



---

# **Diocese of Bristol Academies Trust**

## **Equality and Diversity Policy**

**Date Adopted: 4<sup>th</sup> June 2015**

**Review Date: May 2016**



## Contents

1) Preamble .....	4
2) Equality Act 2010 .....	4
3) Overriding Principles .....	5
4) Promoting equality and diversity .....	6
5) Monitoring .....	6
6) Responsibilities.....	7

## 1) Preamble

- a) The Diocese of Bristol Academies Trust (DBAT) has a legal and moral duty to ensure that it and its academies comply with the spirit and wording of the Equality Act 2010. The Main Board of DBAT has delegated the day-to-day strategic management and implementation of our equality duties within the Academy to the Local Board and Principal of the Academy.
- b) This policy sets out the equality values and procedures which the Academy will follow with regard to equality, diversity, inclusion and accessibility. **It should be read in conjunction with the Accessibility Policy and Plan, the Equal Opportunities Policy, the policies of individual academies**

## 2) Equality Act 2010

- a) The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics, referred to as the 'protected characteristics'.
- b) The nine protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion and belief
  - Sex
  - Sexual orientation
- c) The Act requires all public organisations, including academies to comply with the Public Sector Equality Duty and two specific duties:
- d) **The Public Sector Equality Duty ("PSED")** or "general duty" requires all public organisations, including schools to:
  - Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between different groups
  - Foster good relations between different groups
- e) **The two "specific duties"** require all public organisations, including academies to:
  - Publish information to show compliance with the PSED

- Publish equality objectives at least every 4 years which are specific and measurable
- f) DBAT Academies should publish this information on their websites.

### 3) Overriding Principles

- a) DBAT is an inclusive organisation where we focus on the well-being and progress of every pupil and where all members of our community are of equal worth. This means not simply treating everybody in the same way but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of people as well as celebrating and valuing the achievements and strengths of all members of our community.
- b) We believe that equality across DABT should permeate all aspects of our organisation's life and is the responsibility of every member of the trust and wider community. Every member of the trust community should feel safe, secure, valued and of equal worth. The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
- c) 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.
- d) Our approach to equality is based on the following 7 key principles:
- i) **Everyone is of equal value**, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
  - ii) **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
  - iii) **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  - iv) **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
  - v) **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

- vi) **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
  - vii) **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- e) Although this policy is the key document for information about our approach to equalities in line with the PSED, we ensure that information about our responsibilities under the Equality Act are also included in individual academy development plans, self-evaluation reviews, academy prospectuses, central and academy websites and newsletters. There are also references to our equality duties in our central development plans, reviews and policies, including our HR policies.

#### 4) Promoting equality and diversity

- a) Individual academies will promote equality and diversity through:
- Ethos and atmosphere
  - The curriculum
  - Teaching and learning
  - The learning environment
  - Extra-curricular provision
  - Staff recruitment and development

#### 5) Monitoring

- a) Individual academies will monitor the impact of this policy by collecting and analysing data on:
- Pupil achievement
  - Attendance
  - Bullying
  - Exclusions
  - The application of rewards and sanctions
  - Participation in extra-curricular activities
  - Staff recruitment and development.
- b) Each academy will keep a log to record any actions or behaviours that breach this policy including details of what action was taken to address the incident.
- c) Each year the Principal will present a report to the Local Board with the results of this monitoring. These reports will be available to the Main Board on request.

## 6) Responsibilities

- a) All staff of DBAT and its academies and members of the DBAT community are responsible for promoting the principles of this policy through their actions and behaviour and challenging anything that breaches the principles of this policy. The following have specific responsibilities;
- b) The Local Board is responsible for ensuring that:
- The academy complies with all equalities legislation relevant to the school community;
  - That procedures and strategies related to the policy are implemented;
  - Interrogating the annual monitoring report presented by the Principal and challenging it when appropriate.
- c) The Principal and Senior Leadership Team are responsible for:
- Providing leadership and vision in respect of equality, alongside the Local Board,
  - Overseeing the implementation of the Equality Policy;
  - Publishing information to show compliance with the PSED
  - Publish equality objectives at least every 4 years which are specific and measurable
  - Coordinating the activities related to equality and evaluating impact;
  - Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
  - Ensuring that staff are aware of their responsibilities and are given relevant training and support;
  - Taking appropriate action in response to any actions or behaviours that breach this policy.
  - To prepare and present to the Local Board an annual report on the impact of the policy.