

CRABTREE ACADEMY TRUST

EQUALITY PLAN

INTRODUCTION AND SCHOOL CONTEXT

We welcome our duties under the Equality act 2010 as both a provider of education and as an employer. Our school vision and values reflect our duties to our pupils, their families and carers, our staff and the wider community around us.

Our vision at the Crabtree Academy Trust is to instil in our pupils the confidence to embrace life and encourage a love of learning. We offer a safe, nurturing and stimulating environment where we teach and encourage all of our children to realise their full potential and develop the necessary skills to become independent individuals in the wider community and active citizens of the future.

The two schools within the Crabtree Academy Trust - Crabtree Infants and Crabtree Juniors - are both two-form schools entry providing education from Reception (EYFS) through to KS1 and KS2. The majority of children are of 'White British' heritage and the proportion from minority ethnic groups is small but starting to grow, which is representative of the school's position within the local community.

The number of pupils who leave or join the school at other than the usual times is lower than that found nationally, as is the number of children eligible for free school meals. The proportion of disabled children or those with special education needs is also low compared to the national picture. However there has been recent growth of the proportion of pupils within the Trust for whom English is an alternative language. Overall, the number of children said to belong to 'vulnerable groups' is low but it is important to both schools that the progress of these children is closely tracked and their individual needs addressed.

In considering our 'School Equality Scheme' we have agreed the following principles:

1. All pupils, families and staff are of equal value

We see all learners and potential learners, and their parents and carers, and staff as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their marital status
- whether they are currently pregnant or have recently given birth
- whatever their age
- whatever their language.

2. We recognise and respect difference

Treating people equally (Principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to their protected characteristics:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experience of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background, so that reasonable requests in relation to religious observance and practice can be complied with
- sexual identity
- marital status - we recognise that our staff, parents and carers make their own personal choices in respect of their relationships and should not experience any disadvantage as a result of this
- Pregnancy and maternity, so that our staff, parents and carers should not experience any unfair disadvantage as a result of being pregnant or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- respect and tolerance for individuals and groups irrespective of their protected characteristics
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities and practice in relation to all aspects of the employment cycle (from staff recruitment, retention and development through to cessation and beyond)

We ensure that policies and procedures should benefit all employees and potential employees and are applied consistently and fairly across all groups with full respect for legal rights and the needs and adjustments for different protected characteristics.

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, procedures and activities, we also take opportunities to reduce inequalities that may exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

We engage in purposeful consultation pertinent to the policies and action we propose. We engage with groups and individuals, including pupils who may be affected via views expressed at school council, or pupils themselves; for parents, through parent governor representation or directly and for staff, through governor or SLT representation or directly. We also value the opinions of our local and wider community.

7. We aim to foster greater community cohesion

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life irrespective of the protected characteristics of individuals or groups and in line with **British Values**.

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the equality Act 2010. However, in considering the publication of information we will always be sensitive to the fact that some pupil groups within our school are very small making it inappropriate, in some instances, for information to be published where it will enable identification of individual children.

9. We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). These objectives can be found in Appendix 1 to this policy statement and take into account national, county and school-level priorities.

LEGAL BACKGROUND

Within this Trust, we are committed to meeting the public sector equality duties known as PSED.

a) Our general duty under the Equality Act 2010 requires that our policies and practice have due regard to:

- ✓ Elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- ✓ Advancement of the equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- ✓ Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

b) The specific Duties of the Act enable schools to meet their obligations under the PSED. These specific duties require schools to:

- ✓ Publish annually information (quantitative and qualitative) showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- ✓ Set (every four years) one or more specific measurable equality objectives that further the aims of the equality policy

c) Protected Characteristics

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. These are:

- ✓ Age*
- ✓ Disability
- ✓ Ethnicity and race
- ✓ Gender (Sex)
- ✓ Gender identity and reassignment
- ✓ Pregnancy, maternity and breast feeding *
- ✓ Religion and belief
- ✓ Sexual orientation
- ✓ Marriage and civil partnership *

* refers to staff only

d) Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can. At the Crabtree Academy trust we implement accessibility plans which are aimed at:

- ✓ Increasing the extent to which disabled pupils can participate in the curriculum
- ✓ Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- ✓ Improving the availability of accessibly information to disabled pupils
- ✓ Improving access for all stakeholders, whatever their disability, to access the school environment and activities.

ROLES AND RESPONSIBILITIES

Governors:

A named governor will take the lead; the governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting annually.

The Headteachers will:

- Implement the school's stated equality objectives
- Ensure the equality objectives and access plans are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

All staff within the school will:

- Advance equality in their work
- Foster good relations between groups and deal with prejudice-related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities.
- (Visitors and contractors are also responsible for following relevant school policies)

Our academy has considered how well we currently achieve our duties with regard to the protected equality groups and, using the information we have gathered we have decided upon our equality objectives (Appendix B). In compiling this equality information we have:

- Reviewed the schools equality data, policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved.

