

## Equality Policy

This policy replaces the previous Disability Equality Scheme, the Equal Opportunity Policy, the Gender Equality Policy and the Race Equality Policy.

### Legal duties (The Equality Act 2010)

As an Academy we welcome our duties under the Equality Act 2010. The 3 general duties are to:

1. Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and others. It simplifies the law by removing anomalies and inconsistencies, and extends protection against discrimination in certain areas. The Act covers all aspects of Academy life with how its students, prospective students, parents, carers and members of the local community are treated.

Equality means treating people fairly, with respect, having regard for rights and wishes.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the following:

- Age (for employees not for service provision)
- Disability
- Race

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Date Approved	18 <sup>th</sup> May 2016	Review Cycle / Review Date	2 years/ May 2018
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- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

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In order to meet our general duties listed above the law requires us to do some specific duties to demonstrate that we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify a child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as an Academy. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we ensure equality is applied to the services above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing equalities and barriers

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Date Approved	18 <sup>th</sup> May 2016	Review Cycle / Review Date	2 years/ May 2018
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- Consult and involve widely
- Strive to ensure that society will benefit

### Addressing Prejudice Related Incidents

The Academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents occur we address them immediately, record and report them appropriately.

### We believe that promoting Equality is the whole Academy responsibility.

Board of Directors	Evaluate how well the Academy is already achieving the three aims of general duty. Monitor each schools equality objectives.
Local Governing Body	Evaluate how well their school is achieving the three aims of general duty. Monitor and review the schools specific equality objectives.
Head teacher	Evaluate how well their school is achieving the three aims of general duty. Develop, monitor and publish schools specific equality objectives. Promoting key messages to staff, parents, students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the school community receives appropriate training to meet the need of delivering equality, including student awareness. Ensure that all staff are aware of their responsibility to report and record prejudice related incidents.
Leadership Team	To support the Head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to report and record prejudice related incidents.

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Teaching Staff	<p>Help in delivering the right outcomes for students. Design and deliver an inclusive curriculum. Support the Academy, school and Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head teacher on how students, parents / carers, staff and the wider community can be expected to be treated. Be aware of the responsibility to report and record prejudice related incidents.</p>
Support Staff	<p>Support the Academy, school and Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head teacher on how students, parents / carers, staff and the wider community can be expected to be treated. Support colleagues with the Academy. Be aware of the responsibility to report and record prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the Academy to achieve the commitment made in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how students, parents / carers, staff and the wider community can be expected to be treated.</p>

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Local community	<p>Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment</p>
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We will ensure that the whole Academy community is aware of the Single Equality Policy, our published equality information and equality objectives through our usual methods of communication (Website, Staff Bulletin)

### Monitor and Review

Each year we will review our objectives in relation to any changes in our profile. Our objectives will sit within our Academy Development Plan and will therefore be reviewed as part of this process.

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## Appendix 1: A Model School Policy

### Aims

The school and the Governing Body are determined to foster mutual tolerance so that everyone is valued within the school. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexuality or gender the school endeavours to:

- Promote a safe, secure and happy atmosphere where pupils can learn effectively, build up their self-esteem and develop their independence as integrated individuals within a wider community.
- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.
- Foster respect of religion and culture of others, regardless of ethnicity, gender, disability and aptitude.
- Enable access to the schools' facilities and resources for all its pupils, staff and the community it serves.
- Prepare pupils and adults for life in a diverse and multi-cultural society.

### Principles

Four principles underpin all our procedures and practice:

1. Every pupil should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their lives and education.
2. Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
3. Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.
4. Every pupil and adult associated with the school has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being in accordance with the Every Child Matters agenda.

All pupils and adults working and learning at the school or within its wider activities have a right to be treated with respect and dignity. This includes a right to:

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- Study, learn and work
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for gender, race, disability, culture and age.
- Equal opportunities to access courses, job opportunities and recruitment, school visits, extra-curricular activities and inclusion placements.

