



**Truro and Penwith  
Academy Trust**

# **Equality Policy**

## **Hayle Academy**



**This is a Trust model policy. For a School specific policy please visit the School website.**

### **Review Summary**

<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date:</b>	<b>16 May 2024</b>
<b>Last Review Date:</b>	<b>16 May 2024</b>
<b>Next Review Date:</b>	<b>March 2026</b>

## Check list for trustees, school staff and governors at Hayle Academy

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Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

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 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, 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?

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 age, race, disability and gender?

Are procedures for the election of parent governors open to all eligible candidates and voters, being inclusive of age, race, disability and gender?

# Hayle Academy Equality Policy

1. **Mission statement**
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4. **Roles and Responsibilities**
5. **Tackling discrimination**
6. **Review of progress and impact**
7. **Publishing the plan**
8. **Action Plan**

## 1. Mission statement

The purpose of this policy is to define Truro and Penwith Academy Trust's (the Trust's) commitment to equality in everything that we do, in accordance with the Equality Act 2010 (EQA 2010).

The Trust is committed to equality in both its employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, directors, clients and those who may potentially join the Trust community are treated fairly and with dignity and respect.

The Trust will ensure that no one is discriminated against on the basis of the protected characteristics as set out in the EQA 2010. These are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In addition, the Trust recognises that the duty is an anticipatory duty and will actively consider where someone may not have a formal diagnosis of a disability but may potentially be disabled under the Equality Act 2010. This will include, for example, special educational needs (SEN). Even where there is not a specific protected characteristic under the EQA 2010, the Trust will ensure that everyone is treated with dignity and respect and not disadvantage someone for any other unlawful reason (for example because a person has made a protected disclosure). This policy should therefore be read in accordance with other policies.

The EQA 2010 defines specific types of discrimination by reference to direct discrimination, indirect discrimination, discrimination by association, victimisation, harassment and discrimination arising from disability. The Trust will always seek to be inclusive and avoid and appropriately address any forms of discrimination.

## **Public Sector Equality Duty**

The Trust will further (in accordance with the public sector Equality Duty under the EQA 2010) work in a way to seek to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

In addition to our duties under the EQA 2010 the Trust will further promote inclusion by taking into account factors such as SEN and Free School Meals (FSM).

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Links with other policies:**

This policy and its ethos applies to every policy, procedure and guidance documents that is produced in relation to students, staff, parents and governance. The following policies are particularly relevant to achieving the objectives of this policy.

- *SEN Policy*
- *Admissions Policy*
- *Anti-bullying policy*
- *Behaviour Policy*
- *Students with medical conditions Policy*
- *Recruitment and Selection Policy*
- *All other employment policies*

### **Truro and Penwith Academy Trust's Commitment to Equality**

We are committed to:

- ***Eliminating discrimination and harassment in all areas***
- ***Making our school safe and secure for all***
- ***Promoting equality of opportunity. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential***
- ***Promoting good relations and positive attitudes towards all people***
- ***Developing tolerance, empathy and respect for people of all religions and beliefs***
- ***Encouraging active participation in the life and work of the community***

Our commitment covers equality on grounds of all protected characteristics listed above. We expect all our trustees, staff and local governing body members to put in place our commitment and organisation's values by:

- ***Ensuring a high standard of behaviour, we will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable***
- ***Responding quickly to complaints and incidents in a positive and pro-active way***
- ***Providing equality of access to services, facilities and information***
- ***Ensuring that all people who work or volunteer in the school are able to apply and participate in opportunities and that no one is at a disadvantage because of a protected characteristic.. We believe that this will provide good role models for pupils from all backgrounds.***
- ***Promoting activities that celebrate our common experience as well as those that recognise diversity and foster understanding and respect for the culture and faith of all our learners and their families***
- ***Where possible planning to meet the specific needs of individual pupils within the recognised protected characteristics and to be inclusive generally.***

### **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its 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 of all groups and respond to any gaps with appropriate targeted interventions;
- Take account of the enjoyment and 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 and relevant protected characteristics.
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures within the context of the five British values (Parents have the right to withdraw their child from certain aspects of this);
- Teach and show tolerance of and empathy for others;
- Ensure children understand that they have a voice and contribute to our school, local, national and global communities;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Utilise 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 the grounds of any of the protective characteristics listed above and are consistent with the Schools Admissions Code.

