



SINGLE EQUALITY SCHEME

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Introduction

“All will find a welcome at The John Wallis Church of England Academy and be treated with equal respect and dignity. The curriculum will develop empathy, awareness and tolerance of individual and cultural differences and celebrate their distinctive contributions to our cultural heritage.

We will establish a pervasive climate in which expressions of prejudice and unfair discrimination are routinely challenged by all our people.”

Aims and objectives

We aim to provide an environment that will promote equality of opportunity for all our people, including:

- eliminating unlawful direct and indirect discrimination
- guaranteeing that no one receives less favourable treatment on grounds of their age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender or sexual orientation
- eradicating bullying, harassment, prejudice, human stereotyping and unfair discrimination
- valuing, celebrating and learning from our diverse people.

Procedures

Developing knowledge and understanding of equality and diversity both within and outside the curriculum is particularly important.

Our staff ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements and in accordance with the Admissions Code
- teaching methods include and engage all students
- teaching resources motivate and are sensitive to different groups, cultures and backgrounds
- prejudice, stereotypes and unfair discrimination inside and outside the classroom are challenged routinely
- teaching strategies are reviewed and updated regularly to take account of knowledge and good practice in relation to equal opportunities
- they examine critically their own assumptions and attitudes towards different groups
- the exclusions policy complies with the law as if the Academy were a maintained school..

We monitor the performance of all our people, including analysing patterns of behaviour and achievement of different groups, for example:

- patterns of attendance and exclusions;
- differential attitudes towards work and towards others;
- patterns of friction and hostile behaviour including bullying;
- the impact of any action taken as a consequence

Equality

Where our people have physical, mental health and/or learning disabilities, we ensure that:

- reasonable and affordable arrangements are made to ensure they can take full advantage of the entitlement generally available, and
- we collaborate with specialist services and agencies to guarantee coherent, integrated support.

We ensure that our people are respected and developed as individuals and receive courteous and equal treatment.

Staff appointments are made on merit with recruitment designed to attract applications from those with the most appropriate levels of qualification, experience and skill.

Our staff can see, check and if necessary correct any personal information held on them in electronic form.

Diversity

We are distinctively but not exclusively Christian. As well as being open minded to other faith and world views, through prayer and reflection our students are offered a Christian experience and outlook on personal, local and world events.

We ensure that:

- provision for students' spiritual, moral, social and cultural development takes positive account of human diversity, including gender, capability, ethnicity, religion and culture
- all parents and carers are made welcome and encouraged to become involved
- reasonable and affordable translation and interpretation services are provided where necessary
- distance learning materials are provided to support continuity of learning by gypsies and other travellers.

Unfair Discrimination

Any act of unfair discrimination in word or deed is challenged as unacceptable, and at least a warning is given. Such incidents are recorded whether they occur within or outside the Academy, and can lead to immediate disciplinary action. Any subsequent recurrence within the currency of a warning or disciplinary outcome will result in disciplinary action.

Racist symbols, slogans and other offensive insignia are prohibited except where presented in a controlled way as part of teaching about racism or history. The display of such materials is otherwise to be regarded as unfair discrimination and will be dealt with accordingly.

Implementation

Individuals and representatives have a responsibility to raise any and all matters of potential breach of the Equality Act 2010. To enable this all individuals and representatives are advised of the following policies:

- Grievance
- Complaints
- Whistle Blowing
- Single Equality Scheme

Where an individual or representative identifies a potentially discriminatory action or statement then they should either:

- Seek to address a minor issue informally
- Seek to address a minor issue with appropriate line management support.
- Formally raise the issue through an appropriate policy (if in doubt as to the appropriate policy consult a line manager/ member of the Senior Leadership Team, or a legal representative.
- Where possible and appropriate, in addition to any formal proceedings, mediation will always be offered and if agreed, attempted.

RACE EQUALITY POLICY

Introduction

The Staff and Governors of The John Wallis Church of England Academy are fundamentally opposed to every kind of racial discrimination and we are committed to helping everyone within our Academy community to achieve their potential. Anyone not following the principles of this policy will be dealt with through the Academy procedures for staff and students. Under the 1976 Race Relations Act it is unlawful to discriminate on racial grounds in employment, training and education.

