



The Bourne Academy Equality Policy

VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are: Ambitious, Self-confident, Physically literate, Independent learners, Resilient, Emotionally literate.

RATIONALE

The Bourne Academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

LEGISLATION & GUIDANCE

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This policy reflects the The Bourne Academy's approach to promoting equality, as defined within the Equality Act of 2010. Through this policy, The Bourne Academy will fulfill its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in connection with disability, race, ethnicity, gender, religion, belief, pregnancy, maternity, marriage, civil partnership, sexual identity, and age. The guiding principles in this policy refer to all individuals and they are equally applicable to students, staff and governors in addition to visitors to The Bourne Academy.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, both through direct or indirect discrimination, harassment or victimisation and by failing to make reasonable adjustment for a disabled person.

OBJECTIVES

In fulfilling our legal obligations and establishing our Academy ethos, the following objectives will apply to all members of The Bourne Academy community, including students, staff, parents/carers, contractors, and visitors. It covers all aspects of academy life, including admissions, curriculum, teaching and learning, staff recruitment and development, extracurricular activities, and community engagement:-

- **Equality:** We believe in treating all individuals with fairness, dignity, and respect, regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- **Inclusion:** We are committed to creating an inclusive environment where everyone feels welcomed and valued, and where diversity is celebrated. We strive to ensure that no one is excluded, marginalised, or disadvantaged based on their protected characteristics
- **Elimination of Discrimination:** We will not tolerate any form of direct or indirect discrimination, harassment, victimisation, or bullying based on protected characteristics as defined by relevant legislation
- **Positive Action:** We recognize that certain groups may face disadvantages or barriers to full participation. We will take positive action to address these imbalances and promote equality of opportunity for all
- **Accessibility:** We will make reasonable adjustments to remove barriers and provide equal access to our facilities, resources, information, and services for individuals with disabilities.

ROLES & RESPONSIBILITIES

The Governing Board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents/carers
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The Principal will:

- promote knowledge and understanding of the equality objectives among staff and students
- record any bullying incidents relating to the Protected Characteristics
- monitor success in achieving the objectives and report back to governors
- take appropriate action in any cases of unlawful discrimination.

All Academy staff will:

- have regard to this document and to work to achieve the Academy's equality objectives
- Promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the Academy
- modelling good practice, dealing with discriminatory incidents and being able
- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take up training and learning opportunities available to them.

All students are responsible for:

- supporting the Bourne Academy's equality ethos
- celebrating diversity, and reporting any incidents of discrimination, harassment, or bullying to academy staff
- keeping equality and diversity issues on the School Council agenda.

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Reviewed and approved by the Governing Board in September 2023

Due for review Autumn 2024