THE TRUE LEARNING PARTNERSHIP

EQUALITY POLICY

The TRUE Learning Partnership (TTLP) Equality Policy brings together equality policies and objectives from schools within our trust, to recognise our statutory duties and responsibilities under the Equality Act 2010. Our Equality Policy is inclusive of our trust wide community (pupils/students, staff, parents/carers, governors, visitors and partner agencies). We will strive to ensure that the culture and ethos of The TRUE Learning Partnership reflects the diversity of **ALL** members of our school communities, where everyone is equally valued and where we all treat one another with respect and fairness.

1) Legal duties

We welcome our duties under the Equality Act 2010

We welcome the requirements of the Education Act 2002 to promote the spiritual, moral, social and cultural development of our students.

We seek to ensure that our work reflects 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.

We welcome our obligations in the Prevent Duty, 2015.

The Equality Act 2010. We recognise that the Equality Act refers to protected characteristics;

- Age (for staff only)
- Marital status, including civil partnership
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Act requires schools to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

These are known as the three equality aims in the general equality duty.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision- making:

Having due regard to the need to advance equality of opportunity involves considering the need to:

- Remove or minimise disadvantage suffered by people due to their protected characteristics
- Meet the needs of people with protected characteristics;
- And encourage people with protected characteristics to participate in public life or in other activities where their participation is low

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

This development reflects the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

2) Guiding Principles

In fulfilling our legal obligations we are guided by seven principles. These relate to all.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote positive attitudes, positive interaction and mutual respect and good relations between all members of our learning community.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between all members of our learning community.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek to involve all members of our learning community.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

3) Trust policies

We recognise that the actions resulting from a policy are what make a difference.

As new policies are written or existing ones reviewed an Equality Impact Assessment is undertaken. See Appendix A.

4) The curriculum

As part of our routine curriculum reviews we seek to ensure that teaching and learning reflect the seven principles above. All students will have equal access to a broadly balanced curriculum which does not stereotype students and which values diversity.

5) Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- displays around school
- careers guidance

6) Addressing prejudice and prejudice-related bullying

The Trust is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in our staff handbooks on how race-related and homophobic incidents should be identified, assessed, recorded and dealt with. This guidance will be extended to include all prejudice-related incidents.

We take seriously our legal obligation to report regularly to the Trust Board about the numbers, types and seriousness of prejudice-related incidents at our schools and how they were dealt with.

7) Roles and responsibilities

The TTLP Trust Board is responsible for;

- Ensuring schools within TTLP meet their legal responsibilities with respect to equality
- Ensuring TTLP policies and procedures are implemented effectively, are fair and help to advance opportunity between staff from all groups
- Overseeing and supporting Local Governing Bodies and Senior Leadership Teams to understand their responsibilities in regard to equality in their schools

The Local Governing Bodies are responsible for ensuring that the individual schools comply with legislation, and that this policy and its related procedures and strategies are implemented.

The Head Teachers are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior Leaders have day-to-day responsibility for co-ordinating implementation of the policy in their areas of responsibility.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

8) Responsibility

We believe that promoting Equality is a trust wide responsibility:

Trust Community	Responsibility
Trust Board	Overseeing the Local Governing Bodies and Senior Leaders to ensure schools within the trust recognise their duties and responsibilities as detailed in this policy.
Local Governing Bodies	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and what can be expected from the school in carrying out its day to day duties.

	Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Teams	To support the Head Teacher as above. 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.
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Take personal responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the Local Governing Bodies in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how students and parents/carers can be expected to be treated Support colleagues within the school community Take personal responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the Local Governing Bodies of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the schools to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Local Governing Bodies of actions that can be taken to eradicate these Take an active role in supporting and challenging the schools to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

9) Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents by making it available in a range of formats.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

10) Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

11) Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

12) Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Local Governing Bodies.

13) Monitoring and evaluation

To review good practice we make use of a range of auditing methods.

14) Publishing Information

We publish information on how we are complying with the Public Sector Equality Duty on the Equality pages of our school websites, and on our Trust website.

This policy has been assessed for 'equality impact' and 'workload' impact.

REVIEW
Date of Policy: October 2019
Review date: The Policy will be reviewed in 3 years unless operating experience and/or changes in legislation require an earlier review.

Appendix A: Equality Impact Assessment proforma

<u>EQUALITY IMPACT ASSESSMENT TEMPLATE</u>

This document should be completed in accordance with the EIA Guidance.

The term 'Policy' includes: policies, procedures, practices, plans or functions.

Stage 1 – Defining the Scope of the EIA

What is being assessed and who is responsible for carrying out the Assessment?				
1.1 Policy being assessed				
1.2 Policy Aims and Objectives				
1.3 Lead Officer carrying out the Assessment				
1.4 Other internal groups to be involved, including in a 'Challenge Role'				
1.5 External Partners – Stakeholders / Equality Groups				
Assessing potential issues (Refer to 'Equality Flowchart' for initial assessment)				
1.6 The equality groups to be considered and level of relevance (Identify groups as appropriate)	High	Medium	Low	Notes
(a) Particular racial groups				
(b) People with particular disabilities				
(c) Particular gender groups				
(d) People of particular sexual orientation				
(e) People of particular age				
(f) People with particular religion or faith				
1.7 What are the main issues relating to equality within the Policy?				

Stage 2 – Impact Assessment

Assessing Consultation, Service Delivery and Practical Outcomes	
2.1 Issues raised from other data, research or consultation	
2.2 Measures to be considered to help reduce adverse impact for particular groups	
External Challenge and Consultation	
2.3 List consultation undertaken with appropriate stakeholders and equality groups	
2.4 Issues raised and feedback from stakeholders and equality groups	
2.5 Main issues that may hinder effective implementation of measures	
2.6 Likely impact on particular groups	

Stage 3 – Options and Decisions

3.1 Main conclusions and recommendations of EIA	
3.2 Feedback to stakeholders and equality groups / Review of EIA	

Stage 4 – Implementation and Review

Action Required	Timeframe	Resources / Cost	Lead Officer Responsible	Relevant Performance Indicator/Target

Stage 5 – Publishing Results

5.1 Where are published results available?	

Signed	
Date	