



BrightTribe
learn grow prosper

ALAT and Bright Tribe Trust Equality for Pupils Policy

March 2016





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1. Mission Statement

Adventure Learning Academy Trust (ALAT) and Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

2. Policy Overview

The Academy is committed to equality of opportunity and access and regards all pupils as having equal worth and importance, for all, regardless of:

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

together, the "protected characteristics".

Excellence, access, inclusion and equality of opportunity are the core values which underpin all of our activities. We believe that the active promotion of diversity within the overarching equality of opportunity enriches the lives and experiences of all pupils at the Academy.

The Academy recognises that its community is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures, and seeks to retain a pupil intake from within the geographical base in the catchment area and outside. The Academy is committed to the principle that all pupils should be treated with dignity and respect.

The Academy aims to:

- Challenge and deal with all incidents of prejudice, intolerance and/or discrimination
- Meet all our pupils' needs, encourage them to achieve their full potential, and raise educational standards
- Raise awareness of, and to celebrate, cultural diversity and prepare pupils for a life in a culturally diverse society
- Promote equality of opportunities for all pupils to achieve as highly as possible
- Provide an appropriate learning experience for all pupils, whatever race, ethnicity, culture, gender, religion, sexual orientation, ability or social situation
- Develop a culture which values everybody and provides the opportunity to learn in an environment free of prejudice
- Ensure that all staff educate against any form of prejudice or negative stereotyping and that their conduct with pupils and colleagues reflects this responsibility at all times
- Ensure that pupils, staff and parents are not adversely affected in any area of the Academy's activities on grounds of diversity.
- Take specific action to tackle any differences between sub-groups such as racial groups in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment
- Create an ethos in which these issues can be discussed openly by the whole Academy community including parents
- Use opportunities through assemblies to deal with issues of prejudice and the importance of the values of inclusiveness, community, equality, and mutual respect
- Consider the equality implications whenever it is taking significant decisions or developing policy.

3. Public Sector Equality Duty

The Academy fully recognises its public sector equality duty under section 149 of the Equality Act 2010. The Academy will, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a "protected characteristic" (see below) and people who do not share it; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

The Academy will keep a written record to show where it has actively considered its equality duties and asked relevant questions.

The Academy also recognises its specific duties to:

- Publish information (which will be updated annually) to demonstrate that it is complying with the public sector equality; and

- Prepare and publish equality objectives every four (4) years. The Academy will publish equality information on its website.

4. Curriculum

Equal opportunity for all is evident in the delivery of:

- The formal curriculum (programme of lessons)
- The informal curriculum (extra-curricular activities)
- The 'hidden' curriculum (the ethos of the school, e.g. the quality of personal relationships).

All pupils are entitled to equal access to all areas of the curriculum.

Learning materials will be free from bias and suitably differentiated to enable full access to the curriculum by all pupils.

The PSHE Curriculum, which includes Sex and Relationship Education (SRE), and other curriculum areas promote the value of diversity and deal with the problem of prejudice and its effects.

Staff must remain cognisant of all equal opportunity issues.

Staff will respond positively to the individual needs of all pupils.

Curriculum planning and Schemes of Work will demonstrate strategies, teaching and learning styles and resources which enable all pupils, regardless of their ability and personal characteristics, to maximise their performance and achievement

* see Accessibility Plan for Disability Provisions.

5. Extra-Curricular Activities/Enrichment Programme

We will endeavour to provide a range of activities to meet the needs of all pupils.

All pupils are encouraged to access the full range of extra-curricular activities. Provisions to support participation may need to be agreed e.g. changing facilities.

Specific Academy Accessibility Plans outline support and provisions made available to all pupils to enable full engagement with chosen activities.

Where provisions are not explicitly described in the Accessibility Plan school staff invite parents/carers to a meeting to discuss the individual needs of their child and plan to support access and enjoyment of chosen activities.

6. Staff's Role in Equality for Pupils

The Academy recognises the need to actively protect all children and adults who may be vulnerable because of their disabilities or characteristics. Staff and pupils will work together to eliminate discrimination, harassment and victimization.

The Academy is committed to an equal opportunity recruitment policy and equality for staff is dealt with under the Equal Opportunities for Staff policy.

The Academy will:

- Provide training and support to staff in carrying out their responsibilities under the policy
- Insist that all members of staff challenge all inappropriate prejudicial conduct both in and out of the classroom
- Regularly examine the content of resources to ensure that negative images are not portrayed
- Use strategies set out in the behaviour and anti-bullying policies for addressing and preventing discrimination
- Deal appropriately with any incidents of discrimination
- Where appropriate, parents, staff and pupils as regards the likely impact of proposed policies for the promotion of equality
- Work with local agencies (e.g. local authority, police) to assist in fostering equality of opportunity through any local initiatives.

