

# Pickwick Academy Trust



## Single Equality Scheme

<b>Policy Group:</b>	<b>Trust Document</b>
<b>Policy Ref:</b>	<b>n/a</b>
<b>Responsible Reviewing Officer and Job Title:</b>	<b>James Passmore CEO</b>
<b>Date Written:</b>	<b>June 2020</b>
<b>Date Approved by the Board:</b>	<b>14 July 2020</b>
<b>Date of Next Review:</b>	<b>June 2023</b>

## **1. Introduction**

- a. This Single Equalities Scheme is written in line with the Vision, Strategy and Values of Pickwick Academy Trust. It is intended to support our schools to produce their own Equality Information objectives statement to meet the requirements of the Equality Act (2010).

## **2. Purpose and Scope**

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

## **3. Our Vision**

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

## **4. Our Strategy**

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

## **5. Our Values**

- a. 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.
- b. 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.

## **6. Our Expectations**

- a. We expect high levels of performance from all Pickwick Academy 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 Governance Committees (LGCs) 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

## **7. Working Together – putting our vision into practice**

- a. 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 plan and deliver.
  - Delivering focused, effective, creative teaching and learning opportunities that are enjoyable.
  - Engaging deeply with families and the community and working with parents as partners in their children's education
  - 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.

## **8. How we conduct ourselves – our professional behaviour and principles**

- a. The welfare of the child is paramount.
- b. 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.
- c. 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.
- d. Adults should be seen to work in an open and transparent way.

- e. 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.
- f. Adults should monitor and review their practices and ensure they follow the guidance in the Trust's Code of Conduct.
- g. 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.

## **9. Roles, Responsibilities and Accountabilities**

- a. The Chief Executive Officer will ensure the Trust's Single Equalities Scheme feeds into individual school Equality Information objectives statements and is responsible for ensuring actions are achieved and reports are prepared and routinely presented to the Trust Board.
- b. Heads of School/Headteachers will follow this document and furthermore will implement the school's own Equality Information objectives statement 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.
- c. Acts of harassment and victimization are unacceptable and will not be tolerated within the school or Trust community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.
- d. All 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 Head of School/Headteacher who will take appropriate action. Any incidents involving central Pickwick Academy Trust staff will be recorded and reported to the Chief Executive Officer who will take appropriate action.
- e. The Head of School/Headteacher has overall responsibility for the implementation of the school's own Equality Information objectives statement and will ensure that all members of staff are aware of the Trust's Single Equality Scheme and that equality guidelines are applied fairly in all situations.
- f. The Head of School/Headteacher 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.

- g. The Trust Board will set out its commitment to equal opportunities by:
- ensuring that the Trust’s Single Equality Scheme is consulted on, published and regularly reviewed
  - welcoming all applications to join the Trust 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 Trust schools’ environments gives access to all people with disabilities, and by striving to make all Trust 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).
- h. The Local Governance Committee will set out its commitment to equal opportunities by:
- ensuring that the school’s Equality Information objectives statement reflects this document and 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).

## **10. Equality and the Law**

- a. The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to relating to race, disability and gender. It 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 their sex, race, disability, religion or belief or sexual orientation, gender reassignment, pregnancy or maternity.

- b. 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.
- c. 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:
  - Admissions
  - The way it provides education for pupils
  - The way it provides pupils access to any benefit, facility or service
  - Excluding a pupil or subjecting them to any detriment.
- i. The Single Equalities Scheme and each school's Equality Information objectives statement must be published on each school website and outlines the actions proposed to be taken to meet the duties of the Equality Act (2010) in respect of the above characteristics.

## **11. Equality Policy Statement**

- a. Pickwick Academy Trust is committed to ensure equality of educational opportunity and support for all pupils, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background.
- b. We aim to provide fully inclusive Trust schools in which every person feels proud of their identity and are 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.

## **12. Implementing the Equality Mission Statement – “Providing high equality teaching and learning for every child”**

- a. We aim to ensure that every pupil makes good progress and achieves well by:
  - Using fully inclusive teaching and learning approaches to engage all our pupils;
  - Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required;
  - The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
  - Setting challenging targets for all pupils;
  - Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability;
  - Promoting attitudes and values that challenge all discriminatory behaviour and prejudices;

- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education;
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

### **13. Equal Opportunities**

An Equality and Diversity Impact Assessment has been completed in order to ensure it complies with equality obligations outlined in discrimination legislation. The policy positively reflects the aims and ambitions of Pickwick Academy Trust.

