



## EQUALITY POLICY

<b>Date of Last Review</b>	<b>June 2022</b>	<b>Review Period</b>	<b>2 years</b>	<b>Date of Next Review</b>	<b>June 2024</b>
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### Introduction

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The Act protects individuals from discrimination and harassment based on 'protected characteristics'.

The protected characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race including ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Age
- Marriage & civil partnership

### Specific Schools Provisions

All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010.

Age and being married or in a civil partnership are not protected characteristics for the schools provisions but are included within the duties as an employer.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

The Equality Act 2010 replaced all previous equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the predecessor legislation, and it extends the protection from discrimination in certain areas.

Schools also have obligations under the Equality Act 2010 as employers, bodies which carry out public functions and service providers.

In respect of all the protected characteristics except age and marriage / civil partnership, the new public sector equality duty will require schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation;
- Advance equality of opportunity; and
- Foster good relations

Advancing equality of opportunity involves:

- Removing or minimising disadvantages
  - Taking steps to meet people's needs
  - Encourage participation in any activity in which participation by such people is disproportionately low
- Fostering good relations involves:
- Tackling prejudice, and
  - Promoting understanding

Part of normal decision-making for schools involves assessing (where relevant and proportionate) the impact their practices are having on equality. There is no particular process or prescribed set of forms to assess this impact. However, the government believes that transparency about the results of such assessments, and the data that underpins them, is important.

Tackling inequalities is a major priority at Dashwood Banbury Academy. We work to ensure that children and young people stay healthy and safe; secure an outstanding education and reach the highest possible standards of achievement; enjoy their childhood; make a positive contribution to society and the economy; and have lives full of opportunity free from the effects of poverty.

Dashwood Banbury Academy is committed to promoting an understanding of the principles and practices of equality and justice. We aim to equip pupils and students with an awareness of our diverse society and to appreciate the value of difference.

Every member of Dashwood Banbury Academy is regarded as of equal worth and importance, irrespective of his or her creed, culture, class, race, sex, sexuality and/or disability and other protected characteristic.

Every aspect of Dashwood Banbury Academy's work has an equal opportunities dimension. This may be expressed explicitly in teaching materials and displays, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction among and between staff, students and pupils.

Dashwood Banbury Academy's environment influences the developing attitudes of its pupils and can be a powerful vehicle for promoting understanding of equal opportunities issues and practice.

## **Compliance**

**Admission:** Dashwood Banbury Academy has an Admissions Policies which makes clear that gender, race or disability will not be used as criteria for admission.

**Registration:** Pupil, student and staff names will be recorded accurately and pronounced correctly. Pupils and students will be encouraged to accept and respect names from other cultures.

**Discrimination:** All forms of discrimination, by any person within Dashwood Banbury Academy, will be treated seriously and dealt with according to existing procedures. A record of incidents is kept and reported routinely to the District Governors' Board.

Racist symbols, badges and insignia on clothing and equipment are forbidden in the Academy.

Staff should be aware of possible cultural assumptions and bias within their own attitudes.

In all staff appointments, the best candidate will be appointed, based on strict professional criteria.

### **Language**

The Academy views linguistic diversity positively. It has a policy of communicating with and engaging all parents/carers actively, including those who are hard to reach. Where this difficulty is as a result of language, the school will try to provide translators for meetings, such as parents/carers evenings, and other events. Relevant documentation will be available in community languages, on request. The school is aware of and celebrates the fact that pupils and students may speak more than one language and that the language spoken at home may not be English.

### **Culture, Class and Race**

Dashwood Banbury Academy acknowledges that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a society in which there is social, religious and racial harmony.

Dashwood Banbury Academy recognises the inequalities of opportunity that exist in society for individuals and groups. We are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life.

We understand the right to be different without being excluded. The Academy uniform policies allow for diversity where it is an essential part of an individual's religious background.

We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our academies.

We challenge negative, patronising and stereotyped views; a prime cause for prejudice is ignorance and misunderstanding.

### **Working in an Aspirations Academies Trust Academy**

As an Aspirations Academy, our vision, values and mission statement is focused on equality and a celebration of individuals. As a Trust, we are committed to encouraging and achieving a working environment which is underpinned by fairness to all individuals, where equality and diversity is recognised, encouraged and valued, and the concept of individual responsibility is accepted by all.

We want to attract the best and most talented staff from all backgrounds.

When recruiting and selecting workers and staff, each Aspirations Academies Trust Academy will:

- Ensure its practices and systems are transparent, objective, thorough and consistent
- Ensure those involved in the recruitment & selection process receive appropriate training
- Take account of issues relating to safeguarding children at every stage of the procedure
- Avoid over-reliance on DBS checks as a means of 'sifting' out candidates unsuited to working with children

Our Equal Opportunities Policy details our commitment to equality and diversity, and is supported by our Dignity at Work Policy. Each individual academy has a code of conduct in place which further details the high standards of behaviour and conduct expected from staff.

Additionally, to support retention and to promote equality of opportunity, we also:

- Implement best practice in areas such as: equal opportunities in recruitment; selection and

- promotion; and family working practices, including flexible working arrangements
- Have in place a wide range of training and development opportunities to support continuous professional development
- Support disabled staff with Access to Work applications

### Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment, to advance equality of opportunity, and to foster good relations.

Objective	Specific Actions	SLT Member Responsible	Target Date for completion	Success indicators
To ensure Dashwood Banbury Academy is an 'Employer of Choice' where diversity is respected and valued.	Implement an annual staff engagement survey.	Principal	Yearly	Monitoring data will inform HR policy development and reviews
	Raise employees awareness of equality issues through publishing briefings and ensuring new staff receive a copy of our Equal Opportunities Policy as part of the induction process	Principal and Business Manager	Ongoing	Employee awareness of equality issues will increase.
Training and Development	To collect equality information from the point of access to training and development	Business Manager	Ongoing	To ensure that the Academy is in a position to report on all access to training and development for its entire workforce in terms of all equality areas.
Liaison with Staff Representatives	Continue to build relationships with all staff representatives and Trade Unions	Principal	Ongoing	To continue to involve in consultations and discussions the respective trade unions. This positive action will ensure that all our practices are scrutinised and monitored by independent organisations which represent staff interests.

### Equality Objectives for 2022 – 2024

At Dashwood Banbury Academy we will:

- Monitor and evaluate the attainment and progress of all pupils in all year groups with specific reference to significant groups which will include ethnicity, gender, first language, special educational needs, FSM eligibility and strive to achieve the highest possible standards for all.
- Educate all pupils about discrimination and prejudice and promote a harmonious community.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Narrow the gap in performance of pupils eligible for support by the Pupil Premium, and those not.