Tykes TSA

Equality Policy

2017 - 2020



**TYKES TEACHING SCHOOL ALLIANCE EQUALITY POLICY AND OBJECTIVES 2017-2020**

**PART ONE**

Our Legal Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

**Protected characteristics**

The Act defines protected characteristics as follows:

* **Disability**
* **Gender Reassignment**
* **Pregnancy and Maternity**
* **Ethnicity**
* **Religion or Belief**
* **Sex**
* **Sexual Orientation**
* **Age and marriage and civil partnerships**

These protected characteristics apply to students, delegates, prospective students, delegates, staff, prospective staff or anybody they are associated with.

The Act requires all public organisations, to comply with the Public Sector Equality Duty and two specific duties:

**The Public Sector Equality Duty or ‘general duty’**

This requires all public organisations, to give due regard to the need to (in relation to the protected characteristics above):

1. **Eliminate unlawful discrimination, harassment and victimisation**
2. **Advance equality of opportunity between different groups**
3. **Foster good relations between different groups**

**Two ‘specific duties’**

This requires all public organisations to:

1. **Publish information to show compliance with the Equality Duty**
2. **Publish Equality Objectives at least every 4 years which are specific and measurable**

**Unlawful behaviour**

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

**Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

**Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

**Reasonable Adjustments and Accessibility Plans**

Tykes TSA is required to:

* Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
* Take reasonable steps to provide auxiliary aids/services
* Provide information in an accessible format.
* Develop and implement (by allocation of resources) Accessibility Plans which will;

1. Increase disabled access

**And for all users of the TSA**

1. Improve the physical environment
2. Improve the provision of information

The duty is an anticipatory and continuing one that Tykes TSA owes to all students/delegates with disabilities whether identified or not, and to those students/delegates who will be attending in the future. Tykes TSA will seek relevant information regarding new students/delegate to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals as appropriate to identify the challenges presented to us by new students/delegates under this Act.

**Roles and responsibilities**

We expect all staff of Tykes TSA and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

**The Strategic Board**

The board has overall responsibility for ensuring compliance with equality legislation and the effective operation of this policy and that action plans are implemented.

**The Director, along with the strategic leads, are responsible for ensuring that:**

* This policy is communicated and made readily available to staff, students/delegates and partners.
* This policy and its related procedures are implemented.
* Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this policy and Equality Plan
* Appropriate action is taken in any case of actual or potential discrimination
* All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
* All staff and students/delegates are aware of the process for reporting and following up bullying and prejudice-related incidents
* All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.
* The principle of equal opportunity is promoted when developing the curriculum,

**Staff should:**

* Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it
* Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
* Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head of school
* Promote equality and good relations and not discriminate on any grounds
* Attend training and information sharing opportunities as necessary to use this policy with confidence, and keep up to date with current equality legislation
* Promote equal opportunities through their words and actions

**Pupils according to their ability and understanding should:**

* Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

**All system leaders working on behalf of Tykes TSA should:**

* Make themselves aware of, and comply with the expectations contained within this policy
* To refrain from engaging in discriminatory behaviour or language on any school’s premises
* Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy

**Publishing the plan and links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in development plans, self-evaluation review. We will publish our policy on our website.

**PART TWO**

**The Policy**

At Tykes TSA we value the individuality of all our students/delegates, employees and stakeholders

We are also committed to safeguarding and promoting the welfare and wellbeing of our students/delegate, employees and stakeholders and expect everybody to share this commitment.

Tykes TSA will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the alliance community.

**This means:**

* We will take reasonable and necessary steps to meet students/delegates’ needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure our environment and its activities are as accessible and welcoming as possible for students/delegates, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
* We will actively encourage positive attitudes towards students/delegates and staff and expect everyone to treat others with dignity and respect.
* We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
* We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.
* Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
* We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
* We will ensure consultation is regularly sought in the development and review of this policy.
* We will regularly seek the views of users to ensure that our environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

**Equal opportunities relating to staff at TYKES TSA.**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the schools reflects the diversity of our community.