### **14. References, acknowledgements and associated documents**

This Scheme will be considered when writing and reviewing all Pickwick Academy Trust policies, each of which will ensure fairness, equity and non-discrimination.

### **15. Development of Single Equalities Schemes**

- a. It is a requirement that the development of a Single Equalities Scheme and Equality Information objectives statements, and the actions within it have been informed by the input of staff, pupils and parent/carers. Schools will achieve this by using:
  - Feedback from the parent/carer questionnaires, open evenings, parent-school forum meetings, Headteacher/Head of School surgeries.
  - Input from staff surveys 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 Association.

### **16. Review of Progress and Impact**

- a. The Trust's Single Equalities Scheme has been agreed by our Trust Board following discussions with the CEO who in turn has discussed with the Headteachers/Heads of School 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.
- b. The review will include consultation with the school's Local Governance Committee.
- c. The Trust Board will, through the annual review process, monitor the application and outcomes of this Scheme to ensure it is working effectively.

## **17. Publishing the Scheme**

- a. In order to meet the statutory requirements to publish a School Single Equality Scheme, the Trust will also publish its scheme on the Pickwick Academy Trust website. Schools are expected to publish this scheme and their Equality Information objectives statements on their individual websites.
- b. There is also a commitment to raise awareness of the scheme through Headteacher/Head of School meetings, Local Governance Committee meetings and staff meetings at school level.
- c. Paper copies of the Trust Single Equality Scheme and each school's Equality Information objectives statements are available for all interested parties.

## **18. Appendices**

- a. Appendix 1: Action Plan December 2017 – December 2018
- b. Appendix 2: Action Plan June 2019 – June 2020
- c. Appendix 3: Action Plan June 2020 – June 2021

**Appendix 1: 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	Achieved
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	Achieved
To ensure that appropriate Trust policies also have an Impact Assessments	CEO	On-going	As the Trust grows and develops policies will be written including Impact Assessments which will demonstrate commitment to equality	Ongoing

**Appendix 2: 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 & LGCs and implemented	CEO	Dec 2019	Schools are compliant with new regulations	Achieved
Have an up to date Accessibility Plan, shared with staff & LGCs and implemented	CEO	Dec 2019	All Trust Schools are accessible and do not discriminate against staff, pupils, parents with accessibility challenges	Schools have these but they need updating – carry action over to next year.
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	Schools are at different stages with this process – continue working on this next year
Are taking effective action to address all forms of bullying, including homophobic and transgender	CEO	Dec 2019	Trust Schools know how to deal with, and deal appropriately with all forms of bullying	Achieved
Proactively identify and check their vulnerable groups	CEO	March 2020	Groups of pupils who may be vulnerable to underachieve	Achieved

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<p>transferring this info to their Single Equalities Scheme (SES)</p>			<p>ment due to their ethnic background are identified and checked. Action can and is taken as appropriate.</p>	
<p>Have a clearly articulated approach to identifying and supporting pupils and adults with mental health issues; and have a designated mental health lead</p>	<p>CEO</p>	<p>March 2020</p>	<p>Pupils and adults suffering with mental health issues are identified and supported appropriately by all Trust Schools.</p>	<p>Achieved</p>

**Appendix 3: Action Plan - June 2020 – June 2021**

Action	Who is Responsible	Time Scale	Impact	Achieved
To ensure that all Trust Schools:				
Have implemented their Sex & Relationships Policy in line with changes in regulation	CEO	June 2021	Schools are compliant with new regulations	
Reviewed and updated their Accessibility Plan, shared it with staff & LGCs and implemented changes	CEO	June 2021	All Trust Schools are accessible and do not discriminate against staff, pupils, parents with accessibility challenges	
Have achieved the UNICEF Rights Respecting Award, and embedded this practice	CEO	June 2021	All Trust Schools can evidence their commitment and practice around respecting the rights of children; pupil voice is raised through Pupil-led Peer Reviews	
Have a designated mental health lead who actively raises the profile of mental health through embedded support processes	CEO	March 2021	Pupils and adults suffering with mental health issues are identified and supported appropriately by all Trust Schools.	
Have a clear plan for actively engaging with their	CEO	July 2021	Parents/cares are aware of and actively involved in	

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<p>communities to ensure all parent/carers know what their children are learning, and are active partners in their children's learning</p>			<p>their children's learning.</p>	
<p>Educate children and families about discrimination including anti-racism through their curriculum and take action to challenge racial inequality</p>	<p>CEO</p>	<p>July 2021</p>	<p>Children have high levels of awareness of discrimination, and challenge racial inequality.</p>	