

Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

EQUALITIES POLICY



Tauheedul
Education Trust

Document Control

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1 Introduction

- 1.1 The Trust is committed to promoting fairness and equality in everything that it does, acknowledging the diversity of the people who make up our communities.
- 1.2 Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of our establishments.
- 1.3 The Trust believes that every individual within our establishments has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination.
- 1.4 In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, the Trust and its establishments will actively promote policies and procedures aimed at realising the full potential of every individual. The Trust will endeavour to maximise resources to ensure that opportunities are open to all.
- 1.5 This policy does not mean that everyone will be treated equally, but it does mean that everyone should expect to be treated fairly. Different people may be treated in different ways depending on their requirements, needs and abilities.
- 1.6 This policy applies to all aspects of the Trust and its establishments' operations. This includes:
 - 1.6.1 staff recruitment, staff promotion and staff training;
 - 1.6.2 the curriculum, teaching and learning and classroom practice;
 - 1.6.3 pupil admissions and attendance;
 - 1.6.4 pupil attainment and progress;
 - 1.6.5 pupil behaviour, discipline and exclusions;
 - 1.6.6 pupil personal development and pastoral care;
 - 1.6.7 membership of the Board of Trustees and Governing Bodies; and
 - 1.6.8 partnerships with parents and communities.
- 1.7 This policy is intended to apply to every individual who operates within a Trust establishment, including visitors when appropriate. The Trust will promote equality of opportunity and eliminate discrimination with particular regard to protected characteristics as outlined by the Equalities Act 2010.

2 Aims

- 2.1 To promote equality and achieve equality improvements across our establishments as required under the Equality Act 2010.
- 2.2 To ensure we positively contribute to a fairer society through advancing equality and good relations within our activities.
- 2.3 To provide an environment where unlawful discrimination, harassment or bullying is not tolerated.
- 2.4 To support the mission, vision and values of the Trust and its establishments.

3 Who is Responsible for this Policy?

- 3.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Head of each establishment.
- 3.2 The Local Governing Body and Senior Leadership Team at each establishment has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4 Statutory Framework

- 4.1 The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law.
- 4.2 The different responsibilities on public bodies in relation to equalities have been brought together into a single 'Equality Duty'.
- 4.3 The Equality Duty is a duty on public bodies to consider the needs of all individuals in their day to day work.
- 4.4 The duty covers the following 'protected characteristics':
 - 4.4.1 age (not applicable with regard to learners);
 - 4.4.2 disability;
 - 4.4.3 gender reassignment;
 - 4.4.4 pregnancy and maternity;
 - 4.4.5 race;
 - 4.4.6 religion/belief;
 - 4.4.7 sex; and
 - 4.4.8 sexual orientation.
- 4.5 The Equality Duty has two main parts: the '*General Equality Duty*' and '*Specific Equality Duty*'.
- 4.6 The '*General Equality Duty*' has three aims. It requires public bodies to have 'due regard' to the need to:
 - 4.6.1 eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
 - 4.6.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 4.6.3 foster good relations between people who share a protected characteristic and people who do not share it.
- 4.7 Having 'due regard' means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.
- 4.8 The '*Specific Equality Duty*' assists public bodies in responding to the '*General Equality Duty*'.
- 4.9 There are two specific duties that public bodies are required to carry out:
 - 4.9.1 set and publish one or more equality objectives; and

4.9.2 publish annual information to demonstrate compliance with the Equality Duty responsibilities.

5 Delivering on the Duty

- 5.1 All Trust establishments will adopt this policy.
- 5.2 Through this policy the Trust will develop, consult on, set and publish 'Equality Objectives' (Section 6).
- 5.3 The Trust will publish an 'Equalities Statement' to demonstrate compliance with the Equality Duty (Section 7).
- 5.4 Establishments will report annually to the Trust on the operation and effectiveness of this policy and in particular on the actions taken to ensure achievement of the Equality Objectives.
- 5.5 All Trust establishments will produce and publish an Accessibility Plan, incorporated within their Annual Operating Statement and 5 year Development Plan, and ensure appropriate resources are made available to fulfil the requirements of the Accessibility Plan.
- 5.6 The Trust Central Team will undertake an Annual Regulatory Check to ensure compliance with the aims of this policy as well as assist in the preparation of the 'Equalities Statement'.
- 5.7 To fulfil the duty to have 'due regard' to equality considerations, an establishment must, whenever significant decisions are being made or policies developed, give thought to equality implications. This means that:
 - 5.7.1 Decision makers in our establishments must be aware of this duty when making a decision and assess whether it may have particular implications for people with particular protected characteristics;
 - 5.7.2 Establishments must consider the equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;
 - 5.7.3 The analysis to comply with the duty has to be carried out seriously, rigorously and with an open mind.
- 5.8 A template Equality Impact Assessment (Appendix 1) will be completed by the Trust and its establishments when required to evidence its duty to have due regard.
- 5.9 Each Governing Body will ensure that their establishment complies with the appropriate legislation by ensuring policy and any related procedures are implemented. They will scrutinise the establishment's approach to equalities to ensure that both the general and specific duties under the equality duty are fully complied with.
- 5.10 The Head of Establishment will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities.
- 5.11 The Head of Establishment has responsibility to ensure the establishment's commitment to equality is reflected in:
 - 5.11.1 the attitudes and behaviour of staff;
 - 5.11.2 arranging appropriate training;
 - 5.11.3 their willingness to acknowledge and tackle examples of unacceptable behaviour.

5.12 All staff must:

- 5.12.1 deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination;
- 5.12.2 lead by example with their attitude and behaviour;
- 5.12.3 be willing to acknowledge and encourage good practice by people they manage;
- 5.12.4 undertake appropriate training to enhance their awareness and ability to promote equality of opportunity for all stakeholders and to tackle discrimination.

