

Technical learning with local professional partners



Equality Policy & Single Equality Scheme

2017 – 2021

Approved by¹: _____

Date: _____

Review Date²: _____

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EQUALITY POLICY STATEMENT

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our Trust, irrespective of ethnicity, gender, disability, faith or religion, sexual orientation or socio-economic background.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of all pupils will be monitored; this includes by ethnicity, gender, disability and social disadvantage 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 Lunesdale Learning Trust we believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our Trust has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our communities.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection Plans.

As well as delivering high quality services to our pupils, the Trust is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Trust Body annually.

Signed: _____ (Chair of Trust Board) Date: _____

PART 1- SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- to articulate our commitment to equality which permeates all Trust and individual school policies and practices
- to ensure that everyone who belongs to, or comes into contact with, our community is valued and respected
- to promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- to comply with statutory duties under equalities legislation in one document

2. Purpose of the Equality Scheme

This Equality Scheme is our response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity.

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. (See Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our Trust.

The Objectives and Action Plan replace the Disability Accessibility Plan (previously required under the planning duties in the Disability Discrimination Act) as it sets out how we will increase access to education for disabled pupils, alongside other protected groups in Part 4 – Accessibility Plan (under review April 2017):

- increasing the extent to which disabled pupils can participate in the school's curriculum and school led activities;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The Action Plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Local Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Trust Board, Governors, staff and others in the community.

This action plan is understood and implemented by all staff and is available on the school website/on request. It will be made available in different formats and in different languages on request to the school office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Local Governing Body will:

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform parents about the Scheme via publication on our website;
- evaluate and review the Scheme every three years;

The Headteacher/ Principal will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability¹;
- ensure that the Scheme is implemented effectively;

¹ 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities' www.gov.uk/definition-of-disability-under-equality-act-2010

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- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies;
- 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 promote 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;
- report any incidents of racism in accordance with the Equality Act and LA guidance;
- deal with complaints of discrimination and harassment speedily and according to guidelines;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil. member of staff, volunteer etc..

All Staff: teaching and non-teaching and Other Adults involved with our Schools will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be invited to be part of the Equality and Respect Group
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- Abide by the values that underpin life in school, particularly 'looking out for others' ensuring everyone in the community feels respected and cared for.

5. School Aims Statements

Staffing and Employment

Lunesdale Learning Trust School's fully with legislation which protects our staff and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Pupils' Attainment and Progress

Lunesdale Learning Trust expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach their upper quartile.

We recognise and value all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, interventions, teaching and support.

Curriculum Development and Delivery

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;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- 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 and disability, without stereotyping;

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- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- seek to involve all parents and carers in supporting their child's education;
- encourage discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

Pupil Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching and non-teaching;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support to victims of harassment and bullying in line with our behaviour policy;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that pupils who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Leadership Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.
- Expect work experience providers to demonstrate their commitment to equality, including disability, gender, race, faith/religion, gender reassignment etc. equality

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate;

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- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils who are pregnant or who have recently given birth
 - pupils who are undergoing gender reassignment
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are looked after by the Local Authority
 - pupils who are at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

Behaviour and Attendance

We expect high standards of behaviour from all pupils, all staff and others who are working or connected with the school in line with our Core Values. Details of these expected standards are set out in the Whole School Behaviour Policy.

We want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities of society in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for managing behaviour that are fair and applied equally to all. All staff are expected to promote school values and work consistently with our behaviour policy;
- recognise that cultural background and disability may affect behaviour. We take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia,

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negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;

- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

Partnership with Pupils, Parents, Carers and the Wider Community

Lunesdale Learning Trust have established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;

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- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Lunesdale Learning Trust have a clear admissions policy and procedures. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children etc.

Gender Equality

Lunesdale Learning Trust is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people.

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 Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

PART 2

Queen Elizabeth School & QESstudio Schools – Single Equality Scheme Objectives

1. Our School Profile

Queen Elizabeth School, Kirkby Lonsdale, is an 11-18, co-ed, non-denominational, comprehensive school which has 1388 pupils, of whom 307 are in the Sixth Form. QES converted to academy status in 2010.

QES serves a large, prosperous and beautiful area of South Lakeland, North Yorkshire and North Lancashire with two thirds of its population drawn from outside the original Cumbria catchment area from as far away as Sedbergh, Ingleton, Lancaster, Arnside and Kendal.

The School has a fine tradition of "scholarship and care" dating back over 400 years, with its present popularity founded upon excellent results, impressive standards of care and a reputation for a friendly, relaxed yet purposeful atmosphere.

Our value-added measures are strong at every level, sufficient for us to be designated 'a high-performing specialist school'. We are also considered an 'outstanding' school by Ofsted with the top rating in all categories.

The number on roll is currently 1388 pupils. The percentage of pupils taking free school meals (FSM) is 2.73%, well below the national average of 14.7% (January 2016 DfE stats).

20.1% of our pupils have special educational needs. There an equal number of boys and girls with special educational needs.

We are currently in the midst of an extensive building programme which is paying due regard to the significance of accessibility.

We have a number of vulnerable groups including those with special educational, learning and medical needs.

QES is an attractive place to work as such we receive a high number of applications for vacant positions.