Pupils and adults within the school are encouraged to challenge any inappropriate behaviour or comments.

The school has a positive ethos and a welcoming environment for all its members and visitors.

Racist and discriminatory incidents will be dealt with when they occur.

Inclusion issues are taken seriously and are considered in all aspects of school life. Support for pupils is available from teachers, teaching assistants, senior staff and other adults working within the school.

Support for adults working in the school is available from line managers, senior staff, the Human Resources Manager, and professional organisations.

In all school activities we recognise and celebrate the achievements of all our pupils and staff.

Through teaching planning and assessment the diversity, abilities and needs of our pupils are addressed.

Displays around the school demonstrate our commitment to positive attitudes in all spheres of school endeavour.

School improvement is always addressed seriously with actions taken to improve access to the school, its curriculum and facilities for all users.

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### School specific objectives

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Underline the aim that applies)	Protected Characteristics (Underline ones that apply)
1	To improve pupils' knowledge and understanding of cultures other than white British	<ul style="list-style-type: none"> <li>Children are including different cultures in their written work and art work.</li> <li>Children seek out new opportunities to develop their knowledge and understanding of different cultures, showing high levels of interest</li> <li>The curriculum is rich with examples of diversity of cultures.</li> <li>Children demonstrate respectful attitudes towards people from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Visitors into assembly/ classes to talk to children</li> <li>Parents from other cultures to visit the school and talk to the children</li> <li>Audit of literature in school and purchasing to fill gaps.</li> <li>Ensure a curriculum focus in each class once a year which involves study of a different location and its peoples.</li> <li>Link with other schools in other countries (penpals, web cams etc)</li> </ul>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p><u>Foster good relations</u></p>	<p><u>Race</u></p> <p>Disability</p> <p>Gender</p> <p><u>Religion or Belief</u></p> <p>Sexual Orientation</p> <p>Age</p>
2	Increase knowledge and understanding of others with different learning / physical / emotional / social needs	<ul style="list-style-type: none"> <li>Children are aware that all children learn differently there is no 'right' or 'wrong' way</li> <li>Children show empathy towards others</li> <li>Children gain knowledge and understanding of how they learn, their emotional needs and their physical needs</li> </ul>	<ul style="list-style-type: none"> <li>Display in school variety of learning styles and learning tools- taking away any stigma attached to intervention groups</li> <li>Work this into Value's weekly assemblies</li> <li>Look at BLP tools</li> <li>Develop social groups to aid children with difficulties</li> </ul>	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p>Race</p> <p><u>Disability</u></p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p>

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					Age
3	Encourage children to value all people in our local community	<ul style="list-style-type: none"> <li>Children willingly volunteer for community activities</li> <li>Children proactively seek out these opportunities</li> <li>Community work becomes a deeply embedded value within the school community</li> </ul>	<ul style="list-style-type: none"> <li>Older children to support lunchtimes in school</li> <li>Older children support playground games and issues with their younger colleagues</li> <li>Volunteers to read / play instruments in church services</li> <li>Opportunities to invite older people from the community into school and use their skills – eg painting club, football club</li> <li>Invite local people to school functions eg. Nativity</li> <li>Develop further links between the children with The Barn.</li> <li>Engage with local community on projects such as history of the school and village life</li> </ul>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p><u>Foster good relations</u></p>	<p>Race</p> <p><u>Disability</u></p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p><u>Age</u></p>

### How can parents / carers raise concerns?

If a parent / carer feel that their child is being treated unfairly then they must follow the School complaints procedure.

### Useful resources:

- <http://homeoffice.gov.uk/equalities/equality-act/>
- The Equality and Human Rights Commission

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## Appendix 2 – Definitions

**Direct discrimination** – occurs when a person treat another person differently than they would treat another person because of a “protected characteristic”.

