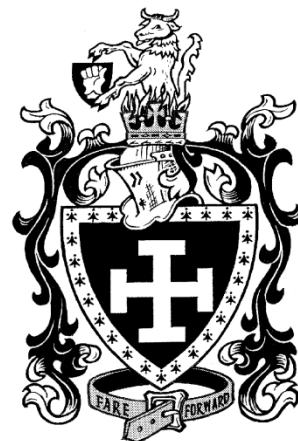


Buckler's Mead Academy



Document

EQUALITY INFORMATION AND OBJECTIVES

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<i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i>	

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1. Aims

Our Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 – between people who share a protected characteristic and people who do not share it
- To demonstrate our compliance with the general duty to promote equality.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require Academies to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Academies](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

As part of the Safeguarding Link role, the responsible Director will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to Directors.

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The Assistant Head/Designated Safeguarding Lead is the member of staff responsible for equality and will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Meet with the equality link Director every year to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will be briefed on this policy as part of their induction. All staff are asked to read the policy annually.

The Academy has a designated member of staff for monitoring equality issues, and an equality link Director. They regularly liaise regarding any issues and make senior leaders and Directors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of Academy societies)

In fulfilling this aspect of the duty, the Academy will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising Academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the Academy. For example, our Academy council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the Academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy always considers the impact of significant decisions on particular groups. For example, when a Academy trip or activity is being planned, the Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The Academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning Academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

- To seek the full participation of all students in curricular and extracurricular activities regardless of ability, impairment, background or belief
- To ensure that outcomes for all groups are tracked and monitored, with interventions put in place if any group is seen to be falling below expectations
- To actively monitor disadvantaged groups and put in place appropriate support and resources in order to close the attainment
- To ensure that all students in vulnerable groups achieve expected levels of progress
- To ensure that the gap in attainment between boys and girls in different subjects and in the national benchmarks continues to narrow against national averages.
- To actively seek to engage and involve parents from all groups in academy life, for example attendance at parents evenings, academic mentoring day

The objectives outlined above fit in with the aims of the academy: belong, participate and achieve. We have a well-recognised ethos of care and support for all our students and welcome the new requirements of the Equality Act in order that we might ensure no student goes unnoticed. We expect all students to fulfil their potential and will endeavor to allocate resources appropriately. We wish all parents and students to have a voice and would seek to encourage active engagement with the academy. We seek to identify barriers to success and to find ways to overcome these.

3. Information about what our academy does to promote equality

Our inclusion policy and practice ensures that all students are supported within the academy to take a full part in the curriculum and other aspects of academy life. All students are encouraged to participate in academy life through the year group, its competitions and representation system and student voice. We seek to engage with students and listen to their views.

We regularly survey parents to gain their views and develop our provision. We engage with a wide variety of services to ensure that all students feel safe and happy in academy and know who to contact if there are issues.

9. Monitoring arrangements

The Full Board of Directors will update the equality information we publish, at least every year. The framework and overall content of this document will be reviewed by Full Board of Directors, at least every 4 years.

This document will be approved by Full Board of directors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment