

Title	Single Equality
Associated Policies	<ul style="list-style-type: none"> • Admissions (TSP/ADM/01) • Staff Training and Development (TPO/STA/18) • Teaching Staff Performance Management TPO/STA/17) • Non-Teaching Staff Performance Management (TPO/STA/05) • Student Care and Welfare (TPU/STU/06) • Behaviour and Discipline (TPO/STU/03) • Anti-Bullying (TPO/STU/01) • Special Educational Needs & Inclusion (TPO/STU/05) • Accessibility Plan (TPO/EO/02)

REVIEWED: SEPTEMBER 2019

NEXT REVIEW: SEPTEMBER 2022

1. Policy Statement

- 1.1 The Academy is committed to fair and equal treatment of individuals regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (“**Protected Characteristics**”). This Single Equality Policy is part of the Academy’s Single Equality Scheme which incorporates a framework for self-evaluation and action planning.
- 1.2 This policy sets out the Academy’s approach to the Single Equality Duty as outlined by the Equality and Human Rights Commission and the Department for Education Equality Act to secure equality with regard to the Protected Characteristics.
- 1.3 The Single Equality Policy also reflects the Academy’s approach to the promotion of Community Cohesion.
- 1.4 The Academy recognises that there are core values which underpin the ethos of the Academy and this Single Equality Policy. These are:
 - **Fairness** – no Academy policy will unfairly advantage or disadvantage any member of the Academy community
 - **Trust** – all members of the Academy will operate within a culture of trust and individual responsibility
 - **Participation** – all members of the Academy will be encouraged to participate in Academy activities and no member of the Academy will be barred from an activity which could be reasonably expected to be open to all
 - **Consultation and negotiation** – the Academy is committed to consultation and negotiation with all representative stakeholders over major policy decisions taken by the Academy
 - **Collaboration** – all members of the Academy will work together as a team in which every member has a view and a voice that will be valued
 - **Transparency** – the rationale behind decisions taken will be open and subject to scrutiny
- 1.5 This framework established by this policy will be central to all significant decisions taken by the Brooke Weston Trust, or any decisions taken by Principals on day to day matters and due regard will be had to the need to eliminate discrimination and other conduct prohibited by the Equality Act 2010; to advance equality of opportunity across all people regardless of whether they have a protected characteristic; and to foster good relations between all people.
- 1.6 Brooke Weston Trust’s equality objectives for 2019/2020 are detailed in appendix 1.

1.7 This Policy does not form part of any employee's contract of employment and is entirely non-contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the Trust.

2. Who does this policy apply to?

2.1 This policy applies to the entire Brooke Weston Trust community; trustees, directors, governors, staff, students, parents and carers and anyone seeking to become a member of that community.

3. Who is responsible for carrying out this policy?

3.1 The implementation of this policy as part of the Single Equality Scheme will be monitored by the Brooke Weston Trust and the governors of the Academy and remain under constant review by the Principal.

3.2 The SENCO is responsible for ensuring that specific aspects of this policy are implemented in respect of individual students on the SEN register.

3.3 Whilst we recognise that individuals may have different views on equality, it is the responsibility of the whole Academy community to implement this Single Equality Scheme in a manner which promotes the inclusive ethos of the Academy.

4. What are the principles behind this policy?

4.1 Anyone wishing to join the Academy has the right to be treated equally. The Academy is committed to ensuring that we do not discriminate against anyone regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010 and applies to both direct and indirect discrimination.

4.2 The Academy is committed to celebrating diversity and will provide a supportive, inclusive and empowering learning community for all students and adults that fosters positive relationships and values diversity as a rich learning resource.

4.3 The Academy recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential including:

- Boys, girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Students and others with Special Educational Needs
- Students and others with a range of disabilities
- Looked After Children and their carers
- Young Offenders
- Young Carers
- Children at risk of significant harm
- Children living with vulnerable adults
- Students with EAL

4.4 The Academy is committed to nurturing in all staff and students the personal qualities which we consider to be essential in a member of the Academy community and as a citizen in the wider community and which promote and value equality and respect for all. These include:

- Thoughtfulness
- Honesty
- Integrity
- Caring
- Kindness
- Responsibility
- Humility

- 4.5 The Academy will ensure that, whilst adhering to the equalities law and safer and fair recruitment practices, every attempt will be made to achieve diversity in the workforce and the governing body to ensure that it is representative of the local community.
- 4.6 The Academy is committed to regular monitoring and evaluation of the attainment and achievement of all students including those from vulnerable groups to enable us to identify areas where additional intervention and support may be required.

5. Procedures

The Academy works in the following ways to secure equality and respect for all regardless of any Protected Characteristics.

