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### Change Record

Version:	Date	Description
1.1	June 2016	Equality plan updated
1.2	23/06/16	Updates to Section 1, 5, 6 and 7
1.3	16/05/17	Update to Section 6
1.4	15/05/18	Update to Sections 4, 5, 7, 8, Appendix 1
1.5	20/05/19	Update to Sections 2, 3, 5, 6, 7 and 8

**“Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.**

## EQUALITIES ACT 2010

### 1. GUIDING PRINCIPLES

- 1.1 Erasmus Darwin Academy is committed to equality of opportunity and aims to be a Academy where everyone:
- is respected and respects others;
  - takes part in the life of the Academy;
  - achieves to his or her potential;
  - develops skills essential to life;
  - exercises choice.
- 1.2 The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).
- 1.3 We believe that no-one should receive less favourable treatment on the grounds of the recognised Nine Protected Characteristics.

In our Academy, we recognise that this applies to:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

### 2. THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

- 2.1 The following legislation informs our Academy Equality Policy:
- The Equality Act 2011
  - The Children and Families Act 2014
  - SEN Code of Practice 2014
- 2.2 The Academy recognises that discrimination occurs when someone is treated unfairly or less favourably than another person. There are various ways in which discrimination can be said to occur under the Equality Act 2010:
- 2.3 **Direct discrimination:** where an individual or group receives less favourable treatment with some unjustifiable reason because of their race, gender, age, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity (all of which are considered 'protected characteristics' under the Equality Act 2010).
- 2.4 **Indirect discrimination:** applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.

- 2.5 **Discrimination by perception:** where a person is treated less favourably and is thought to have a protected characteristic even when they do not.
- 2.6 **Discrimination by association:** where a person is treated less favourably because of their association with another person who has a protected characteristic.
- 2.7 **Victimisation:** where an employee or prospective employee is treated badly because they have done something in relation to discrimination legislation e.g. raising a grievance or supporting a colleague doing so.
- 2.8 **Harassment:** unwanted conduct on the grounds of the various protected characteristics under the Equality Act 2010 which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident.
- 2.9 Erasmus Darwin Academy will not tolerate any form of discrimination or harassment from employees, students, parents or the public.

### 3. DEMONSTRATION OF EQUALITY

- 3.1 In line with the requirements of the Equality Act 2010, Erasmus Darwin Academy fully embraces the need to promote harmony, celebrate diversity and to plan opportunities for raising awareness of the nine protected characteristics in our policies, procedures and curriculum.
- 3.2 We believe that our Academy must be a safe place for everyone and we are committed to the principles which:
- eliminate unlawful discrimination
  - promote equality of opportunity and positive relationships with all communities directly or indirectly associated with the promotion of the nine protected characteristics.
- 3.3 We will tackle discrimination by monitoring the outcomes of opportunities at our Academy and by dealing with and reporting all incidents of discrimination, alongside our statutory duty to record all incidents of racism.
- 3.4 Allegations of harassment and discrimination based on inequality will be investigated using the Academy's usual disciplinary procedures, and discrimination will be directly challenged. Action will be taken to prevent the likelihood of recurrence.
- 3.5 Our procedure for dealing with incidents of discrimination are shared with Academy staff through induction, regular training and feedback.
- 3.6 Incidents of discrimination will be reported to help the Academy monitor incidents and take appropriate action, with a summary of incidents being reported to the Governing Body.
- 3.7 In the event of a member of staff being implicated in discriminatory behaviour, the incident will be investigated in accordance with Academy procedures.
- 3.8 These aspects of our equality work will largely be done through seeking out as many opportunities as we can to celebrate cultural diversity, promoting positive images and respect for our own and other communities, individuals and groups, and planning within the

curriculum to reflect diversity and engage with teaching about discrimination and race equality.

- 3.9 Our Accessibility & Equality Action Plan will reflect specific priorities and our rigorous monitoring will help us evaluate progress towards meeting our duties in line with the Race Equality Duty. In addition, Erasmus Darwin Academy will audit its policies and practices to identify areas for promoting race equality for development and to inform the Action Plan.