Exclusions will always be based on the school's Behaviour Policy and sanctions and consequences. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. We will ensure that we follow the statutory exclusions guidance.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Truro and Penwith Academy 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.

### **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. This means that our practice in recruitment and career development will be inclusive. Decisions to do with career opportunities such as Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions will be open to all.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Continued professional development opportunities for all staff;
- Performance Management support to ensure equality of opportunity for all.
- Promoting good practice in employment by making staff aware of relevant policies and adapting them to take into account protected characteristics.

#### 4. Roles and Responsibilities

The role of the Board of Trustees is to:

- ensure all policies give due regard to the individual school plan (Appendix 1)
- support the Chief Executive to implement the Trust Equality policy and school plans with Headteachers and LGBs
- monitor and evaluate achievement, provision and employment data in line with the Equality policy and plan

The role of Local Governing Board (LGB) members is to:

- support the Headteacher in implementing the Equality policy;
- ensure all policies give due regard to the plan;
- ensure that no one is discriminated against at appointment; and
- evaluate achievement, provision and curriculum in line with the Equality policy and plan.

The role of the Headteacher is to:

- implement the Trust Equality Policy and School Plan, supported by the LGB body in doing so;
- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations;
- ensure 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;
- promote 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;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness; and
- ensure ongoing monitoring activities are completed and actions are implemented in line with the Equality policy and plan.

The role of all staff is to:

ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Trust Equality Policy and School Plan;

strive to provide material that gives positive images based on protected characteristics such as race, sex and disability, and challenges stereotypical images;

challenge any incidents of prejudice, such as racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher, in line with school procedures;

support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents; and

monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

Ensuring that staff understand and respect different protected characteristics and understand what is appropriate in the work place. For example, answering questions from students appropriately on sensitive topics and expressing any opinions in the workplace sensitively and appropriately.

#### 5. Tackling discrimination

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. See Appendix 2 for glossary of terms

#### Discriminatory incidents

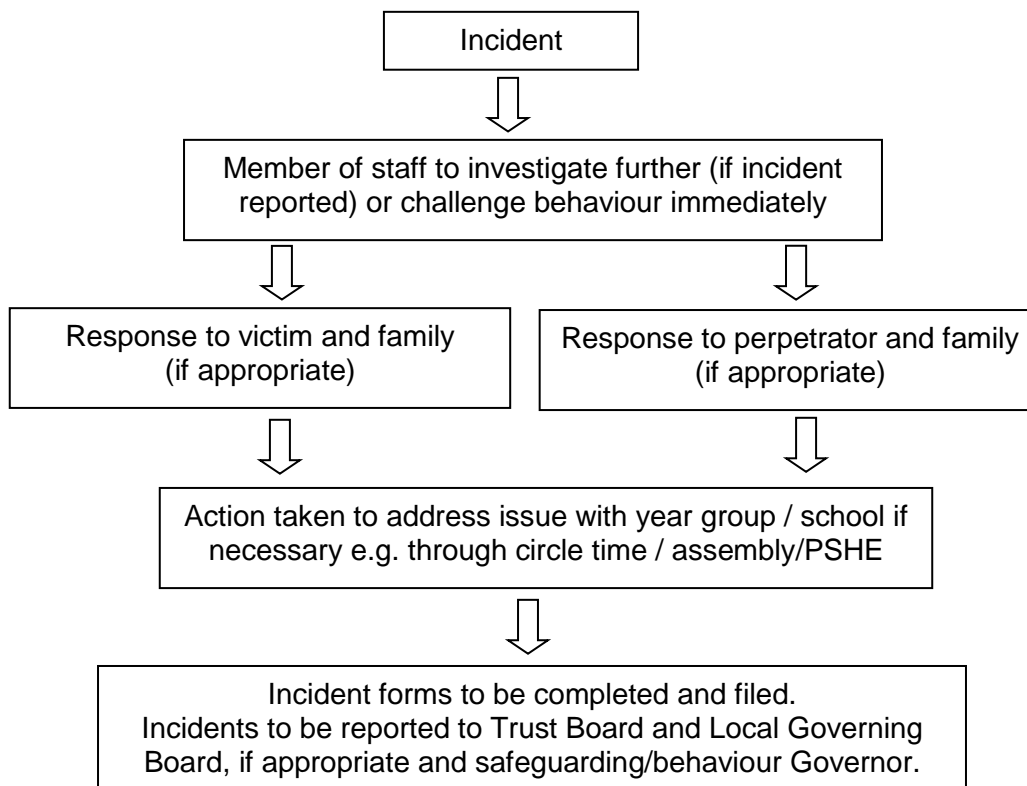
Discrimination can take many forms, including the following examples:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic;
- 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; and
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

