



Public Sector Equality Duty

Equality Statement and Single Equality Scheme



Tame River Educational Trust
Great schools in which to learn, teach and belong

1. Equality Statement

Tame River Educational Trust and Droylsden Academy are committed to equality. In this respect:

- We ensure that everyone in school is treated fairly and with respect
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way
- We ensure that school is a safe place for everyone
- We consult with a range of people and groups and involve them in our decision making
- We recognise that all individuals at some time may need specific support and encouragement to meet their full potential.

2. Legislative Framework

We are aware of the current legislative framework.

The Trust and School are bound by:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

To comply with this specific duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality
- The duty has three aims, which are to:
 - **Eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
 - **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
 - **Foster good relations** between people who share a protected characteristic and people who do not share it.
- We publish information each year about our school population
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them
- The objectives we identify, take into account national and local priorities and issues, as appropriate
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We strive to make sure that no individual of Tame River Educational Trust or Droylsden Academy experiences less favourable treatment or discrimination because of the protected characteristics listed in the 2010 Equality Act:

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

Age and marriage and civil partnership are NOT protected characteristics for The Trust and Academy's provisions for students.

The Trust and Droylsden Academy will have due regard to advancing equality of opportunity including making clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by person or persons who share a relevant protected characteristic
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it
- Encourage persons who share a relevant protected characteristic to participate fully in public life
- Encourage persons who share a relevant protected characteristic to participate fully in any school activity in which participation by such persons is disproportionately low

In exercising our duty, we will consider the six Brown principles of 'due regard':

- **Awareness** – all staff know and understand what the law requires
- **Timeless** – implications considered before they are implemented
- **Rigour** – open-minded and rigorous analysis, including parent/student voice
- **Non-delegation** – the PSED cannot be delegated
- **Continuous** – ongoing all academic year
- **Record- Keeping** – keep notes and records of decisions and meetings

The Tame River Educational Trust and Droylsden Academy welcome the opportunity to be transparent and accountable. The Tame River Educational Trust fulfils the specific duties of the Act by publishing their Equality Information and Objective on the Trust website and each school's website.

We aim to present the information in a format that is easy to read and can be accessed simply from the school website.

3. The School Context (June 2023):

Staff:

Age	The school complies with its equality duty in this regards
Disability	We ensure reasonable adjustments are made where appropriate.
Gender Reassignment	We are committed to supporting any staff member towards gender reassignment.
Marriage and Civil Partnerships	The school complies with its equalities duties in this regard.
Pregnancy and Maternity	The school complies with its equalities duties in this regard.

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Next Review Date: September 2024

Review Responsibility: Co-Headteacher

Approving Body: Trust ATFE Committee

'Race'/Ethnicity	Our staff profile comprises of: White British 89.44% White Irish 1.41% Asian, Indian, Pakistani, African, Mixed and other 9.15%
Religion and Belief	Religion is not recorded
Sexual Orientation	We are committed to supporting all staff members regardless of sexual orientation.

Students:

Age	We have students aged from 11 to 16 years of age in our Academy.
Disability	We ensure reasonable adjustments are made where appropriate.
Gender Reassignment	We support any student towards gender reassignment.
'Race'/Ethnicity	Our student profile comprises: 65% White British 1% White and Asian 1% White and Black African 3% White and Black Caribbean 4% Any other mixed background 6% Any other white background 6% Black African 2% Chinese 1% Indian 1% Pakistani
EAL (English as an Additional Language)	% of EAL students The languages spoken within our student profiles are: Examples: <ul style="list-style-type: none"> • English 81% • Arabic 2% • Bengali 1% • Cantonese 0% • Chinese 2% • Hindi 0% • Urdu 2% • Panjabi 0% • Persian 1% • Polish 1% • Spanish 0%
Religion and Belief/Belief	Our student profile comprises: <ul style="list-style-type: none"> • Christian 33% • Hindi 1% • Muslim 8% • No Religion 48% • Roman Catholic 8% • Sikh 0% • Refused 0% • Other 1%
SEND	Students identified with a Special Education Need: <ul style="list-style-type: none"> • Education, Health and Care Plan: 4% • School Support 17% • No Special Education Need 79%

Sexual Orientation	We are committed to supporting all students regardless of sexual orientation.
Student Premium	Students eligible for Student Premium 43%

4. Geographical Location

Droylsden Academy, Manor Road, Droylsden, M43 6QD is situated in the town of Droylsden which is part of the Borough of Tameside. Droylsden Academy is 4 miles east of the city of Manchester.