#### **4. EMPLOYMENT AT THE ACADEMY**

- 4.1 Erasmus Darwin Academy is committed to the employment policies and practices of which support the professional development for every member of staff, including part-time, agency and supply. This also includes opportunities for professional development.

- 4.2 The aim is to create an environment where Governors and Employees:

- Apply equality and fairness in employment practices. All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion and pay will be based on an objective and fair assessment of need.
- Draw the attention of management or the appropriate trade union to suspected acts or practices which affect equal opportunities. The Academy will ensure that recruitment procedures are fair, honest and open. The Academy will monitor staff recruitment, retention and career development by ethnicity, gender, disability and age.

- 4.3 All staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary.

- 4.4 If an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

#### **5. SPECIFIC EMPLOYMENT ISSUES**

##### **5.1 Gender, Gender Reassignment and Sexual Orientation.**

The Academy is opposed to any direct or indirect discrimination based on gender, including gender change, sexual orientation or marital status. This will include any unequal treatment based on pregnancy/maternity.

##### **5.2 Race (including colour, nationality, ethnic origin)/Religion or Belief**

The Academy is opposed to any direct or indirect discrimination based on race, colour, religion/belief, ethnicity or national origin. There may be situations in the Academy which require special consideration and where a genuine occupational qualification may apply, for example to justify the employment of a particular sex. However, these situations will be unusual and exceptional and will be discussed with the staff in advance.

### 5.3 **Disability**

The Academy is opposed to any discrimination against people with disabilities based on assumptions on their ability or otherwise to carry out the duties of a post in the Academy. All candidates with disabilities who meet the essential criteria for a post will be considered for short listing. Usually the Academy will short list up to at least 3 candidates for any one job. Decisions on short listing will be based on the application form and letter only judged against the essential criteria only. Provision will be made for adjustments to the working conditions or environment where this is practicable. The definition of disability is “a physical or mental impairment which has a substantial and long-term adverse effect on an individual’s ability to carry out normal day-to-day activities”. The impairment must have lasted or will last at least 12 months or last the rest of an individual’s life. This does not mean that people with “disabilities” do not have “abilities” that are valuable within a working environment.

### 5.4 **Age**

The Academy is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment.

All employees have the right to be treated fairly regardless of age, and not be subjected to any practice, which may disadvantage them because of being a particular age, unless objectively justified. The Academy must not subject any employee to harassment that violates an employee’s dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

### 5.5 **Membership of Recognised Associations**

The Academy also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation
- Professional Association

### 5.6 **Dignity at work**

The Academy is committed to the principles of dignity at work for all staff in the Academy. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle will be investigated in accordance with the Academy’s procedure and may lead to formal disciplinary action.

### 5.7 **Training**

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development as identified through the annual performance management cycle. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the Academy’s development plan and budget allocations. All staff will be trained annually about Equality Act legislation.

## **6. SPECIFIC CHARACTERISTICS LINKED TO GENDER AND GENDER REASSIGNMENT**

- 6.1 We believe that boys and girls should have equal access to all aspects of Academy life, including the curriculum, subject choices and extra-curricular activities.

