



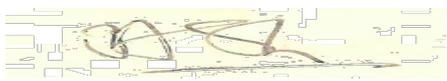
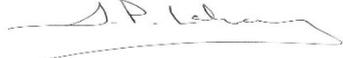
FURNESS

ACADEMY

Single Equality Policy

(Ref: E9)

General Arrangements and Responsibilities

Approved by the Governing Body			
Committee	Name	Signature	Date
Chair of the Board of Governors			29/11/17
Headteacher			29/11/17

Implementation date: September 2017 Review date: October 2018

Responsible for policy/document	Assistant Headteacher
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This policy replaces the previous Disability Equality Scheme, the Equal Opportunity Policy, the Gender Equality Policy and the Race Equality Policy

1.0 Legal duties (The Equality Act 2010)

As an Academy we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- 1.1 The Equality Act 2010 replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and others. It simplifies the law by removing anomalies and inconsistencies, and extends protection against discrimination in certain areas. The Act covers all aspects of Academy life with how its students, prospective students, parents, carers and members of the local community are treated.
- 1.2 Equality means treating people fairly, with respect, having regard for rights and wishes. We understand the headteacher of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
- 1.3 A protected characteristic under the act covers the following:
 - Age (for employees not for service provision)
 - Disability
 - Ethnicity and Race
 - Gender
 - Gender identity (and reassignment)
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and Civil Partnership (for employees)
- 1.4 In order to meet our general duties listed above, the law requires us to implement some specific duties to demonstrate that we meet the general duties. These are to:
 - Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify a student)
 - Prepare and publish equality objectives
- 1.5 To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as an Academy. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents
- 1.6 Our objectives will detail how we ensure equality is applied to the services above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

- 1.7 We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.8 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 1.9 In fulfilling our legal obligations we will:
- Recognise and respect diversity
 - Foster positive attitudes and relationships and a shared sense of belonging
 - Observe good equalities practice, including staff recruitment, retention and development
 - Aim to reduce and remove existing inequalities and barriers
 - Consult and involve widely
 - Strive to ensure that society will benefit

2.0 Addressing Prejudice Related Incidents

The Academy is opposed to all forms of prejudice and we recognise that students who experience any form of prejudice related discrimination may fair less well in the education system. We provide students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents occur we address them immediately, record and report them appropriately.

3.0 Responsibility

We believe that promoting Equality is the whole Academy's responsibility.

Community	Responsibility
Trustees	<ul style="list-style-type: none"> • Evaluate how well the Trust is already achieving the three aims of general duty. • Develop, monitor and review the Single Equality Policy
Local Governing Body	<ul style="list-style-type: none"> • Evaluate how well the Academy is already achieving the three aims of general duty. • Monitor the implementation of the Single Equality Policy. • Report to the Trustees
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • Promoting key messages to staff, parents, students about equality and what is expected of them and can be expected from the Academy in carrying out its day to day duties. • Ensuring that the Academy community receives appropriate training to meet the need of delivering equality, including student awareness. • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to report and record prejudice related incidents.
Leadership Team	<ul style="list-style-type: none"> • To support the Headteacher as above.
Teaching Staff	<ul style="list-style-type: none"> • Support the Academy, Local Governing Body and Trustees in delivering a fair and equitable service to all stakeholders • Help in delivering the right outcomes for students. Design and deliver an inclusive curriculum. • Uphold the commitment made by the Headteacher on how students, parents/carers, staff and the wider community can be expected to be treated. • Support colleagues at the Academy. • Be aware of the responsibility to report and record prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> • Support the Academy, Local Governing Body and Trustees in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how students, parents/carers, staff and the wider community can be expected to be treated. • Support colleagues in the Academy. • Be aware of the responsibility to report and record prejudice related incidents.

Parents/Carers	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the Academy community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the Academy to achieve the commitment made in tackling inequality and achieving equality of opportunity for all.
Students	<ul style="list-style-type: none"> • Supporting the Academy to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how students, parents/carers, staff and the wider community can be expected to be treated.
Local community	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the Academy community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the Academy to achieve the commitment made in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole Trust community is aware of the Single Equality Policy, our published equality information and equality objectives through our usual methods of communication.

4.0 Monitor and Review

Each year we will review our objectives in relation to any changes in our profile. Our objectives should sit within our Development Plan and will therefore be reviewed as part of this process.

5.0 How can parents/carers raise concerns?

If a parent/carer feels that their child is being treated unfairly then they must follow the academy complaints procedure.

