



Fylde Coast Academy Trust

(FCAT)

Single Equality Scheme 2015 – 2018

The principles outlined here by FCAT of fair and equal treatment apply equally to our approach to staff, students and parents and to our dealings with members of the local community and all outside agencies. The over-riding premise that will be adhered to in matters of equality, by all, is that everyone has the right to be treated with dignity and respect

Statement

The Single Equality Scheme sets out FCAT commitment to ensure an inclusive and accessible environment for its staff, students and community users. This is FCAT's first Single Equality Scheme. It replaces and builds on the individual academy's previous race, gender and disability equality schemes. It commits the Academy, over the next three years, to ensure that:

- FCAT is responsive to the diverse needs of students, staff and service users; and
- Policies and procedures comply with equalities legislation.

The Scheme, for the most part, will reflect the Academy's response to the Equality Act 2010, the main provisions of which came into force on 1 October 2010. All public bodies including Education Institutions are required to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations between diverse groups.

FCAT's Scheme will set out the Academy's plan of action for equality over the next three years (September 2015 – 2018). The equality objectives will derive from planning and engagement with staff and students. The Scheme will also embrace the Academy's stakeholders. These will include students, Teachers and support staff, contractors, governors, and visitors to Academies. Collectively, there will be a commitment to uphold a responsibility for promoting an inclusive environment.

Areas for work over the next three year will include gender, ethnicity and disability. Over time, emphasis on different protected characteristics will vary according to circumstances. FCAT will seek to collect, analyse and report on appropriate equality and diversity data and will create an Equalities Committee This will include student participation, retention, achievement, success and progression rates for different diversity groups. This will be supplemented with regular analysis of staffing data in terms of recruitment, levels of responsibility, disciplinary or capability proceedings, grievances or staff complaints, requests for flexible working, access to professional development and promotion for staff using a suitable range of diversity characteristics.

Introduction

In accordance with our statement 'Mutual Respect, Ambition and Learning, we pledge:

- To respect the equal human rights of all our students;
- To educate them about equality; and
- To respect the equal rights of our staff and other members of the academy community.

FCAT will assess current Academy practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- age,
- marriage/civil partnerships
- pregnancy

FCAT will promote community cohesion at Academy, local, national and global levels, comparing our academy community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity,
- Religion or belief, and
- Socio-economic background.

Aims of the Single Equality Scheme

- To confirm commitment to equality
- To ensure that everyone who belongs to, or comes into contact with, our Academy 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

Why the Equality Scheme?

This Equality Scheme is our response to the specific and general duties in current Equality legislation, which has been brought together under the Equality Act 2010 and the FCAT Equalities Policy 2015-2017. It shows how the Academy will establish and implement 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;
- Promote awareness of all protected characteristics
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take action to address the disadvantage faced by particular groups of students or staff.

Roles and Responsibilities for Implementing the Single Equality Scheme

FCAT

- Ensure that FCAT complies with all relevant equalities legislation;
- Current legislation is applied
- Publish and implement FCAT equality objectives;
- Establish that the action plans arising from the Scheme are part of our Academy Development Plan;
- Support the Principal of an Academy in implementing any actions necessary;
- Welcome all applications to join our Academy whatever a child's socio-economic background, race, gender, disability, faith/religion etc.;
- That no child is discriminated against whilst in our academy on account of their race, gender, disability, faith/religion
- Review the Scheme every three years;
- Evaluate the objectives and action plan yearly.

All Staff and Visitors

- Ensure that all students are treated fairly, equally and with respect, and will maintain awareness of our academy's Equality Scheme and its Equality Objectives;
- Provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- Students 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 students, staff, parents, and the wider community;
- Have knowledge of procedures for reporting incidents of racism, harassment or other forms of discrimination.