5. Community Served

Droylsden Academy's admission zone is the whole of Droylsden, but the school attracts students from other parts of Tameside and East Manchester.

6. School outcomes

Please see the published statutory information on the Academy website.

7. Consultation Evenings

Attendance at parents'/carers evenings is always strongly encouraged. Hard to reach parents/carers are contacted personally by year teams to encourage them to attend. Special appointments are arranged for vulnerable groups for example with the SENDCO and Pastoral Team.

8. Incidents

Behavioural databases (SIMS and CPOMS) record student adverse behaviour incidents, including prejudice and discrimination allegedly linked to protected characteristics. Action is taken to deal with the perpetrators, for example a fixed term suspension for racial abuse.

9. Staff Training and Awareness

All staff receive training in equality and diversity and are directed to shared T: Drive for a copy of our Equality Policy. The principles of the Single Equality Scheme are embedded in school policies and practice. Equality and safeguarding are regular items on INSET Days, in the weekly Staff Bulletin and Local Governing Body agendas.

10. Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. All of the school's policies fully embrace the spirit of equality and diversity.

Examples of such policies are: Behaviour Policy; Admissions Policy; Safeguarding Policy; Anti Bullying Policy; Recruitment and Selection Policy; Maternity Policy; Charging and Remissions Policy; Sex and Relationship Policy; Special Educational Needs Policy and Accessibility Policy; Educational Visits Policy.

11. Curriculum Adjustments

Throughout the school, focused attention is paid to the individual needs of all students. Examples are: students with special educational needs or a disability or extra provision for students eligible for Pupil Premium or Catch up funding. Financial support is set aside to for any student who is not eligible for specified funding and requires additional support.

The school also ensures significant curriculum coverage of equalities issues, particularly with regard to race, disability and gender. Equalities are largely covered in our Life Skills Curriculum and other key areas of the

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curriculum.

12. What impact have we already had on protected characteristics equality in our school?

- Our Admissions Policy is inclusive
- Different religious festival days are actively recognised and accommodated
- Curriculum visits – financial assistance is made available to all students on the basis of individual need. Extra-curricular activities are made available for all students and special support provided where required for participation
- Foods from different cultures feature regularly and special dietary requirements are catered for
- The school promotes a strong anti-bullying ethos
- There are robust systems (including online reporting) for logging/reporting any incident
- All staff and students are made fully aware of the nominated SLT member of staff to contact regarding any incident and are aware of the school's confidential reporting system
- A translation/transcription service is offered for changing documents into alternative languages/braille
- Displays ensure that all demographic groups are represented
- Whilst the Christian ethos is promoted, the teaching and learning of different cultures is encouraged and students are able to withdraw from acts of worship upon request
- Student Voice has representatives from the full range of students within the school including those with protected characteristics
- All roles/appointments within school are open to all with appropriate skills and abilities
- There are fair and transparent recruitment procedures for staff
- All advertised posts contain an equality and diversity statement
- At the point of job application, the candidate has the opportunity to declare protected characteristics. These are removed from information available to the selection panel. Reasonable adjustments are made for those declaring a need
- Equal opportunity is promoted within all subjects
- Data is analysed and interventions put in place to reduce the gender achievement gap
- There is a full range of PE activities for all students
- The school supports LGBTQ+ students in all year groups

All students are encouraged to take part in the corporate life of the school. Support and encouragement are given to those students who find difficulty in adapting to life in a large Academy school for example via the peer supporters scheme.

There are numerous activities across the curriculum designed to promote students' Spiritual, Moral, Social and Cultural development. These include: study of the Holocaust in Humanities, fragile environments in Geography, Food, Music and traditions in Creative Arts and Technology, other cultures and experiences.

The school takes part in local and national projects and award schemes.

Within curriculum materials across all subjects, there are positive images of all ethnic and cultural groups, disabilities and gender role models, religions and cultures.

12. Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

The school has a duty to make reasonable adjustments. Examples are:

- If provision/practice could put a student at a disadvantage in comparison with other students, an auxiliary aid or service is provided for that student to eliminate the barrier to learning, as far as it is reasonable to do so. Decisions to make reasonable adjustments and for the provision of auxiliary aids are made in consultation with parents/carers
- Auxiliary aids and support are put in place for staff who require them
- Access points and disabled parking spaces are available
- The whole school is accessible to all students, staff and visitors with physical disabilities
- There is a special fire evacuation arrangement 'buddy system' for hearing impaired students
- There is a portable 'loop' system for use by those with a hearing impairment
- Accessible toilets and changing facilities are available at a number of points around the school
- Lifts in the Academy give access for all to upper floors in the building
- All parts of the buildings comply with current legislation with regard to disabled access

13. Mechanisms for Involvement

The school ensures the following mechanisms are deployed to gain the views of students to inform the equality scheme and objectives:

- Representatives of all year groups on the school council
- Individual interviews with students involved in incidents of a discriminatory nature
- Individual interviews with students benefiting from reasonable adjustments
- Student Surveys
- Student feedback on the effectiveness of provision via input from peer supporters
- Student involvement in policy creation via feedback from school council and questionnaires
- 'Have your say' communication tool.

The school ensures that the following mechanisms will enable the views of staff to inform the equality scheme and objectives:

- Return to work interviews including supportive counselling and/or phased returns
- Regular meetings with Professional Association Representatives
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of formal appraisal arrangements
- Staff Surveys.

The school ensures that the following mechanisms are in place to gain the views of parents/carers and the community to inform the equality scheme and objectives.

- Text is inserted into communication with parents/carers: "Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support them, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter."
- Feedback through Local Governing Body meetings
- 'Have your say' communication tool
- Parent/Carer Surveys

The school focuses on developing the involvement of students, staff and parents/carers with protected characteristics. It will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

14. Roles and Responsibilities for Implementing the Single Equality Scheme

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The Headteachers:

- Demonstrates responsibilities under the Equality Act
- Ensure that staff and parents/carers are informed about the single equality scheme
- Ensure that the scheme is implemented effectively
- Designate a member of the SLT with specific responsibility for the single equality scheme
- Manage any day-to-day issues arising from the policy whether for students or for the school as an employer
- Ensure staff have access to training to implement the scheme
- Liaise with external agencies regarding the policy so that the school's actions incorporate the best advice available
- Monitor the scheme and reports on the effectiveness of the policy to the Local Governing Body, when necessary, and specifically at the meeting which includes the annual equality report
- Ensure that the SLT is kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the scheme
- Provide appropriate support and monitoring for all students and specific, targeted students for whom the scheme has direct relevance, with assistance from relevant agencies
- Ensure CPD is inclusive of all staff and includes equality matters
- Ensure recruitment, selection and promotion of all staff (teaching and support), reflects fair and safe recruitment procedures
- Ensure that the voice of all stakeholders including parent/carers, students, staff and governors is considered when making decisions.

The Local Governing Body:

- Ensures that the school complies with all relevant equality legislation
- Ensures all governors receive up to date training in all equality duties
- Designates a governor with specific responsibility for the single equality scheme
- Establishes that the action plans arising from the scheme are part of the Academy Improvement Plan
- Supports the Headteachers in implementing the equality objectives
- Evaluates and reviews the objectives annually
- Evaluates communication and feedback from parents/carers about the scheme
- Assesses the potential impact upon equalities of decisions made.

N.B. With fewer than 250 employees the Academy is exempt from the requirement to record and publish gender pay gap figures.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this scheme
- Provides a lead in the collection and dissemination of information relating to the scheme
- Identifies good quality resources and CPD opportunities to support implementation of the scheme
- With the Headteachers, provide advice/support in dealing with any incidents/issues
- Evaluates and reviews the objectives annually
- Ensures coverage in the curriculum of equalities issues
- Ensures the curriculum promotes students' SMSC awareness
- Ensures the peer support programme within the school promotes understanding and supports students who are experiencing discrimination or harassment.

People with specific responsibilities:

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Parents/Carers:

- Have access to the scheme
- Are encouraged to support the scheme
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme.
- Have the right to be informed of any incident related to this scheme, which could directly affect their student
- Are informed of objectives, published annually

School Staff:

- Accept that this is a whole school issue and support the single equality scheme
- Make known any queries or training requirements
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping
- Know procedures for reporting prejudice driven behaviour, including incidents of discrimination on the basis of protected characteristics or any other grounds
- Do not discriminate on the basis of protected characteristics or any other grounds
- Are up to date with relevant legislation and have access to training and information events organised by the school or Local Authority.
- Ensure that all students have the opportunity to take part in all activities and have access to the full curriculum
- Promote equality, diversity and British values through teaching, pedagogy, curriculum, and the learning environment and through relations with students, staff, parents and the wider community

Students:

- Are taught about Equality and Diversity at an age level appropriate to age and ability
- Are expected to act in accordance with the values of the school
- Experience a curriculum and environment, which is respectful of diversity, difference and British values, which prepares them well for life in a diverse society
- Understand the importance of reporting discriminatory behaviour on the basis of protected characteristics or other personal or family motivated incidents
- Are taught about their role in supporting the implementation of relevant equality objectives.

