

Looe Community Academy

Public Sector Equality Duty - October 2016 Update

1. Introduction

The Academy is a public body by virtue of the funding received from the Department for Education and therefore has responsibilities under the Equality Act 2010, both as an employer and as a provider of education.

2. About us

The Academy's mission is to create a caring, learning community of high quality where everyone is valued for who they are and what they may become.

3. General equality duties

- a. To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- b. To advance equality of opportunity between people who share a protected characteristic and people who do not share it. This requires us to:
 - (1) Remove or minimise disadvantages.
 - (2) Take steps to meet different needs.
 - (3) Encourage participation when it is disproportionately low.
- c. To foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

4. Specific duties

- a. To prepare and publish specific and measurable equality objectives (every four years).
- b. To publish information to demonstrate how we are complying with the equality duty (at least annually).

5. Protected Characteristics

The protected characteristics apply differently for our role as education provider and employer:

	Students	Staff
a. Age		✓
b. Race	✓	✓
c. Disability	✓	✓
d. Religion or belief	✓	✓
e. Gender	✓	✓
f. Sexual orientation	✓	✓
g. Gender reassignment	✓	✓
h. Pregnancy and maternity	✓	✓
i. Marriage and civil partnership		✓

6. Review

- a. This document is dynamic and will be reviewed and updated at least termly to reflect the latest plans and progress in meeting our stated objectives.
- b. Our objectives will be reviewed at least every four years (no later than February 2018).

7. Governing Body endorsement

This update was approved by the Governing Body on 17 October 2016.

Signed:

Date: 17 October 2016

Name: Sheila Brock

Position: Governing Body Equality Champion

Annexes:

- A. Our objectives.
- B. Plans to achieve our objectives (as at 3 February 2014).
- C. Progress against our objectives (as at 17 October 2016).
- D. Further information.

Our objectives (as at 3 February 2014)

We have set objectives to target improvement against specific aspects of our responsibilities:

- a. Students
 - (1) To ensure that all students have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum.
 - (2) To review student progress, performance and outcomes against each of the protected characteristics in all our data analyses and to take proportionate action where required.
 - (3) To raise student awareness and encourage them to embrace equality and diversity through the curriculum and assemblies, and to apply proportionate remedies to modify inappropriate attitudes and behaviours.
- b. Staff
 - (1) To raise awareness of our equality duty through staff training in order to embed effective practice in all of our activities.
 - (2) To encourage and demonstrate appropriate behaviours and take proportionate and consistent action to modify inappropriate attitudes and behaviours.
- c. Leadership
 - (1) To ensure that governors, SLT and Academy leaders at all levels apply the letter and promote the spirit of the equality duty with transparency across their areas of responsibility and in undertaking their duties.
 - (2) To plan for and allocate appropriate and proportionate resources to deliver the equality duty, including for the provision of training and to enable reasonable adjustments, including the supply of auxiliary aids and services.
- d. Academy and our associates
 - (1) To promote equality, celebrate diversity and stimulate community cohesion by fostering good relations within the Academy, with persons and organisations associated with the Academy and with the wider community.
 - (2) To investigate any form of discrimination, harassment or victimisation relating to a person's protected characteristics by or to any student, member of staff or person associated with the Academy, taking remedial action where necessary.

Plans to achieve our objectives (as at 3 February 2014)

This section is dynamic and will be updated from time-to-time to reflect the latest plans and remove those that have been achieved, as they will be reflected in our record of progress at Annex C:

- a. Students
 - (1) We will survey students to gauge their perceptions of how we meet our equality duty.
 - (2) We will review all protected characteristics in every student data analysis.
- b. Staff
 - (1) Staff will be trained in their equality duty.
 - (2) We will survey staff to gauge their perceptions of how we meet our equality duty.
- c. Leadership
 - (1) Leaders will be trained in equality impact assessment.
 - (2) Governors will incorporate equality as an aspect of their monitoring.
- d. Academy and our associates
 - (1) We will raise awareness through induction of visitors and associates.
 - (2) We will take action to advise, inform, correct or remedy any action that is deemed to be counter to our policies or ethos.

