

The Boston Witham Academies Federation



PUBLIC DUTY EQUALITY POLICY

Background

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing the anomalies and inconsistencies that have developed over time in the existing legislation and it extends the protection from discrimination in certain areas.

The Public Duty Equality (PDE) was introduced by the Equality Act 2010 and applies to all public bodies including maintained schools and academies. Schools' equality duties have been extended to all protected characteristics:

- Race- this includes ethnic or national origins
- Disability
- Sex
- Age
- Religion or belief- this includes lack of belief
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership – only in respect of eliminating unlawful discrimination
- Gender reassignment

The duty came into effect in April 2011 and consists of three main elements. In carrying out their functions, public bodies need to have due regard for the need to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics and between people who share a protected characteristic and people who do not share it.

Age will be a relevant characteristic only in relation to the academy's role as an employer and not in relation to learners.

The PDE replaces previous equality duties: to promote disability, race and gender equality and there are no specific requirements to create equality schemes. Schools may continue to produce such schemes if it is felt that it helps them to comply with the Equality Duty and they may choose to expand this to cover the additional protected characteristics.

The PDE introduces secondary legislation in the form of specific duties. The specific duties require schools to:

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

Following the publication of the first set of objectives (required by April 2012), it will be necessary to update the information annually and to publish objectives at least once every four years.

The academies of the Trust propose to publish the following information to demonstrate their response to the three main branches of the Equality Act 2010:

Eliminating discrimination and other conduct that is prohibited by the Equality Act 2010

- Behaviour for Learning Policy
- Anti-Bullying Policy
- Pay Policy

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

- Attainment Data showing how learners with different characteristics are performing
- Evidence of work done in response to analysis that supports learners with protected characteristics e.g. eliminating gender differences in performance in some subjects, support for those with learning difficulties.

Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it

- Aspects of the curriculum that promote tolerance /friendship or which share understanding of a range of religions or cultures
- Assemblies dealing with relevant issues
- Involvement with the local community

- Arrangements with other schools which enable learners to meet and exchange experiences with children from different backgrounds
- Initiatives to deal with tensions between different groups of people within the academy itself.

This information can be accessed via the academies websites

Equality Objectives

1. INTRODUCTION

The Boston Witham Academies Trust aims to ensure equality of opportunity for all its staff and learners and it follows that no staff member or pupil will be discriminated against, or will be disadvantaged because of race, disability, religion or belief, sexual orientation or gender reassignment, age or gender.

Please read this policy in conjunction with:

- Confidential Reporting
- Accessibility plan

2. DEFINITION OF DISCRIMINATION

Direct Discrimination:

Is unlawful for all except in some circumstances of age and disability. Direct discrimination is when a person is treated less favourably than others in comparable circumstances. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

Indirect Discrimination:

In essence this occurs when a provision, criterion or practice is applied equally to all, but has a different impact on members of one or more protected groups, so someone is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

Victimisation:

Is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

3.AIMS

The Boston Witham Academies Trust will actively promote equality in each academy amongst its learners, staff and visitors.

- With regard to staff the Trust will ensure equality with:
 - Recruitment
 - Promotion
 - Pay
 - Dismissal

- With regard to learners the Trust will ensure equality with:
 - Admissions
 - Curriculum
 - Options
 - Accessibility
 - Uniform
 - Discipline
 - Sports
 - Careers/work experience

The Trust will:

- Respect the equal human rights of all stakeholders and in particular will comply with relevant legislation.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

GOVERNORS are responsible for:

- Making sure the academies comply with current legislation
- Ensuring equal opportunity and procedures are followed

THE CHIEF EXECUTIVE OFFICER is responsible for

- Making sure the policy procedures are followed
- Ensuring that equality plans are readily available and that all stakeholders know about them
- Ensuring appropriate action in cases of harassment and discrimination
- Keeping up to date with current legislation

ALL STAFF are responsible for

- Dealing with racist, homophobic and other hate incidents
- Being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender

5. For the period July 2016 – July 2018 our equality objectives are:

- Improve access to and communication with disabled parents and carers through Trust websites, MISs, VLEs and online reward systems.
- Ensure that children arriving in the academies with little or no English are supported to make rapid progress in English, to enable them to access the curriculum.
- To promote cultural understanding between different ethnic groups within our Trust community.
- To narrow the gap in attainment between boys and girls achievement
- To narrow the gap in attainment for disadvantaged learners
- Increase the proportion of vulnerable children attending academy activities or attending clubs outside of academy time.

- To promote spiritual, cultural, moral and social awareness through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- To ensure all learners are valued equally and supported to reach their full potential

EQUAL OPPORTUNITIES OBJECTIVES

The Boston Witham Academies Trust will strive to ensure equality of opportunity for all learners and staff regardless of ability, gender, race, religion as well as racial, ethnic, national or social origins within an environment that is free from harassment and intimidation.

All who work in the Trust should be encouraged to fulfil their potential and develop a positive image of themselves. All individuals and their contribution to academy life should be recognised and valued by the whole Trust community.

1. Curriculum access and content

- 1.1 consideration will be given to the arrangements of teaching groups in different subjects in order to allow for each student to have appropriate access to the curriculum
- 1.2 teaching and learning styles for all subjects will be designed to allow for genuine equality of opportunity and access for all learners
- 1.3 the Code of Conduct, which promotes success and achievement, will be used to motivate, give praise and raise curricular expectations for all learners
- 1.4 staff will be encouraged to avoid stereotyping within their teaching, including their non-teaching contact with learners and colleagues
- 1.5 the academies will monitor the performance of discrete groups such as gender, EAL, and SEN
- 1.6 the curriculum offered by the academies will seek to challenge stereotypical opinions and attitudes of learners towards cultures and traditions and to encourage learners to value alternative views and opinions

2. Staffing issues

- 2.1 all applicants for posts advertised in the Trust will be treated equally according to government legislation
- 2.2 the Professional Development of staff will take account of issues, including those connected with equality of opportunity, that are raised either in Faculty Plans, Academy Action Plans or appraisal targets
- 2.3 the academies will strive to ensure that Professional Development will address equal opportunities wherever appropriate
- 2.4 the staffing structure of the academies will allow for the consideration of role models for learners and shall promote equality of access and opportunity
- 2.5 staff will avoid using language which is discriminatory, stereotypical, patronising or abusive.

3. Learners and parents/carers

- 3.1 no student will be refused admission to the academies on grounds of race, gender, ability, religion or ethnic group. The Admissions Policy gives further details.
- 3.2 learners shall be treated equally as individuals, with their own abilities, difficulties, attitudes, backgrounds and experiences
- 3.3 learners will be encouraged to avoid using language that is discriminatory, stereotypical, patronising or abusive
- 3.4 learners will have the support of all staff to assist them with any difficulties they may experience and to provide them with counselling as appropriate
- 3.5 where parents/carers may experience difficulty in accessing information or facilities, the academies will make every effort to ensure that they are not disadvantaged or denied opportunities
- 3.6 the Trust's policy on charging and remissions will allow for all learners to have equal access to the curriculum irrespective of the parent/carer's ability to pay
- 3.7 the Code of Conduct will seek to ensure that discipline and behaviour in the academies continues to allow for all learners to be treated fairly and equally
- 3.8 the names of learners will be entered in the registers in alphabetical order of surname, with no distinction between gender
- 3.9 all learners will be referred to by their first name.

4. Environment

- 4.1 the academies will promote and resource physical access to all areas of the academy
- 4.2 notices, displays, library facilities will reflect the educational needs of all learners.

5. Monitoring and review

- 5.1 the Trust will keep this policy under regular review, concerning particularly:
 - the day to day organisation of academy life
 - the social context within and outside the academy classroom
 - the relationship between learners and staff within and outside the classroom
 - the relationship amongst learners and amongst staff

RACE OBJECTIVES

1. CONTEXT

The academies in the Boston Witham Academies Trust are situated in a town on the Lincolnshire coast. Learners are drawn from a predominantly white British demographic, however, over the last few years there has been an influx of migrant workers and their families from all over Europe creating an established population within our community. Each academy has a significant number of learners from ethnic minorities, generally white European, and we provide a caring environment for all learners regardless of ethnicity. Our EAL learners come predominantly from

Eastern European and Balkan states in addition to Portugal. We also have learners from dual heritage families born in Boston and other parts of the British Isles. We are very proud of the support we offer to all of our learners and staff and we have been praised by both the local Police and County Council for our community cohesion work. Despite being traditionally an area without ethnic diversity, Boston has received a significant number of migrant workers into its population over a short amount of time and this has not been without local tensions, however, within the Trust, we strive to promote and support good race relations both within the academies and in the wider community.

This policy sets out our aims for;

- promoting equality of opportunity
- promoting good race relations between people of different racial groups
- eliminating unlawful racial discrimination between people of different racial groups

The Race Relations (Amended) Act 2000

Our policy also covers our aims to combat racism, discrimination and harassment. We strongly oppose all forms of racism, racial prejudice, harassment and discrimination and we have set procedures for dealing with learners who are racist and those who are victims of racism, discrimination or harassment. We also strive to embed the promotion of equality within the curriculum and our partnership work in the community.

