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Equality Policy and compliance with the Public Sector Equality Duty

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Requisite: e.g. legal requirement			Responsible Committee: Student Support		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	01/02/2010	Student Support			01/02/2012
D	11/03/2015	Student Support			11/03/2018
E	09/05/2018	FGB			09/12/2021
F	17/05/2022	FGB			01/01/2026

School's compliance with the Public Sector Equality duty

Equality Statement

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

The Dorcan Academy recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within The Dorcan Academy workforce.

Statement and Principles

- To treat all individuals with equal value.
- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster positive attitudes and good relations between persons who share a relevant protected characteristic and persons who do not share it (i.e. tackle prejudice and promote understanding).
- To take such steps as are reasonable to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- To take such steps as are reasonable to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- To provide a range of education and training programmes which encourage everyone to participate in learning.
- To ensure that recruitment, retention and development of staff is done so following the equality principles.
- To consider equality implications before and at the time that policies are developed as well as keeping them under review on a continual basis.
- To carry out equality impact assessments to assess whether policies and / or plans are having a negative or adverse, or positive impact on specific groups of individuals.

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- To ensure that all marketing activities and procurement processes meet equality and diversity best practice.
- To respect the religious beliefs and practices of all individuals.

Legislative framework

The Equality Act 2010 provides a single legal framework with three broad duties:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

The effect of the Equality Duty is that schools must have due regard to the above in relation to the management of their pay policies, avoiding direct or indirect discrimination. The Public Sector Equality Duty (PSED) requires public bodies to prepare and publish equality objectives and publish information, to demonstrate compliance with the general duty - the Equality Act 2010 (Specific Duties) Regulations 2011.

This policy has due regard to statutory legislation including, but not limited to, the following:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

The Dorcan 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.

Protected Characteristics

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Transgender
9. Marriage and Civil Partnership

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The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

In schools, the Act makes it unlawful for a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions
- In the way it provides education for students
- In the way it provides students access to any benefit, facility or service

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Rationale

At The Dorcan Academy our aim is to create an inclusive **culture** where everyone is valued, cared for and nurtured in an extraordinary way - an ethos of **belonging** where each individual is considered unique, of great worth and valued within our school community for who they are. This policy is underpinned by our core values, 'Be Kind, Show Respect, Do your Best'.

At The Dorcan Academy we recognise that a cohesive and inclusive community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in the Academy and within neighbourhoods.

Promoting Equality

The academy has identified the following priorities:

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- Staff will ensure that all students 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.
- There will be differential schemes of work designed to meet the abilities and learning needs of all students.
- There will be a clearly defined disciplinary system stipulated in the Behaviour Policy, which will be consistently enforced.
- The academy will increase access for disabled children and young people to the academy curriculum and will take necessary steps to meet students' needs by using a variety of approaches and planned reasonable adjustments, 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.
- All students will be entitled to access a broad and balanced curriculum

Equality objectives will be published at least every four years in line with requirements.

All forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The academy has an Anti-Bullying Policy and a Behaviour Policy to cover the areas that are not within scope of the Equality Act.

Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

The following action will be taken if any discrimination occurs:

- **For a student:** suitable sanctions will be implemented as outlined in the Academy's Behaviour Policy, including notifying and/or meeting with parents
- **For a member of staff:** a discussion with Head/Chair of Governors and possible investigation and warning given in line with the Disciplinary Policy
- **For governors:** a discussion with Head/Chair of Governors and possible investigation and warning
- **For the Head:** discussion with the Chair of Governors and possible investigation and possible warning as set out in the Disciplinary Policy

A person who feels that they have been discriminated against and that the matter has not been satisfactorily dealt with may decide to follow the academy's grievance procedures.

Everyone will have the right of appeal.

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Roles and responsibilities

All who work in the academy have a responsibility for promoting equality and inclusion and avoiding unfair discrimination and harassment.

Our **governors** are responsible for:

- Making sure the academy complies with all current equality legislation
- Making sure this policy and its procedures are followed.
- Ensuring equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.

The **Headteacher** is responsible for:

- Making sure the policy is readily available and that the governors, staff, students and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- Ensuring that the appointment process gives due regard to this policy.
- Ensuring that no members of staff are discriminated against within the Academy.

All our **staff** are responsible for:

- Dealing with racist, sexist, homophobic and transphobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the academy lies with the relevant Governing Board Committee and its co-opted members.

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of students (e.g. FSM, SEN, Black and minority ethnic students, Gypsies and Travelers).
- Monitoring exclusions.

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Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by the Trustees to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The Academy Development Plan may include targets determined by the governing body for promoting a cohesive community, inclusion and equality in the academy, also with reference to the workforce. It also ensures other academy policies address equality issues.

Any pattern of inequality found as a result of monitoring is used to inform future planning and decision-making. The Full Governing Board is responsible for monitoring equality and will review and act on evidence from monitoring activities. The Headteacher will provide monitoring reports for review by the Governing Board. These will include academy population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

• Revision Notes

Rev A:	original
Rev B:	amended in light of statutory changes and Academy status.
Rev C:	reviewed in line with policy schedule and agreed and approved by the Full Governing Board.
Rev D:	reviewed in line with policy schedule. Agreed and approved by Student Support Committee 11/03/2015
Rev E:	reviewed in line with policy schedule.
Rev F:	Reviewed in line with policy schedule. Agreed and approved at Full Board meeting on 9/5/2022

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Appendix I*

The Governing Board's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- Academy trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Medical Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the academy will consider safeguarding matters.