The ethos of the Academy will show the respect and the entitlement to education, of all persons entering the Academy. We will take every opportunity to demonstrate a positive attitude towards the multi-cultural society in which we live and its opposition towards racism inside and outside the Academy. Whenever possible the Academy will endeavor to recognise religious and cultural feast days and celebrations through Assemblies and the PSR programme.

Where it is necessary 'positive action' will be taken to meet the needs of any racial groups currently disadvantaged within the Academy.

Purpose

- To remove processes and procedures, which work to the disadvantage of any student.
- To recognise and challenge prejudice against race, culture and religion.
- To provide a curriculum which includes and celebrates diversity.
- To support students through Student Voice activities.
- To continually review teaching for learning strategies which encourage and motivate students towards the highest standards in achievement and behaviour.
- To establish a safe environment where students respect the differences between themselves and others.
- To promote opportunities for all members of the Academy community – Governors, parents, students, staff and support services – to work together and remove barriers to achievement through positive action.
- To have in place systems for the assessing the effectiveness of Academy policies on students, staff, and parents of different ethnic groups.
- To review, evaluate and monitor the effectiveness of current Academy systems for student progress, attainment and behaviour to ensure equality of opportunity.
- To monitor the list of students identified as Gifted and Talented to ensure that ethnic minorities are represented.
- To ensure this policy, its principles and objectives are identified and reinforced throughout other Academy policies.

In practice the Academy will:

- Continue to develop an anti-racist, intra-cultural and multi-cultural approach to the curriculum.
- Develop strategies for teaching and learning that take into account the experiences of parents and children from different cultures.
- Ensure curriculum areas constantly examine their syllabi and decide the best way to teach positively against racism.
- Ensure that teachers constantly assess to what extent the experiences of their students is reflected in the way lessons are presented.

Process

Anyone not following the principles of this policy will be dealt with through the Academy procedures for staff and students. Under the 1976 Race Relations Act it is unlawful to discriminate on racial grounds in employment, training and education. Where it is necessary "positive action" will be taken to meet the needs of any racial groups currently disadvantaged within the Academy.

The Equality Act 2010 place additional and specific statutory duties and responsibilities on employers, employees and individuals; all appropriate provisions will be adopted and enforced by the Academy.

Racist behaviour is unacceptable and will be dealt with in a consistent manner. A racist incident should be understood to be any expression of racist attitudes, whether or not it is disruptive enough to call for serious disciplinary action or whether it is directed at a particular individual.

Staff should complete the appropriate form for logging the incident. The perpetrator will be dealt with in accordance with the Climate for Learning policy. Where necessary parents should be informed.

Monitoring

All incidents, reported via the appropriate form or identified through the application of other procedures will be monitored and analysed.

At least annually a report upon the impact and effectiveness of this policy will be made to the Governing Body, this will include reference to:

- The number and type of incident
- The effectiveness of resolution (recurrence, feedback from individuals)
- The outcome of any additional procedures (disciplinary, grievance, complaint)
- Any recommendations for amending the policy.

EQUAL OPPORTUNITIES POLICY

Introduction

The Governing Body of the John Wallis Church of England Academy aims to support the creation of an environment that will:

- eliminate unlawful, direct and indirect discrimination and promote equality of opportunity;
- ensure that no employee or job applicant receives less favourable treatment on grounds of ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender, gender recognition or sexual orientation;
- have regard to equal terms for men and women in employment in accordance with the EC Equal Terms Directive, 2002/73/EC;
- have regard to Sex Discrimination (Gender Reassignment) regulations which prevent discrimination against transsexual people in employment and vocational training;
- eradicate racial, religious or sexual harassment or discrimination; and discrimination on the basis of disability and sexual orientation, and
- value, celebrate and learn from the cultural diversity of its staff.

Purpose

The Academy will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the Academy and themselves.

To ensure the requirements of the Equality Act 2010 are enforced, the co-operation of all employees is essential for the success of this policy. However, the Governing Body has lead responsibility for achieving the aims of this policy and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

Vacancy Advertising

The Academy shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. It is anticipated that senior posts would always be advertised externally.

Wherever appropriate, vacancies should be notified to job centres, careers offices and colleges as well as to minority press, media and organisations.

Consideration of additional or amended advertisements to specific groups or minorities will be made on the basis of monitoring the effectiveness of this policy and any reasonably identified route with regard to each specific role that might enhance the equality of opportunity. For example:

- Publication in additional languages
- Publication in additional or specific interest group newspapers/ websites/noticeboards.

