



BrightTribe
learn grow prosper

ALAT and Bright Tribe Trust Equality Policy





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1. Mission Statement

Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

2. Aims and Objectives of the Policy

The purpose of this Policy is to set out how our policies and practices have due regard to the need to;

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people. It also explains how we promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

This policy aims to ensure that equality and inclusive practice are embedded across all aspects of school life as described in the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. <http://www.unicef.org/crc/>

3. Introduction

This Equality Policy for The ALAT/Bright Tribe Academies brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community.

The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies. (See Appendix 1 for further information on legislation.)

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and partner agencies - who we will continue to engage with and who will be actively involved in and contribute to its ongoing development.

4. Principles and Duties

The ALA/Bright Tribe Academies recognises its duty to ensure that compliance with the Equality Act is consistent with the ALAT/Bright Tribe Academies Equality Policy, its Equal Opportunities Policy, the operation of its SEN policy and any other school policy that has a focus and impact on equality.

We seek to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and acknowledge our differences and so promote understanding and learning between and towards others to create cohesive communities.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life. These opportunities are likely to include all or some of the following, dependent on our current priorities.

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies

- Preparation for entry to the school
- School policies
- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers
- Opportunities for assessment and accreditation
- Exam arrangements
- Behaviour management approach and sanctions
- Exclusion procedures
- School clubs, activities and school trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next phase of education
- Learning and teaching and the planned curriculum
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to enrich the curriculum, for example, a visitor to the school or school visits
- School sports
- Employees' and staff welfare.

Our Equality Objectives for the next 4 years are set out on pages 11 to 13 of this policy.

5. Our School within the Wider Context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. The statistics below show the profile of our school population.

6. Roles and Responsibilities

Our Principal will ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the continued development of, and informed about, the Equality Policy and oversee the effective implementation of the policy.

He/she will ensure staff have access to training which helps to implement the policy and develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.

The Principal will monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information and ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing Body will designate a Governor with specific responsibility for the Equality Policy who will ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP).

The Governors will support the Principal in implementing any actions necessary and engage with parents and partner agencies about the policy.

They will evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will have responsibility for supporting other staff in implementing the Equality Policy and provide a lead in the dissemination of information relating to the policy.

Together with the Principal they will provide advice/support in dealing with any incidents/issues and assist in implementing reviews of this policy as detailed in the SIP.

Our school staff will be involved in the continued development of the Equality Policy and be fully aware of the policy and how it relates to them.

They will understand that this is a whole school issue and support the policy and identify any queries or training requirements.

Our pupils will be involved in the continued development of the Equality Policy and will understand how it relates to them, appropriate to age and ability

They will be expected to act in accordance with the policy and be encouraged to actively support the policy.

Our parents/carers will be given accessible opportunities to become involved in the continued development of the Equality Policy and have access to the policy through a range of different formats appropriate to their requirements.

They will be encouraged to actively support the policy and encouraged to attend any relevant meetings and activities related to the policy.

Parents/carers will be informed of any incident related to this policy which could directly affect their child.

Relevant voluntary or community groups and partner agencies will be involved in the continued development of the Equality Policy.

They will be encouraged to support the policy and to attend any relevant meetings and activities related to the policy.

7. Participation and Involvement

The continued development of this policy will involve the whole of our school community. We will listen to what they have to say and include people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010. We will involve;

- Our pupils through our PSHE curriculum, assemblies and the School Council, specific curriculum events and by having visitors from different organisations e.g. the Royal Blind Society

- Our staff through staff meetings and discussions
- Our school governors in their termly and committee meetings
- Parents/carers through the website and newsletters.

8. Using Information

We will use data and other information about our school, and equality analysis as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted and that we meet the diverse needs of our pupils and staff so that diversity, equality and inclusion run through all areas of school life.

Our step-by-step approach to equality analysis is set out in Appendix 2.

9. Commissioned services

We will work to ensure all procurement i.e. buying in services or goods, gives equality issues full regard. When buying goods and services from external suppliers, we will ask the following questions to help ensure that equality issues and duties are taken into account;

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We will ensure that contract conditions require contractors to comply with the relevant legislation and with our Equality Policy and we require similar compliance by any sub-contractors.

