



DENABY MAIN PRIMARY ACADEMY

SINGLE EQUALITY POLICY

To be reviewed May 2024

This single policy replaces separate policies the Academy has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the Academy's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

This policy should be read in conjunction with our Equality Action Plan.

## **Part One**

The primary aim of Denaby Main Primary Academy is to enable all pupils to take part as fully as possible in every part of Academy life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their potential.

Denaby Main Primary Academy will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the Academy community. This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the Academy.
- We will make reasonable adjustments to ensure the Academy environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.



- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the Academy to ensure that individual pupils are achieving their potential, the Academy is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the Academy improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.
- We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.
- We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required.
- By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the Academy will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the Academy will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the Academy will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/ gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the Academy improvement plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

- We will regularly seek the views of pupils, parents, advisory staff and visitors to the Academy, to ensure that the Academy environment is as safe and accessible as possible to all Academy users. We will regularly review our accessibility plans.
- The Academy welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what ‘reasonable adjustments’ mean in practice.
- Training and awareness sessions will be set out in the Academy improvement plan.
- The Academy will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually. The Academy has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties.

## **Part Two**

Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (Academy’s) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The ‘**Protected Characteristics**’ within equality law are:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It

includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the Academy will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any Academy environment.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an Academy from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary Academy environment as it is in a secondary Academy. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary Academy or college. Academies with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.