



EQUALITY ACT 2010

Author: AP – Finance &
Operations Date adopted by Governors/Academy:
June 2012 Date of last review/amendment: June 2013
Date of next review: Autumn Term 2016

Introduction

On 06 April 2012 the Public Sector Equality Duty came into force covering eight protected characteristics:

- Age
- Disability
- Gender reassignment

- Pregnancy and maternity
- Race
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

The Act replaces the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways, to help tackle discrimination and inequality.

All Saints Academy is a public body and is subject to the Equality Duty. The Equality Duty is a duty on us and others carrying out public functions. It ensures that we consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to our own employees. It supports good decision making and encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people's needs.

General Duty and Specific Duty

The Equality Duty has two strands: the General Duty and the Specific Duty.

Under the General Duty Academies must have due regard to:

- the elimination of discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- the advancement of equality of opportunity between those who share a relevant protected characteristic and those who do not;
- the fostering of good relations between those who share a relevant protected characteristic and those who do not.

Effectively, this means that an Academy must keep the three aims of the duty ever present in its mind when planning activities and developing policies.

The second strand is the Specific Duty. This requires academies to publish information to show compliance with the Equality Duty across all its functions.

The purpose of the Specific Duty is to help organisations comply with the general duty by requiring them to create targets and developing transparency and accountability.

The Specific Duty requires us to:

- publish information to show compliance with the Equality Duty, at least annually;

- set and publish equality objectives, at least every four years.

Published Information

The Academy has in place the following documents providing evidence of compliance with the Equality Duty:

- Accessibility Plan
- Anti-Bullying Policy
- Child Protection Policy
- Disability Policies (Staff and Students)
- Drugs Policy
- Equal Opportunities Policy
- Equality Policy
- New Staff Induction Policy
- Race Equality Policy
- Risk Management Policy
- Safeguarding and Promoting Students' Welfare Policy
- Safer Recruitment Policy
- Sex and Relationships Education Policy
- Special Educational Needs Policy
- Teaching for Learning Policy
- Prospectus
- Staff Handbook
- Application Forms for prospective employees
- Information pack for prospective employees

If an Academy has less than 150 employees it will not be required to publish the full range of information. As an employer of less than 150 people, the obligations for All Saints Academy Dunstable remain largely unchanged.

The Act, however, extends some protections to characteristics that were not previously covered in existing law, and also strengthens particular aspects of equality law. As a result, All Saints Academy Dunstable will review current policies and practices with respect to the new legislation. For example,

- Direct Discrimination on the grounds of protected characteristic particularly with regards to age, disability, gender reassignment and sex.

- Discrimination by association with a person of protected characteristic particularly with regard to disability, gender reassignment and sex.
- Indirect discrimination where a policy is in place that applies to everyone but can disadvantage on the grounds of protected characteristic particularly with regards to disability and gender reassignment.
- Harassment - employees can now complain of behaviour that they find offensive even if it is not directed at them.
- Harassment by a third party employers are potentially liable for harassment of their staff by people that they do not employ on the grounds of protected characteristic particularly with regards to age, disability, gender reassignment, race, religion or belief and sexual orientation.
- Victimisation - Someone is treated unfairly because they have made or supported a complaint by someone else under the Act.

The All Saints Academy Dunstable Equality Policy already defines:

“We aim to provide an environment that will promote equality of opportunity for all our people, including:

- *Eliminating unlawful direct and indirect discrimination*
- *Guaranteeing that no one receives less favourable treatment on grounds of their age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender or sexual orientation*
- *Eradicating bullying, harassment, prejudice, human stereotyping and unfair discrimination*
- *Valuing, celebrating and learning from our diverse people.*

And

Developing knowledge and understanding of equality and diversity both within and outside the curriculum is particularly important.

Our staff are to ensure that:

- *Teaching methods include and engage all students*
- *Teaching resources motivate and are sensitive to different groups, cultures and backgrounds*

- *Prejudice, stereotypes and unfair discrimination inside and outside the classroom are challenged routinely*
- *Teaching strategies are reviewed and updated regularly to take account of knowledge and good practice in relation to equal opportunities*
- *They examine critically their own assumptions and attitudes towards different groups.*
- *We monitor the performance of all our people, including analysing patterns of behaviour and achievement of different groups, for example:*
 - *Patterns of attendance and exclusions*
 - *Differential attitudes towards work and towards others*
 - *Patterns of friction and hostile behaviour including bullying*
 - *The impact of any action taken as a consequence*

Staff appointments are made on merit with recruitment designed to attract applications from those with the most appropriate levels of qualification, experience and skill.

