

# Equality Act 2010 Equality Duty Information Report for 2018/2019

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## Introduction

1. 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.
2. The information published in this document is our response to this.

## The Public Sector Equality Duty

3. 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 Act<sup>i</sup>
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.
4. The full Act is available [here](#).

## What we did during 2018/19

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 governors with protected characteristics.

5. For example, this includes:
  - Staff and pupils in several centres worked together to produce banners for and take part in the 2019 Birmingham Pride march, hence promoting awareness of LGBT+ within the whole James Brindley community
  - Working with work experience providers to ensure that the correct pronouns are used for young people identifying as a different gender to their birth gender
  - Revamp the Ramp at Birmingham Children's Hospital (BCH) to improve outdoor access for EYFS pupils
  - Introduction of a sensory room at BCH to enable teaching for more disabled pupils to take place off the ward



- Provision of inclusive learning environments for physically disabled pupils that meet their physical, social and emotional needs
- Providing alternative parents evening arrangements and review meetings for estranged parents and those with disabilities or other difficulties
- Home visits made to support legal guardians with school forms and paperwork, where access to school is difficult
- Supporting parents with regional transfer for Local Authority pupils to access residential home care placement to meet hidden and learning disability needs in supportive environments conducive to well-being.
- Supporting Young Adults to access education, housing and employment as a safe package of care on discharge.
- Supporting the rights of advocacy for pupils living with Mental Health needs.
- Young people in seclusion are offered the same academic programme as for the rest of the centre
- Parents supported post discharge with ensuring that the EHCP requirements are met by the subsequent provider
- Cross team working within the school to aid parents to successfully advocate for young people who may otherwise be disadvantaged by other providers due to their complex needs or the complexity of the associated processes
- Access toilets for pupils, staff and visitors
- Providing opportunities for young people to socialise outside of their class groups
- Ensuring prayer routines are supported
- Parent workshops to aid understanding and support for the young people outside of school hours and boundaries
- Enlarged copies of governor papers made available
- Fewer young people with an EHCP became NEET than in the previous year

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

6. For example, this includes:

- Use of referrals for expert advice, such as autism assessments and occupational health, to ensure that best practice can be applied.
- We have updated the Absence Policy so that disabled employees have double the absence allowance before triggers are activated.
- Removing personal and monitoring information from application forms before they are seen by the panel.
- Recruitment monitoring has taken place for the last 4 years. For 2018/19 the following has been observed
  - ✓ Gender balance: 37% of appointments have been male which is positive against the current balance of 79% female to 21% male despite the ratio of male to female applicants staying relatively constant.



- ✓ Disability: 7% of appointments have been made to applicants with a disability. This is a fall on the previous year, but still an upward trend. Appointment percentages are still higher than application percentages.
- ✓ BME: the ratio of BME appointments to non-BME appointments has improved marginally

## Looking ahead – what next?

7. We will report annually on how we have met our equality objectives. The objectives for 2019/20 are to
  - Monitor the outcomes for our young people through
    - Progress 8 scores in English and Maths
    - Attendance data, with a reduction in persistent absenteeism
    - Forecast and progress grades
    - VIP (Values in Practice) points
    - Progress in reading ages
  - Feedback from pupils, parents and staff gathered through questionnaires
  - Monitoring of strategies linked to strategies identified in EHCPs
  - Monitoring of pupils and vulnerable group accessing careers advice and employee encounters

## Further Information

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

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### **<sup>i</sup> 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”.



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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.