

# Public Sector Equality Duty

Agreed by SLT: June 2020

Agreed by Committee: September 2020

Review: September 2024

(Note that progress against the objectives is reported on annually)

Signed by:





## Vison and Mission

# Think differently

to inspire young people to overcome all barriers and achieve their dreams

- Delivering a pupil-centered, holistic curriculum which prepares young people to overcome barriers for life
- Creating an inclusive environment that embraces and celebrates our differences
- Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation
- Creating an innovative, optimistic and skilled workforce
- Playing a leading role in the community to promote an inclusive approach to young people unable to access education due to their medical, SEMH needs and other neurodiverse conditions

## Our Core Values

# Our Core Values

- T**hrive  
We create a positive environment where we thrive and succeed
- H**igh aspirations  
We have high aspirations for ourselves and others
- I**nclusion  
We are inclusive in all we do and celebrate our differences
- N**urture  
We educate our young people and staff to nurture their emotional health and wellbeing
- K**eep safe  
We ensure that keeping safe and the safety of others is paramount

**Differently**



## Contents

Statement of intent

<b>1. Legal framework</b> .....	5
<b>2. Principles and aims</b> .....	6
<b>3. Roles and responsibilities</b> .....	7
<b>4. Equality objectives</b> .....	9
<b>5. Collecting and using information</b> .....	10
<b>6. Publishing information</b> .....	10
<b>7. Promoting equality</b> .....	11
<b>8. Addressing prejudice-related incidents</b> .....	12
<b>9. Appeal process</b> .....	12
<b>10. Curriculum</b> .....	12
<b>11. Monitoring and review</b> .....	13



**Statement of intent**

James Brindley Academy recognises that certain groups in society have historically been disadvantaged because of discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions with the aim to eliminate prejudice, unlawful discrimination and victimisation within the academy community and workforce.

James Brindley are committed to the principles of [ethical leadership](#) in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the UNICEF Charter

Signed by:

Principal

Date:

\_\_\_\_\_

\_\_\_\_\_

Chair of governors

Date:

\_\_\_\_\_

\_\_\_\_\_



## Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

1.2. This policy also has due regard for non-statutory guidance, including the following:

DfE (2014) 'The Equality Act 2010 and schools'

1.3. This policy operates in conjunction with the following academy policies:

[Admissions Policy](#)

[Complaints Procedures Policy](#)

1.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.6. The academy fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.7. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy



- Religion and belief
  - Sexual orientation
  - Marriage and civil partnership
- 1.8. The Act makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise Young People (YP) or potential YP:
- In relation to admissions.
  - In the way it provides education for YP.
  - In the way it provides YP access to any benefit, facility or service.
  - By excluding a YP or subjecting them to any other detriment.
- 1.9. The responsible body for the academy is the governing board/trustees.
- 1.10. The academy's liability not to discriminate, harass or victimise does not end when a YP has left the academy, but will apply to subsequent actions connected to the previous relationship between the academy and YP, such as the provision of references on former YP or access to "old YPs" communications and activities
- 1.11. The academy will promote equality of opportunity for all employees and job applicants and will work in line with the [Equality Policy](#)

## 2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents and carers, as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3. The academy will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. The academy will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. The academy will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7. The academy will respect the confidentiality of those seeking or have already obtained gender reassignment and will provide a supportive environment within the community.



- 2.8. The academy is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. The academy will ensure that all employees comply with the appropriate equality legislation and regulations.
- 2.10. The academy's [Admissions Policy](#) will not discriminate against any protected characteristic in any way.
- 2.11. The academy will:
  - Ensure employees are aware of their responsibilities, given necessary training and support, and report progress to the Governing Board.
  - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
  - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
  - Observe good equalities practice in employees recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
  - Reduce and remove inequalities and barriers that already exist.
  - Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
  - Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
  - Ensure employees promote an inclusive and collaborative ethos in the academy, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for YP with additional needs, maintaining a good level of awareness of issues surrounding equality.

### 3. Roles and responsibilities

- 3.1. The governing board will:
  - Ensure that the academy complies with the appropriate equality legislation and regulations.



- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the academy's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the academy's [Admissions Policy](#) does not discriminate in any way.
- Ensure equal opportunities in its employee recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The Principal will:

- Implement this policy and its procedures.
- Ensure that all employees receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents and carers, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with academy requirements.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Aim to ensure that employees create an inclusive environment for themselves and our YP
- Aim to ensure that underrepresented groups are involved in policy making and reviews

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the academy.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Principal.
- Identify and challenge bias and stereotyping within the curriculum and the academy's culture.





- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor YPs' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4. YP will:

- Not discriminate or harass any other YP or employees.
- Actively encourage equality and diversity in the academy by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the Centre Leader\_or to another employee.
- Abide by all the academy's equality and diversity policies, procedures and codes.

## 4. Equality objectives

4.1. The academy is committed to promoting the welfare and equality of all its employees, YP and other members of the academy community. To achieve this, the academy has established the following objectives:

equality objectives for 2020/21 in line with the Academy Development plan 2020-23

- To further embed an inclusive climate for learning which promotes respect and celebrates differences;
- Employees create an inclusive environment for themselves and our YP
- JBA staff demographic is representative of the community
- Review gender specific facilities at each of our sites
- Under-represented staff groups to be involved in policy making
- To further strengthen safer recruitment.

4.2. The academy will update all published equality documentation annually and will publish its objectives at least every four years.



## 5. Collecting and using information

- 5.1. The academy will collect equality information for the purpose of:
  - Identifying key issues, e.g. unlawful discrimination in teaching methods.
  - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
  - Taking action, e.g. adapting working practice to accommodate the needs of employees who share protected characteristics.
- 5.2. The academy will build an equality profile for employees to assist with identifying any issues within their recruitment regime. The academy will obtain the following information from their employees:
  - Recruitment and promotion
  - Numbers of part-time and full-time employees
  - Pay and remuneration
  - Training
  - Return to work of women on maternity leave
  - Return to work of disabled employees following sick leave relating to their disabilities
  - Appraisals
  - Grievances (including about harassment)
  - Disciplinary action (including for harassment)
  - Dismissals and other reasons for leaving
- 5.3. The academy will use the information they obtain to analyse any gaps present in their equality documentary, including the [Equality Policy](#).
- 5.4. Any personal data the academy collects will be processed in accordance with the [Data Protection Policy](#).

## 6. Publishing information

- 6.1. The academy will publish information to demonstrate its compliance with the Act.
- 6.2. The academy will publish information relating to persons within the academy community who share relevant protected characteristics, these will include:
  - The academy's employees
  - Other persons affected by the academy's policies and procedures
- 6.3. The academy will not provide this information if:
  - The employee is employed under contract personally to do work.



- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The academy will publish findings in their annual report.

## 7. Promoting equality

7.1 In order to meet our objectives, the academy has identified the following priorities in line with the Academy Development plan 2020-23

- To embed the new academy vision, mission and core values
- Decision making is based on ethical leadership framework
- To robustly and efficiently record and respond to pupil safeguarding incidents
- YP strengthen their knowledge and resilience to a full range of safeguarding topics
- Employees feel that their workload is manageable and that their wellbeing is being considered
- Provide a reliable IT service
- Development of IT systems to create efficient information flow
- To develop the culture of robust Data Protection
- Employees will ensure that all YP are able to take part in extra-curricular activities and residential visits, and the academy will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The academy will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- The curriculum is reviewed to ensure that it represents all employees and YP.
- The academy will increase access for disabled children and young people to the academy curriculum and will take necessary steps to meet YPs' needs by using a variety of approaches and planning reasonable adjustments for disabled YPs, enabling them to take as full a part as possible in the activities of the academy.
- The academy will ensure there is adequate access to the physical environment of the academy.
- Throughout the year, the academy will plan ongoing events to raise awareness of equality and diversity.



7.2 The academy will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3 Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.4 Training will be given to both existing and new employees to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying?

## **8 Addressing prejudice-related incidents**

8.1 The academy will ensure that YP and employees are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.2 If incidents continue to occur, the academy will address them immediately and report them to the Governing Board.

## **9 Appeal process**

9.1 Employees retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the academy's grievance procedure.

## **10 Curriculum**

10.1 All YP will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2 When planning the curriculum, the academy will take every opportunity to promote and advance equality.

10.3 When teaching the curriculum, the academy will promote equality and will not subject individuals to discrimination.

10.4 The academy will develop an appropriate curriculum for all YP in all vulnerable groups.

10.5 The academy will ensure PSHE lessons are designed for YP to develop their knowledge of the world and the importance of equality.



## 11 Monitoring and review

- 11.1 The Principal will review this policy annually to ensure that all procedures are up-to-date.
- 11.2 The policy will be monitored and evaluated by the Principal and governing board in the following ways:
- Individual attainment data
  - Equal opportunities recruitment data
  - Equality impact assessments
  - Ofsted inspection judgements on equality and diversity
  - Incident records related to harassment and bullying
- 11.3 Any changes made to this policy will be communicated to all employees.