- 6.2 It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the Academy will pursue strategies to ensure that students achieve to their full potential.
- 6.3 The Academy will examine its practices to ensure that students are given opportunities to achieve and that stereotyped expectations do not limit the experiences available.
- 6.4 Faculties and subject staff are actively encouraged to plan together to break down stereotypical expectations. Through our CPD programme we will raise awareness and use of appropriate teaching and learning styles.
- 6.5 We will promote approaches which provide equality of opportunity, including: taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art, Music and PE; avoiding gender stereotyping when organising students into groups.
- 6.6 All careers, advice and guidance will be fully inclusive and staff will be advised to promote equal opportunities for all students, based on guidance issued by the Equality Act 2010. Explicit guidance will be given to avoid gender stereotyping.
- 6.7 Allegations of harassment and discrimination based on gender, transgender or gender reassignment will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.
- 6.8 For any person who is directly associated with the Academy who expresses their choice for gender reassignment or a change in identity from their birth gender, we will make 'reasonable adjustment' to ensure that they cannot be subject to unlawful discrimination. Furthermore, we will be vigilant and do all that we can to ensure that the individual is not subject to harassment or victimisation.
- 6.9 Whilst we will recognise and promote an individual's decision to be informally known by a different pronoun/name in recognition of their preferred identity, all formal correspondence will be linked to the legal name of the student, as directed by the Gender Recognition Act 2004.
- 6.10 When the person who identifies in this way is a current student at the Academy, any reasonable adjustment will always involve parental communication and engagement, with the intention of all parties supporting the new chosen identity.
- 6.11 Our Accessibility & Equality Action Plan reflects specific priorities and we will monitor and evaluate our progress in meeting planned actions.

## **7. DISABILITY**

- 7.1 Erasmus Darwin Academy is fully committed to the duties placed on Academies in the Special Educational Needs and Disability Act 2001.
- 7.2 Erasmus Darwin Academy accepts the legal definition of a disabled person as someone:

*'If a person has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.'*

- 7.3 The Equality Act 2010 identifies a number of conditions such as cancer, HIV infection or multiple sclerosis which are deemed to be disabilities from the time of diagnosis. The Equality Act 2010 identifies mental health conditions as falling within the remit of a disability.
- 7.4 We promote disability equality in our policies, procedures and curriculum even if this results in more favourable treatment within the parameters of 'reasonable adjustment'; this policy details steps to help the Academy meet these requirements, and further updates to this policy will be made as guidance is received.
- 7.5 We will consider the needs of all people in Academy including:
- Students who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment.
  - Teachers and other Academy staff.
  - Governors.
  - Professionals from other agencies.
  - Parents.
  - All visitors to Academy.
- 7.6 In addition, the Academy will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. We will seek to support all students and employees with health conditions or resulting disabilities whether or not they are covered by the Equality Act 2010.
- 7.7 We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled students at a disadvantage.
- 7.8 The Academy will undertake an annual audit of facilities and access for disabled people, focusing on access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility which is regularly updated.
- 7.9 Teachers will take specific action to enable the effective participation of students with disabilities by:
- planning appropriate amounts of time to allow for satisfactory completion of tasks;
  - planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
  - identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals;
- 7.10 Our Accessibility & Equality Action Plan reflects specific priorities and we will monitor and evaluate our progress in meeting planned actions.

## **8. ROLES AND RESPONSIBILITIES**

- 8.1 The Principal and Senior Leadership Team, alongside Governors will oversee the effective implementation of the policy and ensure staff have access to training which helps to implement the policy. This includes employer related recruitment and training.
- 8.2 The Assistant Principal (Community) will report to the Governing Body annually on the effectiveness of this policy and the co-ordination of the Equality Action Plan. They will also keep up to date with any development affecting the policy or actions arising from it.

- 8.3 Academy staff will be made fully aware of the Equality Policy and how it relates to them. They will be involved in the further development of the policy and objectives as appropriate. They will be encouraged to actively support the policy and expected to act in accordance with it and express any queries or training requirements.
- 8.4 Students will be expected to actively support the policy and informed of Academy expectations to act in accordance with it.
- 8.5 Parents will be encouraged to actively support the policy. They will also be informed of any incident related to this policy which could directly affect their child.
- 8.6 The Governing Body is responsible for monitoring and evaluating the success of the Academy objectives and effectiveness of the Policy.

## **9. MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY**

- 9.1 A range of information, including quantitative and qualitative data, will be used. It will include: Data from all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable):
- Student attainment.
  - Access to the curriculum and subject areas.
  - Exclusions from Academy.
  - Exclusions from areas of the curriculum, including Academy trips and extracurricular activities.
  - Sanctions and rewards.
  - Staff recruitment, retention and career development.
  - Analysis of discrimination related incidents.
  - Ofsted reports on educational provision and standards.
  - Consultation with parents, students and governors.
- 9.2 Data will be used to inform planning, identify priorities and to ensure the Academy's commitment to equal opportunities goes from policy to practice in order that we improve outcomes for all of our learners.
- 9.3 The data from the above monitoring is to be produced and reviewed annually by the Academy in a report to the full Governing Body, which will include a review of the Accessibility & Equality Action Plan.

