



<b>Policy Name</b>	<b>Public Sector Equality Duty Compliance (Campus)</b>
<b>Policy Number</b>	<b>LFTSFQ/0023</b>
<b>Date of Issue</b>	<b>18 January 2021</b>
<b>Reviewed by</b>	<b>Mr M Rowe</b>
<b>Date of next review</b>	<b>18 January 2022</b>

## (1) Legal Duties

We welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)
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In advancing equality of opportunity:

- we aim to remove or minimise the disadvantages suffered by people due to their protected characteristics
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties, these are to:

- publish equality information - to demonstrate compliance with the general duty across its functions. (We will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision making and assess the impact on equality of our decision making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of learners at the Academy.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve the employees, the trust and governors.
- strive to ensure that the communities within, around and beyond our Academy will benefit
- follow guidance Human Resource guidance from our chosen provider on equality in recruitment, selection and employment
- use the Academy's complaints procedure to deal with any complaints under the Equality Act 2010, and, for any complaint not resolved internally

## 2) Addressing Prejudice Related Incidents

This Academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately.

## (3) Responsibility

We believe that promoting equality is the whole Academy's responsibility. The roles and responsibilities within our school community are:

### **The Principal will:**

- ensure that staff, parents/carers and students are informed about the Equality Policy
- oversee the effective implementation of the policy

- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the Academy's actions are in line with the best advice available
- monitor the policy and report to the Governing Board on the effectiveness of the policy
- ensure that the Executive Team and Senior Leadership Team are kept up to date with any development affecting the policy or actions arising from it

**The Governing Board will:**

- designate a governor with specific responsibility for the Equality Policy
- ensure that any action plans are monitored through the Education Committee
- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy

**The Executive Team will:**

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy.

**Students will:**

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy.

**Parents/Carers will:**

- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

**Academy Staff will:**

- be involved in the on-going development of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole Academy issue and support the Equality Policy
- make known any queries or training requirements.
- We will ensure that the whole Academy community is aware of the Equality Policy by publishing it on the Academy website

## **GLOSSARY**

Eliminate	Completely remove or get rid of (something).
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Victimisation	The action of singling someone out for cruel or unjust treatment.
Transgender	Denoting or relating to a person whose sense of personal identity and gender does not correspond with their birth sex.
Evaluation	The making of a judgement about the amount, number, or value of something; assessment.
Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Inequality	Difference in size, degree, circumstances, etc.; lack of equality.
Equality	The state of being equal, especially in status, rights, or opportunities.
Evaluate	Form an idea of the amount, number, or value of; assess.
Implementation	The process of putting a decision or plan into effect; execution.



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<b>Date</b>	<b>18 January 2021</b>
<b>Change Made</b>	<b>Various</b>
<b>Made By</b>	<b>Mr M Rowe</b>