



**SENDAT**  
 Special Educational Needs & Disabilities  
 Academies Trust

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## Equalities Policy

This policy should be read alongside the school's Statement of Intent

This policy describes the way in which SENDAT will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school.

### Statement/Principles

The policy outlines the commitment of the staff and the Board of Directors of SENDAT to ensure that equality of opportunity is available to all members of the SENDAT community of schools and other provisions. This means not simply treating everybody the same, but understanding and seeking to remove barriers and any working practices which could lead to unequal outcomes for different groups of staff or students in SENDAT schools. Also celebrating and valuing the equal opportunity achievements and strengths of all members of schools' communities. These include:

- Students
- Teaching staff
- Support staff
- Staff on work experience or training placements
- Parents/carers
- SENDAT Directors and Local Academy Board (LAB) members
- Multi-agency staff linked to the staff
- Visitors to the Trust
- Students on placement



We believe that equality at our schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At SENDAT, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

The philosophy of SENDAT is to enhance the range of experiences available to our students and offer them increasing opportunities for personal, social, intellectual and physical development. Linked to this, we will continue to work with the wider community to ensure SENDAT has a central place within it.

We believe that improving the quality of education will be an ongoing process which involves monitoring and evaluation, leading to enhancement of best practice. We embrace the use of new technology to provide new opportunities for learning and teaching.

### **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring in our Trust and Schools' Development plans (SDPs) and due regard is given to promotion of all aspects of equality within the SDP.

The Head of School/Provision will be the person responsible for coordinating the monitoring and evaluation of equality and equal opportunities in each school. This responsibility includes (but is not limited to):

- Providing updates on Equalities legislation and the school's responsibilities in this regard; leading discussions, arranging training, keeping staff updated in designated staff meetings;
- Providing support to discuss and promote equalities within the school community.
- Working closely with the designated member of the SENDAT Board or LAB.
- Providing active support to processes and activities which monitor the impact and success of the policy.

SENDAT Directors will regularly review the impact of the Trust's Equality and related policies on the needs, entitlements and outcomes for students, staff and parents/carers. Particular attention will be given to assessing the impact of our policies on the attainment and other outcomes of students from different groups, such as Looked After Children, Free School Meals children, boy/girls.

We make regular assessments of students' learning and use this information to track students' progress as they move through SENDAT schools. As part of this process, we regularly monitor the performance of different groups, to ensure that all individuals and groups of students are making the best possible progress. The information is used to inform future teaching and learning plans and Risk Benefit Assessments (RBAs) where appropriate. Resources are available to support groups of students where the information suggests that there is an additional need or needs. SENDAT Directors and LAB members receive regular updates on students' educational attainment and other outcomes.

SENDAT schools' performance information is compared to national and Local Authority data, to ensure that students are making the best possible progress when compared to all schools, and to schools in similar circumstances.

In addition to monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, homophobia, disability and sexist incidents and all forms of bullying;
- Parental involvement
- Participation in extra curricula activities
- Attendance

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## **Promoting Equality through the Curriculum**

### **Learning and Teaching**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that PSHE and Citizenship cover issues of equalities, diversity, religion, human rights and inclusion; as well as ensuring that different types of family (including families with lesbian, gay, bi-sexual or transgender parents) are presented as of equal value.
- All subject departments, where appropriate, celebrate diversity and promote the contribution of different ethnic groups to the curriculum area as well as profiling the positive contributions made to society by other minority groups, such as lesbian, gay, bi-sexual and transgender people;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all student groupings;
- Take account of the performance of all students when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of students;
- Identify resources that support staff development.

## **Learning Environment**

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher enthusiasm as a vital factor in achieving a high level of motivation and good results from all students;
- Adults in the school who will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for those with special educational needs and disabilities. We aim to meet all students' learning needs including the more able through carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- The school providing an environment in which all students have equal access to all facilities and resources;
- Creating an environment where all students are encouraged to be actively involved in their own learning;
- A range of teaching methods used throughout the school to ensure that effective learning takes place at all stages for all students.

## **Curriculum**

At SENDAT, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Students will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.
- All students have access to qualifications which recognise attainment and achievement and promote progression

## **Ethos and Atmosphere**

- At SENDAT, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;

- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Although physical access to the school is difficult under normal circumstances, vehicular access to a school door can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Resources and Materials**

The provision of good quality resources and materials within SENDAT is a high priority. These resources will:

- Reflect “the reality of an ethnically, culturally and sexually diverse society;”
- Reflect a variety of viewpoints;
- Show positive images of adults and young people in society including those with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

### **Language**

We recognise that it is important at SENDAT that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

### **Extra-Curricular Provision**

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

We undertake at SENDAT to make appropriate provision for all children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Asylum seekers
- Students for whom English is an additional language;
- Students who are new to the United Kingdom.

### **Personal Development and Pastoral Guidance**

Pastoral staff take account of disability needs, gender, religious and ethnic differences, sexual orientation and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students;

- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This includes student's access to a balance of male and female staff at all key stages, wherever possible.

We undertake to encourage and support the career development and aspirations of all individuals.

