

Public Sector Equality Duty



College	FAR Academy - Whitstable
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Policy owner:	Brent Lewis
Queries to be directed to:	Brent Lewis - Director

Date of last review:	September 2023
Date of next review:	September 2024

Public Sector Equality Duty

Public bodies, including post-16 colleges, have a duty, under the 2010 Equality Act, to ensure that they promote equality within their organisation; this statement sets out how we try to achieve this at the FAR Academy. We fundamentally believe that it is the right of every person to be treated with equal dignity and respect which is integral to our college ethos and underpins all that we do.

The Equality Act 2010 makes it explicit that we have a responsibility to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

A protected characteristic could be one of a multitude of factors that are shared by particular groups of people, but will include characteristics such as sex, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. Central to a commitment to fulfil our responsibility is a recognition that all groups with protected characteristics fall within the human race as a whole and therefore have equal status and equal rights in light of this. As a result, we believe that success can be achieved by realising the uniqueness of individuals. As far as we possibly can, we ensure that we have a prejudice-free environment where no one will discriminate against, harass or victimise any member of our community or the wider human race for any reason linked to their individual characteristics, circumstances or beliefs.

Our trustees, in their work to uphold their responsibility will:

- Ensure that equality information and objectives are explicit in our policies and procedures and that these are communicated clearly with all members of the college community and beyond
- Monitor, review and evaluate the effect and impact of these regularly and often (at a minimum, every four years)

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- Seek ways to address physical or environmental barriers that get in the way of equality and inclusion
- Work closely with the leadership team, delegating responsibility to them for the day-to-day implementation of policies and procedures and for monitoring their effectiveness

Our leadership team will:

- Promote knowledge and understanding of equality amongst staff, pupils and parents
- Monitor the effectiveness of the curriculum in promoting equality and tackling inequality in order to encourage and develop learners who are understanding, accepting, tolerant, respectful and inclusive of others
- Ensure good support systems, including staffing, are in place for cohorts, groups or individuals in order to ensure that everyone has the potential to achieve highly
- Put in place and monitor support mechanisms to tackle inequalities that may impact on the education and life chances of our pupils for whole cohorts, groups and individuals

Our classroom staff will:

- Teach a balanced and fair curriculum that challenges knowledge and promotes understanding
- Support every individual to achieve highly and progress well from their individual starting points
- Promote a culture of mutual trust and support where everyone feels valued, comfortable and listened to in all aspects of college life, including when sharing concerns or worries, no matter how small
- Work effectively with a range of people who support our children e.g. parents, medical colleagues and education support staff, to maximise potential and to overcome barriers to progress

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Our whole staff group will:

- Promote equality and inclusivity
- Lead by example

Our pupils will:

- Be encouraged, taught and supported to understand one another and to accept respect and celebrate individual difference
- Be encouraged and supported to include everyone
- Be reminded of what to do if someone is unkind to another person in order to effectively support one another

The FAR Academy is proud of being a college where inclusion and equal opportunity is important, indeed central to our work with every individual. Evidence of our impact can be seen in our monitoring and assessment outcomes, inspection and due diligence reports, local authority visit outcomes and pupil, staff and parent questionnaires.

Examples of our compliance with the Public Sector Equality Duty can be seen in, but are not limited to, the following examples:

- Policies that deal with equality issues eg. Accessibility Plan, Equality Policy; SEND policy, Behaviour Policy, Teaching and Learning Policy
- Promotion of understanding, respect, individual liberty and tolerance in assemblies, religious education lessons and through our curriculum
- Strong and consistent Code of Conduct for Behaviour
- Equal access to the curriculum including through the use of online teaching if needed

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- Monitoring and evaluating the attainment and progress of cohorts, groups and individuals and support mechanisms and strategies to address underperformance or vulnerability
- Effective working with outside agencies such as counselling services, medical professionals and education support services
- Equal access to wider college activities such as visits and residential trips
- Charitable support and fundraising