



VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:
Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

RATIONALE

This policy reflects the Equality Act of 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy supersedes all previous Academy policies on Disability, Ethnicity (i.e. Race) and Gender. Through this policy, The Bourne Academy will fulfill its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in connection with disability, race, ethnicity, gender, religion, belief, pregnancy, maternity, marriage, civil partnership, sexual identity, and age. The guiding principles in this policy refer to all individuals and they are equally applicable to students, staff and governors in addition to visitors to The Bourne Academy.

OBJECTIVES

In fulfilling our legal obligations and establishing our Academy ethos, we will ensure the following irrespective of whether or not persons are disabled; whatever their ethnicity, culture, religious affiliation or belief, colour, national origin or national status; whatever their gender or gender identity; whatever their sexual identity or sexual orientation, their age and whether they are pregnant, on maternity leave, married or in a civil partnership:-

- applications for admission from all potential students are considered in line with the published admission arrangements
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities, qualifications and right to work in the UK
- all staff and students have access to the appropriate support and adaptations to enable them to be fully included in the life of The Bourne Academy
- the views of individual students or staff are taken into account at all times when their requirements are being assessed
- all students are fully integrated into The Bourne Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- staff working have appropriate information, support and training

- steps are taken to reduce and remove inequalities and barriers that arise for staff and students
- all members of the public can fully participate in public events held within The Bourne Academy
- so far as is reasonably practicable, The Bourne Academy premises are accessible and safe for everyone
- no student or staff member is treated less favourably due to a Protected Characteristic

LEGAL CONTEXT

Duties as identified in the Equality Act 2010 and its schedules. There are nine equality strands (known as Protected Characteristics):

Disability
 Ethnicity (including Gypsy and Traveller groups)
 Gender
 Gender identity and transgender
 Faith, religion and belief
 Marriage and civil partnerships
 Sexual orientation (homophobia)
 Pregnancy and maternity
 Age

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. The Bourne Academy will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties and failure to do so could result in legal action against the Governing Body. Employees of the Academy acting on behalf of the Governing Body are also liable for their own discriminatory actions.

EQUALITY ACTION PLAN AT THE BOURNE ACADEMY

1. To raise awareness of protected characteristics amongst staff and students through targeted CPD and SMSC curriculum
2. Recording of bullying incidents relating to the Protected Characteristics
3. Identify member of Leadership Team for day to day responsibilities for implementing this policy.

ARRANGEMENTS, ROLES AND RESPONSIBILITIES

1. The equality objectives for The Bourne Academy are referenced above. They will be reviewed annually and refreshed on a four year cycle or in line with current legislation.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.
3. The Bourne Academy will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2010.

Curriculum

1. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
2. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
3. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the objectives above.

Staff and Governors

1. The Governing Body is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and action plans are implemented, ensuring all employees are familiar with them, and are trained on equality issues.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. All staff are expected to:
 - Be familiar with and adhere to this policy
 - Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the Academy
 - Deal with any prejudice related to incidents that may occur
 - Plan and deliver content and lessons that reflect our objectives
 - Provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g. attendance, bullying, exclusion
 - Undertake or support Equality Impact Assessment (Equality Analysis) processes
 - Attend appropriate training that enables The Bourne Academy to keep up – to – date with equality issues
 - Discuss and arrange any reasonable adjustments required in order to fulfil their role with their Line Manager or HR Manager (OH advice may be sought)
 - Line managers are expected to act on this information and carry out a regular review of adjustments as part of 2 weekly line management meetings
5. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
6. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of the principles set out in this policy or of Human Rights is addressed immediately.
7. The Bourne Academy is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community based on:
 - Disability
 - Age
 - Marital or civil partnership status
 - Special educational needs
 - Racism and xenophobia
 - Gender, pregnancy and transgender
 - Religious groups and communities
 - Travellers, migrants, refugees and people seeking asylum
 - Sexism and homophobia
8. Supply Staff working at the Academy for more than 2 weeks will be assigned a temporary Line Manager by the Cover Supervisor
9. Supply Staff are expected to:

- Be familiar with and adhere to this policy
- Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the Academy
- Deal with any prejudice related to incidents that may occur
- Discuss and arrange any reasonable adjustments required in order to fulfil their role with the Cover Supervisor, HR Manager, or, if working at The Academy for more than two weeks, with their temporary Line Manager (OH advice may be sought).

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Policy written by the Principal in consultation with staff on 01.04.12

Signed off by Governing Body on 06.04.12

Reviewed by the Principal and Governing Body on 13.02.14

Reviewed in March 2016

Next Review Date: March 2018

Equality Impact Assessment

Equality Impact Assessment

1. What policy is being reviewed? _____
2. Upon whom will this impact? _____
3. How would the work impact upon groups; are they included and considered?

<i>The Equality Strands</i>	Negative impact	Positive impact	No impact
Minority ethnic groups (race)			
Gender			
Disability			
Religion, faith or belief			
Sexual orientation			
Transgender			
Age			
Rurality			
Marital or civil partnership status			
Pregnant employees or those on maternity leave			

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands

<i>The Equality Strands</i>	No	Yes	Uncertain
Minority ethnic groups (race)			
Gender			
Disability			
Religion, faith or belief			
Sexual orientation			
Transgender			
Age			
Rurality			
Marital or civil partnership status			
Pregnant employees or those on maternity leave			

5. Does the initial screening highlight potential issues that may be unlawful?

Further comments:

Completed by _____
 Print Name: _____
 Date _____