

Sussex Learning Trust
Public Sector Equality Duty and Objectives
2016-2020

Policy Statement

Introduction

Sussex Learning Trust (SLT) requires this policy to be implemented by all its member academies.

The Trust itself and all its member academies have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

SLT meets all the requirements of this legislation.

SLT defines the policy expectation, but the responsibility for implementation of the policy rests with the CEO and Headteacher of each academy.

Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties, **academies** are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

The [Public Sector Equality Duty](#) came into force from 5 April 2011. This requires all public bodies to consider all individuals when carrying out their day-to-day work, delivering services and in relation to stakeholders and employees.

What is the Equality Act 2010?

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The new law should make it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

In England and Wales, the Act applies to all maintained and independent schools, as well as academies and free schools.

It covers all aspects of academy life to do with how an academy treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything an academy does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, an academy must not discriminate, harass or victimise a student or potential student in relation to:

- Admissions
- The educational provision for students
- How it provides students access to any benefit, facility or service
- Excluding a student or subjecting them to any other detriment

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled students or staff
- Discrimination arising from disability
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

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

The protected characteristics of age and marriage and civil partnership apply to schools & academies as employers, but not in relation to their provision for students.

Warden Park Primary Academy, part of Sussex Learning Trust publishes this document in accordance with The Public Sector Equality Duty 2011. The Equality Duty sets out three aims under the general duty for academies and schools:

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 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.

Warden Park Primary Academy, part of Sussex Learning Trust has undertaken an internal assessment of our processes and practices in relation to the above duties (below).

In doing so we have been able to identify potential areas for improvement and have therefore set specific, measurable equality objectives. These objectives will be reviewed regularly and progress against the achievement of the objectives monitored over the next four-year period 2016-2020.

Public Sector Equality Duty Statement & Objectives
Next Review date: Summer 2017

Compliance with the Equality Duty

PSED Aim	Advancing Equality	MAT relevant policies	MAT Procedures	Further Action
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p>	<p>By removing or minimising disadvantages suffered by people due to their protected characteristics.</p>	<p>Equal Opportunities Grievance Policy Bullying & Harassment Disciplinary Recruitment Recruitment of Ex-Offenders Pay Appraisal Code of Conduct Complaints</p>	<p>Robust recruitment and selection processes ensure a person specification and job description is compiled for each vacancy. Shortlisting is carried out independently by a panel of at least two persons. Equal opportunity data disclosed by potential candidates at the application stage is only accessible by Human Resources and is not made available to the recruitment panel. Candidates for employment or promotion are assessed objectively against the requirements for the role and using the Warden Park Primary Academy, Person Spec or competency based framework.</p>	<p>Equality and Diversity Training and awareness to be made available for all staff.</p> <p>Data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) to be monitored and analysed on a regular basis.</p> <p>Appropriate actions plans to be put in place to address any areas of concern identified as a result of the monitoring process.</p>
			<p>Training for employees involved in the recruitment and selection of employees and volunteers and inclusion of equality information in induction.</p>	
			<p>Salaries for new starters are calculated using the Trust pay scale, based on competencies, qualifications and experience. Pay progression along the Sussex Learning Trust pay scale(s) is reviewed annually for all staff and is based upon performance criteria as detailed in the Appraisal Policy.</p>	
			<p>Training, development and progression opportunities to be made available to all employees. Opportunities to undertake additional Responsibilities that merit (or may merit) additional remuneration are published within the school and open to all employees.</p>	
			<p>Fair and transparent processes and procedures in place to promote Equality and identify breaches of the Equality and Diversity Duty including a complaints procedure for external persons and an internal Grievance and Disciplinary Policy.</p>	

Area	Overarching Objective	How will this be achieved?	Actions	Timescales
Advance equality of opportunity between people who share a protected characteristic and those who do not.	By taking steps to meet the needs of protected groups where these are different from the needs of other people.	Sickness Absence Maternity Paternity Shared Parental Leave Flexible Working Time off for Dependents	Support completing application forms and paper copies is available from the HR & Recruitment Team. Invitations to interview invite candidates who have any special requirements to enable them to participate in an interview to let HR know so that this can be <u>accommodated, wherever possible.</u>	Review internal processes and procedures on a regular basis to ensure they do not put anyone with a protected characteristic at a disadvantage.
			Pre-commencement questionnaire allows for health conditions including those which may be a disability to be identified. Occupational health services support identification of reasonable adjustments to be put in place, wherever practicable to ensure support for employees.	
			Sickness Absence - where targets are set for improvement of attendance, consideration is given to an underlying disability or health condition and where applicable targets are adjusted <u>accordingly. This is built into the Sickness Absence Policy.</u>	
			Flexible working arrangements are promoted, including part-time working, annualised hours, term-time only and compressed hours allowing for employees with additional needs arising as a result of a protected characteristic to utilise these.	
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.	Equal Opportunities Recruitment Admissions Complaints	Recruitment materials promote Sussex Learning Trust' as an equal opportunities employer. Recruitment campaigns include activity to widen the pool of candidates, allow face-to-face interaction and encourage diversity of applicants.	Further analysis of data relating to the existing workforce and of applicants for jobs to allow for targeted recruitment where required.
			Students are encouraged to be ambitious for themselves and Warden Park Primary Academy, part of Sussex Learning Trust seeks to be ambitious on their behalf encouraging participation in activities and broadening experiences. The PSHCE curriculum is developed to ensure a high level of accessibility for all learners, and positive opportunities for members of curriculum delivery adapted to current	Ensure information provided to young people and parents/carers is in suitable format

			cohorts of learners to understand the importance of Equality and Diversity. This includes: review of the curriculum, review of schemes of work to ensure equal opportunities offered to all children/young people. Review curriculum delivery - student groupings / timetabling to ensure equality of access.	
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Area	Overarching Objective	How will this be achieved?	Actions	Timescales
Employees	To promote equality and diversity throughout Warden Park Primary Academy, part of Sussex Learning Trust and embed a culture which ensures employees are fairly treated based on individual merit.	Develop confident and accountable leaders who will act with honesty and integrity and challenge any bias in the workplace.	Equality and Diversity Training to be made available for all staff. Recognise employees who promote inclusive ways of working and embrace differences.	2017 roll-out
		Continue to create a diverse inclusive workforce that is representative of the wider population.	Data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) to be monitored and analysed on a regular basis. Appropriate actions plans to be put in place to address any areas of concern identified as a result of the monitoring process including targeted recruitment strategies to reach areas where participation is low.	Dec 2017 and thereafter annually May 2017 to be reviewed on a regular basis
		Fair and transparent processes and procedures in place.	Review internal processes and procedures on a regular basis to ensure they do not put anyone with a protected characteristic at a disadvantage including gathering of feedback from employees through focus groups/surveys.	June 2017 and thereafter annually

Students	To develop a curriculum which is fit for purpose and recognises and embraces the differences of the students within each School/Academy.	Needs of the students and their families recognised and underpin and inform decisions made.	Consult with students, their families and communities to consider their diverse needs.	Ongoing Reviewed through the Quality and Standards forum (all academies attend)
		Academy acknowledges that the society within which we live is enriched by ethnic diversity, culture, faith, age, disability and the life choices of its citizens.	Ensure information provided to children/young people and parents is in their preferred format e.g. Symbols, into other languages.	
		Internal and external expertise utilised to provide a curriculum that has suitable breadth, depth and relevance recognizing diversity.	Work collaboratively with local authorities, Local Advisory Boards, customers, communities and other Stakeholders to share best practice, research and ideas.	