

**SWIFT ACADEMIES**  
**Single Equality Scheme**  
**2021-2024**

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**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:**

Nicholas Lindsay

Tel: 07823441770

Email: [NLindsay@longfield.swiftacademies.org.uk](mailto:NLindsay@longfield.swiftacademies.org.uk)

**If you have any comments about our Scheme please contact us.**

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## **Foreword - Dean Judson.**

“In 2018 we embarked upon this scheme with a clear objectives - to formalise our long standing commitment to equality and inclusion for all stakeholders in our school and within the local community. I was delighted to see our plan extended twice within this three-year cycle to offer yet more opportunities of all. As the equality agenda evolves from Every Child Matters and the Equality Act of 2010, through to further improvements within the SEN Code of Practise and the Promotion of British Values and after the change in emphasis from the 2019 OFSTED framework, we remain resolute in our quest to work together in achieving our aim of being fully inclusive and accessible, and ultimately in providing a quality learning experience for our children and young people”

Mr D Judson  
Chief Executive

## Section 1

### **What is the Equality Scheme and Action Plan?**

Our Equality Scheme is far-reaching and demonstrates our commitment to not only meeting but exceeding our legal duties to promote disability, gender and race equality and good relations in everything we do.

In developing our three-year scheme we have been ambitious in what we are setting out to achieve. By working in close partnership with parents, all staff, pupils and those who are affected by, or interested in, what we do, we have ensured that we have a scheme which places equality right at the core of our organisation. Our equality scheme focuses on the key areas of:

- Our curriculum delivery
- Our employment practices
- Our working practices

It also addresses the legislation relating to other protected characteristics listed in this document and therefore includes our priorities and actions to eliminate discrimination and harassment in these areas.

Our Equality Scheme and Action Plan will enable us to achieve a framework for action which will cover all equality strands and ensure that we meet our responsibilities in an inclusive way. We will continue to meet our statutory duties by reviewing the Scheme and reporting annually to our Governors.

### **Meeting our duties**

This policy is composed with reference to the Equality Act 2010 and guidance documents

<https://www.gov.uk/guidance/equality-act-2010-guidance>

We aim to give all students and staff equal opportunities to develop their full potential. The latest non-statutory DfE guidance is:

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) which can be accessed via this web link:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Further guidance has also been issued with respect to Gender Separation in mixed schools (June 2018)

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

When reading this document, it is essential also refer to other Swift Academies and specific School policies including (variations may occur):

Equality, Diversity and Community Cohesion Policy  
Equal Opportunities Policy  
British Values and Collective Worship Statement  
Safeguarding Policy

Anti-Bullying Policy  
SEN Policy  
Recruitment Policy  
Admissions Policy  
Discipline Policy  
Transition Policy  
Careers Education and Guidance Policy  
Code of Conduct for School Employees Policy  
Disadvantaged Pupils Statement  
English as an Additional Language Policy  
Food and Healthy Lifestyles Policy  
PHSE (including RSHE) Policy  
Young Carers Policy

Annually all policies are reviewed in relation to the Single Equality Scheme and these reviews can be obtained from Nicholas Lindsay

On October 1<sup>st</sup> 2010, the Equality Act replaced all existing equality legislation. Under the statutory duties all schools have responsibilities to promote race, disability and gender equality and protect from discrimination any students or staff who are pregnant, have recently given birth or who are undergoing gender reassignment.

Swift Academies not only recognise our duty in these areas but also feel it vital to promote equality where students, staff and governors/trustees are identified as belonging to one or more of the following groups within our school community.

Age  
Disability  
Gender  
Gender reassignment  
Marriage and civil partnership  
Pregnancy and maternity  
Race  
Religion and belief  
Sexuality  
Socio-economic background

Community Cohesion

These ten protected characteristics provide the framework for our Single Equality Scheme. In addition, we also recognise the contribution to the meeting the aims of the Single Equality Scheme that Community Cohesion can bring and therefore include this area within this scheme and within other equality documents, policies and statements.

