

# Equality Policy

Livingstone Academy,  
Bournemouth

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## Introduction

This policy sets out Livingstone Academy's approach to promoting equality, as defined within the Equality Act (2010).

The Equality Act 2010 replaced all previous equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the predecessor legislation, and it extends the protection from discrimination in certain areas.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The Act protects individuals from discrimination and harassment based on 'protected characteristics'. The protected characteristics are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race including ethnicity.
- Religion or belief.
- Sex.
- Sexual orientation.
- Age.
- Marriage & civil partnership.

All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010.

Age and being married or in a civil partnership are not protected characteristics for the Academy's provisions but are included within the duties as an employer.

The categories of people covered by the Academy's provisions are:

- Prospective students (in relation to admissions arrangements).
- Students at the school (including those absent or temporarily excluded).
- Former students (if there is a continuing relationship based on them having been a student at the Academy).

Schools also have obligations under the Equality Act 2010 as employers, bodies which carry out public functions and service providers.

In respect of all the protected characteristics except age and marriage / civil partnership, the new public sector equality duty will require schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations.

Advancing equality of opportunity involves:

- Removing or minimising disadvantages.
- Taking steps to meet people's needs.
- Encourage participation in any activity in which participation by such people is disproportionately low.

Fostering good relations involves:

- Tackling prejudice, and
- Promoting understanding.

Part of normal decision-making for schools involves assessing (where relevant and proportionate) the impact their practices are having on equality. There is no particular process or prescribed set of forms to assess this impact. However, the government believes that transparency about the results of such assessments, and the data that underpins them, is important.

## Aspirations Academies Trust

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present:

- Self-Worth.
- Engagement.
- Purpose.

These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The three Guiding Principles, in turn, are lived out through eight Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The eight Conditions are:

- Belonging.
- Heroes.
- Sense of Accomplishment.
- Fun & Excitement.
- Curiosity & Creativity.
- Spirit of Adventure.
- Leadership & Responsibility.
- Confidence to Take Action.

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

## Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on [Department for Education \(DfE\) guidance: The Equality Act 2010 and schools](#).

## Roles and responsibilities

### Governors are responsible for:

- Making sure the Academy complies with current equality legislation.
- Making sure this policy and the single equality scheme are properly implemented.
- Making sure related procedures are followed.
- Assigning a named governor.

### The Executive Director of Learning is responsible for:

- Making sure the policy is readily available and that the governors, staff, students and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working.
- Providing training for them on the policy.
- Making sure all staff know their responsibilities and receive training and support.
- Taking appropriate action in cases of harassment and discrimination.

### All Academy staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom.
- Modelling good practice, dealing with discriminatory incidents and being able to:
  - Recognise and tackle bias and stereotyping.
- Promote equality and avoid discrimination against anyone.
- Keep up to date with the law on discrimination and take training and learning opportunities.

### 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 Student Forum agenda. This may include: – the anti-bullying policy and specifically racist and homophobic bullying – developing Academy/class rules which challenge discriminatory behaviour.

### Visitors and contractors are responsible for:

- Following our expectations regarding equality.

### In addition, the Head of Secondary will:

- Support the Executive Director for Learning in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Support the Executive Director for Learning in identifying any staff training needs, and deliver training as necessary.
- Co-ordinate and monitor work on equality issues

All Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in the 'equality objectives' section.

## Eliminating discrimination

Livingstone Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive updates annually.

The Academy has a designated member of staff for monitoring equality issues.

## Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of Academy enrichment).

In fulfilling this aspect of the duty, the Academy will:

- Publish attainment data each academic year showing how students with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## Fostering good relations

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching via our curriculum, our assembly programme and also enrichment activities. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community.

## Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made. The Academy always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the Academy considers whether the educational visit:

- Cuts across any religious holidays.
- Is accessible to students with disabilities.
- Has equivalent facilities for all students.

## Equality objectives

As a result of regular reviews of Academy performance and various data indicators, our Academy is currently working on the following objectives:

- There is an equal distribution of students opting for STEM subjects at KS4 (focus on

- engineering) and KS5 (focus on physics).
- To reduce gaps in attainment and progress between SEND students and non-SEND students, with English and Maths as a priority.
  - To promote cultural development, respect and understanding through a rich range of experiences both in and beyond the curriculum.

## **Monitoring arrangements**

The Executive Director of Learning and Head of Secondary will update the equality information we publish annually. This document will be reviewed by the Executive Director of Learning and Head of Secondary at least every 4 years.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment