



LEADING THE WAY
FOR GENERATIONS

Equality
Statement
and Single
Equality
Scheme

September
2019

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1. Foreword

This document outlines our commitment to integrate equality and diversity into all that we do. It incorporates the statutory duties that we must meet as a Multi Academy Trust, an employer and service provider.

The Scheme details our vision to create, an environment where all people who are part of our organisation and the community it serves feel comfortable and safe, and where the needs of the community are well understood and provided for.

We believe that this Scheme will help us to meet our legislative responsibilities in relation to equality and diversity, and will strive to help us make improvements where these are identified; these are set out in our three-year action plan at the end of the document.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible in providing a quality learning experience for all our children.

Mr Mark Stewart, CEO of Stanley Learning Partnership



2. The Public Sector Equality Duty (PSED)

Stanley Learning Partnership recognises its duties under the PSED and will have due regard to responsibilities under this legislation as reflected in this document.

2.1. The Equality Act 2010

The Equality Act 2010 consolidates existing law into a single legal framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

2.2. The Equality Duty

As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This duty states that public bodies (which includes schools and academies), must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and civil partnership and marriage.

2.3. Who is protected under the Act?

Academies have obligations under the Act as:

Employers

- Bodies which carry out public functions
- Service providers

Therefore, Stanley Learning Partnership needs to make provision for the following groups of people:

- Employees
- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded) or former pupils
- Families and groups who might use the school for community use

2.4. Protected Characteristics

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'. The relevant characteristics are:

- age (i.e. as an employer)
- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- civil partnership and marriage



2.5. Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

2.6. The Equality Act 2010 also protects people from:

- Harassment, in relation to disability, race and sex
- Victimisation

2.7. A protected act is:

- making a claim or complaint of discrimination under the Act
- helping someone else make a claim by giving evidence or information
- making an allegation that the academy or someone else has breached the Act
- doing anything else in connection with the Act

Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

2.8. Positive action

The Act contains provisions which enable schools to take 'positive action', i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.



3. What does this mean for our academies?

Within Stanley Learning Partnership, we are committed to ensuring that equality of opportunity exists for all pupils and staff, particularly in relation to age, disability, gender, race, religion and belief, and sexuality.

We aim to develop a culture of inclusion and diversity in which all people feel able to participate fully in school life. The achievement of pupils will be monitored on the basis of disability/special need, gender and race, and we will use this data to raise standards and to ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible to everyone.

We aim to provide all our pupils with the means to fulfil their potential. As an employer and service provider, we seek to eliminate unlawful discrimination against all pupils and staff by adhering to our duties, particularly as they apply to age, disability, gender, race, religion and belief, and sexuality.

4. General and Specific Duties

4.1. Age:

The duties apply to workers of all ages. It is therefore unlawful to discriminate against young workers as well as older workers.

Duties:

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age
- To avoid all forms of harassment on the basis of age
- To avoid all forms of victimisation because someone has made or intends to make a complaint relating to age discrimination.

4.2. Disability:

General Duties:

- To eliminate discrimination that is unlawful under the Disability Discrimination Acts
- To eliminate harassment on the basis of disability
- To promote equality of opportunity between disabled people and other people
- To promote positive attitudes towards disabled people
- To encourage participation in public life by disabled people
- To take steps to meet disabled people's needs, even where this involves treating disabled people more favourably than other people.

Specific Duties:

- To make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- To make improvements to the physical environment to increase access to education and associated services
- To increase access to the curriculum for disabled pupils
- To make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- To provide auxiliary aids or services, such as equipment or personal support, for pupils with SEND



4.3. Gender

General Duties When carrying out its functions, the Trust and its academies will have due regard to the need to:

- Eliminate unlawful sex discrimination and harassment
- Promote equality of opportunity between females and males

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Specific Duties:

- To support progress in delivering the general duty, we accept specific duties which include the following activities:
- In formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions
- Listening to feedback from stakeholders (i.e. pupils, parents, employees, other service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives
- Assessing the impact of its current and proposed policies and practices on gender equality
- Implementing actions to address issues identified its gender equality analysis unless it is unreasonable or impractical to do so
- Reporting any gender equality issues and progress in implementing actions and reviewing the scheme at least every three years

4.4. Race:

General Duties:

- To promote equality of opportunity
- To promote good relations between people of different racial groups
- To eliminate unlawful racial discrimination

Specific Duties:

- To prepare a written Race Equality Policy (as part of the single Equality, Diversity and Community Cohesion Policy) and keep it up to date
- To make arrangements to fulfil the policy through an action plan
- To monitor the impact of our policies, including the Race Equality Policy, on pupils, staff and parents of different racial groups, particularly the impact on pupil's attainment levels
- To publish, annually, the results of monitoring Race Equality Policy.