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil, potential pupil, member of staff or parent:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

- In the way it responds to parents/ carers making a complaint

## **Age**

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age, through the Employment Equality (Age) Regulations (2006). The Equality Act (2010) will make it unlawful to discriminate in the provision of goods, services, facilities and public functions (2012). We will ensure that we follow these regulations and legislative requirements

## **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability- related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

## **Accessibility**

There is specific disability legislation in relation to disabled people and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum for disabled students
- Make improvements to the physical environment of the school to increase access for disabled students, staff and parents
- Make written information accessible to disabled pupils, parents and staff in a range of different ways. It must be ensured that any person with a disability does not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments

## **Gender equality**

The Sex Discrimination Act (1975) and the Equality Act (2006) place a positive duty on us not to treat anyone unfairly because of their gender. This means we will eliminate discrimination and promote equality of opportunity between all people regardless of gender identity or expression. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities and affect the following

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between all people regardless of gender.
- The duty also includes the need to consider actions to address the causes of any gender pay gap

## **Transgender / Gender reassignment**

Gender reassignment is the process of transitioning from one gender to another. It is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were assigned at birth. This may include undergoing medical procedures or could include choosing to dress in a different way as part of the personal process of change.

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **Marriage and civil partnership**

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to marriage and civil partnership. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

## **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

The Equality Act (2010) makes it unlawful to discriminate against anyone in relation to pregnancy and maternity. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to these protected characteristics.

## **Race equality**

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination towards any student or member of staff.
- Promote equality of opportunity for all
- Promote good relations between people of different racial groups.

## **Religion and belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief (e.g. Atheism). A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions, Cults and new religious movements may also be considered religions or beliefs. Generally, a belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world to be included in the definition.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

## **Sexual orientation**

Sexual orientation means the attraction a person feels towards one sex or another (or both or neither), which determines who they form intimate relationships with or are attracted to. Some people are only attracted to those of the same sex (lesbian women and gay men). Some people are attracted to people of both sexes (bisexual people). Some people are only attracted to the opposite sex (heterosexual people). Some people do not experience sexual attraction and instead may form asexual relationships (asexual). Everyone is protected from being treated less favourably because of sexual orientation, whether they are bisexual, gay, lesbian, asexual, heterosexual or otherwise.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations (2003). The Equality Act (2006) makes it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations.

## **Socio-economic background**

Swift Academies also recognises the importance of socio-economic status with regard to developing good relations across different cultures, ethnicities, religious and non-religious and socio-economic groups. We have incorporated this priorities into our Scheme. This will allow the School to prepare for the proposed socio-economic public duty as outlined in the Equality Act.

## **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## **Prohibited Conduct**

The Equality Act 2010 extends the scope of conduct prohibited in relation to the protected characteristics. The following provides an overview of what is included within the scope of the legislation.

### **Direct Discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

### **Associative Discrimination**

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic. Associative discrimination already applies to race, religion or belief and sexual orientation. It is now extended to cover age, disability, gender reassignment and sex.

### **Perceptive Discrimination**



This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic. It already applies to age, race, religion or belief and sexual orientation and is now extended to cover disability, gender reassignment and sex.

### **Combined Discrimination**

Combined or dual discrimination is where a person is discriminated against by another because of a combination of two relevant protected characteristics (e.g. if someone is treated unfairly because they are female and disabled).

### **Discrimination arising from disability**

This is where a person discriminates against a disabled person in that they are treated unfavourably because of something arising in consequence of the disability and it cannot be shown to be proportionate to achieving a legitimate aim.

### **Indirect Discrimination**

Indirect discrimination can occur when a condition, rule, policy or even a practice applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership and is now extended to cover disability and gender reassignment.

Indirect discrimination can be justified if you can show that you acted reasonably in managing your business, i.e. that it is '*a proportionate means of achieving a legitimate aim*'. A legitimate aim might be any lawful decision you make in running the organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

Being proportionate really means being fair and reasonable, including showing that '*less discriminatory*' alternatives have been considered in any decision made.

### **Harassment**

Harassment is '*unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual*'. Protection includes harassment because of perception and association. Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves.

### **Third Party harassment**

The Equality Act makes an organisation potentially liable for harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients. The organisation will only be liable when harassment has occurred on at least two previous occasions, and they are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again. This already applies to sex and is now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation.

## **Victimisation**

Victimisation occurs when a person is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

## **Positive Action**

The Equality Act allows an organisation to take positive action if they think that employees or job applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic, or if their participation in an activity is disproportionately low.

**Genuine Occupational Requirement** In certain circumstances it is legal to recruit someone purely on the basis of their characteristic. This is where it is legal to recruit someone purely on the basis of age, race, gender, sexual orientation, and religion or belief, where this is a genuine occupational requirement for the job.

## **Reasonable Adjustments**

As well as making it unlawful to treat a disabled person less favourably because of a reason relating to their disability, it is also discrimination if an organisation fails to make *'reasonable adjustments'*. Reasonable adjustments aim to remove the disadvantage that a disabled person experiences because of their disability. Making reasonable adjustments means changing policies, practices or procedures and/or providing auxiliary aids or services

## **Our MAT values and visions**

In meeting the duties described above our actions will embody our Trusts key principles and values, which include:

- Striving to make the best possible provision for all pupils and staff, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender, age, sexual orientation or economic background.
- Respecting diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Darlington Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- Knowing that equality is not simply about protecting the potentially vulnerable. We believe that all children and adults may be disadvantaged by the holding of prejudicial views by others, and we seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation and people of different ages.
- Valuing staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, age, culture, religious belief, national origin, gender or sexual orientation.
- Being proactive in our efforts to identify and minimise existing barriers or inequalities.
- Seeking the views of all groups affected by the policies and work of our school, and try to involve them in policy review.

- Recognising our role in promoting community cohesion, and actively encouraging the participation in public life of all students, staff and parents in our school.

## Section 2

### **Our MAT within Darlington's profile**

Darlington is a market town in the Borough of Darlington. It is the main population centre in the borough, with a population of 106,000 as of 2011.

Darlington has 8 secondary Academy Schools and from September 2015 1 Free School providing secondary education, one of which is Carmel College, a Catholic Academy with a growing large sixth form college. It has 32 Primary Schools.

Queen Elizabeth Sixth Form College is one of the most highly rated colleges in England and has almost 2000 students, mostly aged 16–18. It offers around 40 full-time AS and A level courses, some vocational courses and GCSEs, as well as several part-time evening classes.

Darlington College is a recently built Further Education College. Teesside University opened a Darlington campus on the same site in 2011 offering higher education in the town to students and businesses.

### **Hurworth School**

Hurworth School is a small, rural and extremely successful and popular secondary school. Parts of its premises are not fit for purpose. The school was originally built in the 1960s and extended in the early 1970s to cater for an additional 300 students. The main problem is overcrowding. This problem has major implications for complying with regulations regarding access and ease of use for its users. There have been significant improvements, however, to the canteen, sporting facilities, specialist SEN and ASD facilities and a performing arts studio and auditorium and Main Hall. Safeguarding improvements have also been extensive.

The school serves the largely commuter villages of Hurworth and Middleton St. George and areas of south east Darlington. Approximately 80% of the school's intake is brought to school via local authority transport.

Hurworth is a non - selective 11-16 Academy that receives students with a wide range of physical, educational, emotional and spiritual needs. There is a resourced provision for students with Autistic Spectrum Disorder which was sited at the school in 2003. This has places for 14 students.