Progress against our objectives (as at 17 October 2016)

We record here the actions and initiatives that we have implemented to achieve (or contribute to achieving) our objectives. This section is dynamic and will be updated from time-to-time (at least once per term):

a. Students

- (1) We have delivered assemblies on:
 - (a) Black history month.
 - (b) Holocaust memorial day (annual).
 - (c) LGBTQ month (annual).
 - (d) Gypsy, Roma and traveller awareness month.
 - (e) Celebrating diversity.
 - (f) Living in harmony.
 - (g) Anti-bullying week (annual).
 - (h) Peace poster award.
 - (i) World Aids Day and stigma.
 - (j) World Religion Day.
 - (k) Racial discrimination.
 - (l) Human rights.
 - (m) Prejudice.
 - (n) Ramadan.
 - (o) Islam.
- (2) The PSHCE curriculum has included personal development, behaviour and welfare:
 - (a) Stop stigma project (awareness of mental health).
 - (b) Making a positive contribution.
 - (c) Grange-Enders (relationships and understanding the feelings of others).
 - (d) Prevent strategy (awareness of extremism).
 - (e) Promoting British values.

- (3) The EPR curriculum has included:
 - (a) Community cohesion.
 - (b) Rights and responsibilities.
 - (c) Peace and conflict.
 - (d) Who am I?
- (4) We appointed a Deputy Headteacher responsible for personalising learning and Achievement Advocates to champion disadvantaged students.
- (5) We provided tablet PCs to students requiring them as auxiliary aids.
- (6) We provided a sports wheelchair to students requiring it as an auxiliary aid.
- (7) We provided Teaching Assistants to students requiring them as auxiliary services.
- (8) We provided alternative transport and additional staff as auxiliary services to enable access to the residential trip to London in 2013.
- (9) We provided hearing support aids to students that need them.
- (10) In 2012/13 we investigated one case of prejudice-based bullying.
- (11) In 2013/14 we investigated two cases of prejudice-based bullying.
- (12) In 2014/15 we investigated two cases of prejudice-based bullying.
- (13) In 2015/16 we investigated two cases of prejudice-based bullying.
- (14) In 2016/17 there have been no cases of prejudice-based bullying.

b. Staff

- (1) We have tested and revised our job application form and supporting paperwork.
- (2) In 2012/13 there were no reported cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (3) In 2013/14 there were no reported cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (4) In 2014/15 there were no reported cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (5) In 2015/16 there have been no reported cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (6) In 2016/17 there have been no reported cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.

c. Leadership

- (1) We appointed an equality governor (Sheila Brock).
- (2) We appointed an equality champion for students (Helen Casson).
- (3) We appointed an equality champion for staff (Steve Green).
- (4) All governors were briefed on the Public Sector Equality Duty in December 2014.
- (5) We have tested every new and revised policy against the compliance questions.

d. Academy and our associates

- (1) In 2012/13 there were no reported cases involving persons associated with the Academy of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (2) In 2013/14 there have been no reported cases involving persons associated with the Academy of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (3) In 2014/15 there have been no reported cases involving persons associated with the Academy of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (4) In 2015/16 there have been no reported cases involving persons associated with the Academy of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.
- (5) In 2016/17 there have been no reported cases involving persons associated with the Academy of prejudice-based bullying, intimidation, discrimination, victimisation or harassment.

Further information

There are many sources of information relating to the Equality Act 2010, particularly on-line. In developing our objectives, we have used the following authoritative guidance published by the Equality and Human Rights Commission and Department for Education:

- a. Equality and Human Rights Commission - Guidance for Schools:

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/>

- b. Equality and Human Rights Commission - Guidance for Employers:

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-employers/>

- c. Equality and Human Rights Commission - Guidance for Employees:

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-workers/>

- d. Department for Education - Guidance for Schools:

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>