



The
Sovereign
Trust

Equality Plan
Issue 1

The Sovereign Trust Equality Plan

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Owner	Beverley Owens
Signed by:	Chief Executive Officer

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Check list for school staff and Trustee's

- Is information collected on race, disability and gender, sexual orientation with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability, sexual orientation and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, sexual orientation and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of Advisors and Trustee's open to candidates and voters who are disabled?

1. Mission Statement

At The Sovereign Trust we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our schools, irrespective of race, gender, sexual orientation, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our schools feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At The Sovereign Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, our schools operate equality of opportunity in their day to day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge racist/ homophobic and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy whilst taking into consideration the needs of the individual pupil. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at The Sovereign Trust

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. The Legislative Context

The Equality Act 2010 replaced previous anti-discrimination laws. The Public Sector Equality Duty came into force on 5 April 2011. It states that we as a school have a General Duty to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are: disability, race, religion/belief (or lack thereof), sexual orientation, sex, gender, age, maternity/pregnancy, marriage/civil partnership and gender reassignment.

Positive discrimination is allowed for people with protected characteristics without this being unlawful discrimination against people who do not share a protected characteristic. For example, we can restrict services to girls only.

The General Duty is supported by Specific Duties which came into force on 10 September 2011. These specific duties require us to:

- Publish Equality information on the effect that our policies and practices have had by 6 April 2012 and then on an annual basis;
- Publish evidence of analysis we have undertaken;
- Publish details of the information we have considered and the engagement we undertook;
- Publish Equality Objectives by 6 April 2012 and then at an interval of no more than 4 years.

All information must be published free of charge in a way which makes it easy for the general public, as well as staff, parents/carers and students to access. We must make provision for disabled people to access the information, eg. be able to supply large print copies for visually impaired people. The Equality Act 2010 replaced previous anti-discrimination laws. The Public Sector Equality Duty came into force on 5th April 2011. It states that we as a school have a general duty to:

4a. Race Equality

The Equality Act 2010 says you must not be discriminated against because of your race. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). ... This means a group of people who all share the same protected characteristic of ethnicity or race

The Academy:

must ensure that the principle of racial equality is reflected in their curriculum design, pedagogy and deployment of resources.

must be especially vigilant in monitoring the progress of those from minority groups and, where appropriate, put in place support arrangements.

Aims and Objectives

The desired outcomes of this policy are to ensure that, regardless of race, colour, religion, nationality and background, pupils at Sovereign Trust schools:

Have the opportunities to achieve the highest possible standards and the best qualifications.

Are helped to develop a sense of personal and cultural identity that is receptive and respectful towards others' identities.

Develop the knowledge, understanding and skills needed for positive participation in

a diverse society and inter-dependent world.

We aim to achieve this by:

Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.

Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

Encouraging everyone within our school community to gain a positive self-image and high self-esteem.

Having high expectations of everyone involved with the whole school.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The **Equality Act 2010** makes it unlawful for an employer to discriminate against employees because of their **sex**. **Sex** discrimination against men is just as unlawful as **sex** discrimination against women.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

Sexual orientation discrimination. The Equality **Act 2010** says you mustn't be discriminated against because you're gay, lesbian, bisexual or heterosexual. This is called discrimination because of **sexual orientation**. Discrimination which is against the Equality **Act** is unlawful.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5 Consultation and involvement

It is a requirement that the development of this 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 the following to shape the plan:

- Feedback from parents' evenings/meetings and the Annual Parent Questionnaires
- Input from staff surveys or through staff meetings
- Feedback from the school council, PSHE lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps;
- Feedback at Trustee meetings.

6 Roles and Responsibilities

The role of Trustees

- The Board of Trustees has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The Board of Trustees seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Trustees welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Board of Trustees ensures that no child is discriminated against whilst in our school because of their race, gender, sexual orientation or disability.

The role of the head teacher (or senior leader responsible for Equalities)

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.

