



## **ROSE BRIDGE ACADEMY EQUALITY SCHEME 2016-2020**

### **1. Policy statement**

This policy is in line with legislation: The Quality Act 2010 and the Equality Act 2010 (specific duties). At Rose Bridge Academy the governors are committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our increasingly diverse community.

We pledge (through our academy ethos, curriculum, employment practice and management of incidents) to:

- respect the equal human rights of all our students;
- educate them about equality; and
- respect the equal rights of our staff and other members of the academy community.

### **2. Statutory requirements**

The governors recognise that it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex (gender, gender identity and gender reassignment)
- sexual orientation (including-Lesbian, Gay, Bisexual and Transgender).

These are called 'protected characteristics'.

We recognise our general responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. As a public body, we are also required by the public sector equality duty under Section 149 of the Act to take (positive) steps to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

The equality information we publish annually, and the equality objectives, show how we address this duty. The access plan addresses our duty under Section 88 of the Act.

### **3. Responsibilities**

Our Chair of Governors takes the lead, but the governors as a whole are responsible for:

- in general, making sure the academy complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- in general, making sure the academy complies with the public sector equality duty under s.149 of the Equality Act 2010;
- in particular, making sure the academy complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:



- gathering and publishing the required equality information annually
- drawing up, publishing and implementing the academy's equality objectives on a four-year cycle.

The headteacher is responsible for:

- making sure measurable steps are taken to address the academy's stated equality objectives, integrated with the other academy improvement priorities;
- making sure the governors, staff, students, and their parents and guardians are aware of equality issues, as relevant;
- making sure the policy is readily available and that the governors, staff, students and their parents/guardians know about it;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parent/ carers and visitors to the academy.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

Mrs Schumacker (Designated Teacher) is responsible overall for:

- dealing with reports of identity-related incidents.

Students are responsible for

- supporting the academy's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the Academy Council agenda, which will recognise good practice and enable review and development. This may include: – the anti-bullying policy and specifically racist and homophobic bullying – developing academy/class rules which challenge discriminatory behavior.

Visitors and contractors are responsible for:

- following relevant academy policy

#### **4. Equality information**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **gather** and **analyse** information on students, staff and others with protected characteristics who are affected by academy policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- eliminating discrimination and harassment
- advancing equality of opportunity
- fostering good relations between people from different groups



The source of this information is both quantitative:

- internal,
- local, and
- national data

and qualitative (comments resulting from engagement with relevant people):

- surveys
- complaints
- focus groups
- interviews
- student voice

### 5. **Access plan**

This can relate very closely to the disability elements of the equality objectives in Section 7 above, except that it covers students only whereas the equality objectives include all members of the academy community.

<b>Objectives</b>	<b>Actions</b>
i. Improvements in access to the curriculum	Review of equipment, resources, hardware and software  Review of curriculum outcomes/course requirements  Individual learning pathways identified where appropriate.
ii. Physical improvements to increase access to education and associated services	Reviews of access to building general and specialist learning areas.  Establishing and developing relationships with medical, Speech and Language Therapists and other agencies.
iii. Improvements in the provision of information in a range of formats for disabled students	Review and assessment of individual needs on intake.  Use of specialist communication technology.
iv. Access to wider curriculum	Increase participation in after school activities  Liasie with supported transport to facilitate after school clubs and boosters  Encourage student and parental enagement with trips and visits (eg.Low Bank Ground)

#### Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the academy’s complaints procedures.