## **10. LINKED POLICIES**

To underpin the values and ethos of our Academy and our intent to ensure that students at our Academy are treated equally, the following policies are also a support to the Equalities Policy:

- Safeguarding Policy
- SEN Policy
- Behaviour for Learning
- Anti-Bullying
- Admissions Policy
- SMSC
- Sex and Relationships Education
- Staff Code of Conduct
- Prevent Risk Assessment
- Educational Visits

## SUPPORTING EQUALITY AT ERASMUS DARWIN ACADEMY

Erasmus Darwin Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and victimisation.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Awareness of issues surrounding equality and discrimination are raised and actively discussed throughout all of the key stages in the Academy. Social, Moral, Spiritual and Cultural aspects of teaching within the Academy curriculum is designed to build upon the central ethos of the Academy as a community in which its members respect each other.

Erasmus Darwin Academy pays due regard to its responsibilities under the Equalities Act 2010 through the following actions:

The Academy Motto is:

### **EXCELLENCE FOR ALL**

Erasmus Darwin Academy has adopted the Olympic and Paralympic values as follows:

Excellence	Being the best you can be
Respect	Understanding others and their cultures
Friendship	To help people in all circumstances
Equality	To treat others how you would like to be treated
Determination	To try again and again when things go wrong
Courage	To carry on when the going gets tough
Inspiration	To follow in the footsteps of my role model

There is an extensive range of activities which allow students to explore the values and beliefs of others, develop their own personal values and beliefs, understand human feelings and emotions, investigate moral values and ethical issues and develop an understanding of how communities and societies function.

Individualising students' curriculums and develop flexible learning arrangements to support all students in attaining their target grades. Weekly assemblies raise a wide range of moral and religious issues. The themes for assemblies focus on respect to other peoples' values and beliefs, thereby challenging racism and valuing race equality. Our tutorial programme mirrors our assembly programme, further developing our theme of the week which is an aspect of SMSC.

The development of integrated transition arrangements for new intake students, which follows discussions with parents, the SENCO, the Attendance and Engagement officer, the SENCO of feeder schools and the Assistant Principal (Community) and close monitoring of exclusion statistics by House Principals.

The use of external support agencies may be used to support the Academy in meeting the requirements of the Equalities Policy.

All students follow a GCSE examination in RE that explores their understanding of major world religions and allows them to reflect on the similarities and differences in beliefs of different cultures and develop an appreciation of cultural diversity. In curriculum subjects such as History, the treatment of minority groups is studied extensively and, in Geography, the issues surrounding the treatment of refugees and asylum seekers is discussed in a contemporary context. The PSHE programme actively addresses discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria.

Successful levels of fundraising and charitable activities in the Academy have supported good causes at both local and international level. As well as collecting considerable sums of money, the events have raised awareness for the students of the moral and social issues that form the basis of the fundraising. Designated student leaders lead the fundraising in each House.

Staff training on the requirements and obligations of the Equalities Act 2010 takes place annually.

### **MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY**

A range of information, including quantitative and qualitative data, will be used. It will include:

Data from all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable):

- Student attainment.
- Access to the curriculum and subject areas.
- Exclusions from Academy.
- Exclusions from areas of the curriculum, including Academy trips and extracurricular activities.
- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of discrimination incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors.

Data will be used to inform planning, identify priorities and to ensure the Academy's commitment to equal opportunities goes from policy to practice in order that we improve outcomes for all of our learners.

The data from the above monitoring is to be produced and reviewed annually by the Academy in a report to the full Governing Body, which will include a review of the Accessibility & Equality Action Plan.