All vacancy advertisements should include a short statement on equal opportunities.

For all advertisements all applicable statute will be applied.

Selection and Recruitment

Selection criteria, including job descriptions and post-holder specifications, should be kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

Wherever possible, more than one person should be involved in the shortlisting and the selection interview. All staff involved in the recruitment process should receive training in equal opportunities.

The possible involvement of women, minorities and disabled persons in the shortlisting and interviewing process will always be considered and will never be the basis for discrimination.

This provision applies to both applicants and panel members

Reasons for selection and rejection of applicants for vacancies must be recorded.

No ground that is prohibited by statute will be permitted.

The majority of posts will only be initially offered on a conditional basis. When a permanent offer is made without an initial conditional offer the specific grounds and reasons will be recorded and in all events will not be discriminatory on the grounds of the Equality of Opportunity e.g. where the appointment is internal and all appropriate checks and reasonable adjustments have been made a conditional offer would generally not be required.

Any conditional offer will be specific as to the grounds and non-discriminatory. Specifically:

- Safeguarding regulations with regard to CRB (or any subsequent provision) apply to all.
- Work permit checks currently apply to all non-EU nationals unless the UK Borders Agency makes a specific provision for the specified nationality.
- References are only used for the purposes of safeguarding and validating employment claims.
- Pre-employment health checks only apply with regard to:

- a. Specifically identified health requirements.
- b. Any risk assessments and reasonable adjustments the Academy may be required or advised to make.
- c. Any referral to Occupational Health where the Academy does not have the knowledge or expertise to consider or make reasonable adjustments.

For all shortlisting and appointment activities all applicable statute will be applied.

Personnel Records

Employees are able to check and correct their own records of personal details. Otherwise, access to personal records is restricted in accordance with the provisions of the Data Protection Act.

Costs related to the implementation of this policy will be found in the Academy Freedom of Information policy and in line with the provisions made by the Information Commissioner.

The provisions of safeguarding legislation and data protection, such as with regard to redaction of certain personal details in references/ allegations/ complaints will apply with regard both to access and any copying of materials.

Policies Supporting and Promoting Equal Opportunity:

The following policies are either already in place or currently being developed. If a policy is currently not in place or under review due to new legislation, individuals or their representatives are encouraged to contact the Academy such that the earliest possible support can be provided.

- Work-Life Balance (including home working)
- Flexible working (including Job share)
- Appointments and References
- CPD (Continuing Professional Development)
- Fitness for Work (sometimes termed absence/health). This includes means to access Occupational Health services and any specifically required pre-appointment health questionnaire or check.
- Grievance
- Complaints
- Internal local and national agreements such as may be in place from time to time; including:
 - a. Compassionate and other agreed leave
 - b. Bursary and secondments opportunities
 - c. Access to Pension plan discretionary provisions including:
 - i. Stepping down
 - ii. Phased retirement
 - iii. Early retirement
 - iv. Ill-health retirement
 - v. Compassionate retirement
 - vi. Enhancements
 - vii. Efficiency and Effectiveness of service delivery
 - d. Voluntary redundancy and redeployment
 - e. Agreed termination of employment outside of normal notice periods
 - f. Recognition of Continuity of Service on transfer to the Academy and seeking to ensure recognition of Academy Service with Future employers.

This policy should be read in conjunction with these additional policies:

- Data Protection and Freedom of Information.
- The current Kent Single Status Agreement and National Teachers Pay and Conditions documents (including the Burgundy Book)

- Any formally adopted Academy Pay and Conditions agreement amending or altering the above, provided consulted upon and implemented in accordance with statute.

Monitoring and intervention

The Academy will monitor the effective implementation of this policy in association with the Equality of Opportunity Policy by:

- Collecting and analysing application data with regard to all positions.
- Collecting and analysing appointment data with regard to all positions.
- Collecting and analysing any Complaints or Grievance procedures, related to the Equality of Opportunity, data; with regard to all positions.
- Reporting at least annually to the Governing Body upon the analysis of data such that any amendments to this policy can be considered on the basis of robust and reliable information.
- Where a complaint, grievance or analysis identifies a potential issue prior to the at least annual review then the responsible officer, generally the Principal, will ensure that appropriate action is taken.