7. Pupil Conduct

Pupils are encouraged to promote a climate of understanding, tolerance and harmony and report any occurrence of discrimination.

Incidents between pupils

- Evidence of negative incidents, whether between pupils; staff or pupils and staff, will be dealt with immediately and the Behaviour Policy will be applied where applicable
- All incidents and ensuing actions will be recorded in writing
- An immediate referral will be made, in writing and as soon as possible, to the appropriate Class Teacher, Form Tutor, Head of Year (or equivalent), Head of Department or a member of the Senior Leadership Team (SLT).
- The perpetrator(s) will be made fully aware of the reasons why such behaviour is unacceptable and given the opportunity to review and modify their inappropriate behaviour as part of a long term strategy.
- The victim(s) will be provided with support (short or long term) and be kept informed of any action being taken on their behalf.
- The parents or carers of both the perpetrator(s) and victim(s) will be informed immediately, in writing, of the incident and the action being taken.
- The parents or carers of the perpetrator(s) may be requested to visit the Academy in order to discuss the incident.
- The parents or carers of the victim(s) will be given the opportunity to visit the Academy and discuss the incident.

Incidents involving Staff and Pupils

- Any incidents of inappropriate behaviour or offensive remarks concerning protected characteristics will be recorded immediately, in writing, and referred directly to the SLT and usually dealt with by the Principal. The Executive Principal and/or the ALAT / Bright Tribe Trust Director of HR may be consulted.

Incidents concerning Parents or Visitors to the Academy

- Whenever possible, staff will challenge any inappropriate behaviour or remarks
- Matters of major concern will be referred directly to a member of the SLT.

8. Pregnancy and Maternity

Any pupil becoming pregnant during their statutory education years will be supported to complete their education:

- A risk assessment will be completed to ensure that all physical access arrangements are in place
- A referral will be made to the Academy nurse and the appropriate local service supporting teenage mothers
- A mentor will be identified to ensure protection of the pupil's physical, emotional and social needs in the Academy. The mentor will liaise with home and external agencies (this will usually be the SENCo)
- Staff will work with external agencies to secure an appropriate educational setting for the later weeks of pregnancy and early maternal weeks.

9. Admissions

The Academy Admissions Policy complies with the Admissions Code and welcomes a diverse pupil population. This encompasses all abilities, aptitudes, social backgrounds and any of the protected characteristics apart from age, which is not a protected characteristic that applies to pupils in schools.

10. Uniform

In implementing its uniform policy, the Academy has regard to its duty not to discriminate on grounds of the protected characteristics.

The Academy pupil uniform and staff dress code make provision for religious diversity. The Academy will consider written requests from parents for variations in the uniform on religious grounds or on the basis of other protected characteristics. The Principal may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

Any complaints regarding the Academy's decision in this regard should be raised in accordance with Academy's Complaints Policy.

11. Ethos

Display

Posters and display materials in corridors and classrooms will, as appropriate, reflect the composition of the Academy.

Visitors, Parents and Local Community

- Positive role models will be encouraged to actively participate in Academy life
- Members of the local community will, whenever possible, be involved in the planning and delivery of the curriculum and in extra-curricular activities

- Whenever possible, interpreters will be present at Parents' Evenings and at parental meetings as needed
- Communications with home will be produced so as to be accessible by a parent/carer notwithstanding a protected characteristic they may hold.

Library

The Academy Library will reflect the composition of the Academy and the varying cultures and lifestyles in the world today.

School Meals

All members of the Academy community are entitled to a balanced diet.

Pupils with Care Plans stating special dietary needs will be appropriately catered for where possible.

The Academy recognises that pupils of certain faiths will also have specific dietary requirements and the Academy will act in accordance with its duties under the Equality Act 2010 to provide appropriate meals for such pupils.

12. Responsibilities

The ALAT / Bright Tribe Trust

The Trust is responsible for ensuring that the Academy complies with legislation and that this policy, and its related procedures and strategies, are implemented. The Trust will monitor and review the working of the policy and procedures by allocation of duties to senior Academy staff.

The Principal

The Principal is responsible for:

- Making sure the policy is readily available and that the staff, pupils and their parents and guardians know about it
- Making sure the policy and its procedures are followed
- Ensuring that all staff are aware of their responsibilities and are given support when taking appropriate action
- Taking appropriate action in cases of discrimination
- Presenting general reports, statistics and incident reports to the Academy Council and its committees as agreed
- Ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged or vulnerable pupils.

SLT

It is the responsibility of SLT to ensure that:

- Strategies are implemented to raise performance, aspirations and self-esteem staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all pupils
- They evaluate the impact of additional support on standards achieved.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance.

13. Monitoring

The Academy is committed to:

- Collecting information about pupils' performance and progress, analysing it and using it to examine trends
- Monitoring intake and analysing it and using it to examine trends

Since this document informs all development plans, individual teams are responsible for the monitoring process.



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