Single Equality Scheme Framework Policy

1.0 Aims of the Single Equality Scheme

- To articulate the Trust's commitment to equality; which permeates all Trust policies, provisions and practices
- To ensure that everyone who belongs to, or comes into contact with, our school communities are valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under Equalities legislation in one document

2.0 Purpose of the Equality Scheme

This Equality Scheme is our Trust's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity.

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plans
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity
- promote equality of opportunity
- promote positive attitudes to all aspects of social identity and diversity
- encourage participation by people with disabilities and people representing different aspects of social identity in public life
- respect diversity, by understanding that treating people equally is not just treating them the same and to take steps to take account of difference even where that involves treating some people more favourably than others
- take proportionate action to address the disadvantage faced by particular group of pupils
- Promote community cohesion, developing good relations across different cultures, ethnicities and religions
- seek the views of all groups affected by the policies and work of our school and to try and involve them in our policy reviews

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate and relevant to the equality issues within our school and relevant to our provisions, criteria and practices (PCPs). This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes.

3.0 Meeting our duties

The Public Sector Equality Duty (PSED) was introduced by the Equality Act 2010 and applies to all schools, including maintained and independent schools, academies, maintained nursery schools, and maintained and non-maintained special schools.

The PSED has 3 main elements
These are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not share it

The 3 elements are taken from paragraph 5.1 of guidance published by the DfE.

Under these statutory duties all our schools and settings will have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity and participation in all aspects of school life
- Promote positive attitudes and good relations between all members of the school community and the wider world.
- Deal with any incidents of discrimination.
- Take steps to promote inclusion for all

4.0 Action Plan

An Action Plan linked to our objectives accompanies this Equality Scheme for each school and setting which identifies what we will be doing over the coming year and beyond to make our schools and settings more accessible to the whole community, irrespective of background or need.

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils, colleagues or visitors) we need to be best placed to help all who come or may come to our school.

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Executive Leadership Team, Locality Committee (LC) and Trust Board via Prosight. Equality objectives have been identified through consultation with key stakeholders.

This action plan is understood and implemented by all staff and is available on Prosight. It will be made available in different formats and in different languages on request to the school office.

5.0 Consultation and participation

The legislation states it is important that the minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and priorities for action plans.

To ensure equality of voice the consultation process should involve a true cross section of representatives from the community, so where possible we have gathered the views of pupils, staff, governance and the wider community.

6.0 Information gathering

6.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also

subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Schools and settings must use the attached template (see Annex A) to record data and plan appropriate actions.

6.2 Types of information gathered

Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements. The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school or setting representing the different protected characteristics. This helps us develop and monitor the scheme.
- pupil attainment and progress data relating to different groups
- uptake of the extended school offer by group
- suspensions and exclusions data analysed by group
- records of bullying (peer on peer) and harassment on the grounds of any equality issue
- data on the recruitment, development and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage

6.3 Collecting and analysing equality information for pupils

Each individual school or setting will collect and may analyse the following equality information for our pupils/students:

- Gender
- Ethnicity
- Religion
- Languages spoken at home other than English
- Traveller Status

All of this information is requested at the registration of a child to the Trust and is recorded on the child's personal school record. We also monitor; attendance and attainment/progress.

6.4 Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse).

Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

7.0 Roles and Responsibilities for Implementing the Single Equality Scheme

7.1 The Trust Board will:

- ensure that our schools and settings comply with all relevant equalities legislation
- ensure that people are not discriminated against when applying for jobs at our Trust on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- ensure that no child is discriminated against whilst in our schools or settings on account of their race, gender, disability, faith/religion etc

7.2 The Academy Head, local manager or CEO will:

- include action plans arising from the Scheme as part of our School Development Plan
- implement any actions necessary
- evaluate and review the Scheme every three years
- evaluate the objectives and action plan yearly
- ensure that the equality and diversity budget is allocated in consultation with colleagues and having due regard to supporting the implementation of the planned curriculum by providing effective resources and training where necessary/appropriate draw up, publish and implement our Trust's equality objectives, following extensive consultation
- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that staff understand the broad legal definition of disability
- ensure that the Scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils, for our Trust as an employer or for our local community
- ensure that the ELT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies
- take all reasonable steps to ensure that our setting environment gives access to people with disabilities, and also strive to make our communications as inclusive as possible for parents, carers and pupils
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc
- ensure that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of academic life
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- report any incidents of racism in accordance with the Equality Act guidance
- deal with complaints of discrimination and harassment speedily and according to Trust policies, Local Authority and national guidelines and notify complainants of the outcome and actions taken
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc

7.3 All Staff in our Trust will:

- accept that this is a whole Trust issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Trust's Equality Scheme and its Equality Objectives
- strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures for reporting incidents of racism, harassment or other forms of discrimination
- ensure the peer support programme within our Trust promotes understanding and supports pupils who are experiencing discrimination.

7.4 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 any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

7.5 Parents/Carers will:

- Have access to the plan;
- Be encouraged to support the plan;
- Have the right to be informed of any incident related to this plan which could directly affect their child.

8.0 Dealing with discrimination:

This scheme should be read in conjunction with the following Consortium policies which reference our commitment to equality and respond robustly to any incidents of discrimination:

- Safeguarding and Child Protection
- Behaviour and Inclusion
- Whistleblowing
- Appraisal and capability
- Recruitment and retention
- SEND
- RSHE
- Intimate care
- Supporting children with medical conditions
- Sickness and absence

9.0 Accessibility

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

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways

10.0 Staffing and employment

The Trust is committed to providing a working environment free from discrimination, victimisation, and harassment. We also aim to recruit an appropriately qualified workforce and a governance level 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. We will monitor recruitment and retention and will:

- 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 unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- 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

All Trust schools and settings must use the approved Trust Application Form when recruiting staff. This form includes their standard Ethnic Monitoring form which analyses race, religion, age and disability.

11.0 Curriculum Development and delivery

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement, through a broad, rich and inclusive curriculum.

To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor data by ethnicity, gender and disability and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society and the wider world and to ensure that pupils have regular opportunities to learn about human circumstances which differ from their own in terms of disability, ethnicity, culture, religion, national origin, status, gender and sexuality.
- use materials that reflect the diversity of the school/setting, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and ensure sufficient opportunity to challenge bias or stereotypical views based on disability, ethnicity, culture, religion, national origin, gender or sexuality.

12.0 Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all Trust policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

All of the Trust's policies are reviewed by staff, Trade Unions and Trust Board on a regular basis. These reviews include a statement on equality impact.

- Work towards the elimination of discrimination and harassment.
- Promote equality and opportunity for all.
- Promote good relations between different groups (within the school community and beyond) acknowledging
- and celebrating differences.
- Encourage participation by minority groups

13.0 Publicising our scheme

The SES will also be published through the Trust website on the Policy tab.

14.0 Commissioning and Procurement

The 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.

15.0 Monitoring and Evaluation

This scheme will be reviewed annually by staff and school/Trust governance to ensure it remains fully compliant. The scheme will be revised every three years to take account of any amendments.

Our analysis of quantitative and qualitative data will be used to assess the impact on groups based on disability. SEND, ethnicity, culture, language and gender.

Annex A

Single Equality Scheme Action Plan template

Heading	*Actions*	*Who*	*When*	*Impact and next steps*
ACCESSIBILITY/ DISABILITY **Review Accessibility plan* **Analysis of pupil data inc progress and attainment*	•			
RACE **Promote equality of opportunity* **Eliminate unlawful discrimination* **Eliminate racist harassment* **Promote good relations between different ethnic groups*	•			
GENDER **Analysis of all pupil achievement and performance by gender* **Promote equality of opportunity* ** Range of gender friendly teaching styles and strategies*	•			
SEXUAL ORIENTATION **Promote equality of opportunity* **Eliminate unlawful discrimination* **Eliminate racist harassment*	•			
CURRICULUM FOR EQUALITY **Extracurricular opportunities* **Relationships with others/PSHE* **Resources*	•			
COMMUNITY COHESION **Targeting underachieving groups* **Family learning* **Parents and the community* **Global Links*	•			

ALL EQUALITIES **Staff and LC representation* **Exclusions* **Training needs*	•			

Document Control

Changes History

Version	Date	Amended By	Details of Change
V2	09/12/2019	HoS Curriculum Innovation	Updated terminology
V3	23/11/2022	HoS Curriculum	Clarification of roles and responsibilities
V4	23/09/2025	CEO	Scheduled review, including action plan template

Approval

This policy will be reviewed every 3 years by the CEO or as required by changes in legislation.

At every review, this policy will be approved by the Executive Committee.

The policy was last approved by the Executive Committee on 13/10/2025.

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