APPENDIX A: TRUST CHARACTERISTICS

| Characteristic | Total: Crabtree Infants | | Total: Crabtree Juniors | |
|---|--|---|-------------------------|---|
| | | Detail | | Detail |
| Number of pupils | | 47.8% female 52.2% male | | 43% female 57% male |
| Religious character | | 59.4% Christian 25.5% No religion 3.3% Refused 0.5% Hindu 1.1% Muslim 8.3% Catholic 0.5% Sikh | | 68.4% Christian 17.1% No religion 1.1% Refused 2.7% Hindu 1.9% Muslim 0.78% Catholic 0.78% Sikh |
| Attainment on entry | | Above average | | Above average |
| Stability of school population | Very high | (97.5% 2015 RAISEonline) compared to National 85.9% | Very high | (97.3 % 2015 RAISEonline) compared to National 85.9% |
| Pupils eligible for Free School Meals | | 1.6% (v. National 26.6 % 2015) | | 4.3% (v. National 26.6% 2015) |
| Deprivation factor | Very low | (0.03 - 2015) | Very low | (0.04 - 2015) |
| Disabled pupils (with Statement) | | 1.6% of school v national 7.7 % | | 5.4 % of school v national 7.7 % |
| Special Education Needs pupils (without Statement) | | 6.1of school v national 7 % | | 5.4% of school v national 7% |
| BME pupils | | 11.1% of school v. national 30.7% | | 15.7.6% of school v. national 29.7% |
| Pupils who speak English as an alternative language | | 4.2% of school v. national 19.5% | | 4.7% of school v. national 18.8% |
| Average attendance rate | | (National rate information not available at time of going to print - 2.12.15) | | 98.16% (National rate information not available at time of going to print - 2.12.15) |
| Significant partnerships, extended provision etc | Jousters Breakfast and After School Club Harpden Head Teachers' Consortium Harpden SENCo Cluster | | | |
| Awards, accreditations, specialist status | Junior School – Primary Science Quality Mark – Silver award International Award BECTA Award Inclusion Quality Mark School Games – Bronze Award Infants School – Primary Science Quality Mark – Silver award Eco Schools – Silver award Fairtrade Award Healthy Schools | | | |
| Gender of work force (July 2015) | | 93% female 7% male | | 84.6 % female 15.4 % male |

APPENDIX B: ACADEMY TRUST EQUALITY PLAN (2015-2019)

This Academy Trust Equality Plan has been agreed by our Governing Body and, in line with legislative requirements, progress will be reviewed against our Equality Objectives annually and the entire plan reviewed on a four year cycle.

| Equality Objective | Protected Characteristic | General Duty* | Measurable success indicator | Timing | Responsibility |
|---|--------------------------|---------------|---|---------------|------------------------------|
| 1. Review progress of children by race, gender and disability and implement interventions in response. Gaps in progress between gender, disability and ethnicity monitored. | All | ABC | Analysis of progress data by protected characteristic , comparable to school and national data. Pupil Premium data analysed. | Termly | SenCo with SLT and governors |
| 2. Review and develop our SMSC curriculum ensuring that decisions are made which represent the wider community and world we live in and develop an understanding and tolerance of different communities (see 6.) | All | ABC | Review of curriculum plans and monitoring activities such as lesson observations, learning walks, work scrutiny, governor visits etc | Ongoing | SenCo & team |
| 3. Review curriculum coverage to explore how teaching related to protected characteristics is planned for | All | ABC | Review PSCHE provision | Autumn term | HT with SLT |
| 4. To further improve disability access to all relevant areas of the school (for children and staff), including the Robin Hood Trail. | Disability | ABC | Site visits, staff and pupil feedback | Ongoing | HT with Link Governor |
| 5. Review our stakeholder communication procedures to ensure that <u>all</u> voices have the opportunity to participate in the Trust's policies and action (relative to protected characteristics) and that the profile of Equality matters remains high. | All | ABC | Improved participation and/or engagement from all stakeholders. Pupil survey, school council, governors, parent questionnaires, staff survey. | Ongoing | SLT and Link Governor |
| 6. Review how effectively British values are promoted and reflective within school life and our relationships with our local community. | All | ABC | Monitoring activities such as lesson observations, learning walks, work scrutiny, governor visits. pupil understanding of school values. | Termly | SLT and Link Governor |
| 7. Publish information to show how the school meets the aims of the general public sector equality duty. | All | ABC | Information made available via the Trust' s website. Termly report to governors. Equality log | Ongoing | HTs with LGBs |
| 8. To enhance employment and volunteer opportunities, identifying and addressing any barriers to the recruitment and development of staff or volunteers of all protected characteristics. | All | ABC | Staff feedback | Annual survey | HT and SLT |

* **General Duty** - there are three themes to the general duty:

- A. Show due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- B. Advance equality of opportunity between people who share a protected characteristic and those who do not
- C. Foster good relations between people who share a protected characteristic and those who do not