### **Longfield Academy**

Longfield Academy (formerly Longfield Comprehensive School) is a larger than the local average sized secondary school located in North West Darlington. The school has is often over-subscribed and has a PAN of 900. The main fabric of the school building was constructed in the early 1970s but is generally in a very good state of repair. Recent additions to the building premises include two new Maths classrooms, a new dining hall and a very modern and high standard Sports Hall with extensive external facilities including 3G all weather pitches.

Previously a community school administered by Darlington Borough Council, Longfield School converted to academy status in August 2011 and was renamed Longfield Academy of Sport. However, the school continues to coordinate with Darlington Borough Council for admissions.

Longfield is a non - selective 11-16 Academy that receives students with a wide range of physical, educational, emotional and spiritual needs

Longfield Academy offers an appropriate mix of GCSEs and BTECs as programmes of study for pupils. The school also had a specialism in sports and offers its sports facilities for use by the local community.

Meeting the needs of children and families is essential to our vision to maximise the academic potential of the pupils in our care. We aim to work with families and carers of all pupils to create a bespoke package of support, that will enable our young people to progress to the Post 16 provider of their choice and ultimately beyond this into successful employment.

Our key focus is always to understand the individual and those who care for and support them and what makes them unique. The welfare and safety of the families of the community we serve is of paramount importance to us; working with community partners we seek to improve the circumstances for all of the families within our care umbrella who require support.

We have an ethos of mutual respect based around Fundamental British Values and seek to support everyone with a range of expertise to assist capitalising on the town-wide approach towards Early Help.

We are aspirational and wish to prepare all our pupils for adult life.

We have a Personal Development offer which builds on a core value of community cohesion and seeks to instil a sense of purpose, self-discipline, resilience and determination around the pride which is hugely evident in the streets in and around this school site.

## **Rydal Academy**

The school is a 3-form entry Primary School from Reception to Year 6 with a PAN of 90, as well as a 78 FTE place Nursery. The school is in the top 20% of schools nationally for numbers of pupils on roll.

The school community is made up of 12/17 possible ethnic groups. (National average 9/19) those with more than 5% are: White British 82%; Romany or Gypsy 9%; White Other 7%

Of the school roll 2% of pupils on roll are dual registered; all dual registered pupils are Gypsy, Roma Travellers. 9% of school roll are Gypsy Roma or Traveller pupils (GRT) which is 20 times the national average.

The percentage of pupils who are eligible for Pupil Premium funding (52%) is in the top 20% of schools nationally. The school deprivation indicator (Fixed at 0.3) puts the school in the top 20% of schools nationally.

The percentage of pupils on the SEN register (20% of roll) is in the top 20% of schools nationally. The percentage of pupils on roll with EHC plans (3%) is high compared to the national average.

Vulnerable families, families with multi-agency involvement, are a significant group (28% of roll), often with complex needs and histories. Since 2014, 15%-20% of all children and young adults on Child Protection Plans within Darlington Borough have been on roll at The Rydal Academy, this increased to 25% in 2018. The school is aware that approximately 1/5 of pupils on role are from homes with a history of Domestic Abuse.

The school regularly supports a high number of Looked After Children (LAC) and currently hosts 14 LAC (2% of roll, 4% of LAC in Local Authority) and 18 Previously Looked After Children (PLAC).

The percentage of pupils with English as an Additional Language (10%) continues to raise. Pupils speak 18 different first languages across the school.

Pupil stability across the school (Reception to Year 6) is exceptionally low (78%) and has a significant impact on outcomes for pupils as generally less than 50% of pupils will remain in the school from Reception to Year 6, Stability pupils significantly outperform mobility pupils in terms of attainment. School buses are in place to allow pupils who have had to move due to circumstances beyond their control (placed within the family, rehoused from the local women's refuge, evicted) to continue accessing the school and to provide stability.

Latest census information is available from each individual school.