Students:

- Will be expected to act in accordance with any relevant part of the Scheme;
- Will experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- Will know the importance of reporting discriminatory bullying and racially motivated incidents;

Curriculum and Activities

FCAT will aim to provide an appropriate curriculum for students of all backgrounds with our Equality Scheme. We will

- Monitor and evaluate its effectiveness through target setting and attainment
- Make sure that students participate in the mainstream curriculum of the academy;
- Develop and continuously monitor a curriculum which builds on students' progression and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - students learning English as an additional language
 - Syntax with non-spoken forms of English e.g. British Sign Language.
 - students from minority ethnic groups, including Gypsies and Travellers
 - students who are gifted and talented
 - students who are undergoing gender reassignment
 - students with special educational needs
 - students with a disability
 - students who are looked after by the Local Authority
 - students who are at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people

FCAT SCHEME objectives

Disability

We will promote equality for disabled people by:

- Removing barriers to accessibility, employment and access to services, information and buildings;
- Encourage 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 students, staff and families.

FCAT plan to increase access to education for disabled students by:

- Increasing the inclusion of positive images of disabled people across the curriculum;
- Improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;

Racial Equality Duty and Community Cohesion

FCAT 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.

FCAT 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;
- Encourage dialogue between different racial groups on the appropriateness of our educational provision;
- Prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- Encourage students and their families of all ethnic groups to participate fully in all aspects of academy life;
- Counter myths and misinformation that may undermine good community relations;
- Ensure the academy staff and other adults working within the academy,

students and their families as well as our partners and the wider community fully understand the principles of good race relations.

The majority of students within FCAT academies are White British (97.01%) and this is also reflected in the local population which is again predominately White British (96.5%). Blackpool is ranked 227 out of 354 districts on the proportion of population classified as Non-White placing the area in the lowest 40% of districts nationally for ethnic diversity. However, it is worth noting that Blackpool is in a sub region that is in the highest 40% of sub regions nationally on the proportion of the population that is Non- White.

Religion/belief context of Blackpool (local and national)

Figures obtained for Blackpool in the 2004 Profile of Blackpool record 78.6% of the local population being Christian with 20.2% either having no religion or coming under the 'Religion not stated' category, and 1.2% classed as 'Other'.

Socio-economic context of the academy (local and national)

20% of children living in Blackpool are classed as living in poverty – Blackpool is the 5th highest town/city outside of London in the deprivation league. (Save the Children Survey 2011). However, fewer students than the national average claim free academy meals at Montgomery and the academy itself lies in the mid-range for deprivation but this is not fully reflected in the issues faced by a growing number of our students.

Current issues affecting cohesion at academy, local and national level

Blackpool has a high percentage of residents who are described as separated or divorced (12.4%) compared to the Northwest region (8.8%) and England & Wales (8.5%). In addition 8.4% of people in Blackpool are described as a lone parent household which is again higher than national figures at 6.4%.

Blackpool has a higher percentage of widowed people (8.85%) compared to the Northwest region (7.13%) and England and Wales (6.63%).

Blackpool also has a high proportion of travellers resulting in a transient population complicated by seasonal employment.

The four geographical dimensions of “community” are as follows:

- The academy community
- Local communities
- Communities across the UK
- The global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	<ul style="list-style-type: none"> • approaches to the curriculum ensure there is a common vision and sense of belonging by all as part of our academy and the local community • students learn about our nation’s history, culture and traditions, and recognise its developing and changing nature • students develop an understanding of the rights and responsibilities of being a citizen in the United Kingdom • the academy will promote an awareness of human rights through assemblies, the curriculum and the ethos of the academy • the academy will encourage strong and positive relationships between itself and the wider community • diversity is accepted and valued • links are made wherever possible with communities across the United Kingdom and also world wide • an appreciation of other cultures is encouraged and promoted
ii. Equity between groups in academy, where appropriate	<ul style="list-style-type: none"> • all students have access to the full curriculum and are encouraged to be successful • all students have access to extended services within academy • students are encouraged to interact with people from different backgrounds and build positive relations, including where appropriate, links with different academies and communities • students are taught in mixed ability classes in some subjects
iii. Engagement with people from different backgrounds, Inc. extended services	<ul style="list-style-type: none"> • outside speakers from different backgrounds are used where appropriate • Foreign visits are a regular occurrence at all academies, • the academy employs a range of staff from different backgrounds and actively demonstrates inclusiveness

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.

Religion and Belief Equality Duties

FCAT 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.