QES manages admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has ramped access points enabling access to any wheelchair users. Our reception area is accessible to disabled people and we have had a hearing link fitted for those with impaired hearing. We have a disabled toilet in the main corridor, the 6th form building, West Building and in the Learning Support Department.

0.86% of our pupils have English as an additional language.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are followed. QES employs approximately 106 teachers, 21 Learning Support Assistants, 21 in administration and finance, 3 in IT, 28 in site, grounds and cleaning staff, 23 in Educational support and 10 catering assistants. Many staff are part time, with a full time equivalent of 148 staff.

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QESTudio School is opening in September 2017, initially sharing accommodation with Queen Elizabeth School with a standalone building project being complete by 2019. QESTudio will provide an applied curriculum for students aged 14-19, utilising immersion learning and whole day curriculum models, serving a diet of programmes across six economic strands: Engineering, Food & Catering, Health and Education Studies, Sports, Conservation and the Environment and Creative Arts. This education is inclusive of industry standard qualifications and supplemented by real world, practical experience. We will create school leavers ready and equipped with the correct sets of contextual skills to engage immediately with the local employment market. These programmes will be developed with professionals and tailored to the aptitudes and interests of individual students. A personalised offer for each student will be designed in partnership with employer coaches from our bank of complementary to the strand, but could also include professional or technical awards as well as relevant, real world experience.

QESTudio will knit closely with Queen Elizabeth School, thereby accessing the full core curriculum range and diet of GCSE and A-Levels; supplemented by transferable constructs for effective learning and a coherent school community: Values, Learner model, Care and Curriculum. Working closely with the Sponsor School, the Studio will access the same high-performing systems for tracking, monitoring and assessment, as well as core school policies. It will excel in achieving academic progress for all pupils, regardless of their individual challenges. It will utilise the academic success and rigour of its integral partner, through a MAT structure, thereby attracting students across the whole range of abilities for whom applied learning is a desirable model for education.

2. Disability Equality Duties (Under review alongside Accessibility Plan April 2017)

Our commitment to disabled pupils, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

3. Racial Equality Duty and Community Cohesion

Lunesdale Learning Trust recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

5. Religion and Belief Equality Duties

Lunesdale Learning Trust recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

6. Sexual Orientation Equality Duties

Lunesdale Learning Trust is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality.

We will deal with complaints of discrimination and harassment speedily.

7. Pregnancy and Maternity Equality Duties

Lunesdale Learning Trust recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

We will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

8. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Part 3 – Equality Objectives/Action Plan – 2017 – 2021

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	Identify Governor with responsibility for Equality	To ensure Equality objectives are central to governance	Whole school	Discussion to take place	Deputy Headteacher	January 2017	Agreement reached –Dr Sally Eton-Chalcraft
All aims of duty	All	Review Policy with Governors	To ensure Equality objectives are central to governance	Whole school	Agenda item in Community Committee Policy approved by Chair of Governors	Deputy Headteacher	April 2017	Minutes of Community Committee from April 2017
All aims of duty	All	Review accessibility around site	Improved access for disabled students / staff / parents / carers / visitors	disabled students / staff / parents / carers / visitors	Accessibility Plan to be written following meeting with CO/LL/PW/AJ	Assistnt Headteacher and SENCO	January- April 2017 with completed Accessibility Plan for September 2018	Accessibility Plan in place and published
All aims of duty	All	Review accessibility of curriculum and social opportunities	Improved access for disabled students	disabled students	Accessibility Plan to be written following meeting with CO/LL/PW/AJ	Assistant Headteacher and SENCO	January- April 2017 with completed Accessibility Plan for September 2018	Accessibility Plan in place and published

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Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Advance equality of opportunity	Disability	To understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents – clarify enrolling documentation	Leadership Team and SENCO and HoYs	April 2017	Information obtained and identified disabled parents included on participation group for SES
All aims of duty	All	Promote the Equality Policy	To raise awareness of equal opportunities	All Pupils	A key theme in Leadership assemblies – April 2017 and ongoing throughout HoY assemblies	HOYs and Leadership Team	April 2017	Assembly completed Feedback from pupils
All aims of duty	All	Promote the Equality Policy	To raise awareness of equal opportunities	Middle Leaders of the school	Joint HoYs and Hods meeting	Deputy Headteacher	April 2017	Minutes of HoDs/HoYs
All aims of duty	All	Promote the Equality Policy	To raise awareness of equal opportunities	All Staff	To write an Executive Summary of the Equality Policy and share with all staff, with link to the full document. All staff to acknowledge having read the document.	Deputy Headteacher and AJ	April 2017	Record of all staff having read the document to be kept centrally – email receipts.
All aims of duty	All	Reviewing procedures, consider Equality Impact Assessment guidance		All community	Regular review meetings with AJ/CO	AJ/CO	January 2017 onwards	Meetings completed and documents

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								reviewed and actions
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Date Action Agreed:

Date Agreed for Review:

Key Legislation

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Including all those who belong to a protected characteristic, are associated with someone who belongs to a protected characteristic or are perceived to be a member of a protected characteristic.

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

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

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

Accessibility Planning

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality Scheme.