Visitors

- Visitors and contractors are responsible for complying with the school's equality scheme. The Headteachers will deal with non-compliance.

Equality Objectives

This scheme is supported by annually published equality objectives, and their progress is monitored and evaluated by the Local Governing Body.

Our objectives are based upon:

- The evidence we have collected and published
- Consultation with students, parents/carers, staff and governors
- National and local priorities and initiatives, as appropriate.

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Progress in achieving these objectives is reviewed annually and new objectives are set at least every four years where appropriate. The current objectives and progress can be found below:

Objective 1:

Undertake an annual analysis of recruitment data and trends in regard to race, gender and disability and report on this the Local Governing Board and the Trust Board

Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
To provide an equality of opportunity, ensuring that unlawful discrimination is eliminated.	Monitor our recruitment processes through equal opportunities data collected at application stage. Ensure that all personnel records are kept up to date, to provide accurate reporting.	An equal opportunities monitoring form is available to each candidate for completion with the application form, should candidates choose not to complete the form, the information is collected with new starter information, for all newly recruited staff members.

Objective 2:

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
To provide an equality of opportunity to be successful within a role, ensuring that unlawful discrimination is eliminated.	Identify any staff members with disabilities, to ensure that any reasonable adjustments are made.	Staff members with significant disabilities have been identified and risk assessments, with reasonable adjustments are in place.

Objective 3:

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (2023 - 2027), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
To provide an equality of opportunity, ensuring that unlawful discrimination is eliminated.	Identify different ways of recruiting and targeting BAME communities.	HR will, from September 2023, to make all adverts available on the Education Website in BAME to try to target this group.

Objective 4:

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
To provide an equality of opportunity, ensuring that unlawful discrimination is eliminated.	All recruitment decisions should be made by individuals who are fully aware of their obligations with regards equal opportunities legislation. Online/in person training needs to be identified for all relevant staff and governors involved in recruitment.	Training is to be identified by the School in September 2023, with an aim of all relevant staff and Governors completing the training by September 2024.

Objective 5:

Student Objective – representation of black/ethnic minority students on Student/Year Councils.

Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
Droylsden is a diverse community. We want to ensure that students from all backgrounds, cultures and ethnic origins have a significant voice and belong.	<p>Continually promote the Black Lives Matter Movement in school to ensure black students continue to have a significant whole school voice.</p> <p>Monitor engagement in activities to ensure no minority group misses opportunities.</p> <p>Seek the voice of ethnic minorities and ensure cultures are celebrated.</p>	<p>We currently have a Black Lives Matter student group. Students plan some events throughout the year to celebrate their differences. Currently the ethnicity of our student leaders are:</p> <ul style="list-style-type: none"> • Arab – 1 • Black Nigerian – 6 • Black European – 1 • Chinese – 2 • Other Pakistani – 2 • White English – 12 • White and Indian – 1 • White European – 1 • White Western European – 1 • Unknown - 3

The effectiveness of our scheme is evaluated and reflected in:

Evaluation:

- The school's Self-Evaluation
- Reports to the student behaviour review committee of the Governing Body
- Analysis of data from incidents of bullying, harassment and behaviour collected by SLT and Heads of Year.
- Governors Safeguarding reviews
- Analysis of feedback from the student voice
- Analysis of feedback from staff questionnaires
- Analysis of completed parent/carers surveys
- The governors' annual review of the equality scheme and progress towards meeting the equality objectives.

Reflected in:

- The school response to issues related to the protected characteristics
- Appropriate resolution of any issues raised
- Resolution of any issues to the satisfaction of the person raising them
- Open and active commitment to the principles of equality in the curriculum and all procedures and activities for staff, students and others involved with the school.
- The values of the school
- The reputation of the school
- The number of parents/carers placing the school as first choice in the local authority's schools' admissions procedure.

Review:

This policy will be reviewed annually.