

Public Duty Equality Statement 2021-22

BRACKENSDALE
SPENCER ACADEMY

Approved by: Joanna McGregor **Date:** 31.01.22

Last reviewed on: 31.01.22

Next review due by: 31.01.23

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1.1 Equality Objectives

At Brackensdale Spencer Academy, we are committed to meeting the public sector equality duties (PSED). The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. We follow and revise our Equality Action Plan (2021-2025), continually review and seek to improve our provision regularly.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need for:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

1.2 Protected Characteristics

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Age (staff)
- Disability
- Gender
- Gender identity and reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation
- Marriage and Civil Partnership (Staff)



1.3 Equality at Brackensdale Spencer Academy

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Everyone within our school community should feel safe and secure, they should feel valued and of equal worth, these include:

- Children and young people
- All staff employed at the school
- Students on placement
- Staff from across other Trust Schools
- Parents/carer
- Governors
- Agency staff
- Contractors working at our school
- External agencies whose staff are working with our school, including Health, Social Care, Special Needs support and agencies such as the Department for Education, Ofsted and Challenge Partner colleagues.
- All visitors to the school

We implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the environment, both inside and out, to enable disabled pupils to take better advantage of all we have to offer, both educationally and pastorally.
- Continuing to develop the accessibility of information for disabled pupils

The Trust, governing body and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where physical and cultural diversity is celebrated. All members of the school community are responsible for promoting the school's Equality Policy and Action Plan and are obliged to respect and act in accordance with this policy.



1.4 Further Support

Equality Advisory Service

The Equality Advisory Service helpline advises and assists individuals on issues relating to equality and human rights, across England, Scotland and Wales. They also accept referrals from organisations which, due to capacity or funding issues, are unable to provide 'in depth help and support' to local users of their services local users of their services.

<https://www.equalityadvisoryservice.com/>

Council for Disabled Children

The Council for Disabled Children offer impartial information and advice to children, young people and their parents on matters relating to SEND including: local policy & practice, local offer, SEN education law and related law and guidance on disability, health & social care, personal budgets. This is provided through their website, telephone advice line and face to face support if required.

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/east-midlands-0/nottingham-and>

Allfie

Allfie believe inclusive education is about a fundamental shift in the existing education system from seeing difference as a problem to be fixed to celebrating the diversity of learners and providing all necessary supports to enable equal participation. They are a rights-focused, disabled-people led, grassroots organisation, which seeks to build alliances with individuals and organisations who share our vision. Allfie are committed to finding ways of working with mainstream education organisations and campaign groups as well as decision makers, including MPs, peers and civil servants and are part of a number of broader networks including the Council for Disabled Children, the Reclaiming Education Alliance and the Reclaiming Our Futures Alliance which is a partnership with our sister organisations in the Disabled people's movement.



1.5 Links to other policies

Further details of how our Equality Policy is embedded can be found in the following policies and documents:

- Behaviour and Anti- bullying Policy
- SEND Policy
- Accessibility Plan
- RSHE Policy
- School Development Plan
- Pupil Premium Strategy
- Curriculum Intent
- Remote Learning Policy
- Administration of Medicine and Medical Conditions Policy
- Staff Code of Conduct (Staff)
- Disciplinary Policy (Staff)
- Pay Policy (Staff)
- Recruitment Policy (Staff)

Additionally, we have a duty to publish our equality objectives and these are set in our Equality Action Plan below, together with details of how we plan to achieve them.



Equality Action Plan 2021-2025

Equality Action Plan 2021 - 2025							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
To promote the children's understanding and respect for difference	Identify opportunities in the curriculum to promote understanding of the protected characteristics e.g. other cultures, other countries, famous people from ethnic minorities, religious festivals, disabilities.	JM/LW	Books Videos	Sept 21	Sept 22	Children can articulate a good understanding of different cultures, faiths and beliefs.	
	Use PSHE to explore equality within the context of school, the wider community, the UK and the world.	LS				Children have increased access to lessons and assemblies which recognise and celebrate equality and diversity	
	Use RE to promote understanding and tolerance of different faiths and beliefs	GT					
	Use assemblies to explore themes around equality and diversity	PJ/LJ/ AF					
	Use community events to celebrate diversity and equality	RS			Sept 22	Sept 23	
To further enhance staff awareness and understanding	Provide specific training for all staff around the themes of equality and diversity.	DC	IHasco Equality and Diversity Training	Sept 21	Sept 22	All staff have an enhanced understanding of equality and diversity and have the knowledge and	
		LS	Support around RSE				



Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
of equality and diversity						confidence to deliver key lessons	
To engage with both local communities and the wider world	Visit different places of worship in Derby City and invite people from these places of worship in to school School to participate in a community event.	GT BR	Transport	Sept 21	Sept 22	Children to have greater understanding and awareness of social and cultural differences both locally and in different countries Children feel they make a difference to their community and wider world	
To diminish the difference between different groups of children in school	Analysis of data half termly, discussion in fortnightly RAG Meetings Provision is put in place for children with specific needs who have barriers to learning e.g. EAL, SEND, disadvantaged	SLT	Specific resources for individual children	Sept 21	Sept 22	Diminishing attainment gap of vulnerable children	



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