2. AIMS

In addition to the Trust's statement of aims and objectives, we are also striving to equip our learners with the knowledge and confidence to contribute constructively to a pluralist society.

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The following people have responsibility to oversee this policy, the Chief Executive Officer and Heads of each Academy, the members of staff responsible for Race Equality and the governing body. However, all staff have a duty to be proactive in promoting racial equality, race relations and tackling unlawful discrimination.

GOVERNORS- should;

- ensure that the academy complies with Race Relations legislation, including the general and specific duties
- ensure that the policy and its related procedures and strategies are implemented
- ensure that governors have a responsibility for fair recruitment and appointments and that equal opportunity legislations are observed
- review the Public Sector Equality Duty Policy every 4 years and incidents of racism annually and monitor regularly.

CHIEF EXECUTIVE OFFICER and HEAD OF ACADEMY should;
along with the governing body,

- ensure that the policy and its relating procedures and strategies are implemented
- ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- support disciplinary action against staff or learners who racially discriminate
- report incidents to Governors and to the LA annually
- ensure that our partnership work in the community reflects our ethos of equality

STAFF WITH RESPONSIBILITY FOR RACE EQUALITY POLICY

there should be at least one person with specific responsibility for;

- co-ordinating racial equality
- dealing with/recording racial harassment incidents
- collating information on incidents to be reported to Governors and the LA
- monitoring attendance, progress and attainment of learners from ethnic minorities, including Irish travellers and gypsies
- ensuring that inclusion for all learners is not affected by race
- ensuring that participation in community events/learning is not affected by race

ALL STAFF must;

- deal with racist incidents and know how to identify and challenge racial bias and stereotyping and report **all** incidents of racism
- not discriminate on racial grounds
- keep up to date with race relations legislation by attending training and accessing latest information via in-academy professional development and outside INSET
- ensure that learners from all racial groups have full access to the curriculum
- promote racial equality and diversity through teaching and through relations with learners, staff, parents and the wider community

ALL LEARNERS must:

- Promote good race relations by showing tolerance and respect for all racial groups
- Report racial incidents to appropriate staff
- Challenge racist behaviour and remarks

ALL PARENTS/CARERS should:

- Display tolerance and have respect for all racial groups
- Support the academy in promoting racial equality
- Challenge their children's negative attitudes and behaviour towards racial groups as well as those of other members of the community
- Be sensitive to minority groups when attending academy events or organising them.

VISITORS AND CONTRACTORS should;

- be made aware of the Public Sector Equality Duty Policy where appropriate
- ensure that the academy's policy is observed.

4. WHOLE ACADEMY ISSUES

The CHIEF EXECUTIVE OFFICER, governors and named member of staff should monitor the following to ensure they actively support racial equality.

ADMISSIONS AND ATTENDANCE

So that:

- each academy does not disadvantage learners from particular racial groups
- staff are aware of any absences due to religious observance for learners and staff
- action is taken if discrimination or inequality is identified, regarding the entry policy for new learners

ATTAINMENT, PROGRESS AND ASSESSMENT

So that:

- a pupil's ethnic background should not affect their chances of reaching their full potential
- trends in underachievement within ethnic groups are identified and monitored
- action is taken to remove the disparities between ethnic groups
- methods of assessment should not be biased against learners with EAL
- particular attention is given to groups needing additional support (Travellers, refugees and asylum seekers)

RACISM, RACIAL HARASSMENT AND ACADEMY ETHOS

So that:

- the Trust publicly supports and values community relations
- each academy has an atmosphere of mutual respect and trust between learners and staff, regardless of cultural differences
- incidents of racism are recorded and forwarded to the named member of staff and reported to Governors and the LA
- incidents will be referred to the police where appropriate
- staff are trained to deal consistently and effectively with all incidents of racism
- learners, staff and parents are aware of procedures to deal with said incidents
- each academy works closely with the LA and Police to tackle racism in the academies.

BEHAVIOUR, DISCIPLINE AND EXCLUSIONS

So that:

- the discipline policy in each academy is fair and equitable to learners from all racial backgrounds
- cultural background is considered when investigating reasons for poor behaviour
- monitoring of learners from different racial groups is undertaken to ensure no

- disparities exist in the rates of exclusion
- long term truants from all ethnic backgrounds are offered re-integration plans which are suitable for their individual needs
- parents are informed of any incidents of racism which concern their child

PERSONAL DEVELOPMENT AND PASTORAL CARE

So that:

- pastoral support is appropriate to all learners and takes into account their religious and ethnic differences
- external agencies are utilised when appropriate to offer support to victims of racism

TEACHING AND LEARNING

So that:

- staff create an environment where all learners can contribute fully
- teaching takes into account pupil's cultural background and linguistic ability
- collaborative learning is encouraged
- different cultural traditions are valued within teaching and learning
- teachers challenge stereotypes and racial discrimination
- racial equality is actively promoted wherever the curriculum covers race or culture
- the EMAS service provide advice and support for the language and cultural needs of our learners for whom English is an additional language.

CURRICULUM

So that:

- the curriculum incorporates the principles of racial equality
- learners are taught ways of dealing with racism
- all learners are able to access the full curriculum and are given support to do so
- resources and displays reflect racial diversity
- role models for racial identity are brought into each academy, if they are not represented on the staff, through visitors and extra-curricular activities
- learners are able to access extra-curricular events as we take into account parental concerns about religious or cultural issues
- Schemes of Work identify good role models, achievements and interests for the different ethnic groups represented in our society and race equality is promoted

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

So that:

- posts advertised are open to the widest pool of applicants
- all those involved in recruitment and interviews are aware of the Public Sector Equality Duty Policy
- where appropriate, steps are taken to encourage applications from ethnic minorities
- ethnicity data on staff is provided to the LA when requested

PARTNERSHIPS WITH PARENTS AND COMMUNITIES

So that:

- all parents are encouraged to participate in the full life of the academy
- under-represented groups of parents are of particular focus
- the academy works closely with parents and community to promote positive attitudes to diversity
- academy information is available in user-friendly language and outside agencies are utilized if English is not spoken at home
- the academy's premises are accessible to all ethnic minority groups

5 SANCTIONS FOR RACIST INCIDENTS

Examples of learners promoting of equality and rejecting discrimination, will be rewarded using our Code of Conduct, reflecting our belief in rewarding good behaviour rather than just punishing unacceptable behaviour. Global citizenship should be recognised and rewarded by all staff and learners.

Staff should report all incidents of racism unsubstantiated or not, to the Head of Academy in the first instance. A racist incidents log book is kept online and the Head of Academy have responsibility for filling in information following a reported incident of racism. Sanctions are:

- First incident, pupil is spoken to by Head of Academy about the implications of being racist in our society and our academy. They will be asked to apologise to their "victim". Letter sent home to the parents of both the perpetrator and the victim.
- Second incident a letter will be sent home detailing both incidents and the sanctions given and a warning about potential Police involvement given to the parents of the perpetrator.
- Third incident parents/carers will be invited into the academy and the academy will involve the police to strengthen the pupil's understanding of the laws surrounding racism.

If any incident is serious enough, the Chief Executive Officer has the sanction of exclusion in addition to the above.

Incidents which can be classified as racist

1. Physical assault or intimidation.
2. Verbal abuse and written abuse, including jokes which someone may find offensive.
3. Graffiti.
4. Abuse of/Damage to personal property.
5. Non-cooperation/disrespect/ostracism.

Gender Equality Objectives

1. Mission Statement

The Boston Witham Academies Trust is committed to ensuring equality of education and opportunity for staff, learners and all those receiving services from the academy, irrespective of gender. The achievement of all learners and learners will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our learners with a firm foundation

which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against learners and staff by adhering to our duties as an employer under the legislation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Each Academy across the Trust will ensure that:

- Information is collected on gender with regards to both learners and staff, to improve the provision of services
- Pupil achievement is monitored by gender
- Learners of both sexes are encouraged to participate in academy life
- Learners of both sexes are given the same opportunities to participate in physical activity, both in and outside of academy hours
- Bullying and harassment of learners is monitored
- Stereotypes in terms of gender are actively challenged in both the class-room environment and in the playground
- Learners are encouraged to consider career paths/occupations that are traditionally gender stereotyped
- Each academy environment is as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs.
- Parents are encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies
- Governing bodies are representative of the learners, staff and local community that they serve.

Employer duties

The Trust will eliminate discrimination and harassment and actively promote gender equality within the workforce through ensuring that

- Gender aspects are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLRs) or re-evaluating staff structures, to ensure decisions are free of discrimination
- Bullying and harassment of staff is monitored
- That key employment issues are considered. For example:
 - Recruitment
 - Managing flexible working
 - Managing parental and carers leave
 - Managing pregnancy and return from maternity leave
 - Sexual and sexist harassment
 - Transsexual staff
 - Grievance and disciplinary procedures
 - Equal Pay
 - Work based training opportunities

3. Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Public Sector Equality Duty, aspects of academy life will be monitored to identify whether there is an adverse impact on children and young people. The following will be monitored:

- Achievement of learners by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales
- The views of learners, staff and parents

June 2012

Updated June 2015

Updated June 2016

Updated June 2017