### **Collecting and analysing equality information for pupils in SWIFT academies**

Swift Academies is an inclusive MAT. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse the following equality information for our pupils/students:

- Attainment and progress levels
- Attendance levels
- Exclusions (Internal in schools which operate this system and Fixed Term External)
- Attendance at Extended School activities/extra curricular activities (e.g. school trips, sports clubs, Drama groups)
- Complaints of bullying and harassment
- Participation in Student Council
- Achievement and conduct for our rewards systems
- Punctuality and preparedness' for lessons
- Physical intervention

### **Collecting and analysing equality information for employment and Governance of Swift Academies**

Swift Academies is committed to providing a working environment free from discrimination, victimisation, and harassment. It also aims to recruit an appropriately qualified workforce and a board of directors that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population. We collect the following profile information for our staff and directors:

- Applicants for employment
- Staff profile
- Attendance on staff training events including First Aid
- Specific SEN training courses attended
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Appropriate Safeguarding and Child Protection Training

These outcomes are tracked via the internal Self-Evaluation documents and Governor and Director challenge from each School and are available on request

## Section 4

### **Commissioning and Procurement**

Swift Academies is required by law to make sure that when we buy services from another organisations to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### **Publicising our scheme**

We have publicised our scheme in the following ways:

- School websites

### **Annual Review of Progress**

**Our Single Equality and Accessibility Action Plan is updated and incorporated into the Self Review Action Plans on an annual basis.**

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion
- Termly and annual interim analysis reports and their findings and recommendations

### **Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular agenda item at School Council meetings to discuss equality and diversity issues
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Via School Council

### **Appendix A – Racial Incidents**

The Race Relations Act (1976) and the Race Relations (Amendment) Act (2000) require schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race

relations. We have drawn up and will maintain the Single Equality Scheme, including an action plan, to meet these responsibilities.

We believe in providing the best possible education for children to be found anywhere. To prepare students to be able to fulfil meaningful roles in society once they have left school we must actively encourage tolerance and acceptance of other people's culture and ethnicity whilst also celebrating the wonderful diversity of our community.

## **Values**

Therefore, the MAT

- a) is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin;
- b) will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential, spiritually, morally, socially, intellectually, emotionally and physically;
- c) Will not tolerate racist behaviour such as name calling, stereotyping of all ethnic groups, insulting remarks, offensive graffiti, and undue pressure on individuals and bullying. It will not use literature that is racially biased and dependent upon stereotypes, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols;
- d) Will take immediate and positive action against any racist offences whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome, bearing in mind the feelings of the victim. Where possible a victim may be given a choice of restitution;
- e) In the light of the above, is aware of the need to publicise its racial equality policy and code of conduct. It will keep them under review.
- f) Keep a log of all racist incidents and inform the local authority of these incidents as and if required.

## **Responsibilities**

- a) The Board of Directors will ensure that the school complies with the duty under the Race Relations (Amendment) Act and Disability Act 2010 that its policies and related strategies and procedures are implemented.
- b) The Head Teacher will be responsible for implementation of the policy and ensuring all staff are aware of their responsibilities and given training and support if required.
- c) All staff will be responsible for dealing with racist incidents, challenging racial bias and stereotyping, promoting racial equality and keeping up-to-date with race relations legislation by attending training as required.

## **Racist behaviour is:**

“Any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group”.

Such behaviour may:

- Cause offence
- Interfere with the peace and comfort of the victim
- Cause the victim to fear for his/her safety

Racist incidents can include:

- Racially prejudiced remarks and name calling
- Racially based threats
- Taunts or physical abuse
- Racist badges or literature in school
- Racist graffiti

Racism has a damaging effect on students and staff in our schools. It damages self- image, has a detrimental effect on students as learners and leads to disaffection and low achievement. Racism may promote anger and retaliation.

Swift Academies is an inclusive MAT. We welcome students from all faiths and ethnic diversity.

Tolerance is addressed through positive choices, use of teaching materials, throughout the MAT that reflecting our multi-cultural society. Each schools Citizenship programme address the issues of bullying and harassment, as does our comprehensive Spiritual, Moral and Cultural programme. The Citizenship programme includes:

- Anti-Bullying
- Relationships
- Cultural Awareness
- Human Rights
- A range of teaching materials chosen to reflect our diverse society

Dealing with Racist Incidents

Any reported incident is investigated and dealt with as a serious matter.

