

Equality Duty – Guidance Notes for Academies

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1. Legislative Background

- 1.1. The Equality Act 2010 replaced previous anti-discrimination laws. As part of this the public sector **Equality Duty** (section 149 of the Act) came into force on 5 April 2011 and states that in Academies we have a duty to:
 - a) Eliminate discrimination, harassment and victimization;
 - b) Advance equality of opportunity between people who share protected characteristics and those who do not *and*
 - c) Foster good relations between people who share a protected characteristic and those who do not.
 - d) This is known as the general duty of the Public Sector Equality Duty.
- 1.2. Protected characteristics as defined by the Equality Act are: Race, Disability, Sex, Age, Sexual Orientation, Religion or Belief, Pregnancy or maternity, gender reassignment, marriage and civil partnership.
- 1.3. This duty is supported by **specific duties** which were amended by the school Information Amendment Regulations in 2016. These specific duties state that we must also:
 - a) Publish Equality Information – to demonstrate compliance with the general duty, in particular in relation to protected characteristics (both employees and those affected by our policies) on an annual basis.
 - b) Publish Equality Objectives – one or more and then at an interval of no more than 4 years. Objectives should focus on the biggest challenge faced by the school and be informed by evidence.
- 1.4. All information must be published in a way which makes it easy for the general public to access. The easiest way to do this may be to publish this on Academy websites, but each Academy should consider whether to make this information available in other formats e.g. suitable for disabled people. This information can also form part of another document, such as an annual report or business plan.

2. Ofsted Requirements

- 2.1. The Ofsted Inspection Handbook comprehensively covers the Equality Duty, emphasising its importance in effective leadership and management within educational institutions. The framework integrates considerations in relation to equality, diversity and inclusion. It is addressed throughout the inspection process including within the Effectiveness of Leadership and Management section.

3. Supporting the requirement of the General Duty - Equality within decision making

Schools need to demonstrate that issues relating to equality and diversity form an integral part of decision making. It is recommended that schools consider including the following key questions as a standing item in minutes of meetings where policy decisions / initiatives are discussed.



1. **What is the aim / purpose?**
2. **Does this decision have a detrimental effect on any particular group of employees / particularly benefit others?**
3. **What would that impact be?**
4. **Do we need to investigate further?**
5. **Do we need to make any amendments?**
6. **Should we stop and reconsider?**
7. **Once implemented, when will we review the impact?**
8. **How will the decision impact and promote inclusivity?**
9. **Is any training necessary?**
10. **How will we monitor implementation?**

A separate guidance document has been produced on how to carry out Equality Impact Assessments and can be found on the [Policies Index](#) on the United Hub.

4. Equality Template Part One – Equality Analysis (Appendix 1 and 2)

- 4.1. Whilst the Principal of each Academy is responsible for compliance with the Equality Duty, it would be best practice to obtain a wide range of input, when completing the template, by involving a cross section of staff, parents and perhaps pupils from each Academy, including some who share one of the protected characteristics (see 1.2 above) and some who do not.
- 4.2. Each Academy will need to detail the evidence it holds to demonstrate compliance with the General Equality Duty (for each protected characteristic, except marriage and civil partnership) in relation to 3 groups: (a) **all** (staff and pupils), (b) **staff** only and (c) **pupils** only. This is achieved by answering four questions;
 - a) What evidence do we hold that **we eliminate unlawful discrimination, harassment and victimisation?**
 - b) What evidence do we hold that **we advance equality of opportunity** with those who share a protected characteristic and those who do not?
 - c) What evidence do we hold that **we foster good relations** with those who share a protected characteristic and those who do not?
 - d) What **action** do we need to take?
- 4.3. The template contains examples of the entries academies might make when answering each of the first three questions and whilst some of these (such as policies) may be generic, Academies should also detail any specific evidence they may hold to demonstrate compliance. The action column has been left blank as this will need to reflect the action an academy is going to take to address any needs identified in answering the first three questions.
- 4.4. Once completed, each answer should be coloured; **RED**, **AMBER** or **GREEN** to highlight its level of priority for the Academy:



RED – high priority. To highlight in red you will have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic and these actions must form part of your objectives.

AMBER – medium priority. To highlight in amber you will have found some evidence to demonstrate compliance and these actions may form part of your objectives.

GREEN – low priority. To highlight in green, you will have found plenty of evidence to demonstrate compliance and it is unlikely that these actions will form part of your objectives.

