

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Abbey College ("The Academy") has considered how well it currently achieves these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles

In fulfilling the legal obligations cited above, the Academy are guided by these key principles:

1. All learners are of equal value. The Academy see all learners and potential learners, and their parents and carers, as 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
 - whatever their sexual identity.
2. The Academy recognises and respects difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The Academy policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
 - disability, so that reasonable adjustments are made
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - religion, belief or faith background
 - sexual identity.
3. The Academy fosters positive attitudes and relationships, and a shared sense of cohesion and belonging. The Academy intends that it's policies, procedures and activities should promote:
 - positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incident
 - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.
4. The Academy follows good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. The Academy ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
- whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin or national status
 - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
5. The Academy aims to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of its policies, the Academy takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
- people with disabilities and those without
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys, women and men
6. The Academy follows good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. The Academy ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
- whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin or national status
 - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
7. The Academy follows good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. The Academy ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
- whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin or national status
 - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

8. The Academy aims to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of its policies, the Academy takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
- people with disabilities and those without
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys, women and men.
9. The Academy intends that it's policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
- people with disabilities as well as those without
 - people of a wide range of ethnic, cultural and religious backgrounds
 - both women and men, girls and boys
 - people of all sexual identities.
10. The following table outlines details of the evidence which shall be shown to demonstrate adherence to the principles and objectives of these guidelines:

Protected Characteristic	Evidence
In relation to RACE the evidence held by the Academy shows	<ul style="list-style-type: none"> • Racist incident forms and procedures are in place; for example 2 racist incidents have been recorded for the academic year 2021-22 • Observed behaviour in the Academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults. • All students regardless of race are offered and involved in interact sessions. <ul style="list-style-type: none"> • Moral and Spiritual lessons involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this, the Academy fosters respect and interest in all students' race backgrounds and celebrate diversity and difference worldwide. • The Academy curriculum covers different races and cultures, due respect and interest is given to the cultures within the Academy. • The Academy promote diversity through the Personal Development Programme.

In relation to DISABILITY the evidence held by the Academy shows	<ul style="list-style-type: none"> 0.5% of the Academy students have physical disabilities. Students with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. The Academy has an effective inclusion and Special Educational Needs Policy. The Academy has an accessibility Plan.
In relation to SEX the evidence held by the Academy shows	<ul style="list-style-type: none"> 47.6 % of current students are male (2021-22) Students work in both mixed and single sex groupings. Male and female staff are employed at the Academy, adverts welcome applications from either sex.
In relation to GENDER REASSIGNMENT the evidence held by the Academy shows	<ul style="list-style-type: none"> The Recruitment Policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. Trans students are supported by our welfare team and Pride groups and are represented on our student voice groups. No data is recorded on gender reassignment in the Academy; therefore the potential for victimisation is minimised.
In relation to PREGNANCY AND MATERNITY the evidence held by the Academy shows	<ul style="list-style-type: none"> The Academy gives staff, or students, on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave. The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies. The Academy supports staff wishing to take paternity or adoption leave.
In relation to AGE the evidence held by the Academy shows	<ul style="list-style-type: none"> The Academy has staff of all ages working with us. The Academy uses the EPM portal TES and local sources of advertising for posts. The Academy returns the relevant monitoring forms.
In relation to RELIGION AND BELIEF the evidence held by the Academy shows	<ul style="list-style-type: none"> The Academy welcomes students and families of all religions equally. The Academy does not hold performance data on groups of religious nature. Through our Moral and Spiritual curriculum the Academy offer opportunities for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions. All students and staff are given equal value irrespective of their personal belief or religion. Due regard and mention is given to different religion's celebration days and events. Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.

	<ul style="list-style-type: none"> Where religious beliefs can be supported in the academy they are, for example the inclusion of a hijab and tracksuits and trousers within the uniform.
In relation to SEXUAL ORIENTATION the evidence held by the Academy shows	<ul style="list-style-type: none"> No data about the sexual orientation of staff or parents is collected in the Academy and therefore there is no potential for victimisation. Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. Students are taught the differences between the sexes and that some people are of different sexual orientations others and that that is acceptable in our society. We have student pride groups which are open to all students
In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence held by the Academy shows	<ul style="list-style-type: none"> The Academy has a range of different partnerships within the staff and all are respected for their own arrangements. Students are taught that there are different family units and difference is explained and celebrated, particularly within the Moral and Spiritual curriculum.

The Academy wants to promote Equality and Diversity through its objectives:

1. Increase the numbers of girls taking STEM subject at GCSE by broadening the KS3 curriculum to include bespoke STEM lessons and an increase focus on STEM careers throughout science lessons.
2. To ensure that there are fewer than three racist incidents annually with no repeat offenders.
3. To update to both staff and students annually on the protected characteristics.
4. To ensure that the progress of disadvantaged students is in line with their peers nationally.

The academy maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity. All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.

Policy Last Developed by:	S Noble
Date adopted:	10/5/22
Reviewing Committee:	Operations
Frequency of Review:	2 years
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