DISABILITY POLICY - STUDENTS

Introduction

The John Wallis Church of England Academy is committed to a fair and equal treatment of all individuals regardless of disablement. The Academy will welcome applications from people with disabilities to join the Academy community as students.

The Academy's new buildings will be designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into Academy life. The curriculum will be designed to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

Purpose

The purpose of this policy is to ensure that:

- The requirements of the Equality Act 2010 and the Disability Discrimination Act 2005 are complied with
- No unlawful discrimination on the grounds of disability will occur
- disabled students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- the views of individual students taken into account at all times when their requirements are being assessed
- all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- staff working with disabled students, have appropriate information, support and training
- the Academy takes steps to enable students who become disabled during their time at the Academy to continue in their chosen course of study as far as is practicable
- so far as is reasonably practicable, the Academy premises are accessible and safe for disabled people
- disabled students have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy

Procedures

The Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff and parents/carers are made aware of this policy and that the Disability Code of Practice set out below is followed.

The Principal and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

New Build Proposals and Consultation

- An access plan will be drawn up and developed through consultation with colleagues, stakeholders and representative bodies.
- An Equality Impact Assessment will be conducted and published prior to any final consultation.
- Upon completion of the new build the access plan and Equality Impact Assessment will inform the Academy's new policies and procedures.

Students

- Applications will be considered in line with the published admission arrangements for all students.
- The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.
- As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, reasonable adjustments will be made in order to make alternative provision.
- Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCo and an Individual Education Plan drawn up on an annual basis.
- The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The Academy will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCo in liaison with specific curriculum area managers and the Academy's Examinations Manager.
- The Academy will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.
- Student with mental health related disability will have access to range of resources and services as advised by appropriate external agencies and advisors. This provision to include either internally or agreed external access to:
 - a. Chaplaincy

- b. Counselling as defined by BACP (British Association of Counsellors and Psychotherapists)
- c. Counselling outside of the BACP definition provided a risk assessment has been implemented and no confusion between BACP provisions is allowed to develop.
- d. Mentoring and Guidance.
- e. External Agencies

DISABILITY POLICY - STAFF

Introduction

The John Wallis Church of England Academy is committed to a fair and equal treatment of all individuals regardless of disablement. The Academy will welcome applications from people with disabilities to join the Academy community as members of staff.

The Academy's new buildings will be designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into Academy life.

Purpose

The purpose of this policy is to ensure that:

- No unlawful discrimination on the grounds of disability will occur in Academy or Academy related activity or practice.
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications
- disabled staff have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- the views of individual staff are taken into account at all times when their requirements are being assessed
- the views of individual staff are taken into account at all times when their requirements are being assessed

The Principal and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

Definition

The Equalities Act 2010 defines In the Act, a person as having a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

New Build Proposals and Consultation

- An access plan will be drawn up and developed through consultation with colleagues, stakeholders and representative bodies.
- An Equality Impact Assessment will be conducted and published prior to any final consultation.
- Upon completion of the new build the access plan and Equality Impact Assessment will inform the Academy's new policies and procedures.

Staff

Under the Equality Act 2010, it is unlawful for employers to discriminate against disabled people. The disability parts of the act cover:

- application forms
- interview arrangements
- aptitude or proficiency tests
- job offers
- terms of employment including pay
- promotion, transfer and training opportunities
- work-related benefits such as access to recreation or refreshment facilities
- dismissal or redundancy
- discipline and grievances

An employer must also make reasonable changes to applications, interviews and work so that you are not disadvantaged. These are known as 'reasonable adjustments'.

Under the Equality Act 2010, an employer must not:

- treat a disabled person less favourably because the person has a disability - this is known as 'direct discrimination'
- indirectly discriminate against a disabled person, unless there is a fair and balanced reason for this
- directly discriminate against, or harass a person because they are associated with a disabled person
- directly discriminate against or harass a person who is wrongly thought to be disabled
- victimise anyone

Victimisation might arise because the person has taken, or is believed likely to take action under the act. For example, making a complaint or taking a case to a tribunal or court. Or it might be because they have helped somebody to make a complaint or to take other action.

Your employer must not treat a disabled person less favourably because of something connected with the person's disability; unless there is a fair and balanced reason. For this form of discrimination the employer must know or should reasonably have been expected to know that the person is disabled.

