



SINGLE EQUALITY SCHEME

Introduction

This single equality scheme (SES) integrates the general duties that apply to public bodies, including maintained schools, Trusts and academies, and extends to all groups with protected characteristics; specifically in relation to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

A person's age is a protected characteristic in relation to employment and services, but does not apply to pupils in Trusts.

The duties cover staff, students, governors and trustees and people using the services of the Trust. Trusts might wish to make a general single equality statement and retain their individual schemes for race, disability and gender equality or include these within the single equality scheme.

The over-arching statement includes priorities and actions to eliminate discrimination and harassment for all equality areas; those groups with protected characteristics.

The Equality Act 2010 brought a statutory requirement for public bodies, including Trusts, to have a single equality scheme which consolidated equality legislation. It also had the effect of replacing all previously existing legislation, eg the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act.

It is a further requirement to review the single equality scheme and any associated action plan annually and this will be through the governing board and will cover activity undertaken in relation to the three original equality schemes and the other equality strands.

The DFE has published non-statutory advice for Trust leaders, Trust staff, governing boards and local authorities (LAs) to assist them in understanding how the Equality Act 2010 affects them and how to fulfil their duties. Further details can be found at the following address: www.gov.uk/government/publications/equality-act-2010-advice-for-Trusts.



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Statement

The Dunraven Educational Trust (DET) is a diverse community of nearly 3000 people, both adults and young people. We believe that everyone in the Trust is of equal value and should have equal opportunities in Trust, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This is not acceptable in our Trust.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our Trust and of the community. The staff, trustees and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between a member of staff and a pupil breaks down. In such cases, the Trust will give all the support it can to the pupil concerned and to her or his parents as well as to staff concerned, even though redress to exclusion may be necessary.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make DET a real equal opportunities and inclusive Trust .

Aims

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

We aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the Trust.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

We aim to ensure that everyone in the wider Trust community is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Where contractors are working on-site, measures will be taken to ensure, as far as possible, that their employees operate according to the Trust's equal opportunities policies.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the Trust's single equality scheme. This means adopting a consistent and



unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the Trust will maintain strong community/parental links and governors and trustees will give support to the Trust and all its stakeholders, to ensure an effective educational delivery.

Guidelines

Any provisions related to equal opportunities and racial equality must set out clearly its aims and objectives:

- Human dignity (develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this, the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and value living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the Trust offers. The curriculum opportunities must be open to all (and post-16 provision must give access for both sexes to all subjects). The Trust will challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations.
- The Trust should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.

More specifically, this means the following codes of practice for governors and trustees and staff, pupils, families, visitors and contract staff.



Trustees, governors and staff

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc in the Trust will reflect its diverse population.

Staff will make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise their own prejudice where it exists.

The Trust values the fact that many pupils are bilingual and will encourage the teaching and/or use of community languages where possible.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The Trust will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the Trust's equal opportunities policy for staff selection, appointment and promotion. The Trust, via its schools, will monitor the balance at all levels of gender and ethnicity as well as membership of governing boards.

Pupils

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice as appropriate.

Pupils will be able to contribute to the development of equal opportunities and other Trust policies via school input.

If pupils feel they have been abused racially or bullied, they should report the matter immediately to the relevant adult. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the headteacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the Trust and their school. Anyone who has committed such offences will be dealt with appropriately – in the case of pupils this may include exclusion.

All pupils should treat each other and staff with respect.

Families, visitors and contract staff

Families are very important to the Trust and in particular they have much to contribute to the single equality scheme; their views are welcome and valued. We ask that all families fully support the Trust single equality scheme.



The Trust will discuss with families any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their children have been involved. We expect families to support the values of the Trust and the school-defined Common Values at all times.

If families are aware of incidents of racism, sexism or bullying then they should contact their child's school in the first instance.

Any visitors or contract staff visiting or working at the Trust who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the Head of School or one of the senior staff. They should also abide by the code of conduct established by the Trust in relation to the single equality scheme.

Implementation

The Trust will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of Trust activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment. This includes:

- Admissions and transfer procedures.
- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Pupil behaviour, discipline, punishment and reward.
- Exclusions (fixed term and permanent).
- Racism, racial harassment and bullying.
- Staff recruitment and career development.
- Membership of the governing board.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).

All contraventions of this policy will be treated as disciplinary matters.



Action planning

As and when new objectives are determined, an action plan should be developed by the named member of the senior team (ST) and data will be reported to the governing board and recorded appropriately.

Objective	Action	Performance criteria	Monitoring/evidence collection/evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

Evaluation (monitoring and assessment) and concluding notes

This policy is to be monitored by the designated personnel to ensure its effectiveness through the Trust's self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment and progress, together with an inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole Trust community. The statement will be reviewed annually.

The single equality scheme should impact upon all the policies and procedures in the Trust and all other Trust policies and procedures will be assessed to ensure their compliance with this scheme.

Additional notes on disability equality

The disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA) 2005 and place a general duty on Trusts, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.



- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment and requiring that reasonable adjustments are made where needed.

Promoting disability equality

This Trust operates in ways to ensure each and every person at our Trust who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage. We will take reasonable steps to avoid disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our Trust in practical and demonstrated ways.

We will maintain information about all our Trust members who have a condition that has a substantial and long term adverse effect on that person's ability to carry out their normal day-to-day activities.

We will embrace all disabilities including those due to:

- Cancer.
- Diabetes.
- Epilepsy.
- HIV.
- Multiple sclerosis.
- Hearing or sight impairments.
- Mobility difficulties.
- Mental health or learning difficulties.

