



Single Equality Policy
Fairfax Multi-Academy Trust
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1. Context

1.1 Mission statement, values and beliefs

Fairfax Multi-Academy Trust aims to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain. Our mission statement is 'Dedicated to development; transparent in our approach'.

Our core values and beliefs:

- Excellence – We strive for the highest quality to ensure excellent outcomes
- Dedication – We believe there is dignity in hard work and effort
- Ambition – We want the very best for our students
- Integrity – We believe in openness and transparency
- Tradition – We believe in old fashioned manners, courtesy and respect.

1.2 The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

1.3 The following policy guidance and exemplar equalities action plan are intended to support schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

2. Equality and the law

2.1 The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

2.2 It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

2.3 The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment.

2.4 The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.

3. Equality policy statement

3.1 We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background.

3.2 We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

4. Implementing the equality mission statement

4.1 Providing high quality teaching and learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.

- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

4.2 **Central role of all academy staff**

School staff will implement the school's single equality plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Head of Academy

4.3 **The role of the Head of Academy**

The Head of Academy has overall responsibility for the implementation of the school's equality plan and will ensure that all members of staff are aware of the equality plan and that these guidelines are applied fairly in all situations.

The Head of Academy is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

4.4 **The role of Academy Associates**

The academy association will set out its commitment to equal opportunities by:

- Ensuring that the school's single equalities plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or

belief, sexual orientation, gender reassignment, pregnancy or maternity.

- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff, parents and carers who have a disability in accordance with the Equality Act 2010.

4.5 **Related policies and Statutory Documents**

Academy policies:

- Attendance Policy
- Admission Arrangements
- Accessibility Plan
- Anti-Bullying Policy
- Child Protection Policy
- E Safety Policy
- Educational Visits and Transport Policy
- Exclusion Policy
- Supporting Students with Medical Condition Policy
- Academy Behaviour and Discipline Policy
- Special Educational Needs and Disabilities Policy
- Whistle blowing Guidance

Statutory Documents:

- Equalities Act 2010
- UN Convention on the Rights of the Child
- UN Convention on the Rights of People with Disabilities
- Human Rights Act 1998.

4.6 **Development of the equalities plan**

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.

- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from the Academy Association.

4.7 Review of progress and impact

Our school single equality plan has been agreed by our Academy Association. In line with legislative requirements, we will review progress against our equality plan annually and review the entire plan and accompanying action plan on a three year cycle.

4.8 Publishing the plan

- In order to meet the statutory requirements to publish a school single equality plan, we will: publish our plan on each individual academy website.
- Raise awareness of the plan through the academy newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

5. Review of this policy

- 5.1 This policy is reviewed at least every three years by the Academy Association. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.