These rights do not just apply to employment. The Equality Act covers other forms of work like partnerships, contract work, or holding an office like a director of a business

Wherever practicable, the Academy will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Disability Discrimination Act (2005) and the Equalities Act 2010 (see References section below).
- Ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- Ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the Academy at the discretion of the Principal and Governing Body, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The Academy will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

DISABILITY POLICY - INDIVIDUALS

Introduction

The John Wallis Church of England Academy is committed to a fair and equal treatment of all individuals regardless of disablement. The Academy will welcome people with disabilities to join the Academy community in all activities appropriate to their position in relation to the Academy.

The Academy's new buildings will be designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into Academy life. The Academy's activities and procedures will be designed to ensure no discrimination occurs with regard to any individuals participation on the basis of disability.

Purpose

The purpose of this policy is to ensure that:

- The requirements of the Equalities Act 2010 and the Disability Discrimination Act 2005 are complied with
- No discrimination on the grounds of disability will occur
- All individuals have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy
- the views of all individuals and representative bodies are taken into account at all times when individual or Academy requirements are being assessed
- all individuals are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- staff or volunteers working with disabled people, either as colleagues or as students, have appropriate information, support and training
- disabled members of the public can fully participate in public events held within the Academy
- so far as is reasonably practicable, the Academy premises are accessible and safe for disabled people
- all individuals have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy

Procedures

The Principal and the Governing Body will have overall responsibility for ensuring that this policy statement is implemented.

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published.

New Build Proposals and Consultation

- An access plan will be drawn up and developed through consultation with colleagues, stakeholders and representative bodies.
- An Equality Impact Assessment will be conducted and published prior to any final consultation.
- Upon completion of the new build the access plan and Equality Impact Assessment will inform the Academy's new policies and procedures.

Individuals

In addition to staff and students, all of whom are treated as individuals, this policy extends the same consideration to all other individuals coming into contact with the Academy, including:

- Parents/ Carers
- Volunteers
- Contractors and Consultants.
- Representatives of individuals
- Governors, Trustees, Inspectors and others having statutory roles
- Members of the public
- Visitors and Guests
- Groups, where it is reasonable and appropriate to make consideration of the group containing disabled individuals

The Academy will aim to provide individuals with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat an individual with a disability

less favourably than any other person and will make reasonable adjustments to ensure the full participation and integration of disabled individuals.

As far as resources allow, the needs of disabled individuals will be taken into account in the design, structure and flexibility of Academy activities. Where an activity or area is necessarily organised in such a way that a disabled individual cannot fully participate, reasonable adjustments will be made in order to make alternative provision.

Individuals with a disability or who become disabled whilst involved with the Academy will be given appropriate support from staff to enable them to have equal access to Academy activity.

The Academy will ensure that a programme of training is offered to staff to increase their awareness of individuals with disabilities and inform them of appropriate action to be taken when planning, developing and implementing Academy activities.

SINGLE EQUALITY SCHEME

References

The Disability Discrimination Act 2005 (DDA 2005) amends or extends existing provisions in the DDA 1995.

The Equality Act 2010 places additional statutory duties upon employers, employees, students and individuals.

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- Adaptations to premises
- Re-allocating some duties
- Altering hours
- Finding alternative accommodation
- Rehabilitation leave
- Training
- Modifying equipment
- Modifying instructions or manuals
- Modifying assessment or testing procedures
- Providing a reader or interpreter
- Providing supervision

Policies Supporting and Promoting Equality

The following policies are either already in place or currently being developed. If a policy is currently not in place or under review due to new legislation, individuals or their representatives are encouraged to contact the Academy such that the earliest possible support can be provided:

- Stress Management (including access to mental health support services and resources)
- Work-Life Balance
- Flexible working
- Admissions
- Bullying
- Behaviour
- Curriculum
- Work Place Bullying
- Fitness for Work (sometimes termed absence/health). This includes means to access Occupational Health Services.

Further information can be obtained from:

- i the ‘Code of Practice for Schools’ (Disability Discrimination Act 1995: Part 4)
- ii the Employment Service

- iii the Disability Rights Commission (www.drc.org/drc/RightsAndRequirements).
- iv Guidance on Equality and Human Rights via the Commission's (EHRC) website.
- v Links to the Equality Act 2010 and guidance. (<http://www.direct.gov.uk/>).