The Trust will take into account the perception of the victim when making any decisions under the policy.

### Responding to and reporting incidents

At Truro and Penwith Academy Trust we believe that dealing with discriminatory incidents is vital to the ethos of the school and well-being of all its members. There are clear recording and reporting incidents within school and reports are communicated to TPAT as appropriate.



### 7. Monitoring and Evaluation

The Policy and Plan has been agreed by our Trust Board of Directors and the Local Governing Body at Hayle Academy. At Truro and Penwith Academy Trust, we have a rolling programme for reviewing our Trust policies and their impact. We will review the Policy and Plan on a 4 year cycle. We will also review progress towards the Plan annually in line with the School Development Plan.

### 8. Publishing the Policy & Plan

**In order to meet the statutory requirements we will:**

- **publish our plan on the Trust / School website;**
- **raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; and**
- **make sure hard copies are available.**

\_\_\_\_\_ Dated \_\_\_\_\_  
Headteacher

\_\_\_\_\_ Dated \_\_\_\_\_  
Chair of Governors



## 9. ACTION PLAN

### Hayle Academy

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	<b>MUST BE INCLUDED</b> Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Policy and Plan in annual survey?	Headteacher	January 2017 After Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Policy and Plan
<b>ACTIONS MAY INCLUDE: (TO AMEND / ADD AS APPROPRIATE)</b>					
All	Monitor and analyze pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed Termly meetings: HT, T, SEND co Monitoring & Evaluation foci for subject leaders. Reported to staff and governors Annual report by Safeguarding Governor/Governor Week.	Headteacher LGB SENDCO	Termly in Headteacher's report to Governors, Data and tracking, Termly Pupil Progress meetings, Governor Week.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups Support is in place termly for groups or individuals
All	Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity. British Values are explored through the curriculum	Increase in pupils' participation, confidence and achievement levels	Teachers Subject leaders	Ongoing	Increase in participation and confidence of targeted groups, diversity reflected in displays around school, appreciation of diversity reflected in behaviour in all members of the school community Evidence of BV

## 9. 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	Recognise and represent the talents of all pupils in 'high ability & Gifted & Talented' planning, opportunities and programmes if and when appropriate.	High Ability and Gifted & Talented monitored in compliance with policy. Pupils and progress reviewed regularly with all teaching staff.	Headteacher SENDCo	Termly And review of policy	Analysis of the HA and G&T progress show pupils are achieving well. Pupils represented in additional opportunities and on planning when appropriate.
All	Investigate accessibility plan and that building is in line with agreements and expectations of Equality Act. Risk Assessments and development of shared areas to ensure they are accessible and safe.	Observations SENDCo other staff discussions	Headteacher and LGB H & S group PFI	Annually for plan. Risk assessments ongoing	Plan developed and implemented into Accessibility plan. Risk assessments in place.
Community cohesion	Develop opportunities for community links locally, Nationally and Internationally.	Displays, books, curriculum evidence, visitors, trips and events	Headteacher Geography/History/RE leads Curriculum LGB	On-going termly	Local, national and global learning and citizenship developed. Attitude, knowledge, experience and understanding of other cultures enhanced.
FSM	Enhance the wider school provision for children regardless of income including enrichment activities.	Pupil Premium funding expenditure Analysis of trips/residential take up	Headteacher PP Governor	Termly	Any identified gaps in take up of enrichment activities is narrowed.

