



# Chiltern Way Academy

Turning Futures Around

## **Public Sector Equality Duty Policy**

**Responsibility for this policy (job title): Assistant Head**

**Responsibility for its review: CEO**

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**Next Review Date: Spring 2022**

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## **Policies and British Values**

In line with our School Development Plan, Chiltern Way Academy believes in equal opportunities for all. An education that focuses on numeracy, literacy, life and vocational skills will best serve our students to face the challenges of Twenty First Century life. We acknowledge the expectation that the key British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, will be routinely emphasised as part of academy life, both inside and outside the classroom. It is the expectation that all our students will leave the academy prepared to serve the community positively, fully imbued with a balanced view of society and its differences. This encompasses the UNCRCs rights for the child.

## **GUIDANCE IN THE PUBLIC SECTOR EQUALITY DUTY**

### **Areas to Consider**

- The Equality Act 2010
- Protected Characteristics
- Discrimination
- Harassment
- Victimisation
- Admissions of Students
- Exclusions of Students
- Safeguarding and Bullying

### **Public Sector Equality Duty**

Chiltern Way Academy has an obligation under the Equality Act of 2010 as both an employer and a school which carries out a public function and service.

Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires schools to integrate and include consideration of Equality into day to day routines at Chiltern Way Academy.

As Set out in The Equality Act 2010 schools in the exercise of their functions must have due regard to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relationships between people who share a protected characteristic and those who do not

### **Protected Characteristics**

The protected characteristics for the schools provisions are:

- 1) Disability
- 2) Gender reassignment
- 3) Pregnancy and maternity
- 4) Race
- 5) Religion or belief
- 6) Sex
- 7) Sexual orientation

*For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff. Marriage and civil partnership are also protected characteristics but only in relation to employment.*

This policy is written to harmonise our existing Gender, Race and Disability Policies into one and to further include gender reassignment, sexual orientation, pregnancy and maternity and religion or belief.

### **Objectives**

- To ensure that all students have equal access to an appropriate, relevant and differentiated curriculum
- To promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within the school and the wider community
- To investigate any form of discrimination, harassment or victimisation by, or to, any students or member of staff at Chiltern Way Academy
- To ensure that no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics
- To ensure that all students and members of staff are fully involved in this policy and provision made by the academy and that management accepts full responsibility for regular review and transparency
- To identify training requirements in this very important area and allocate academy budget funding

### **Strategies**

- Appropriate stakeholders of Chiltern Way Academy will be fully involved and consulted about the provision outlined in this Public Sector Equality Duty
- Members of the Leadership Team will be trained to undertake Equality Impact Assessments at appropriate intervals to identify any areas of concern
- All Teaching and non-teaching staff will attend training on identification of discrimination, harassment and victimisation as part of the academy's continuing professional development
- Members of the Academy Student Forum will be asked for their views on implementing this duty and may assist in information gathering
- All diversity will be viewed positively and become a resource for teaching, learning and the curriculum at Chiltern Way Academy
- The positive achievements of all students will be celebrated and recognised

### **Outcomes**

- All staff and students should feel safe from victimisation, harassment and discrimination and feel treated with equal status
- The involvement of parents / carers and Trustees to enhance equality wherever possible
- The involvement of all children in promoting diversity and equality
- Reasonable adjustments should be made to accommodate difference and promote equality by all members of staff
- The Equality Impact Assessment results (although not a statutory requirement) are acted upon as quickly as possible
- Admissions, Safeguarding, Special Educational Needs, Disability, Teaching and Learning, Bullying, and Exclusion Policies are kept under regular review with regard to promoting Equality and remaining within the Public Sector Equality Duty

### **The Objective for 2020/21**

An objective will be reviewed annually. The objective for 2020/21 is as follows:

Activity/Action-Who	Measurement	Target date	Resources	Monitoring
<p>To enhance the relevance of the curriculum for students.</p> <ul style="list-style-type: none"> <li>It is vital that all CWA children have knowledge of the Trans-Atlantic slave trade, Britain's colonial background and how our nations came to be ethnically diverse</li> <li>review curriculum coverage of BAME history and ensure that, at every key stage, BAME voices are heard, BAME stories are told and BAME achievements and contributions to society are celebrated.</li> <li>review the curriculum content to ensure that there is good representation of Black and BAME voices and experiences</li> <li>to consistently embed the message of anti-racism and anti-homophobia rather than 'not being racist' or 'not being homophobic' and to take an active position on discouraging and eradicating such views. This also applies to other forms of discrimination, for example anti-transphobic and so on.</li> </ul>	<p>Organise contact with external BAME organisations, speakers and possibly 3Fs</p> <p>Curriculum review to ensure there is widespread and significant coverage of the trans-Atlantic slave trade and impact on modern Britain</p> <p>organise relevant curriculum opportunities across all sites and all key stages</p> <p>resources and supporting SOW/ skills breakdowns in place to be utilised by teaching staff</p>	<p>Schemes of work reviewed and updated by September 2020</p> <p>Monitoring and review ongoing to embed and make the experiences meaningful to students' personal development and outcomes</p>	<p>£2,000 for trips, speakers, external agencies</p>	<p>SOW are appropriately reviewed, updated and reworked in line with targets</p> <p>Use of data from Behaviour Watch and ERS used to track incidences of racism and homophobia, identifying trends and need for further intervention where necessary</p> <p>Further review of curriculum as noted in target date column - <i>2Monitoring and review ongoing to embed and make the experiences meaningful to students' personal development and outcomes"</i></p>