7 Tackling discrimination

Harassment because of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

The member of staff present deals with racist and homophobic incidents and other incidents of harassment or bullying, escalating to key stage manager/ SLT/ headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

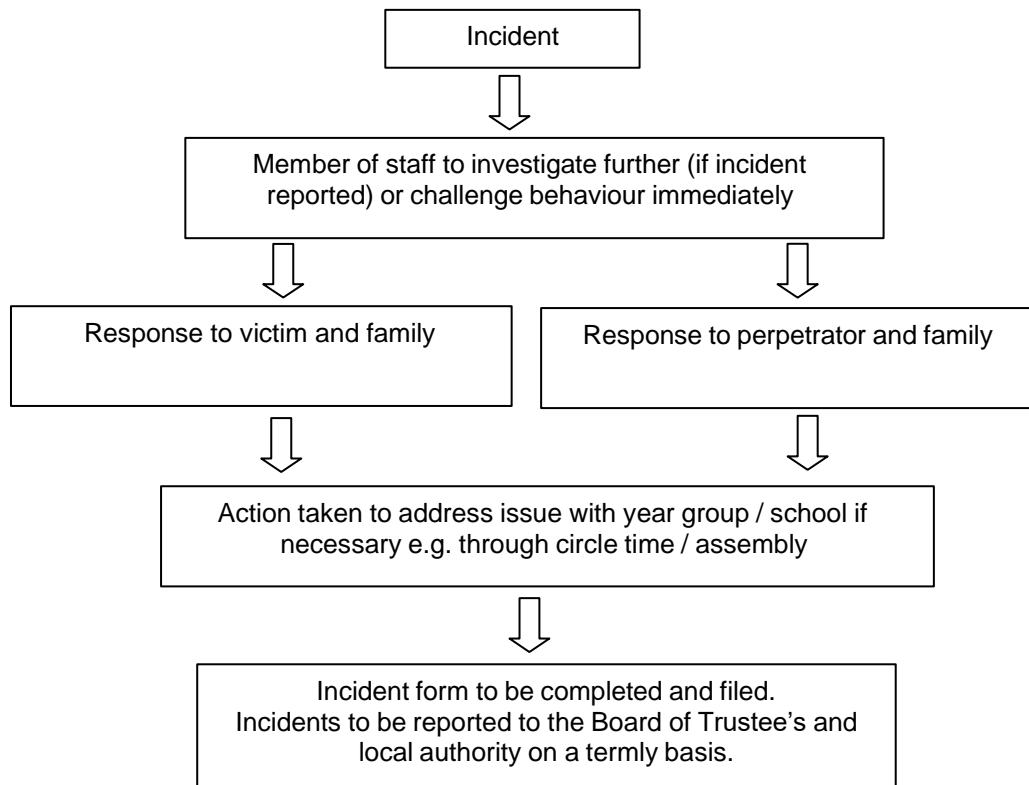
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



8 Review of progress and impact

The Plan has been agreed by our Board of Trustees. We have a rolling programme for reviewing our school policies and their impact. 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.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps

9 Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Equality Plan

Date: 2020 - 2023

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	March 2022	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	All staff are aware of the Single Equality Plan	Staff questionnaire	Head teacher	Summer term 2020	As above
All	Monitor and analyse pupil achievement by disability/major need and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by disability	Headteacher / Trustee's	Annually in July 2020	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Assemblies Humanities PHSE	March– July 2020	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors continues to promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	Further diversity reflected in school displays across all year groups
All	Continue to ensure that all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council Tracey Horne	Ongoing	Diversity in school council membership

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan	Through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc	Head teacher	December 2020	The school community has ownership of the plan
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis. Ensure that all students (whole school) are now Equality issues in PSHE and assemblies; The school's Race Equality policy is in place an Including tracking of pupil progress. Admission fairness so no ethnic group is treated less favo Deal effectively with any incidents of racial bully	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Trustee's	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Sex/ Gender Equality Duty	Regular reviews carried out to analyse any achievement and progress gap between male and female students.	Curriculum adjustments made in response to gap analysis	Headteacher, data manager, subject leads	ongoing	
Sexual Orientation	Advice literature provided and accessible. Homophobic/ transphobic bullying posters etc. maintained, Pupils given access to mentors Sensitive handling of transgender students; Rainbow Lanyards worn by some staff	To create a Safe environment for all regardless of their sexual orientation	SLT, Key stage managers, Behavioural support team	ongoing	Literature available as well as displays. Staff training, No homophobic bullying incidents
		To help address the under-representation of people	Headteacher HR	March 2018	An increased interest in roles in the school

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Disability Equality Duty	Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.	with disabilities in the school workforce.		ongoing	by people with disabilities
Community Cohesion Religion and Belief	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. To continue to explore issues around faith and to raise awareness of practical faith issues – this is part of the Equality awareness in PSHE and assemblies. All students are encouraged and respect the religious observations of staff and students of other faiths.	PHSE assessments/ RE assessments	Clair Howson, Samantha Johnson	Ongoing	Increased awareness of different communities shown in PSHE/RE assessments