Our staff can see, check and, if necessary, correct any personal information held on them in electronic form.

Equal Opportunities data for staff

As an on-going policy, staff are required to complete Equal Opportunities forms when commencing employment with All Saints Academy Dunstable. Since staff appointments are made solely on merit, those with the most appropriate levels of qualification, experience and skill will continue to be employed, but allowing for positive action during recruitment and promotion processes when there are two or more candidates of equal merit to address under-representation in the workforce of persons who share a protected characteristic.

Student Performance

All students at All Saints Academy Dunstable are given equal opportunities to achieve their potential. Data regarding examination results will be reviewed against student data held related to protected characteristics and will be used to see if certain groups could benefit from a revised curriculum.

Religious beliefs and cultural background

All Saints Academy Dunstable is distinctively but not exclusively Christian. As well as being open minded to other faith and world views through prayer and reflection, our students are offered a Christian experience and outlook on personal, local and world events. Religious belief and affiliation play no part in decisions about admission. However, local community leaders and religious leaders are invited to provide input to the Academy Principal on areas that they believe affect their community.

Due Regard

Equality implications are considered before and at the time the Academy develops policies and makes decisions and these are reviewed on a continuing basis.

Objectives

Narrowing the gaps in achievement between different groups and national standards:

We regularly collect data (every six weeks/half-term) and produce a range of comprehensive reports. There is clear and decisive evaluation and monitoring of performance and outcomes of the different 'groups' of students with appropriate action taken.

We report on the performance and experience of different groups, and the impact of processes on outcomes. Upon analysis of these reports we use the material to inform our actions on working towards closing the achievement gap.

Our aim is to improve the outcomes for our students by identifying and taking suitable steps to close achievement gaps between different groups.

We set challenging targets and use data to monitor, analyse and improve engagement and performance by different groups of students. We take action to reduce any significant variation between different groups of learners in order to maximise their potential.

We produce (every six weeks/half-term) a range of different reports:

- Position Statement (similar to Ofsted's) for each year group
- Overview of Core Subjects (against historical 2009-12) for each year group
- Overview of Foundation Subjects (against historical 2009-12) for each year group
- Whole Academy Overview
- Predicted Grades:
 - High Attainers/Middle Attainers/Low Attainers

- Three Levels of Progress (English, Maths and Science) –
 - Identify those with only two levels by grade achieved/expected
- Overview (Historical) ○ Subject Breakdown (Cross-Subject Variation - Historical) ○ Venn Diagrams ○ Reading Age
 - Different Target Groups, i.e. Ebacc, A*-A, 5+ A*-C [EM], 5+ A*C, 5+ A*-G, 1+ A*-G Intervention:

Intervention may be required at any point during a student's learning and is as necessary to the Gifted and Talented as it is to the struggling student. Any intervention that takes place should have as its outcome improved attainment and progress for the students involved. All students should seek to achieve the very best that they can and it is our responsibility to ensure that they have the opportunities and support necessary.

Intervention will usually involve students being removed from their normal curriculum for a period of hours or days to focus exclusively on, say, their English. Intervention is most successful when students work with their regular teacher who knows their areas for development and can deliver the skills that are appropriate to their needs. Students can make significant progress through spending several hours focusing on one particular aspect of their work, which leads to higher scores in controlled assessments and exams. It has proved to be an effective way of raising attainment when executed well.

When planning and designing our curriculum we take into account the needs of individual learners and the needs of the local community, whilst ensuring that there are good referral mechanisms to other providers.

Literacy:

Literacy is not merely the ability to read and write; it is the ability to communicate and understand the words, speech and behaviour of oneself and others. It is essential to the well-being of every individual. Literacy learning can take place anytime, anywhere, and every opportunity for Literacy learning should be maximised to equip young people with the skills they need to lead fulfilling lives as responsible members of their community. The key attributes of a literate person include:

- Coherence
- Accuracy
- Clarity
- Articulacy
- Skilled reader

- Effective listener

Numeracy:

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Mathematical skills can be consolidated and enhanced when students have opportunities to apply and develop them across the curriculum. Poor numeracy skills, in particular, hold back students' progress and can lower their self-esteem. To improve these skills is a whole-school matter. Each Curriculum Area should identify the contribution it makes towards numeracy and other mathematical skills so that students become confident at tackling mathematics in any context.

Monitoring, Evaluation and Review

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.