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

FCAT will 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.

Sexual Orientation Equality Duties

FCAT 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.

FCAT recognises the need to protect students 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 academy and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to national guidelines and notify complainants of the outcome and actions taken.

FCAT will ensure that no-one within the academy community experiences discrimination due to their sexual orientation. FCAT will monitor the use of vocabulary among students within the Academy that is derogatory towards certain groups of people based on their sexual orientation and continue to act to educate the students to alter that behaviour.

Pregnancy and Maternity Equality Duties

FCAT will ensure that no student will be excluded purely on grounds of pregnancy.

Female staff and Male 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;
- Direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

Responsibilities

FCAT Lead H&S takes the lead and the Executive / Principals as a whole are responsible for:

- Drawing up, publishing and implementing the academy's equality objectives
- Making sure the academy complies with the relevant equality legislation; and
- Making sure the academy Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Principal of each academy is responsible for:

- Making sure steps are taken to address the academy's stated equality objectives;
- Making sure the equality, access and community cohesion plans are readily available and that the, staff, students, and their parents and guardians know about them;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy.

All staff are responsible for:

- Advancing equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

Visitors and contractors are responsible for following relevant academy policy.

Reporting on progress and impact

A report on progress with the actions listed below will be published via e.g. website, prospectus, newsletter etc. following the end of each academy year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of academy practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.
- marriage/civil partnerships
- pregnancy

Regular audits will be undertaken to identify relevant work carried out in the classroom and where gaps are identified, these will be addressed.

Equality objectives identified by this process are included in the three-year plan in the Academy Single Equality Scheme.

Evidence of this process is stored securely.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- from the equality impact assessments,
- from local and national statistics Evidence acquired from questionnaires issued to all staff and from involving relevant people (including disabled people) from the start in the following way:
 - Teaching and non-teaching staff
 - Local authority representatives
 - Members of the academy council / Executive

The evidence was then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation, and
- Foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation
 - age.
 - marriage/civil partnerships
 - pregnancy

Equality Objectives 2015-2018

(Kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Students are encouraged to participate fully, regardless of disabilities or medical needs.
Maximum consideration is given to health and safety in academy activities.
Challenging targets are in place enabling all students to succeed.
All students and members of staff are treated fairly and given fair chances. Individual needs are recognised and acted upon.
All students and members of staff have a sense of self –worth and personal identity.
The curriculum is accessible to all students, allowing for individual ability and capability, and allowing for a range of different learning styles.
Diversity is accepted and seen as something positive, adding enrichment to people's lives. Students and staff appreciate and value the differences they see in others.

An accurate record of all students and staff +is in place so that specific needs are known to all relevant members of the academy community.
All staff set ground rules and challenge inappropriate attitudes.
Lesson plans consider the issue of culture, customs and learning styles and are flexible in their approach.
Wall displays use positive and diverse images.

11. Access Plan 2015-2018

This covers students only whereas the FCAT Equality Policy includes all members of the academy community.

	Actions (focused on outcomes rather than processes)
1 Improvements in access to the curriculum	<ul style="list-style-type: none"> • all students have full access to all areas of learning with additional resources in place where needed • work is adapted or alternative activities offered in those subjects where students are unable to manipulate tools or equipment or use certain types of materials • the work set takes into account the effort and concentration needed • opportunities are available for students to take part in educational visits and other activities linked to their studies • assessments techniques reflect individual needs and abilities • more consistent and effective information sharing for 'students causing concern' • Improved identification of students with disabilities on admission • Care Plans for individual students
2 Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • accurate records of students' needs are kept to ensure facilities are in place to allow access to all the facilities and equipment e.g. lifts, disabled toilets, desk at the right height for wheel chair users, appropriate lighting and signage etc., • Arrangements to support students with medical conditions • care plans in place and available to the relevant members of staff • reasonable adjustments including physical remodelling made to enable access for students, staff and our wider community
3 Improvements in the provision of information in a range of formats for disabled students	<ul style="list-style-type: none"> • one to one support available, both in lessons and for assessment purposes where necessary • consideration taken into account of font size and colour of paper used • Students enabled to access learning appliances with their peers.