A racist incident will be dealt with using the same formal referral and discipline procedures outlined in the School Discipline policy. A range of sanctions may be imposed. The exact sanction to be imposed upon an individual or group will be decided upon by the appropriate member of staff or ultimately the Head of School / Head Teacher.

We treat every child as an individual and every incident on its merits, therefore sanctions may differ according to the case in question. All racist incidents will be logged in the racist incident log. This is kept in the main administrative office and incidents can be reported to Local Authority bodies if and when requested in accordance with their own policy and practice.

Swift Academies works together with students, parents and other partners in education in order to eliminate racism from our school. We understand why students and / or parents may be reluctant to report racist incidents, but seek to reassure that any incident will be dealt with appropriately.

Racist behaviour should always be confronted and because attitudes are often deep-rooted, a simple 'telling-off' is not likely to resolve the situation for either the victim or perpetrator.

Responsibilities

Leadership Team will:

- Maintain oversight of the policy and practice.



- Evaluate the effectiveness of the policy.
- Help identify any staff needs
- Maintain a record of incidents
- Monitor the effectiveness of the policy
- Monitor EAL students

Heads of Year/ Pastoral leads/ Raising Achievement Coordinators will:

- Uphold the values of equal rights through assemblies and team meetings.
- Support all stakeholders in dealing with racist incidents

All staff will:

- Encourage equal rights and actively seek to combat racism
- Be aware of potential problems
- Deal with any known incidents according to the policy

## **Appendix B**

### **Swift Academies Procedure for dealing with homophobic, biphobic and transphobic incidents**

Pupils need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The MAT's commitment to a zero-tolerance stand-point on homophobic biphobic and transphobic bullying and regard for diversity issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

The MAT aims to create an environment where no one should experience homophobic harassment, whether directed at them or at a fellow student.

Equality for sexual orientations including all under the Lesbian Gay Bisexual Transgender (LGBT+) umbrella is a pre-requisite aim for Swift Academies and is fundamental to our outlook.

### **Strategies to encourage positive pupil behaviour**

- All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom. Many homophobic, biphobic and transphobic incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.
- Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and homophobia, development of diversity issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials. Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering homophobic biphobic and transphobic offence.

### **Identification**

A homophobic, biphobic or transphobic incident can take the following forms:

1. **Physical harassment** – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. **Verbal harassment** – name calling, ridiculing a person's sexual orientation, gender identity or appearance, off the cuff remarks which cause offence.
3. **Non-cooperation and disrespect** – ostracism, refusing to work with or show respect may be a homophobic biphobic or transphobic incident if there is evidence of homophobic biphobic or transphobic motivation or the 'victim' perceives such a motive.
4. **Inadvertent disrespect**, e.g. - ignorance by any member of the school community of a pupil's cultural practices which cause the pupils to feel harassed or uncomfortable.
5. **Stereotyping** – this can sometimes be the subtlest form of homophobia, biphobic and transphobic because it can lead to homophobic biphobic and transphobic discrimination.
6. **Other incidents** - such as jokes and vocabulary, graffiti, homophobic, biphobic and transphobic badges and literature.

### **Referral**

Pupils will be encouraged to inform staff of homophobic, biphobic and transphobic incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a homophobic, biphobic or transphobic incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner. Staff are to report directly to a senior member of staff without delay.

### **Action**

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim; to defuse a situation where abuse or attack appears to have taken place; reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

The incident will be recorded in the bullying incident log which is held by the School Manager.

All reported homophobic, biphobic and transphobic incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the School Managers Office

We believe in providing the best possible education for children to be found anywhere. To prepare students to be able to fulfil meaningful roles in society once they have left school we must actively encourage tolerance and acceptance of other people's culture and ethnicity and also celebrating the wonderful diversity of our community.

