



# EQUALITY INFORMATION & OBJECTIVES POLICY

(This CSET Policy applies to all the schools within  
CSET)

DATE OF BOARD APPROVAL	July 2015
REVIEW FREQUENCY	Every four years
BOARD REVIEW DUE	July 2019
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FUTURE REVIEWERS	CEO Head of Operations
STATUTORY REQUIREMENT	YES

AMENDMENTS	SUMMARY OF AMENDMENT	DATE
1 <sup>st</sup> amendment approved by the Board		
2 <sup>nd</sup> amendment approved by the Board		

## **CSET**

### **Equality Information & Objectives Policy**

This Equality Information & Objectives Policy for CSET includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. Our academies embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Information & Objectives Policy is inclusive of the whole community for each of our academies – pupils/students, staff, parents/carers, visitors and partner agencies.

#### **Our vision statement about Equality**

CSET seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

#### **The aims of our Equality Information & Objectives Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our academies and within our wider community.

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of our academies life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

**We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our academies and within our local communities
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

**Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school, school trips or school sports
- employees' and staff welfare

**The roles and responsibilities within our the communities of our Academies**

In each Academy, our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Information & Objectives Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the School Leadership Team is kept up to date with any development affecting the policy or actions arising from it

CSET will:

- designate a Director with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the Improvement Plan of each our Academies
- support each Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy and the objectives annually.

Each School Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the Improvement Plan.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our Academies' staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

### **Implementing Equal Opportunities for Staff**

It is important that the Equality Information & Objectives Policy finds expression in the day to day running of each CSET Academy. For example, the Policy is applied in the following areas:

- Appointments
- Induction
- INSET/Staff Development
- Rooming and Working conditions
- Equal distribution of time allocation to include duties

Staff are encouraged to take a lead in challenging any language and/or behaviour of a discriminatory, racist, sexist or homophobic nature.

## **Implementing Equal Opportunities for Students**

- Induction programmes should be tailored to meet the different needs of pupils
- There should be differential schemes of work designed to meet the ability and learning styles of all pupils
- There should be a clearly defined discipline system consistently enforced
- There should be systems for recognising success in any sphere
- Each teacher and each student should be made aware of the School's expectations and these should be consistently applied
- Students should all be made aware of the School's behaviour for learning procedures
- All students should be entitled to access to a curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

## **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

## **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all Academies.

CSET and each Academy acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.