



The Three Rivers

Learning Trust

Name of Policy	Single Equality and Diversity
Policy Number	S9
The Three Rivers Learning Trust	
Named Person(s)	Simon Taylor
Review Committee	Trust Board
Last review date	Autumn 2019
Next review date	Autumn 2022

Introduction

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

The Learning Trust fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Our general duties can be divided into the protected characteristics under the equality act, they include:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

To meet the general duties listed above we must:

- Publish equality information – to demonstrate compliance with the general duty across its functions - we will not publish any information that can specifically identify any child
- Prepare and publish equality objectives - to do this the Learning Trust will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Trust. This will include the following functions:
 - o Admissions;
 - o Attendance;
 - o Attainment;
 - o Exclusions; and
 - o Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Policy

The Trust's Equality Information and Objectives Policy draws together all previous equality legislation and details how the Trust is fulfilling the requirements of the Act.

Our Ethos

Our purpose is to show each individual that they matter and will be valued for their contribution to the world in which they live. We provide learning and enriching experiences to inspire, motivate, stretch and meet the needs of all learners. We encourage a lifelong love of learning to enable all to develop the attitudes, skills and knowledge to become confident communicators, resilient and responsible citizens, willing to accept responsibility and demonstrate qualities of leadership. Firstly, we want our young people to:

- contribute positively and creatively now and in the future
- aspire to be the best they can be, and to achieve success and independence in their learning
 - develop the skills, including team-work, enterprise and handling risk, to be successful for life beyond school
 - make informed decisions about their future, for a healthy and safe lifestyle
 - understand, appreciate and respect each other and the diverse world in which we live

Addressing Prejudice Related Incidents

The Trust is opposed to all forms of prejudice against students and staff. We recognise that people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority and Board of trustees using their guidance material.

What we are doing to advance equality of opportunity for different groups

1. Data and monitoring

We know the needs of our Trust population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

Each school collects data and monitors progress and outcomes of different groups of pupils / students and uses this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity/gender/ Free School Meals/ EAL/ Looked after Children/PP
- We track attendance for all students including persistent absentees (below 90%).

We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.

2. Age and sex:

Where there are gender imbalances, these are addressed by teachers who adjust teaching and learning styles accordingly.

Students detained for detention are recorded and the profile of this is monitored and analysed to identify any patterns which can then be addressed.

Student voice representatives and posts of responsibility are equally accessible. We expect that all staff will be role models for equal opportunities, will deal with bullying and discriminatory incidents and will identify and challenge prejudice and stereotyping.

3. SEN & Disability (SEND)

Some students in the Trust may have disabilities and/or additional learning needs. We are committed to meeting the needs of SEND students, as we are to meeting the needs of all within each school. All reasonable steps are taken to ensure that disabled students are not disadvantaged compared with able bodied students. Each school is committed to providing an environment that allows disabled students and adults full access to the school premises and to all areas of learning. Teachers modify teaching and learning as appropriate for students with SEND. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if students are unable to manipulate tools or equipment. The Learning Support team would assist with this.

Each Trust school has a vigilant approach to interventions for students on the SEND register. Identifying and addressing additional needs through high quality first teaching and effective early interventions supports the abilities of students with additional learning needs to access the curriculum. An accessibility plan is in place for each Trust school. Staff are proactive in integrating and welcoming SEND students, and undertake anticipatory training and CPD to support

students. Each school has procedures in place, working in partnership with parents and carers, to identify students who have a disability through our pupil admissions meetings.

As a Trust, we will promote equality of opportunity for disabled staff. Discrimination and harassment will not be tolerated. We will take steps to meet the needs of disabled staff where reasonable adjustments can be made.

Each school in the Trust has a policy for the administration of medicines by the office staff. Staff have undertaken paediatric first aid training which includes the administration of EpiPens for treating anaphylactic shock and automated external defibrillators.

4. Sexual orientation, Gender reassignment, marriage and civil partnership.

No data is recorded about the sexual orientation of staff. Due to the fragmentation of many parenting relationships, each school adjusts the language used to speak sensitively about parenting and home circumstances.

Our Trust is sensitive to single parenting circumstances, bereaved students, or those who may live in single sex households and we ensure equality for these students by responding with sensitivity to events and celebrations connected with parenting.