5.13 Parents, visitors and contractors should, where appropriate, be made aware of this policy.

5.14 All members of the Trust's establishments and its community must recognise that each individual has to uphold the law and the principles of fairness and equality.

6 Equality Objectives

- 6.1 This policy is supported by Equality Objectives, fulfilling our 'Specific Equality Duty'. These Objectives are reviewed every 4 years in line with this policy.
- 6.2 Our objectives are based upon the evidence we have collected and appropriate priorities.
- 6.3 The objectives have been linked to appropriate Strategic Priorities of the Trust and will be incorporated into the 5 Year Development Plan and Annual Operating Statement of the Trust and its establishments to ensure delivery.

Primary Phase:
75% of disadvantaged children to achieve a Good Level of Development at the end of Early Years and Foundation Stage (EYFS).
90% of disadvantaged pupils to achieve the expected threshold in the Year 1 phonics screening assessment.
85% of disadvantaged pupils at the end of Key Stage 2 achieve age-related expectations in reading, writing and mathematics.
30% of disadvantaged pupils at the end of Key Stage 2 achieve above age-related expectations in reading, writing and mathematics.
The proportion of disadvantaged pupils making expected progress in reading, writing and mathematics is in line with or better than non-disadvantaged pupils in the school and non-disadvantaged pupils nationally.
The proportion of disadvantaged pupils making better than expected progress in reading, writing and mathematics is in line with or better than non-disadvantaged pupils in the school and non-disadvantaged pupils nationally.
Secondary Phase:
45% of disadvantaged pupils to achieve Grade 9-5 in English and mathematics.
25% of disadvantaged pupils to achieve the E-Baccalaureate.
40% of disadvantaged pupils to achieve better than expected progress in English. or Disadvantaged pupils to have a 'Progress 8' score of +0.5% or above in English.
40% of disadvantaged pupils to achieve better than expected progress in maths. or Disadvantaged pupils to have a 'Progress 8' score of +0.5% or above in maths.
20% of low prior attainment pupils to achieve Grade 9-5 in English and mathematics.
10% of low prior attainment pupils to achieve the E-Baccalaureate.

7 Annual Equalities Statement

- 7.1 The Trust will publish an Annual Equalities Statement and therefore fulfil the ‘Specific Duty’ to publish information to demonstrate compliance with the Equality Duty responsibilities.
- 7.2 Establishments will supply the data on an annual basis to the Trust Central Office to enable completion of the Statement.
- 7.3 This information will be published on the Trust website.
- 7.4 A template for the information published within the Annual Equalities Statement is at Appendix 2.

8 Monitoring, Evaluation and Review

- 8.1 The policy will be promoted and implemented throughout all Trust establishments.
- 8.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust establishment.
- 8.3 The Trust will review this policy every four years in consultation with each Trust establishment.

Appendix 1: Equality Impact Assessment

Policy or Decision:	Click here to enter text.
Carried out by (name and position):	Click here to enter text.
Date:	Click here to enter text.

Considerations with regard to groups that may be affected:

Groups with protected characteristics	Following consideration it is assessed that this Policy could have a: -			Positive Impact: Comments	Negative Impact: Please provide details as to why reasonable adjustments are not being made
	Positive Impact	Neutral Impact	Negative Impact		
Age (Adults only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Religion / belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.

Appendix 2: Annual Equalities Statement

Meeting our Public Sector Equality Duty in <Year>

1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010

<Details of relevant training>

Details of briefings and meetings (staff or governing body) that discussed responsibilities of the Act>

<Link to outcomes from the delivery of the Equality Objectives and Action Plan>

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

<Details of actions taken to remove or minimise disadvantage suffered by individuals who are connected to a particular characteristic>

<Details of steps taken to meet the needs of a particular characteristic>

<Details of actions taken to encourage learners who have a particular characteristic to participate in activities>

<Information about what the Trust and its establishments are doing to advance equality in response to analysis of data>

<Link to outcomes from the delivery of the Equality Objectives and Action Plan>

<Link to outcomes from the delivery of the establishment's Accessibility Plan>

3. Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it

<Details of action within the establishment to demonstrate tolerance, friendship, shared understanding of religion or cultures, anti-bullying and positive community activities>

<Link to outcomes from the delivery of the Equality Objectives and Action Plan>

4. Pupil Profile

Data to reflect characteristics – specified in line with data collected on pupils but not so as to breach data protection (to prevent the identification of individuals). Data will be validated by RAISE where available.

	Number	% of establishment population	Attendance: <Indicator used>		Progress: <Indicator used>		Attainment: <Indicator used>	
			National	Establishment	National	Establishment	National	Establishment
Special Educational Needs (SEN)								
SEN								
Gender								
Male								
Female								
Ethnicity and Race								
<Ethnic grouping>								
<Ethnic grouping>								
<Ethnic grouping>								
<Ethnic grouping>								

5. Staff Profile

	<Current Year>		<Previous Year>		Year on Year Change	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
Trust Total						
	<Current Year>		<Previous Year>		Year on Year Change	
	Number	%	Number	%	Number	%
Age						
16-24						
25-36						
35-44						
45-54						
55-64						
65+						
Ethnicity and Race						
White						
BME						
Prefer not to say						
Gender						
Male						
Female						
Disability						
Yes						
No						
Religion and Beliefs						
<Category X>						
<Category Y>						

Note:

DP: Data is not published as to do so could breach data protection (enabling the identification of individuals).

NYC: Data is not yet collected but the establishment is working to establish data collection.