

Equality Act 2010 Equality Duty Information Report for 2019/20

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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 2019/20

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.

For example, this includes:

- Building a new sensory room at Willows with a personalised mural
- Staff training about anxiety triggers has reduced the volume of incidents
- Blue walls in classrooms to reduce over-stimulation following ASD best practice
- EHCP strategies are reviewed and refined through Plan Do Review Plans each half-term
- Continuing with engagement activities throughout the pandemic
- Continued use of VIP points to monitor attendance and engagement whether for remote or face to face learning. Analysis leads to a review of the offer for pupils as part of the personalised approach that is used throughout the school.
- Access to remote learning materials for all examined subjects and classes and home learning packs posted to all learners.



- Feedback on the remote provision gathered from all stakeholders and changes made to improve the offer.
- New vision, mission and value statement developed that promotes understanding individual's needs and responding to those needs in unique and differentiated ways
- Increasing staff and pupil awareness of racial issues through the production of a series of reflections following the death of George Floyd
- Working towards being a gold level UNICEF Rights Respecting School
- Expanding our offer to post-16 students in hospital eg on the General (adult) wards at Good Hope.
- Supporting post-18 cancer patients at UHB to enable continuation of or acceptance onto University or FE courses/apprenticeships
- Regular data meetings to review progress and subsequent action planning to support individual pupils and specific groups of pupils in their performance.
- Adapting timetables to suit learners needs.
- Arranging careers talks to engage and inspire young people and providing virtual work experience opportunities.
- Using a Transition Coach to engage NEET pupils in gaining a place. This led to fewer young people becoming NEET than in the previous year.
- Developing new ways of communicating with pupils, parents and carers in all sectors e.g. Careers Newsletter and social media
- Providing alternative virtual ways of meeting with pupils, parents and carers via TEAMS or Zoom
- Reading promoted for all pupils through Drop Everything And Read, provision of e-readers for all pupils and a library at every centre. Recent resource purchases have centred around promoting cultural diversity and understanding.
- Attendance is regularly monitored. Bespoke plans are put in place to encourage attendance and engagement.

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

For example, this includes:

- 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.
- Making reasonable adjustments in our absence monitoring, so that disabled employees have double the absence allowance before triggers are activated.
- Updating the Special Leave Policy so that the staff members who have carers responsibility for disabled dependants now have double paid days allocation.
- Updating the ethnic origin information categories on our application forms.
- Trustees have approved a new Employee Equality Policy
- During the pandemic, support for all employees that 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.
- Monitoring recruitment over the last 5 years. Due to the pandemic, the total number of applications were half of the previous years'. The following has been observed:
 - Gender balance: We have retained a constant ratio of male to female applicants.



- BME: the ratio of BME appointments to non-BME appointments has slightly worsened
- Disability: The percentage of disabled applicants has decreased in 2019/20. We would like to retain constant higher appointment percentages than application percentages.

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 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
- 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 undertake an Equalities and Diversity audit

Further Information

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

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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:



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- 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.