10. Our Staff

We will comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. Our Accessibility Policy gives further details of this.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We will make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made (unless the questions are specifically related to an intrinsic function of the work e.g. ensuring that applicants for a PE teaching post have the physical capability to carry out the duties) or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will 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.

We will interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We have disabled access, a disabled parking bay, disabled toilet and signing in table. We offer a hearing loop. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.

Our staff team have will regularly undertake training to help them understand their equality duties and the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

11. Responding to hate or prejudiced-based incidents and bullying

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

12. Monitoring and Review

Implementation, monitoring and review of this policy are the responsibility of our Senior Leadership Team and our governors who have agreed to promote it through our newsletter and website. It sets out our priorities and supports these with specific and measurable objectives. (See below)

The Principal will report annually on this policy and analyse whether the policy and its related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

13. Equality Objectives

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These are set out in the following pages.

These will be reviewed every 4 years.



EQUALITY OBJECTIVES 2014 – 2018

The ALAT/Bright Tribe Academies

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To register the school and progress towards the Unicef Rights Respecting Schools Award	Senior Leadership Team and Governors	Nov 2014 to Sept 2018	
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: Gender Special Needs Free School Meals Ethnic minority	Staff to be fully aware of the different pupil groups in their class. Monitor attainment and achievement of all pupil groups	Senior Leadership Team and Governors	Ongoing	
Eliminate unlawful discrimination, harassment and victimization - Promote equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Improved data collection and analysis on staffing issues	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing	Senior Leadership Team (SLT)	Ongoing	

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
Eliminate unlawful discrimination, harassment and victimization – School meals	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Regular meetings with school cook and liaison with community leaders/parents	School cook	Ongoing	
Eliminate discrimination, harassment and victimization - Fostering good relations	All	To ensure pupils are accepted for who they are and that any discrimination is challenged. Appreciate and value the differences in others	Challenge stereotypes- gender, ethnic background, culture, religion. Build on pupil awareness so that pupils can detect bias and challenge discrimination	Whole school and Anti-Bullying Task team	Anti-Bullying task team action plan	Senior Leadership team and Governors Anti-Bullying Task team	Nov 2014 to July 2018 Ongoing action plans	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils/students to handle difficult situations	Pupils with BESD	Train staff to deliver small group work sessions to support targeted pupils in developing social and emotional skills	SEN Co-ordinator Whole Staff	Nov 2014 to July 2018	

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Devise appropriate interventions funded by Pupil Premium	SLT	Nov 2014 to July 2018	RAISE online data
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of the school and local community and the diversity within it Increased positive attitudes towards disabled people		Set up school links with another school in a different geographical location and population make-up Make use of disability images packs in PSHE Invite in representatives from disability equality and charity groups to meet with children	SLT PSHE Coordinator	Nov 2014 to July 2018	



Appendix 1 - Legislation

Equality Act 2010

This Act harmonises and streamlines existing equality legislation into one Single Act. The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Age
- Disability
- Marriage and civil partnership
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

This relates to;

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils.

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion. For more information;

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty. Schools must plan for;

- Prospective pupils
- Pupils at the school
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

- Increasing access for disabled children and young people to the school curriculum

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality Policy.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Appendix 2 - Equality Analysis Procedures

1) Identifying who is responsible for the equality analysis

Equality analysis is an integral part of policy development. We will integrate it into day-to-day policy making, business planning and other governance and corporate decision making arrangements. This means that the person who is making the decision or advising the decision maker about a policy undertakes the equality analysis, with appropriate assistance and support

2) Establishing relevance to equality

We will ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

3) Scoping our equality analysis

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis. Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

4) Analysing our equality information

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

Example - We can have a positive impact on closing the gender pay gap by helping girls and boys consider non-traditional career choices.

5) Monitoring and review

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.

6) Decision-making and publication

Equality analysis is an ongoing process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.



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