Schools will advertise the name of the designated lead professional for the disability equality scheme (DES), who in addition to the annual review, will also ensure that disabled Trust members are involved in discussions about policy or practice changes that occur at times during the year.

The lead professional for the DES will involve disabled Trust members and others in the production, delivery, monitoring and evaluation of an annual action plan for disability equality including consideration of how special education needs which flow from disability can best be supported.

Monitoring disability equality

The Trust/governing board will ensure that matters of confidentiality are dealt with appropriately. We will ensure families and members of staff understand which impairments and health conditions meet



the definition of disability and why it is important that the Trust has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices, all staff members will be given the opportunity to raise personal issues throughout the year.

Heads will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the Trust we will ensure information about disability is shared.

When appointing new staff, we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The lead professional for the DES will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the Trust/governing board and incorporated in the public minutes of the governing board meeting. The report to governors and trustees will include an evaluation of the efficacy of the Trust's arrangements for disability equality.

Developing disability equality

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which Trust activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the Trust's facilities.

All action plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set to encourage disabled applicants for positions within the Trust. The appointment of more disabled members of staff is also encouraged, although the appropriateness of this will be considered in relation to the size and location of our Trust impact assessment.

A decision will be made each year by the headteacher, on the recommendation of the lead professional for DES and based on the actual number of pupils and staff who are disabled, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by leadership, reported to governors and trustees and acted upon accordingly.

Action planning

The lead professional for DES will maintain records of the initial disability equality scheme and the subsequent annual action plans. A new disability equality scheme will be formulated every three years.



Involvement of parents, carers and pupils will be maintained throughout the Trust year.

The response of the governing board will be contained in the public minutes of meetings of the governing board.

Every effort will be made to use plain language in the action plans to secure maximum clarity and understanding. The original records should be retained and any ongoing development recorded appropriately, although not all of the attached appendices will be required.

Additional notes on promoting race equality

This section of the plan reflects the general duties of Trusts in respect of race equality. The race equality provisions of the Equality Act replaced but mainly replicated those detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000.

The general race equality duty requires us to have due regard to the need to:

- Eliminate racial discrimination and harassment.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

With regard to the statutory code of practice on the duty to promote race equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of Trust activity.

- To take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress; and their experience of disciplinary measures (such as exclusions), admissions, or assessment. This will be reflected in individual development plans, with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all pupils.
- To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.
- To prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The citizenship education programme and the agendas of year and Trust councils will play key roles in achieving this objective.
- To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds.



Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the Trust's equal opportunities and racial equality policies and code of practice.

All of the provisions of the overarching single equality scheme apply to the racial equality provisions.

Additional notes on gender equality

The duties

The Equality Act 2006 created the gender equality duty for all public sector bodies, including Trusts. The gender equality duty is in two sections: the 'general duty' and the 'specific duty'. This duty is now incorporated in the requirements of the Equality Act 2010.

The general duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of treatment between males and females.
- Protect the dignity and privacy of transgender persons.

Gender equality guidance

The production of this gender equality guidance, within the single equality scheme, provides a framework for integrating gender equality into all aspects of Trust life and demonstrates how the Trust will seek to fulfil the specific duty. The Trust/governing board proposes that the following shall take place:

- To encourage parents of both genders to attend parents' evenings and to become involved in the Trust's learning environment.
- To seek to ensure that there is a fair gender balance on the governing board so far as is possible.
- To provide successful positive role models from both gender groups to support our work-related learning programme.
- To identify and seek to eliminate stereotypes in curriculum content. In particular, to challenge perceptions that certain subjects are appropriate mainly to boys. For example, science and technology are seen as 'male' subjects whereas English, languages, drama and food technology are traditionally 'female' subjects and should be studied by girls.
- Opportunities to participate in all types of sports and also in dance will be equally available to boys and girls.
- Programmes will target underperformance by certain groups of boys/girls.



- Sex education will include gender specific programmes to deliver sexual health education.
- Discrimination, bullying, harassment of all children, young people and adults will be dealt with according to our stated policies, regardless of gender.
- To ensure that the lettings policy does not have any unnecessary discriminatory elements. In particular to look at the safety and security provision for evening lettings.
- To seek to ensure that contractors employed by the Trust are made aware of gender issues related to staff and students. In particular, contractors must be trained to avoid gender stereotyping in their attitudes towards students.
- To ensure that our admissions and exclusions patterns operate fairly and are not biased towards one or other gender.
- To challenge sexist behaviour in whatever form it takes. We shall actively encourage boys and girls to respect each other as equals and make clear the unacceptable nature of gender related violence.
- The Trust must be seen to seek to employ, promote and train men and women equally at all levels and in all phases of education and childcare.
- We will not tolerate harassment of people based on their gender or transgender status.

Note: definition of 'gender'

'Gender' in this context refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities. It is not directly to do with the biological differences between male and female.

Summary

Information is collected on race, disability and gender relating to staff, children and other interested parties and is used to inform policies, strategic planning and activities.

The Trust participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

The curriculum includes opportunities for pupils to understand issues relating to the key areas of race, disability and gender. Visual displays within the Trust reflect race, disability and gender issues appropriately.

All pupils are encouraged to participate fully in Trust life and every effort is made to ensure positive contribution from them.

In particular, pupil achievement is analysed by race, disability and gender and, where necessary, informs action planning.



General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any potentially motivated incidents being reported to the governing board on a termly basis.

The Trust participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

Every effort is made to ensure that the physical accessibility needs of pupils, staff and visitors to the Trust are met.

Open evenings are held in areas of the Trust most easily accessed by families.

The needs of parents, pupils and staff are considered in respect of publishing and sending out information.