## Appendix 1: Provision Accessibility Plan

This accessibility plan is to be reviewed by the Finance, Employment and Audit Committee of the Trust Board and relevant LGB in conjunction with the Equality plan.

<b>How does the school deliver the curriculum?</b>	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	<ul style="list-style-type: none"> <li>• Training needs are regularly reviewed for all staff.</li> <li>• Staff inset and staff meetings have SEND/PP provision per term as well as half termly meetings.</li> <li>• School provides SENDCo, Teaching Assistants, PP support, and designated lunchtime supervisors with appropriate training, as well as staff who run wrap around care and clubs.</li> </ul>
Are your classrooms optimally organised for all pupils?	<ul style="list-style-type: none"> <li>• Classrooms are accessible for all and learning resources support pupils needs.</li> <li>• SENDCo identifies any additional environment needs in discussion with class teachers</li> <li>• Subject leaders ensure that materials and resources support the children and teachers.</li> </ul>
Do lessons provide opportunities for all pupils to achieve?	<ul style="list-style-type: none"> <li>• Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards</li> <li>• Lessons are differentiated by task, support, time, resource and outcome</li> <li>• Curriculum provides opportunities for all learning styles and enrichment opportunities</li> <li>• Additional resources for children are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers</li> <li>• Staff implement recommendations from external professional agencies</li> <li>• All pupils have opportunities within lessons, extra-curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects</li> </ul>
Are lessons responsive to pupil diversity?	<ul style="list-style-type: none"> <li>• RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities</li> <li>• Lessons are differentiated for individual needs</li> <li>• Termly monitoring of progress of individuals and groups by teachers with Headteacher</li> <li>• Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority</li> <li>• The school implements a Charging Policy and Pupil Premium Policy; spending facilitates additional support and resources</li> <li>• School completes risk assessments</li> </ul>
<b>Is the school designed to meet the needs of all pupils?</b>	
Does the size and layout of the school environment allow access for all pupils?	<ul style="list-style-type: none"> <li>• School meets needs current school population</li> <li>• School responds to individual needs as they arise</li> <li>• All rooms are well lit, corridors are wide,</li> <li>• The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act</li> <li>• H &amp; S audit is carried out and actions addressed</li> </ul>

	<ul style="list-style-type: none"> <li>and monitored by Governors, Headteacher and PFI</li> <li>• School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation</li> <li>• School provides access to a quiet room at lunchtime, school gardens and grounds</li> </ul>
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	<ul style="list-style-type: none"> <li>• The Site Supervisor conducts daily risk assessments of the school site</li> <li>• H &amp; S Governors and Headteacher monitoring twice annually as well as day to day issues reported to PFI</li> <li>• The school website, newsletter, and assemblies include advice and reminders about safe access, behaviour and movement around the school</li> </ul>
<b>How does the school communicate?</b>	
Do you provide information in a variety of formats for pupils, parents / carers and other school members?	<ul style="list-style-type: none"> <li>• The school endeavours to provide all information and forms in whatever format or language is needed (upon request).</li> <li>• Teachers plan for all learner types and children are encouraged to record in different formats.</li> <li>• The school has a regularly updated website, produces a weekly newsletter on the website, uses Parent texting when appropriate and makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff</li> </ul>

## Appendix 2 Glossary of Terms

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she has a physical disability.
- **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.
- **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Harassment on account 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.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a half termly basis.