Individual Trust schools record any instances of homophobic language, behaviour or bullying and will set future equalities objectives to address any emerging trends.

Any adult with parental responsibility (unless there is a court directive for this not to be the case) for a child will receive correspondence for their child.

5. Race

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with Trust and school procedures. We endeavour to make our school environments welcoming to all minority groups. We promote an understanding of diverse cultures through the curriculum and we reflect this in the displays of work shown around our schools. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Staff demonstrate cultural sensitivity towards minority ethnic or dual heritage pupils and their traditions and cultural taboos. This is discussed at transition or induction.

The Trust acknowledges that our students have fewer opportunities than those in other parts of the UK to encounter the culture, ethnic and religious diversity of communities and urban locations that constitute 'Britishness' in a wider context. We are aware of this need to teach and learn about the wider contexts of the UK and world, and incorporate themes of commonality and difference.

Assemblies and PSHE sessions offer students an opportunity to explore further the issues of identity based bullying, sensitive and acceptable language, and challenging discriminatory practice.

We are vigilant in recording racist incidents and submit an annual return to the Local Authority which is signed off by the Board of Trustees.

6. Religion and belief

Each school within the Trust follows the statutory themes regarding RE and belief, although we are aware of and respond to parental preferences pertaining to religion or belief. Time in assemblies is used to explore and celebrate a range of beliefs as well as religious events.

Harbottle C of E First School and Dr Thomlinson Middle School follow the SIAMS framework, in line with church schools across the diocese.

We authorise time off for staff and students who celebrate the cultural and religious festivals that correspond to their heritage and identity.

7. Pregnancy and maternity

The Trust gives staff with parenting roles scope to make flexible arrangements regarding emergencies or milestones relating to students, childcare and parenting. The Learning Trust has a Leave of Absence policy to allow for this.

8. Disadvantaged groups

The Pupil Premium grant is applied to offer our most vulnerable pupils additional support in order to achieve their potential. We try to minimise the impact of this inequality with regard to learning visits, uniform and any other out of pocket expenses that might make this inequality visible.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the Trust Strategic Plan, as appropriate.

The Equality Act applies to the Learning Trust as the employer, and the ways we comply with this are found in our Safer Recruitment Policy. There are also references in a range of school based policies, for example, Behaviour, Admissions, SEN, Recruitment and Selection, Spiritual Moral, Social and Cultural and Anti-bullying policies.

Roles and Responsibilities

We believe that promoting equality is the responsibility of the whole Learning Trust and each school within the Trust. Each school will set Equality Objectives in line with this policy, and will review their objectives annually,

How does the Trust eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The Trust does this by measures that include:

For Students

- The implementation of policies on equal opportunities (including admissions, race and gender equality, special needs, behaviour and anti-bullying)
- Delivery of PSHE, RSE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles
- Employing specialist staff to support pupils with special needs or disabilities, and implementing the Trust's accessibility action plan;
- The monitoring of welfare, with intervention and support where required;
- Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

For Staff

- The implementation of policies on equal opportunities and dignity at work, safer recruitment and selection, and through our wider HR policies

School Community	Responsibility
Trust CEO and COO	Involving and engaging the whole Trust community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring and checking school equality objectives and the effective implementation of policies which link to equality
Headteacher	As above including:

	<p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the Trust and school in carrying out its day to day duties.</p> <p>Ensuring staff have the appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
School Leadership Teams	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum. Support colleagues within the Trust and school community to promote equality.</p> <p>Ensure that all prejudice related incidents are recorded and reported, in line with the policy.</p>
Support Staff	<p>Support the Trust and the school in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the Trust and school community to promote equality.</p> <p>Ensure that all prejudice related incidents are recorded and reported, in line with the policy.</p>
Parents	<p>Take an active part in identifying barriers for the Trust and school community and in informing the Trust / school of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the Trust / school to achieve the commitment given to tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Support the school to achieve our commitment to tackle inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p> <p>Ensure that all prejudice related incidents are reported, in line with the policy.</p>

<p>Local Community Members</p>	<p>Take an active part in identifying barriers for the Trust and school community and in informing the Trust / school of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the Trust to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>
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