



Policy for Single Equality

Statement of intent

At Trafalgar Schools' Federation we believe in single equality of opportunity.

We follow the existing equality legislation (The Equality Act 2010 including the Public Sector Equality Duty) that extends protection from discrimination for certain protected characteristics. Those characteristics include: age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, gender identity, gender reassignment, sexual orientation.

We will eliminate unlawful discrimination, advance equality of opportunity and foster good relations for children, staff, mothers, fathers, carers, and all others who use the school facilities.

We will have due regard to our Equality Duty at the time of making decisions, developing policy and taking actions. We will assess and continually review whether there are particular implications to people in relation to protected characteristics.

We will meet diverse needs and advance equality in both schools by:

- Having a Federation wide approach to inclusive policies and practices.
- Having an Accessibility Strategy and Action Plan – aimed at reducing barriers to achievement by making reasonable adjustments for children and adults who are disabled and/or have special educational needs; improving the physical environment to enable disabled children/all other users of the school to take advantage of education, facilities and services provided; improving the availability of accessible information to disabled pupils, staff, mothers, fathers and carers.
- Having a Positive Behaviour Policy incl. Anti-Bullying and following it in practice
- Securing and maintaining outstanding teaching, learning and assessment for all children.
- Closing the gap in achievement between different groups and national standards by:
 - knowing about the relative attainment of different groups of children including those entitled to Pupil Premium, through monitoring, tracking and analysing information and data.
 - carefully focusing interventions
 - showing evidence of impact of these interventions and using that evidence to plan the next steps
 - identifying groups of children at risk of underachieving
- Building a cohesive school community where children and adults can thrive.
- Showing compliance with our Equality Policy through annual review and setting equality objectives where appropriate.
- Publishing our Equality Policy on the school websites.



Special Provision for Disability

The overriding principle of equality legislation is generally one of equal treatment. However the provisions relating to disability discrimination are different in that we may and often must treat a disabled person more favourably than a non-disabled person by making reasonable adjustments including provision of auxiliary aids and services to put disabled people on a more level footing with people without disabilities.

Positive action

We will take positive action to counter the effects of past or present discrimination experienced by groups of pupils who share a protected characteristic. This action will be taken to meet the particular needs of pupils in such groups or to facilitate their participation in activities where it is disproportionately low. It should be noted that it is not about giving preferential treatment to a particular pupil because of a protected characteristic as this would be classed as positive discrimination which is unlawful.

Responsibilities

Governors are responsible for:

- Ensuring that both schools comply with the relevant equality legislation
- Ensuring that the Federation Equality Policy and its procedures are followed
- Ensure that the policy is reviewed annually

The named governor with responsibilities for equalities is ???.

The **Executive Headteacher and Leadership Teams of the two schools** are responsible for:

- Ensuring that the Federation's Equality Policy and its procedures are followed
- Ensuring that the policy is reviewed annually
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of indirect discrimination, direct discrimination, harassment, victimisation, including by association or perception or arising from disability against all members of the school community and to investigate **all** incidents of bullying including racist, homophobic and other hate-related incidents.

All staff are responsible for:

- Dealing with incidents of discrimination, harassment, victimization and all incidents of bullying.
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training



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Believe, Inspire, Achieve

Staff, mothers, fathers, carers and pupils are responsible for ensuring they are aware of the Equality Policy; that they understand and comply with the Federation's expectation in relation to the Equality Duty.

Visitors who are invited by school staff as guests **and Contractors** who are on the premises by invitation of the facilities management company are responsible for ensuring they understand and comply with the Federation's expectation in relation to the Equality Duty. It is the responsibility of school staff and FM company staff to ensure that expectation is communicated.

What the equality duty covers in school

Admissions process

Both schools in the Federation use the admissions service provided by LBRuT which has its own statement on how they meet the Equality Duty regarding admissions.

The Curriculum

Both schools follow the National Curriculum. We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images and ensure a variety of resources (including staff and parents) are used, and activities are planned to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community.

We aim to meet the needs of all pupils by differentiated planning and practice in the classroom and in the both schools both individually and as a whole. (ref: Learning and Teaching Policy, TSF SEND Information Report.)

Access to benefits, facilities or services

Both schools have systems in place to ensure that all pupils are able to access benefits, facilities and services relating to the school sites, school day, trips and visits and extra-curricular activities. These include gender neutral bathrooms, supporting families to register for Free School Meals, using charitable organisations to provide funding for residential trips, ensuring extra-curricular clubs cover a wide range of interests and are available to all pupils.

Exclusion procedure

The Federation ensures that all incidents of exclusion are dealt with as per the Exclusions Policy which makes reference to the Equality Duty.

Other detriments

We will not discriminate by subjecting a pupil to 'any other detriment'. While detriment is not legally defined, and is interpreted very broadly, it is generally taken to mean some disadvantage and can include denial of an opportunity or choice, or anything that a reasonable pupil would consider has altered his or her position for the worse. The detriment need not be physical, academic or disciplinary. However, the fact that a pupil has an unjustified sense of grievance alone would not qualify under this category.



How we use protected characteristic data in the provision of education

In order to meet pupils' educational and pastoral needs we monitor pupils by certain protected characteristics for the following reasons:

- To inform our planning thus ensuring differentiation and diversity
- To monitor pupils' attainment and progress and to set targets
- To provide specific support for pupils for whom English is an additional language (ref: Provision Maps, Target Tracker)
- As part of attendance meetings with the Educational Welfare Officer (EWO)
- As part of the termly year group monitoring meetings
- As part of our reporting to Governors on exclusions
- To ensure rewards and sanctions are being consistently applied

Breaches of the Policy

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of discrimination, harassment, victimisation and bullying including racist, homophobic or other hate related incidents. The two school leadership teams have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils. The Executive Headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

Publication of the Policy, Consultation and Feedback to Parents/Carers

The policy will be published on both school websites. Hard copies of the policy will be available in both schools and will be given to parents on request

When necessary, consultation may be undertaken with mothers, fathers and carers via PTA meetings and questionnaires. Any feedback from the audit and review of the policy or consultation will be provided via the two school websites and letters home.

Change Control information for Staff and Governors

Date of change	Summary of significant changes and the reasons
Spring 2018	Amended to be a Federation policy rather than school specific.
Spring 2019	Equality Action Plans are no longer mandatory. This may be rephrased to specify website
Spring 2020	Overall review to ensure policy is up to date with current terminology.