## **Appendix C**

### **Accessibility Plan**

## Swift Academies Accessibility Plan

Swift Academies is an inclusive MAT and we are privileged to have an Additional Resource Centre to support students with Social and Communication needs and a Traveller Education and Achievement Service. The accessibility plan supports our Single Equality Scheme in making sure students can access all aspects of the school and are fully included in the life of the whole school.

### Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

Our SEND Policy adheres fully to the SEND Code of Practice published by the Departments for Education and Health and revised in May 2015 – this link takes you to that document

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Board of Directors of Swift Academies is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

### Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that Swift Academies continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to its schools. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written and electronic information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats when requested.
- Action Plans are attached (within the Single Equality Scheme Action Plan), relating to these key aspects of accessibility and showing how Swift Academies will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

In accordance with the SEN Code of Practice of all Swift Academies schools the Local Authority has a **Local Offer** that is available to the public.

## **Section 2**

### **Objectives**

These objectives have been written in conjunction with the aims and objectives of = Swift Academies and also within the guidelines laid down in the Special Educational Needs and Disability Code of Practice: 0-25 years [May 2015].

1. To provide full access to a broad and balanced curriculum for all pupils within the school at a level that is appropriate to their ability and needs, and which supports them to achieve their best as confident individuals.
2. To ensure the school uses its best endeavours to support children with SEN, enabling them to engage in the activities of the school alongside pupils who do not have SEN.
3. To identify and assess the special needs of pupils during transition from feeder primary schools and within Swift Academy schools across the whole ability range and to make appropriate provision in order to meet these needs.
4. To assist departments in the identification of pupils with special needs and provide guidance for them in terms of advice, resources and appropriate teaching strategies which will help staff develop to the full, the potential of all pupils in their care.
5. To work closely with departments in the regular assessments and monitoring of pupil progress to identify pupils who are making less than expected progress given their age and individual circumstances.
6. To prepare pupils with special needs to make a successful transition into adulthood through the development of strong links with employers, further and higher education and training providers.
7. To develop the understanding and skills of the staff to meet the needs of pupils with special educational needs through partnership in and out of the classroom and through INSET.
8. To fully involve parents or carers of pupils with special needs in all aspects of their child's education and to implement the graduated approach as laid down in the 2014 SEN Code of Practice, extending the good relationships already established with parents.
9. To develop strong links with the school's Board of Directors, and so involve them in the development and monitoring of Special Needs provision in the school.
10. To build on the pastoral and academic links within the school to enable progress for SEN pupils in other areas such as the development of social and life skills.

### **Involvement of disabled people in developing a Disability Equality Scheme**

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate

reasonable adjustments. This consultation process will be on-going and an integral part of the Single Equality Scheme.

In addition, as part of our public-sector equality duty, we intend to consult with external voluntary organisations where appropriate in order to further inform the action points in our Accessibility Plan.

The Accessibility Plan will be available to all stakeholders and the progress made will be reported in line with the Single Equality Scheme.

### **Reviewing/Monitoring**

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee or full board of Directors. The plan will be fully revised every three years and is incorporated into the annual action plans.

## **Appendix E**

### **Equality impact assessment**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all. All policies that are reviewed are also to be impact assessed

### **Roles and Responsibilities**

Our Board of Directors will ensure that the MAT school complies with statutory requirements in respect of this Scheme and Action Plan. Each Head of School / Head Teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. A specific member of the Leadership Team has day-to-day responsibility for co-ordinating the implementation of this scheme.

Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school, including Parents/Carers are adhering to our commitment to equality.

### **Appendix F Local Authority Accessibility Strategy –**

This plan is fully compliant with the local guidance which can be viewed at

[https://search3.openobjects.com/mediamanager/darlington/fsd/files/sen\\_accessibility\\_strategy.pdf](https://search3.openobjects.com/mediamanager/darlington/fsd/files/sen_accessibility_strategy.pdf)