

Public Sector and Equalities Policy

Bolder Academy

1 MacFarlane Lane, Isleworth, Middlesex TW7 5DB

Registered in England and Wales No: 08932893

Public Sector and Equalities Policy

September 2021

This policy is called:	Public Sector and Equalities
It applies to:	All staff, students and visitors to Bolder Academy
Person responsible for its revision:	Headteacher
Status:	Statutory
Published on:	The Academy Website
Approval by:	Governing Board or Delegated Committee
Review frequency:	Annually
Date of approval:	To be reviewed again at Sep 2021 FGB Meeting
Date of next approval:	Sep 2022

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Equalities statement

1.The Academy's Aims and Values

At Bolder Academy we continuously strive to ensure that everyone is treated with respect and dignity. Every person in our Academy is given a fair and equal opportunity to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The Academy works actively to promote equality and foster positive attitudes and commitment to an education for equality.

We do this by:

- treating all those within the school community (students, staff, trustees and parents/carers) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- challenging stereotypical views and learning to value each other's differences through assemblies, PSHE (including Relationships and Sex Education) and the Personal Development programme;
- creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone in our school community to gain a positive self-image and high self-esteem;
- having high expectations of everyone involved with the whole school community;
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly;
- identifying, challenging and removing all behaviours, practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

2 Equality at Bolder Academy

2.1 Bolder Academy is aware of its responsibilities under the Equality Act 2010, and of our Public Sector Equality Duty introduced by the Act, which extends to certain protected characteristics:

- Sex

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- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Age (a relevant characteristic in considering duties in our role as an employer but not in relation to students).

2.2 The Act gives us three general duties:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All of our trustees and staff are made aware of the need to have due regard to these general duties when making a significant decision (including the development of policies) and to assess whether it may have particular implications for people with particular protected characteristics.

2.3 We also have two specific duties:

1. To publish information which shows we have due regard for equalities, as defined by the Act; and
2. To publish at least one equality objective every four years. This should be specific and measurable and further the aims of the equality duty.

Examples and evidence of how we are meeting each of the three elements of the Public Sector Equality Duty:

3.1 Eliminating discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010:

- Reflected in our Behaviour and Anti-Bullying policies (copies published on our website).
- Trustees are aware of their duty to consider equalities when taking decisions, and equalities monitoring is carried out, for example in recruitment and following pay reviews.

3.2 Advancing equality of opportunity between people who share a protected characteristic and those who do not.

- We use assessment data to assess how students with different characteristics are performing.
- We identify and address barriers to the participation of particular groups in learning and enrichment activities. All students at Bolder participate in enrichment due to the longer day.
- We ensure the inclusion of positive, non-stereotypical images across the curriculum and in displays around the school.

3.3 Fostering good relations between people who share a protected characteristic and those who do not.

- Our curriculum promotes tolerance and friendship, and the understanding of a range of religions and cultures, for example through PSHE and the Personal Development programme and promotes and supports students to be accepting of one another's lifestyles and beliefs.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.

3.4 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 LGBTQ+ 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 school activities)

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

- Analyse achievement 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.

4.1 We set Equality Objectives every four years:

The Academy has set the following equality objectives:

Objective 1: Undertake an analysis of recruitment data and trends with regards to race, gender and disability and report on this to the Finance, Audit and Risk Governors Committee at the end of each academic year.

Objective 2: Explore ways in which the Academy can increase the diversity of the Governing Board.

Objective 3: Increase the understanding between members of our school community of different heritage (ethnic or national origins).

Objective 4: Increase the participation in sport and extracurricular activities of students with disabilities.