### Accessibility and Equality Action Plan 2018-20

The Accessibility and Equality Action Plan is updated on a two year cycle. The purpose of the plan is to ensure that the Academy fulfils its commitment to promote equality. All equality objectives in this plan are seeking to protect pupils by the Nine Protected Characteristics (NPC): Race, Disability, Sex, Age, Religion or Belief, Sexual Orientation, Gender re-assignment, Pregnancy or Maternity, and students who are linked by association.

The purpose of the plan is to implement strategies that eliminate all forms of discrimination at Erasmus Darwin Academy. It is not limited and is intended to evolve as objectives are identified. The Accessibility and Equality Action Plan will mirror our Equality Policy, which identifies that we aim to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

Equality Objective	Action to be taken	Monitoring and Lead	Timing	Early Success Indicators
To ensure that there is full awareness to all stakeholders of the new Equality Plan.	Publish the Equality Action plan on school website and VLE. Share the Equality Plan with staff, parents and students in an appropriate context.	Principal and Governing Body	Autumn 2018	Governors agree plan (May 2018). New Parents given guidance on how to access the plan.
To ensure that the Academy supports students in the NPC categories in all aspects of Academy life, as well as those who are linked by association.	Ensure that staff make reasonable adjustments to ensure that there is equal opportunity for all students whom we are aware could be identified within the NPC categories.	House Principals, with Assistant Principal (Community) lead.	2018-2020	Staff are made aware of the need to make reasonable adjustments for any member of the Academy who is affected by the NPC categories.
To ensure that all students make good progress in their learning at the Academy.	Monitor and analyse student achievement by ethnicity, gender and SEN/disability and	Vice Principal and House Principals	2018-2020	Analysis of performance data and examination results that demonstrate a narrowing of the

	act on any trends or patterns in the data that require additional support for pupils, including 'Hard to Reach' groups.			gap between students whom are affected by the specific NPC within the action plan. Evidence of further improvements in achievement of targeted groups.
To ensure that the Academy makes reasonable adjustments to ensure that all students who are associated directly or by association with the NPC categories have equal learning opportunities, in particular relation to out of school activities.	Liaison with parents in formulating action plans and risk assessments when reasonable adjustments are to be made.	Educational Visits Co-ordinator, Director of Finance (responsible for Health and Safety) and Assistant Principal (Community)	2018-20	Students who are linked to the NPC categories are able to fully access the curriculum, incorporating risk and safety with reasonable adjustments.
To ensure that reasonable adjustments are made as appropriate in student leadership opportunities so that all students are able to make a positive contribution. e.g. House and Academy Council, Peer Buddies, Anti Bullying Ambassadors, Prefects, ILC Students, Sixth Form Leadership Opportunities and all future opportunities.	Promote Inclusive ethos to Leadership roles, with reasonable support from tutors as appropriate.  Uptake of student leadership opportunities monitored to ensure that reasonable adjustments are made for students who are affected by the NPC categories .	Monitored by House Principals, with lead by Assistant Principal (Community)	2018-20	Uptake of student leadership and participation in service to the school reflects the % students on roll who we believe are either directly or associated by one of the NPC categories.

<p>To ensure that Careers Advice and Guidance actively incorporates students associated with the NPC.</p>	<p>Promote opportunities in Careers based learning that ensures that all students, including those associated with NPC, receive guidance that reflects the diversity of British society.</p>	<p>Assistant Principal (Community), Careers Leader and ENTRUST provider.</p>	<p>2018-20</p>	<p>Students in Careers Education are presented with option that challenge stereotypes.</p> <p>Pathway reports will continue to identify low levels of NEET.</p>
<p>To ensure that provision is made in relation to accessibility of written information about the Academy, with particular consideration to current and prospective parents.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes. Termly correspondence to all parents will have generic advice on requesting the document in alternative formats.</p>	<p>Implementation by Administrative staff as appropriate with Assistant Principal (Community) leading.</p>	<p>2018-20</p>	<p>Requests for alternative versions of the School Prospectus (large print) is made available in reception at key events, and any requests for specific items are actioned, within the resources of the Academy.</p>