6.0 Useful resources:

- <http://homeoffice.gov.uk/equalities/equality-act/>
- The Equality and Human Rights Commission

Appendix 1

Definitions

Direct discrimination – occurs when a person treats another person differently than they would treat another person because of a “protected characteristic”.

Indirect discrimination – can occur when the Academy applies a “provision, criterion or practice” e.g. what is felt to be a general policy or practice (which puts a student sharing a protected characteristic at a particular disadvantage).

Harassment – the legal definition within the Act is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation – occurs when a person is treated less favourably than they would otherwise have been because of something they have done (“a protected act”) in connection with the Act.

Protected Act – might involve making an allegation of discrimination, or bringing a case under the Act, or supporting another person’s complaint. The person is protected against retaliation, unless they were acting in bad faith.

Protected Characteristics - people from the groups listed below are known to experience discrimination more often than other people in society. They are now protected in law from being treated unfairly.

- Age - in relation to employment,
- Disability – a person who has physical or mental impairment which affects their ability to carry out normal day-to-day activities
- Race – a group of people defined by their race, colour, nationality, ethnic or national origins.
- Sex – male or female, including issues of transgender
- Gender reassignment – the process of changing from one gender to another
- Maternity and pregnancy – being pregnant or expecting a baby; maternity refers to the period after the birth.
- Religion and belief – belief includes religious and philosophical beliefs including lack of belief
- Sexual orientation – whether a person’s sexual attraction is towards their own sex, the opposite sex, or both sexes.
- Marriage and Civil Partnership (for employees only)

Positive Action – new Positive Action provisions allow the Academy to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with protected characteristics

Curriculum – the content of the curriculum is explicitly excluded from discrimination law, but the delivery of the curriculum is explicitly included.

Appendix 2

Disabilities

Definition of Disability – the Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions are considered as disabilities regardless of their effect.

Reasonable adjustments and when they have to be made.

The duty to provide reasonable adjustments applies only to disabled people and is summarised as follows:

- Where something the Academy does places a disabled student at a disadvantage compared to other students, then the Academy must take reasonable steps to try to avoid that disadvantage.
- The Academy will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage (N.B. – the duty to provide auxiliary aids will not be introduced until a later date)

If an adjustment is reasonable, then it should be made, and there can be no justification for why it is not made. The Academy will not be expected to make adjustments that are not reasonable.

The Act does not set out what constitutes a reasonable adjustment, however, based on the circumstances of each case, the Academy may consider the financial, or other resources required for the adjustment, its effect on other students, health and safety requirements and whether aids have been made available through the SEND route.

Special provisions for Disability – the law on disability discrimination is different from the Act in several ways. In particular, it works in only one direction. The Academy is allowed to treat disabled students more favourably than non-disabled students by making reasonable adjustments to equalise their chances with non-disabled students.

The disability provisions in the Equality Act mainly replicate those in the former DDA. There are some differences:

- The Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out.
- Failure to make reasonable adjustment can no longer be defended as justified.
- Direct discrimination against a disabled person can no longer be defended as justified.
- The Academy is under a duty to provide auxiliary aids and services as reasonable adjustments where these are not supplied through SEND EHCP

The Academy must implement an **Accessibility Plan**, and review it regularly

Appendix 3

Employment Provision

All protected characteristics, including age, are covered by the employment provisions of the Act.

The Academy as an employer is under the same duty to make reasonable adjustments in relation to disability for its employees, as with students.

The Academy may not enquire about the health of an applicant for a position, until the offer of the job has been made, unless the questions are specifically related to an intrinsic function of the work. The Academy must comply with both the Health Standards Regulations and Section 60 of the Equality Act.

Appendix 4

Public Sector Employment Duty

The Equality Act 2010 introduced a Public Sector Employment Duty (PSED) that applies to public bodies, including Academies, and which extends to all protected characteristics. The Academy is required to have **due regard** to the three general duties. Having 'due regard' means giving relevant and proportionate consideration to the duty, whenever significant decisions are being made or policies are being developed.

The specific duties regulations require the Academy to:

- Publish information to demonstrate how they are complying with the PSED and
- Prepare and publish equality objectives.

Appendix 5

Objectives

1. Foster good relations among all members of the Academy to improve student experiences:
 - Raise awareness of, and promote positive attitudes towards, a diverse community
 - Promote greater understanding of people with protected characteristics.
2. To reduce the number of students with SEND from being excluded:
 - Improving differentiation in lessons for students, so engaging SEND students more in their learning.
 - Determine other methods of managing behaviour that some students with SEND can present which may result in exclusion.
 - Improve consultation with parents/carers of students with SEND.