**Indirect discrimination** – can occur when the Academy applies a “provision, criterion or practice” e.g. what is felt to be a general policy or practice (which puts students sharing a protected characteristic at a particular disadvantage).

**Harassment** – the legal definition within the Act is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** – occurs when a person is treated less favourably than they would otherwise have been because of something they have done (“a protected act”) in connection with the Act.

**Protected Act** – might involve making an allegation of discrimination, or bringing a case under the Act, or supporting another person’s complaint. The person is protected against retaliation, unless they were acting in bad faith.

**Protected Characteristics** - people from the groups listed below are known to experience discrimination more often than other people in society. They are now protected in law from being treated unfairly.

Age - in relation to employment, but not in relation to students

Disability – a person who has physical or mental impairment which affects their ability to carry out normal day-to-day activities

Race – a group of people defined by their race, colour, nationality, ethnic or national origins.

Sex – male or female, including issues of transgender

Gender reassignment – the process of changing from one gender to another

Maternity and pregnancy – being pregnant or expecting a baby; maternity refers to the period after the birth.

Religion and belief – belief includes religious and philosophical beliefs including lack of belief

Sexual orientation – whether a person’s sexual attraction is towards their own sex, the opposite sex, or both sexes.

Marriage and Civil Partnership (for employees only)

**Positive Action** – new Positive Action provisions allow the Academy to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with protected characteristics

**Curriculum** – the content of the curriculum is explicitly excluded from discrimination law, but the delivery of the curriculum is explicitly included.

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## Appendix 3 – Disabilities

### Definition of Disability

The Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions are considered as disabilities regardless of their effect.

### Reasonable adjustments and when they have to be made.

The duty to provide reasonable adjustments applies only to disabled people and is summarised as follows:

Where something the Academy does places a disabled student at a disadvantage compared to other students, then the Academy must take reasonable steps to try to avoid that disadvantage.

The Academy will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage (n.b. – the duty to provide auxiliary aids will not be introduced until a later date)

If an adjustment is reasonable, then it should be made, and there can be no justification for why it is not made. The Academy will not be expected to make adjustments that are not reasonable.

The Act does not set out what constitutes a reasonable adjustment, however, based on the circumstances of each case, the Academy may consider the financial, or other resources required for the adjustment, it’s effect on other students, health and safety requirements and whether aids have been made available through the SEN route.

### Special provisions for Disability

The law on disability discrimination is different from the Act in several ways. In particular, it works in only one direction. The Academy is allowed to treat disabled people more favourably than non-disabled students by making reasonable adjustments to equalise their chances with non-disabled students.

The disability provisions in the Equality Act mainly replicate those in the former DDA. There are some differences:

The Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out.

Failure to make reasonable adjustment can no longer be defended as justified.

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Direct discrimination against a disabled person can no longer be defended as justified.

The Academy is under a duty to provide auxiliary aids and services as reasonable adjustments where these are not supplied through SEN statements.

Each school must implement an **Accessibility Plan**, and review it regularly.

### Appendix 3 - Employment Provision

All protected characteristics, including age, are covered by the employment provisions of the Act.

The Academy as an employer is under the same duty to make reasonable adjustments in relation to disability for its employees, as with students.

The Academy may not enquire about the health of an applicant for a job, until the offer of the job has been made, unless the questions are specifically related to an intrinsic function of the work. The Academy must comply with both the Health Standards Regulations and Section 60 of the Equality Act.

### Appendix 4 - Public Sector Employment Duty

The Equality Act 2010 introduced a Public Sector Employment Duty (PSED) that applies to public bodies, including Academies, and which extends to all protected characteristics. The Academy is required to have due regard to the three general duties. Having 'due regard' means giving relevant and proportionate consideration to the duty, whenever significant decisions are being made or policies are being developed.

The specific duties regulations require the Academy to:

Publish information to demonstrate how they are complying with the PSED and

Prepare and publish equality objectives.

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