust's commitment to an anti-racist stand-point and regard for diversity issues and approaches is reflected in each school's aims and vision.

The Trust aims to create an environment where no one should experience racial harassment, whether directed at them or a fellow student.

Strategies to Encourage Positive Student Behaviour

All staff promoting positive attitudes, language and behaviour amongst students at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight diversity issues and the needs to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect, for example, ignorance by any member of the school community of a student’s cultural practices which causes the students to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racial jokes and vocabulary, graffiti, racist badges and literature.

Referral

Students will be encouraged to inform staff of racial incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to diffuse the situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of his or her behaviour.

A racial incident sheet will be completed and passed to the Principal/Headteacher without delay.

The Principal /Headteacher will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all students involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Principal’s office.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Principal/Headteacher) must inform the Trustees.

Staff will be informed of students involved in a racial incident or of any potential incidents and what action to take.

Record of Racist Incident



Record of Racist Incident - to be retained in school

Date of Incident:

Victim(s):	
Perpetrator(s):	
Incident reported by:	
About the victim:	About the perpetrator:
Ethnic Group:	Ethnic Group: <i>Enter code from list</i>
Gender:	Gender: <i>Enter M or F</i>
NC Year Group:	NC Year Group: <i>Enter figure or S for staff member. P for parent. A for other adult</i>
Asylum Seeker:	Asylum Seeker: <i>Tick if asylum seeker</i>
Description of Incident:	
Action Taken:	
Incident Dealt with By:	Date:
Monitored By:	Date:
Reported to Parents:	Date:
Reported to Governors:	Date:
Reported to the Trustees:	Date: