

Pickwick Academy Trust



Single Equality Scheme

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Ratified by the Board: June 2019

Next review date: June 2020

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“Working together to provide the best for our children”

1. Context

Our Vision:

To work together to provide the best schools and outcomes for our children.

Our Strategy:

- ***Harness our collective expertise to drive school improvement and realise the best for all children and adults working and learning in our schools***
- ***Celebrate and communicate the successes in our schools to encourage aspiration and innovation***
- ***Provide support and challenge for each school so that every child meets their full potential***

Our Values:

Our vision, strategy and mission is underpinned by our moral purpose to provide the best education and curriculum for the children we serve, and is based on the values of: aspiration; collaboration; inclusion; enjoyment and nurturing relationships, with the intention of empowering children to become life-long learners.

We provide a strong ethical framework that enables children to make thoughtful, positive choices, and are committed to providing a high quality and educationally stimulating learning environment, led by exceptional staff.

Expectations

We expect high levels of performance from all Trust Schools, recognising that each school’s individual journey to success will differ based on its context. Consequently, we encourage a range of approaches and enable Local Governing Bodies (LGB) the freedom to manage in the best interest of their communities. This freedom is based on the requirement to keep their school:

- ❖ Safe
- ❖ Solvent
- ❖ Structurally sound
- ❖ Legal and compliant
- ❖ Educationally inspiring

Working Together - Putting our Vision into practice

Pickwick Academy Trust will achieve this vision by:

- ✓ Personalising learning to match need, recognising that success can look very different for individual children
- ✓ Having high expectations that are intrinsic in everything we scheme and deliver
- ✓ Delivering focused, effective, creative teaching and learning opportunities that are enjoyable
- ✓ Providing a strong ethical framework that enables children to make thoughtful, positive choices
- ✓ Celebrating and sharing success and achievements
- ✓ Creating an environment that suits new and developing ways of learning
- ✓ Developing and investing in a highly skilled workforce within the Trust and beyond

- ✓ Becoming a centre of excellence in education, pioneering innovative methods of teaching and learning that have a positive impact on achievement
- ✓ Collaborating with partners in local and wider communities to ensure collective responsibility for pupils and their families
- ✓ Working within the Trust to guarantee sustainable and long-term economic security for the benefit of our children.

How we conduct ourselves – Our professional behavior

Principles

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children. This responsibility extends to a duty of care for those adults employed, commissioned, or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motives and intentions.
- Adults should be seen to work in an open and transparent way.
- The same professional standards should always be applied regardless of individual characteristics which include age, disability, gender, language, race, religion or belief and/or sexual orientation.
- Adults should monitor and review their practices and ensure they follow the guidance in the Trust's Code of Conduct.
- The Trust receives a substantial income from public sources. It is essential that the Trust maintains the highest standards of conduct in financial matters and seeks to maintain high standards of integrity and ethical behaviour. Financial procedures and regulations are in place and employees are expected to ensure that decision making is open and fair and complies with these.

The Equality Act 2010 requires schools to have a Single Equality Scheme which means schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following policy guidance is intended to support Trust schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

2. Equality and the law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

1. Admissions
2. The way it provides education for pupils
3. The way it provides pupils access to any benefit, facility or service
4. Excluding a pupil or subjecting them to any detriment

The Single Equalities Schemes must be published on each School website and outlines the actions proposed to be taken to meet the duties in the Equality Act in respect of the above protected characteristics.

3. Equality Policy Statement

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background.

We aim to provide fully inclusive Trust Schools in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

4. Implementing the equality mission statement

“Providing high quality teaching and learning for every child.”

We aim to ensure that every pupil makes good progress and achieves well by:

1. Using fully inclusive teaching and learning approaches to engage all our pupils;
2. Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required;
3. The rigorous analysis of pupils’ progress to determine and inform the strategies we will use to support groups of pupils and individuals.
4. Setting challenging targets for all pupils;
5. Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability;
6. Promoting attitudes and values that challenge all discriminatory behaviour and prejudices;
7. Providing pupils with opportunities to celebrate their own and others cultures.
8. Seeking the positive involvement of all parents / carers in their child’s education;
9. Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

Central role of all Trust staff

Trust staff will implement the School’s own Single Equality Scheme by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All School staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher who will take appropriate action.

The role of the Headteacher/Head of School

The Headteacher/Head of School has overall responsibility for the implementation of the School's own Single Equality Scheme and will ensure that all members of staff are aware of the Scheme and equality guidelines are applied fairly in all situations.

The Headteacher/Head of School is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The role of the Local Governing Body (LGB)

The LGB will set out its commitment to equal opportunities by:

- ✓ Ensuring that the school's own Single Equalities Scheme is consulted on, published and regularly reviewed.
- ✓ Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- ✓ Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- ✓ Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- ✓ Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- ✓ Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

Related policies, Statutory Documents and School policies:

- Attendance Policy
- Admission Arrangements
- Accessibility Scheme
- Anti-Bullying Policy
- Safeguarding Policy
- E Safety Policy
- Educational Visits and Transport Policy
- Supporting Students with Medical Condition Policy
- Behaviour Policy including exclusions
- Special Educational Needs and Disabilities Policy
- Whistle Blowing Guidance

Statutory Documents:

1. Equalities Act 2010
2. UN Convention on the Rights of the Child
3. UN Convention on the Rights of People with Disabilities
4. Human Rights Act 1998.

Development of Single Equalities Schemes

It is a requirement that the development of a Single Equalities Scheme and the actions within it have been informed by the input of staff, pupils and parents and carers. Schools will achieve this by using:

- + Feedback from the Parent/Carer Questionnaires, Open Evenings, parent-school forum meetings, Headteacher surgeries.
- + Input from Staff Surveys or through staff meetings and training.
- + Feedback from the School Council, PSHE lessons, whole school pupil surveys.
- + Issues raised during Annual Reviews or reviews of progress on individual education programmes and mentoring and support sessions;
- + Feedback from the PTA or Friends Associations.

Review of progress and impact

The Trust Single Equality Scheme has been agreed by our Trust Board following discussions with the founding Headteacher and central Trust staff. In line with legislative requirements, we will review progress against the Equality Scheme annually and review the entire scheme and the identified actions on a three year cycle.




Publishing the Scheme

In order to meet the statutory requirements it is essential to publish a School Single Equality Scheme, the Trust will also publish its scheme on the Pickwick Academy Trust web-site; Schools are expected to publish their Scheme on their web-sites. There is also a commitment to raise awareness of the Scheme through the founding Headteacher meetings, Chair of the LGB termly meetings with the CEO and staff meetings at School level. Paper copies of the Trust and School Single Equality Schemes are available for all interested parties.

5. Review of this scheme

The Trust Scheme will be reviewed at least every three years by the Trust Board and will include consultation with Trust school's LGB. The Trust will monitor the application and outcomes of this Scheme to ensure it is working effectively.

Action Plan - December 2017 – December 2018

Action	Who is Responsible	Time Scale	Impact	Achieved
To ensure all Trust Schools have up to date Single Equality Schemes (SES) in place	CEO	January 2018	The Trust is legally compliant with Equality legislation	Feb 2018 
To ensure the Trust SES and Schools SES are published on their web-sites	CEO	March 2018	Parents, carers and the wider community have access to ESE documentation	May 2019 
To ensure that appropriate Trust policies also have an Impact Assessments	CEO	On-going	As the Trust grows and develops policies will constantly be written including Impact Assessments which will demonstrate commitment to equality	May 2019 

Action Plan - June 2019 – June 2020

Action	Who is Responsible	Time Scale	Impact	Achieved
To ensure that all Trust Schools:				
Have updated their Sex & Relationships Policy in line with changes in regulation, shared with staff, parents & LGBs and implemented	CEO	December 2019	Schools are compliant with new regulations	
Have an up to date Accessibility Plan, shared	CEO	December 2019	All Trust Schools are accessible and do not discriminate	

with staff & LGBs and implemented			against staff, pupils, parents with accessibility challenges	
Have achieved the UNICEF Rights Respecting Award	CEO	June 2020	All Trust Schools can evidence their commitment and practice around respecting the rights of children	
Are taking effective action to address all forms of bullying, including homophobic and transgender	CEO	December 2019	Trust Schools know how to deal with, and deal appropriately with all forms of bullying	
Proactively identify and check their vulnerable groups transferring this info to their Single Equalities Scheme (SES)	CEO	March 2020	Groups of pupils who may be vulnerable to underachievement due to their ethnic background are identified and checked. Action can and is taken as appropriate.	
Have a clearly articulated approach to identifying and supporting pupils and adults with mental health issues; and have a designated mental health lead	CEO	March 2020	Pupils and adults suffering with mental health issues are identified and supported appropriately by all Trust Schools.	