**Employer Duties**

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity and religion and belief are considered when appointing staff to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

* Monitoring recruitment and retention including bullying and harassment of staff
* Continued professional development opportunities for all staff, which are monitored
* as part of the performance management process
* Senior Leadership Team support to ensure equality of opportunity for all.
* Taking advice from relevant parties such as the Trust HR provider and Barnsley Admissions team.
* Monitoring parental engagement and attendance.

**Review**

The Equality Policy and Objectives have been agreed by the Strategic Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements.

This policy will be reviewed every three years by the Strategic Board.

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| Authorised by Strategic Board  Reviewed  Revised  Review date: | September 2017  September 2020 |

**Annex A: Protected Characteristics**

The protected characteristics for the TSA’s provisions are:

* Disability
* Gender Reassignment
* Pregnancy and Maternity
* Ethnicity
* Religion or Belief
* Sex
* Sexual Orientation
* Age and marriage and civil partnerships are NOT protected characteristics for the TSA’s provisions, but do apply to staff

**Disability**

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls ‘ a substantial and long term adverse effect on their ability to carry out normal day to day activities’. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

* Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
* HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
* Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met(see below)
* People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, as re automatically treated as disabled under the Act. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

* The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
* Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
* If the activities that are made more difficult are ‘normal day to day activities’ at work or at home.
* Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is taken into account.

**Gender Reassignment**

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for academy pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

* Make their intention known to someone – it does not matter who this is, whether it is someone at an academy or at home or someone like a doctor:
* Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
* They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
* Start or continue to dress, behave or live(full or part time) according to the gender they identify as a person
* Undergo treatment related to gender reassignment, such as surgery or home therapy;

or

* Have received gender recognition under the Gender Recognition Act 2004. It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment

This guidance uses the term ‘transsexual person’ to refer to someone who has the protected characteristic of gender reassignment.

**Pregnancy & Maternity**

The Act lists pregnancy and maternity as a protected characteristic.

**Ethnicity**

Ethnicity means a person’s:

* Colour, and/ or
* Nationality (including citizenship), and/or
* Ethnic or National Origin

And a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group, such as ‘British people’.

Racial groups can comprise two or more racial groups such as ‘British Asians’.

**Religion or Belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs

Belief means any religious or philosophical belief and includes a lack of belief.

‘Religious belief’ goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

* It must be genuinely held
* It must be a belief and not an opinion or viewpoint based on information available at

the moment.

* It must be a belief as to a weighty and substantial aspect of human life and behaviour.
* It must attain a certain level of cogency, seriousness, cohesion and importance.
* It must be worthy of respect in a democratic society.
* It must be compatible with human dignity and not conflict with the fundamental rights of others.

**Sex**

A person’s sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

**Sexual Orientation**

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

* Some people are only attracted to those of the same sex (lesbian women and gay men)
* Some people are attracted to people of both sexes (bisexual people)
* Some people are only attracted to the opposite sex (heterosexual people)

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

**Annex B: Health and Wellbeing Strategy**

At TYKES TSA, we feel that our staff’s wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the fore-front, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

* Promote good practice in both health and wellbeing activities and share success.
* Ensure all necessary resources are provided.
* Identify those circumstances that may contribute to inappropriate levels of work related stress.
* Consult with relevant trade union safety representatives and other stakeholders.
* Provide confidential counselling for staff as necessary.
* Promote an emphasis and wellbeing.
* Provide central support, resources and advisory services.
* Offer practical step by step procedures and guidance.
* Provide training to staff.
* Monitor the effectiveness of this policy.

**All Staff:**

Are expected to:

* Look after the health and wellbeing of their colleagues
* Treat each other with dignity and respect
* Take advantage of training and information sources
* Uphold confidentiality (wherever safety is not at risk)
* Recognise the limits of what they can do and seek advise at the earliest opportunity
* Share ideas for promoting health and wellbeing in the workplace
* Raise issues of concern with their line manager
* Accept opportunities for occupational health review or counselling when recommended