- 5.1 The Academy will ensure that the mission statement, aims and core values relate to all members of the Academy community and promote equality for all.
- 5.2 The Academy will regularly review and evaluate the impact of all Academy policies on the equality groups identified in this policy and where necessary take action to improve policies and practice to promote equality for all. The basis for action will be the use of quantitative and qualitative data which, following appropriate consultation, will be used to put in place specific and measurable objectives to support the aims of this policy.
- 5.3 The Academy will ensure wherever possible that the equality groups represented in this policy are reflected in the images and languages of all Academy publications and that positive images of these equality groups are represented in learning resources and displays.
- 5.4 The Academy will seek to make reasonable adjustments to ensure the equality of opportunity of all members of the Academy community including students, staff, governors, parents and carers and other visitors to the Academy. These include:
 - Ensuring the building is physically accessible to all including wheelchair users, the visually impaired and those with other physical disabilities
 - Working closely with external support agencies to ensure the most effective support is in place
 - Providing specific and targeted training to enable staff to meet the needs of individuals
 - Sharing good practice in respect of teaching and learning to ensure equality of access for all
 - Purchasing a range of specific equipment, software and resources to enhance learning and support for individuals
 - Providing a range of extra-curricular activities to allow choice and access for all
- 5.5 The Academy is committed to ensuring that all members of the Academy are fully supported and recognises that some groups may have particular needs. These include:
 - Arranging individual meetings with parents of students with a disability or special educational needs to determine the most appropriate strategy and intervention
 - Providing one to one support for students with literacy and numeracy developmental difficulties
 - Working closely with external agencies to provide support for students and families including mentoring and counselling
 - Providing and regularly reviewing Individual Education Plans for students with special educational needs
 - Providing individual academic targets for all students and reviewing progress against these targets identifying intervention strategies on an individual and/or group basis
 - Ensuring appropriate access to translation services for parental meetings

5.6 The Academy is committed to providing a rich and relevant curriculum which celebrates diversity, actively promotes community cohesion and ensures their understanding and appreciation of faith, diversity and the common values which underpin society which is broader than the planned teaching in RE, PSHE and citizenship. These include opportunities for:

- Offering and listening to different viewpoints
- Understanding the different rights and beliefs of equality groups and developing greater individual tolerance as a member of the Academy
- Learning about and understanding the history of oppression and inequalities in society with particular reference to the equality groups in this policy
- A broad range of educational trips and visits for all students
- Participation for all students in all aspects of Academy life, including extra-curricular activities

The richness and breadth of the curriculum is reviewed regularly as part of the Academy's Spiritual, Moral, Social and Cultural Audit (SMSC).

5.7 The Academy promotes an inclusive ethos in all aspects of its operation. Our approach to behaviour management is based upon creating strong relationships built on trust and individual responsibility. This positive approach to behaviour management enables all students in the Academy to develop positive behaviour patterns and for us to support those most vulnerable students more effectively.

5.8 The Academy will ensure that it has commonly understood processes for challenging inappropriate language; behaviour and prejudice against these equality groups and that any such incidents are reported and recorded.

5.9 The Academy will ensure that it has an effective anti-bullying policy which is applied equally to all students and does not advantage or disadvantage any member of the Academy community. The Academy recognises that the equality groups covered in this policy may be more vulnerable to bullying and harassment and that all incidents of reported bullying are acted upon swiftly and recorded accordingly, reporting to parents as necessary.

5.10 The Academy will ensure that all aspects of employment, including recruitment, disciplinary issues, complaints, grievances and allocation of responsibilities, professional development and other opportunities for all staff are monitored to ensure that equality is upheld.

5.11 The Academy works in partnership and collaboration with a range of other schools, colleges, charities and organisations which also promote equality and can maximise equality of opportunity for all members of the Academy community.

Monitoring and Reviewing

5.12 The Academy will monitor the following data in respect of the equality groups identified in this policy and analyse this in comparison with the Academy community as a whole and national trends:

- Attainment
- Progress
- Attendance
- Exclusion
- Bullying

The Academy will subsequently identify appropriate interventions to minimise any discrepancies from the equality groups.

5.13 The Single Equality Scheme, which incorporates this policy together with a framework for evaluation and action planning, will be reviewed on a three year cycle by a representative working party consisting of the following stakeholders:

- Students
- Parents

- Staff
- Governors
- Community representatives

- 5.14** The effectiveness of the Single Equality Scheme will be assessed using a self-evaluation framework and an assessment of progress against targets identified in the action plan together with stakeholder views. This will be reported in the annual equality report.
- 5.15** Following this evaluation, recommendations will be made for changes to the policy and action planning for the future to continue to improve the culture of equality for all within the Academy.

6. Policy Review

- 6.1** This policy will be reviewed annually as part of the Academy's annual review process and the Single Equality Scheme as outlined in 5.13 above.

Appendix 1: Brooke Weston Trust Equality Objectives 2019/2020

	Objectives	Strategies	Success Criteria
Objective 1	To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.	Staff and governor training on Public Sector Equality Duty; BWT policies implemented across the schools reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and accessibility of students, parents/carers to Academy information and the curriculum.
Objective 2	To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.	PSHE curriculum, regular assemblies on Academy's Code of Conduct and British Values which promotes mutual respect and tolerance of those with different faiths/beliefs, tracking hate/bullying incidents to measure impact of above.	Greater awareness, understanding and tolerance of different groups of students and staff within the academy. Reduction in hate/bullying incidents, progress in outcomes of student and staff questionnaires.
Objective 3	To actively close the gaps in attainment and overall achievement between students for all groups of students, especially disadvantaged students, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through Executive Principal meetings, Local Governing Body meetings, Education Standards Committee meetings and quality assured through external moderation.
Objective 4	To continue to give due regard to equality, diversity and inclusion during recruitment processes for new employees and increase the diversity of the workforce.	Provide training to interviewers on equality, diversity and inclusion. Promote equal, fair and inclusive culture of BWT within marketing material.	Progress is made to addressing under-representation of particular groups.
Objective 5	To promote mental health awareness and develop appropriate interventions where necessary.	Provision of external support for students and staff where required; consideration of workload for teachers and support staff; staff forums for discussion/recommendations about how work-life balance can be maintained	Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.