



# Equality Policy (including Public Sector Equality Duty) and Objectives

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## 1. Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [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 academies 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 academies](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues

- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every term.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils with dress code needs to wear items of religious character, faith or heritage)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHRE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy pupil ambassadors have representatives from a range of different backgrounds. All pupils are encouraged to participate in the academy's special event themed days. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. The Guiding Principles

Academy-level policy and practice is proactive and reflects the following nine principles:

### Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious or non-religious affiliation or faith background.
- Whatever their sexual identity.

### Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless consider differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.

- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Religion, belief or faith background.
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that all our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that may already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve as wide a cross section as possible from our communities. This could include:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural and religious backgrounds.

- Both women and men, and girls and boys.
- Gay people as well as straight.
- Transgender people.

Principle 7: Society should benefit.

We intend that our policies and activities should benefit society, both within our academy and wider community, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- Both women and men, girls and boys.
- Gay people as well as straight.
- Transgender people.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.

Principle 9: Objectives.

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.

## 9. Examination Procedures

The following information confirms the academy's good practice in relation to the Equality Act 2010 and the conduct of examinations to ensure that all pupils can access examinations and that they are inclusive to all.

On a candidate by candidate basis, consideration is given to the following to ensure equality of access:

- Any physical or SEN identified need
- Access requirements will be assessed to identify pupils who require additional time or support during exams
- Any reasonable adjustment will be put in place for disabled pupils as agreed by the Awarding Body
- Any medical need
- The examination room will be wheelchair accessible if required
- adapting assessment arrangements

- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes
- Invigilators are made aware of pupils with specific needs.

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. We will ensure that pupils are identified for special consideration where required.

## 10. Breaches of the Policy

Breaches of this policy within the academy will be addressed in the same way that breaches of other academy policies are dealt with, as determined by the Headteacher and Local Governing Body.

## 11. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Headteacher and shared with the governors annually along with an update on the progress towards meeting the equality objectives.

## 12. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy and Information Report
- Curriculum policy
- Exams policy



## Equality Objectives for NEDSC

***Objective 1: Undertake an analysis of admissions and examinations data including trends with regard to race, gender and disability annually, reporting on this to the governing body.***

We aim to ensure that all pupils have fair access to their education. By analysing admissions, we aim to ensure no pupil is disadvantaged by attending our provision and scrutiny aims to ensure that our academy is the most suitable provision to meet the child's needs.

In analysing examinations data, we want to overcome any trends in outcomes pertaining to race, gender and disability to ensure all pupils have received the same opportunity to succeed.

To achieve this objective we plan to:

- Scrutinise outcomes and individual progress to see if any patterns emerge.
- Review outcomes with teaching staff as part of Performance Management processes.

Progress we are making towards this objective: To be reviewed annually.

***Objective 2: Encourage girls to consider non-stereotyped career options.***

We aim to expose all pupils regardless of gender to all different career types and reduce any stereotyped thinking towards careers.

To achieve this objective we plan to:

- Monitor the post 16 destinations of all pupils
- Provide a wide variety of careers examples within our dedicated careers advice to pupils
- Seek all available opportunities for all pupils to engage in work experience or vocational AP regardless of gender
- Encourage pupils to consider all future career options by teaching about stereotypical careers in the curriculum to remove these barriers.
- Ensuring that all staff are aware of the equality policy on induction.

Progress we are making towards this objective: To be reviewed annually.

***Objective 3: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.***

Safer Recruitment is of paramount importance in education. We want to ensure all staff receive the same training and understanding on recruitment processes to ensure a fair and secure recruitment process.

To achieve this objective we plan to:

- Ensure that SLT and the SBM complete online training in Safer Recruitment
- Ensure at least 2 different members of staff are involved with the recruitment of a member of staff.

- Review the shortlisting criteria for vacancies to ensure all staff are judging applications based on the same criteria.

Progress we are making towards this objective: To be reviewed annually.

Progress towards the Equality Objectives will be provided annually to the Local Governing Body and the Objectives will be reviewed every 4 years.