- 4.5. When completed, Part One of the template can be used to publish Equality information. This should be completed annually. It is important to note that when publishing this information, individuals must not be identified in accordance with the Data Protection Act 1998. Good practice indicates that this means not publishing information about groups fewer than 10 people (you should use an * or a range < 10).

5. Equality Template Part Two – Equality Objectives (Appendix 1 and 2)

- 5.1. As detailed in section 1.3 above, each Academy must prepare and publish one or more specific objectives which will help them further the three aims of the Equality Duty and subsequently **at least every four years**.
- 5.2. Each Academy should review any actions which have been highlighted as high priority (coloured in **RED**) in part one and formulate these actions into objectives (ensuring they are SMART – see 6 below) and agree a deadline by which they will be achieved. Objectives should be regularly reviewed and updated once achieved.
- 5.3. It is up to each Academy how many objectives they wish to publish. Objectives may also be set for any actions highlighted in **AMBER** or **GREEN**, if the Academy considers that further action should be taken for any particular protected characteristic group in order to further the three main aims of the Duty.



6. SMART Objectives

S	Specific	Objectives should specify what you want to achieve and usually answer the 5 'W' questions: What, Why, Who, Where and Which.
M	Measurable	You need to be able to measure whether you are meeting your objectives.
A	Achievable	Are the objectives you set achievable and measurable?
R	Realistic	Can you realistically achieve these objectives with the resources you have?
T	Timely	When do you need to achieve the objectives you have set?

Equality objectives should be clearly linked to relevant groups with protected characteristics but may also refer to groups disadvantaged by social and economic factors.

Objective Statements that are not specific and measurable	SMART objective statements
To train staff on how to respond effectively to prejudice related bullying.	By (Date) 90% of staff will feel confident in responding effectively to prejudice-related bullying, as evidenced by the staff survey.
To narrow the gap in attendance rates between Roma children and other children in the school.	The attendance rates of Roma pupils will improve year on year to meet a target of (x)% attendance by (Date)
To increase the percentage of boys in Key Stage 2 achieving Level 4+ in Maths.	By the end of (Date), the percentage of boys in Key Stage 2 achieving Level 4+ in Maths will increase from (X)% to (x)% and to (x)% by the end of (Date).



7. Equality Data

United Learning is required to publish information annually to demonstrate compliance with the general equality duty. This information should relate to people with protected characteristics who are: 1) employees; and 2) affected by United Learning's policies and practices (primarily pupils, but could include parents and the wider community). However, data about employees will not need to be published where a school has fewer than 150 employees. If an academy decides that making public some employee-related statistics would help them to demonstrate that they are complying with the general duty they may choose to do so, so long as this does not conflict with principles of data protection.

The final element of the Equality template asks Academies to consider what data is currently held that could be published within the Academy Equality web page, if not already available elsewhere, for example, pupil / staff data related to sex, ethnicity, disability, religious belief.

8. Enforcement

In addition to the Ofsted requirements (see section 2), The Equality and Human Rights Commission is responsible for assessing compliance with the specific duties, and for their enforcement. As with the Equality Duty, it has powers to issue a compliance notice to a public body that it believes has failed to comply with the specific duties, and it can apply to the courts for an order requiring compliance.



Appendix 1 – Example Equality Template

For completion by each Academy

PART ONE – Equality Analysis

*Please complete the template in part one, detailing the evidence your Academy holds to demonstrate your compliance with the General Equality Duty in relation to all (staff and pupils), staff only and pupils only. Once completed, you should colour each of these in **RED**, **AMBER** or **GREEN** to highlight the level of current engagement for your Academy.*

RED – high priority. To highlight in red you will have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic. You will need to agree objectives as to how your Academy can achieve compliance.

AMBER – medium priority. To highlight in amber you will have found some evidence to demonstrate compliance and these areas may form part of your objectives.

GREEN – low priority. To highlight in green, you will have found plenty of evidence to demonstrate compliance and it is unlikely that these areas will form part of your action plan.

Actions should be detailed and will form part of your objectives. There is also a final column to review and consider whether there is any available data that should be published as part of your equality information page.

PART TWO – Equality Objectives

*Please review any sections you have highlighted in part one as high priority (coloured in **RED**) and formulate these actions into objectives (ensuring they are SMART – see guidance) and insert a timeframe during which these will be achieved. Ensure the objectives are regularly reviewed and updated once achieved.*

PART THREE – Equality Data

Please review any data that the school currently holds which could be included as part of the overall presentation and analysis of Equality within the Academy. For example- Staff / Pupil data relating to sex / ethnicity / disability / religious belief.