The Partnership and the Academy Schools within, require the highest standards of behaviour from all pupils, and will exercise its disciplinary procedures fairly and without prejudice. Racism and racial harassment are not tolerated, and the whole school community, including where possible any visitors, will be made aware of this.



Any alleged racial incident will be promptly, fully and sensitively investigated and, where pupils are involved either as perpetrators or victims, their parents will be kept fully informed.

Race will not be a consideration in admission criteria or a factor in transfer procedure. Where an existing procedure is found to be unintentionally discriminatory in practice, an attempt will be made to remove the disadvantage. All reasonable attempts will be made to ensure that the local governing body matches the ethnic composition of the area the school serves.

Stanley Learning Partnership believes:

- that all its members should respect each other whatever their religion or racial background
- that racist behaviour and racial discrimination are not to be tolerated
- that knowledge and awareness of a variety of cultures is a useful preparation for life in contemporary society
- that cultural diversity should be celebrated.

4.5. Religion and Belief

The regulations relating to religion and belief apply to any religion, religious belief or similar philosophical belief, but do not include political beliefs.

Duties:

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief
- To avoid all forms of discrimination in service provision including arrangements for admissions, teaching and learning and in the content of the curriculum
- To avoid all forms of harassment on the basis of religion or belief
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint relating to religion or belief.

4.6. Sexuality:

The regulations relate to lesbians and gay men, heterosexuals and bisexuals.

Duties:

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision including arrangements for admissions, teaching and learning and the content of the curriculum
- To avoid all forms of harassment on the basis of sexual orientation including homophobic or transphobic bullying or harassment and use of language.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint relating to sexuality.

Instances of homophobic or transphobic language in school should be recorded and addressed with the person responsible. Bullying and safeguarding policies and equality objectives should include and address gender identity and sexuality.



Sex and relationships education and other aspects of PSHE, will include age-appropriate advice and guidance on LGBT issues. Support will be offered to LGBT families (including carers) through appropriate staff within each school.

5. Promoting British Values

This links to Stanley Learning Partnership's policy on Spiritual Moral Social and Cultural provision which states that pupils will be encouraged to respect specified fundamental British values.

Stanley Learning Partnership will not promote extremist views, or partisan political views, through their curriculum and/or teaching, and will offer pupils a balanced presentation of views when political issues are brought to their attention.

5.1. Responsibility for ensuring that the school does not breach the Equality Act

The Trustees of Stanley Learning Partnership are ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place.

5.2. The Trustees of Stanley Learning Partnership will:

- Adopt and review policies from time to time (at least every three years)
- Receive reports on the effectiveness of policy implementation and feedback from stakeholders
- Monitor changes in legislation to ensure that the policies and procedures in place remain fit for purpose
- Hold the CEO and senior leaders to account for academies' compliance with equalities legislation
- Strive to make school communications as inclusive as possible for parents, carers and pupils
- Ensure that the admissions process is fair and equitable, whatever a child's socioeconomic background, race, gender or disability
- Ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

5.3. The Local Governing Body is responsible for:

- Ensuring the academy/school complies with all relevant equality legislation
- Ensuring that the Equality Scheme and its procedures are followed
- Hold the Headteacher or Head of School to account for how the academy meets its statutory duty to prevent all forms of prejudice-based bullying, including race, disability, homophobia/ transphobia etc.
- Review the academy's procedures for dealing with hate incidents and how incidents are followed up
- Demonstrating commitment to ensuring that the academy is fully inclusive to pupils and other users, and responsive to their needs based on race, gender and disability and sexuality
- Ensuring that no child, employee or other user is discriminated against whilst in the academy.

5.4. Each Headteacher is responsible for:

- Making sure that the Equality Scheme and its procedures are followed
- Making sure that the Equality Scheme clearly outlines how it will deal with issues faced by the identified 'protected groups'
- Producing regular information for all staff and governors about the scheme and how it is working
- Making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, and bullying related to gender (including homophobic/transphobic) or disability.



- Promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life.

5.5. All staff are responsible for:

- Dealing with racist, homophobic/transphobic and other hate incidents
- Being able to recognise bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with laws on discrimination
- Taking up training and learning opportunities.

The Headteacher or Head of School has overall responsibility for dealing with bullying, hate-incidents or discrimination at an individual academy level.

The CEO has overall responsibility for ensuring all settings compliance with Partnership policies and will hold Headteachers or the Head of School to account for how equalities issues are dealt with at individual academy level.

The CEO and Headteachers and other staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Partnership's Single Equality Scheme.