It is our policy to provide all members of staff with training and continuous professional development (CPD), which will increase awareness of the needs of different groups of students in all aspects of equality of opportunity.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice which takes account of equalities through the recruitment and selection process;



- Steps are taken to encourage all staff colleagues to apply for positions at all levels of the Trust and its constituent schools and apply for more senior posts.
- Equalities policies and practices are covered in all staff induction training;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

It is the duty of all staff colleagues across the Trust to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

SENDAT has a clear, agreed procedure for dealing with any allegations of harassment and/or bullying.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all students to achieve their potential.

SENDAT Directors and Leadership teams have a continuing commitment to reach out to all diverse groups within our immediate community and beyond. This commitment takes a number of forms:

- All parents/carers are encouraged to participate at all levels in the full life of our schools;
- Encouraging members of the local community to regularly join in school activities e.g. SENDAT open day, sports days, school celebrations, harvest festival, coffee mornings etc;
- Exploring the possibility of SENDAT schools playing a role in supporting new and settled communities.

### **Responsibility for the Policy**

All members of SENDAT schools communities have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

**The SENDAT Board of Directors** is responsible for ensuring that:

- All SENDAT schools/other provisions comply with all equalities legislation relevant to the schools communities;
- The SENDAT Equalities policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;



- The SENDAT Director designated to monitor Equality will have an overview, on behalf of the Full Trust Board, on all alleged incidents which are a potential breach of this policy and ensure that appropriate action is taken in relation to all said incidents

**SENDAT Heads of School and Leadership teams**, together with the SENDAT Board of Directors and LAB members are responsible for:

- Providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equalities Scheme including racist, bullying, sexist, homophobic and disability monitoring and reporting;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the schools are aware of, and comply with, the Equalities Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to incidents which are, or are potentially, discrimination against persons with any protected characteristic as defined in current Equality legislation.

**All staff are responsible for:**

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the Trust or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Students' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Students' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- SENDAT Directors / LAB members /staff training and professional development;





- Partnerships with parents/carers and communities;
- Visits and visitors.

### **The Measurement of Impact of the Policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessment to be undertaken at the appropriate time within a given timescale for impact assessment will be drawn up.

### **Impact Assessment**

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix 1



## Appendix 1

### Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed

Key Topics	Disability	Ethnicity	Gender and Sexual Orientation	Religion
1. Outcomes for learners	<ul style="list-style-type: none"> <li>• Do our policies benefit all learners and potential learners, whether or not they are disabled?</li> <li>• Or are disabled learners excluded, disadvantaged or marginalised?</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background?</li> <li>• Or are people from certain backgrounds losing out?</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies benefit all learners and potential learners, whichever their gender or sexual orientation?</li> <li>• Or are outcomes different for females and males with some being disadvantaged? Similarly, what are the outcomes for lesbian, gay, bisexual and transgender students?</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds?</li> <li>• Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?</li> </ul>
2. Recognising relevant differences	<ul style="list-style-type: none"> <li>• Is due account made of the specific needs and experiences of disabled people?</li> <li>• Or is a 'one size fits all' approach adopted?</li> </ul>	<ul style="list-style-type: none"> <li>• Is due account made of different cultural backgrounds?</li> <li>• Or is a 'one size fits all' approach adopted?</li> </ul>	<ul style="list-style-type: none"> <li>• Is due account made of women's and men's differing experience?</li> </ul> <p>Similarly, is due account made of lesbian, gay men, bi-sexual men and women and transgender men and</p>	<ul style="list-style-type: none"> <li>• Is due account made of the specific needs and experiences of students from all religious groups?</li> <li>• Or are some excluded or not included?</li> </ul>



			women's differing experience?  • Or is a 'one size fits all' approach adopted?	
3. Benefits for the workplace	<ul style="list-style-type: none"> <li>• Do all members and potential members of the workforce/students benefit, whether or not they are disabled?</li> <li>• Or are reasonable adjustments for disabled staff not made?</li> </ul>	<ul style="list-style-type: none"> <li>• Do all members and potentials members of the workforce/students benefit whatever their ethnic, cultural or religious background?</li> <li>• Or are some excluded?</li> </ul>	<ul style="list-style-type: none"> <li>• Do all members and potential members of the workforce benefit, whichever their gender or sexual orientation?</li> <li>• Or are there differential impacts, both positive and negative?</li> </ul>	<ul style="list-style-type: none"> <li>• Do all members and potential members of the workforce benefit/students benefit whatever their religious or non religious background?</li> <li>• Or are some excluded or not included?</li> </ul>
4. Attitudes, relationships and cohesion	<ul style="list-style-type: none"> <li>• Do our policies promote positive attitudes towards disabled people, and good relations between</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies promote positive interaction and good relations between different groups and</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies promote good relations between women and men and between heterosexual, homosexual, bi-sexual and transgender people?</li> </ul>	<ul style="list-style-type: none"> <li>• Do our policies promote good relationships / respect / tolerance / similarities between all</li> </ul>

## **Principles and criteria for equality impact assessments**

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

### **Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender

### **Principle 2: Relevant differences should be recognised**

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

### **Principle 3: Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender and sexual orientation.

### **Principle 4: Positive attitudes and relationships should be fostered**

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.



### **Principle 5: Society as a whole should benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

### **Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

### **Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.

It is in the light of these seven principles that EQUIAs should be conducted. A tabulation of them is shown on the next page. This provides prompts for the issues to be considered, and for the quantitative and qualitative data required to complete the assessment.