The following link provides further advice and supporting examples of what schools publish.

<https://schoolleaders.thekeysupport.com/administration-and-management/ethos-equality/public-sector-equality-duty-publishing-information>

There are also some good examples of published data within our own group of Academy web sites – see Lambeth and WHGS.

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
Race	All:	Equality Guidelines, translation of key documents, Diversity Awards, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Principal’s Broadcast, celebrate diversity, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	
	Pupils:	Admissions Policy, racial incident forms, Principal’s report, Governors minutes, comparable attainment data, SIMS records, analysis of ‘micro population groups’ as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice.	

Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, Equality Act Compliance . Equality Act 2010 compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under the Equality Act 2010, Principal’s Broadcast, Academy Vision Statement.	
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Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont’d)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, Equality Act 2010 Compliancecompliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, RE curriculum, parent’s forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice.	
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures, Principal’s Broadcast.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	
Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgender staff at local level policy/process development, EAP scheme, staff briefings.	
	Pupils:	Achievement data on trans and gender questioning pupils recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report,	Anti-bullying to include specifically transgender anti-bullying (see Home Office booklet). PSHE or citizenship item on transgender equality,	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender reassignment	

		comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	School Counselling Service, Student Council/Voice, Students Policy.	related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Academy Vision Statement.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Broadcast, School Counselling Service, Student Council/Voice.	
Religion and Belief	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, Faith Room available, time off for religious observation.	Principal's Broadcast, community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School	Students provided with time and space to observe, assemblies, community involvement, Faith room,	

			Counselling Service, Student Council/Voice.	time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1 (Add objective statement)

We will complete this by (Date):

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Equality Objective 2 (Add objective statement)
We will complete this by (Date):

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Equality Objective 3 (Add objective statement)
We will complete this by (Date):

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Appendix 2 – Blank Equality Template

For completion by each Academy

PART ONE – Equality Analysis

*Please complete the template in part one, detailing the evidence your Academy holds to demonstrate your compliance with the General Equality Duty in relation to all (staff and pupils), staff only and pupils only. Once completed, you should colour each of these in **RED**, **AMBER** or **GREEN** to highlight the level of current engagement for your Academy.*

RED – high priority. To highlight in red you will have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic. You will need to agree objectives as to how your Academy can achieve compliance.

AMBER – medium priority. To highlight in amber you will have found some evidence to demonstrate compliance and these areas may form part of your objectives.

GREEN – low priority. To highlight in green, you will have found plenty of evidence to demonstrate compliance and it is unlikely that these areas will form part of your action plan.

Actions should be detailed and will form part of your objectives. There is also a final column to review and consider whether there is any available data that should be published as part of your equality information page.

PART TWO – Equality Objectives

*Please review any sections you have highlighted in part one as high priority (coloured in **RED**) and formulate these actions into objectives (ensuring they are SMART – see guidance) and insert a timeframe during which these will be achieved. Ensure the objectives are regularly reviewed and updated once achieved.*

PART THREE – Equality Data

Please review any data that the school currently holds which could be included as part of the overall presentation, evidence and analysis of Equality within the Academy. For example- Staff / Pupil data relating to sex / ethnicity / disability / religious belief.

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				
Disability	<i>All:</i>				

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	<i>Staff:</i>				
	<i>Pupils:</i>				
Sex	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				

Gender Reassignment	All:				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Gender Reassignment (Cont'd)	Staff:				
	Pupils:				
Pregnancy & Maternity	All:				
	Staff:				

	<i>Pupils:</i>				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Age	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				
Religion and Belief	<i>All:</i>				
	<i>Staff:</i>				

	<i>Pupils:</i>				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Sexual Orientation	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1 (Add objective statement)

We will complete this by (Date):

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Equality Objective 2 (Add objective statement)
We will complete this by: (Date)

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Equality Objective 3 (Add objective statement)

We will complete this by: (Date)

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards achieving this objective:

Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

Appendix 4 - Equality Objectives Web Site Example Page

Welcome to the [ACADEMY NAME] equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly or, harassment or victimisation.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; *and*
- **Foster good relations** between people who share a protected characteristic and those who do not.

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1. We will conduct this analysis on an annual basis.

Equality Data – Information on the Pupil population / Information about our employees.
Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

Business Planning

During our business planning process we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

Further Information Further information regarding our commitment to equality can be obtained by contacting [ENTER name].