5.6. Addressing Racism

Stanley Learning Partnership is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

See Annex 1 for a table of actions against racial incidents and see Annex 2 for Racial Incident Record Form

5.7. Monitoring and Reporting

It is important to monitor the impact of the actions taken to ensure that progress is being made towards meeting our obligations in relation to the various equality duties, and to ensure that no adverse impact is occurring as a result of the actions.

Reports will be produced from time to time which outline progress in relation to the Single Equality Scheme (most emphasis will be placed on disability, gender, sexuality and race because these duties have the greatest impact on school practice, but reference will also be made to progress in relation to age, religion and belief).

The report will include an assessment of how effective the individual action plans have been. The report will be circulated to the Headteachers or Head of School and those responsible for governance, and the findings used to improve the Single Equality Scheme and feed into future practice.



This policy is to be read in conjunction with our Safeguarding Policies and Equality Policies:

- Child Protection
- Safeguarding
- Positive Handling
- Anti-Bullying
- Behaviour
- Health and Safety
- Code of Conduct setting out standards and acceptable behaviour for staff
- E-Safety and ICT acceptable use
- Managing allegations of abuse against staff
- Admission
- Whistleblowing
- Gender;
- Disability;
- Race Equality;
- Special Educational Needs

6. Review date

Review date: September 2020



Annex 1: Table of actions against racial incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher or Head of School • Parents should be informed • Offer support to the victim and counselling for the perpetrator • Record on the Racial Incident Record Form
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Racist statements must not be allowed to go unchallenged • Students who persist in making inappropriate comments must be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Form
(c) Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that racist behaviour will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counselling to the perpetrator • Record on the Racial Incident Record Form

<p>(d) Refusal to cooperate with other pupil because of their race, colour, ethnicity or language</p>	<ul style="list-style-type: none"> • Explain that students should work collaboratively. Every pupil should have the right to be included in activities and that we should not exclude any pupil on racial, cultural or linguistic grounds • Students persistently refusing to cooperate must be referred to the Headteacher or Head of School • Parents/guardians should be informed • Offer support to the victim and counselling for the perpetrator • Record on the Racial Incident Record Form
<p>(e) Verbal racist abuse and threats</p>	<ul style="list-style-type: none"> • Members of staff must not ignore any, form of verbal racist abuse in the school • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents/guardians should be informed Offer support to the victim and counselling to the perpetrator Record on the Racial Incident Record Form
<p>(f) Physical assault</p>	<ul style="list-style-type: none"> • Report to the class teacher • Full report to the Headteacher • Full report to parents/guardians Take necessary action to prevent recurrence • Offer support to the victim and counselling to the perpetrator Record on the Racial Incident Record Form
<p>(g) Racist graffiti</p>	<ul style="list-style-type: none"> • All racist graffiti in the school must be reported to the Headteacher and should be removed immediately • Regular checks should be made and steps taken to discourage reappearance of graffiti

	<ul style="list-style-type: none"> • Record on the Racial Incident Record Form
(h) Incitement of others to behave in a racist way	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher • Offer support to the victim and counselling • for the perpetrator • Record on the Racial Incident Record Form
(i) Bringing racist materials such as leaflets, comics or magazines into School	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
(j) Provocative behaviour such as the wearing of racist badges or insignia	<ul style="list-style-type: none"> • Educational institutions should not permit the wearing of racist badges or insignia • Pupils wearing such badges should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
(k) Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> • Report immediately to the Headteacher • Recruiter' should be interviewed • The parents/guardians should be informed • Record on the Racial Incident Record Form

Annex 2: Incident Record Form (including Disability, Gender and Race etc.)

This form should be kept by the school/academy and a copy sent to Stanley Learning Partnership Head Office, Unit G3, Tanfield Lea Business Centre, Tanfield Lea North Industrial Estate, Stanley, County Durham, DH9 9DB.

To be filled in by investigating staff:

Academy/School	
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TYPE OF DISCRIMINATION (tick all that apply)

- age (i.e. as an employer)
- disability
- gender
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- civil partnership and marriage

DESCRIPTION OF INCIDENT (tick all that apply)

- Verbal
- Incitement of others
- Physical
- Threat with a weapon
- Graffiti
- Being excluded
- Other

Date of Incident:	
Time:	
Location:	



Please give a brief description of events, including those leading up to the incident in the box below:



WITNESS (ES)

(Only record addresses if not in school records)

Name	Age	Male/Female	Address

OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)

- Parents/Carers of Victim
- Police
- Parents/Carers of Perpetrator
- Racial Equality agency (state which)
- Other (please state):

ACTION TAKEN

Action taken against assailant/perpetrator	Support for Victim



Are the victim/family satisfied the matter has been dealt with effectively?

YES.....

NO

Outcomes/further action required (including Whole School Action/Recommendations):





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