

Equality Act 2010 Equality Duty Information Report for 2020/21

Published:





Introduction

The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:

- Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
- Information relating to employees with protected characteristics.

The information published in this document is our response to this.

The Public Sector Equality Duty

The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Actⁱ
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share itⁱⁱ
- Foster good relations between people who share a relevant protected characteristic and people who do not share itⁱⁱⁱ.

The full Act is available [here](#).

What we did during 2020/21

As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or trustees with protected characteristics. During 2020 the trustees and senior leadership team agreed on a new vision statement that embodies their commitment to promoting equality

“Think Differently” to inspire young people to overcome all barriers and achieve their dreams.

This is to be delivered through 5 missions that are unpacked in the 2020-2023 Academy Development Plan. This is how the 20/21 equality objectives were derived and progress, in spite of the pandemic, is detailed here:

- To further embed an inclusive climate for learning which promotes respect and celebrates differences
 - Pupil and parent surveys were undertaken, and the results were actioned by the centre leaders.
 - Support plans and pupil paperwork have been updated to become more pupil centred.
 - Bullying survey carried out in anti-bullying week.



- Incident reports have been used to identify behavioural trends, which have been acted upon.
- Staff have attended training about positive behaviour management, emotion coaching, the trauma informed approach and growth mindsets so that there isn't a "one size fits all" approach.
- For employees to create an inclusive environment for themselves and our young people
 - Staff took part in unconscious bias training
 - Staff, trustees and the young people started to engage with an Equality and Diversity Award and a lead person has been appointed
 - ❖ We acknowledge that staff need to take part in equality and diversity training.
- To work towards the JBA staff demographic being representative of the community
 - Monitoring data was provided to SLT and trustees.
 - ❖ We acknowledge that we need to use Positive Action strategies where there are under-represented groups and engage with the Disability Confidence Scheme
- To review gender specific facilities at each of our sites
 - Progress was made to start to convert some facilities to be gender neutral.
- To include suitable staff groups in policy making
 - Relevant policies highlighted
 - Staff comments during consultation are fully considered for inclusion in the policy
 - ❖ We acknowledge that we need a methodology for putting this into practice
- To further strengthen safer recruitment
 - Safer recruitment training has been undertaken by more staff so that all recruitment panels have at least 50% of the panel members trained in safer recruitment.
- We are one of the first special schools to achieve the UNICEF Rights Respecting Gold award.

We are working hard to be a good employer of people with protected characteristics.

For example, this includes:

- Continued use of referrals for expert advice, such as assessments for possible disability (ie Access to Work and Remploy) and Occupational Health to ensure that best practice can be applied.
- Promoting services available through the Enjoy Benefits portal



- Making reasonable adjustments in our absence monitoring, so that disabled employees have double the absence allowance before triggers are activated.
- Updated the Special Leave Policy so that the staff members who have carers responsibility for disabled dependants now have double paid days allocation.
- Updated the ethnic origin information categories on our application forms.
- During the pandemic, continued to support all employees who require reasonable adjustments including:
 - Support for Clinically Extremely Vulnerable and Clinically Vulnerable colleagues.
 - Higher levels of Risk Assessments for pregnant employees.
 - Implementing staff wellbeing initiatives.
- Equality monitoring of applicants across all recruitment campaigns over the last 5 years that has been shared with trustees.

Looking ahead – what next?

The academy is committed to promoting the welfare and equality of all its employees, young people and other members of the academy community. To achieve this, the academy has established the following equality objectives for 2021/22 in line with the Academy Development plan 2020-23

- To further embed an inclusive climate for learning which promotes respect and celebrates differences
- For employees to create an inclusive environment for themselves and our young people
- To work towards the JBA staff demographic being representative of the community
- To review gender specific facilities at each of our sites
- To include under-represented staff groups in policy making
- To further strengthen safer recruitment
- To apply for the Equaliteach Equalities and Diversity Award
- To apply for accreditation from the National Autism Society

Further Information

For further information please contact Jo Murgatroyd (Company Secretary).

Telephone: 0121 666 6409 x 2119

Email: murgatroydj@jamesbrindley.org.uk



i Prohibited conduct:

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.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

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”.

Victimisation occurs when an employee 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.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.