


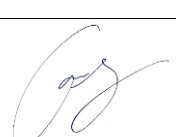
Bay Education Trust

EQUALITY POLICY FOR STUDENTS, PARENTS, VISITORS AND OTHERS COMING INTO CONTACT WITH THE TRUST ACADEMIES

It is the responsibility of all Bay Education Trust employees and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.

Policy History

1. Approved by Bay Education Trust (BET) board June 2016
2. Reviewed by Head of School with one minor change to policy and an update to appendix 1 – March 2018
3. Reviewed by Head of School with no changes – November 2019
4. Reviewed by PA Head of School, Primaries Executive Headteacher and HR Manager – no changes save removal of Appendix 1 – December 2020

VERSION	3	
APPROVED	30th June 2016	
REVIEWED ON	December 2020	
TO BE REVIEWED	December 2024	
SIGNED CHIEF EXECUTIVE		PRINT NAME Stephen Kings
SIGNED CHAIR OF TRUST BOARD		PRINT NAME Gavin Jones

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Introduction

Bay Education Trust (BET) has an unwavering commitment to ensuring the success of every pupil in each academy. Equality of opportunity and avoidance of discrimination supports and promotes the improvement in progress and attainment of all pupils regardless of their circumstances and backgrounds.

Part 1 – The Law

1. The Equality Act 2010

The Equality Act 2010 replaced nine major acts of parliament and almost one hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of equality law, covering all types of discrimination, harassment and victimisation that are unlawful. It simplified the law by removing anomalies and inconsistencies that had developed over time, and extended protection against discrimination in several areas.

2. The Protected characteristics

The Equality Act 2010 makes it is unlawful for the “responsible body” of a school to discriminate (either directly or indirectly) against a student or group of students by treating them less favourably on the basis of one of the following characteristics (either in themselves or someone they associate with):

- Gender
- Race: someone’s colour, nationality, ethnic or national background including travellers and gypsies as well as white British people
- Religion or belief including lack of belief
- Sexual orientation be it to the same sex, the opposite sex or both
- Gender reassignment: someone who is proposing to undergo, is undergoing or has undergone gender reassignment
- Pregnancy and maternity
- Disability including physical and mental impairment

Discrimination on the basis of age, marriage or civil partnership does not apply to education but does apply in the working environment

Specifically, the “responsible body” of a school must not discriminate against a student or group of students because they have a protected characteristic (with the exception of age):

- In the arrangements it makes for deciding who is offered admission as a student
- As to the terms on which it offers to admit a prospective student
- By not admitting a prospective student
- In the way it provides education for a student (but not in relation to the contents of the curriculum);
- In the way it affords a student access to a benefit, facility or service
- By not providing an education for a student
- By excluding a student
- By subjecting a student to any other detriment (including the imposition of sanctions)

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The Equality Act 2010 also makes it unlawful for the “responsible body” of a school to harass or victimise an individual or group of individuals because of some of the protected characteristics above, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The “responsible body” in an academy is its proprietor, namely Bay Education Trust (the “Trust”). In practice, all persons acting on behalf of the Trust (including the directors, members of the Local Advisory Group (LAG) and employees of the academies) are personally responsible for ensuring that their actions or omissions are not discriminatory. The Trust will also be responsible for the actions of the academy’s employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on it’s behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the Trust against prospective students, current students and (in some circumstances) former students, as well as against parents (including others with parental responsibility or care of a student), visitors and other people coming into contact with the Trust academies.

The Equality Act 2010 does not cover discriminatory acts by one student against another student, such as racist bullying. However, if the school is aware of a discriminatory act by one student against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the academy.

References to “school” in this policy, includes any academies, schools or colleges within the Trust.

3. Discrimination

The Equality Act 2010 defines two types of discrimination; direct and indirect:

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

Indirect discrimination occurs when a policy, criteria or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

Discrimination arising from disability and reasonable adjustments

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called discrimination arising from a disability, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

4. Harassment

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment applies in relation to the following protected characteristics:

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- Gender
- Race
- Religion or belief (in relation to those who are **not** students)
- Sexual orientation (in relation to those who are **not** students)
- Pregnancy or maternity
- Disability
- Age (in relation to those who are **not** students).

Although harassment law does not apply to students on grounds of religion or belief, sexual orientation or gender reassignment any discriminatory acts because of these characteristics are nonetheless likely to be considered direct discrimination.

5. Victimisation

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld or for punishing a student for alleging sexual harassment.

Victimisation also occurs when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example if an older sibling has previously made an allegation of discrimination, even if it was not upheld.

6. Exclusion

DfE guidance on exclusion noted that schools must not discriminate against, harass or victimise students because of their gender, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or because of gender reassignment.

7. Positive action

The Equality Act 2010 allows (but does not require) a school to take action to tackle disadvantages suffered by a particular group of students as a result of them having a protected characteristic. This is known as “positive action”. This does not mean that the school can give a particular group of students preferential treatment (which would be positive discrimination and unlawful), it merely allows the school to put in place measures which redress the balance between those with the protected characteristic and those without.

The Equality Act 2010 does, however, allow for the school to treat disabled students more favourably than students who are not disabled (positive discrimination). In some cases, schools are *required* to treat disabled students more favourably than students who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

8. Details of protected characteristics

8.1 Gender equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their gender or the gender of somebody they associate with.

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Schools must not treat a student, parent, visitor or other person coming into contact with the school (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their gender or the gender of somebody they associate with.

8.2 Race equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic or national origins, and also includes travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of students by race will always be unlawful.

8.3 Religion or belief equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion includes all of the major faiths, including denomination within the religion. Political opinions are not included within the definition of religion or belief. However, genuinely held cogent philosophical beliefs are included.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

8.4 Sexual orientation equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality and bisexuality so includes, straight, gay, lesbian and bisexual people.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

8.5 Gender reassignment equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has undergone or is proposing to undergo a process or part of a process of reassigning their gender to the opposite gender by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical

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procedure. Taking steps to live life as the opposite gender, or planning to live life as the opposite gender, is sufficient.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Students must be included within a class of the gender that they identify with.

8.6 Pregnancy and maternity equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity, or because the mother is breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Schools must ensure that a student, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than another student or group of students because they are pregnant, have recently had a baby or are breastfeeding a baby.

Schools must not take any disciplinary action (including exclusion) against a student because they are pregnant, have recently had a baby or are breastfeeding.

8.7 Disability equality

The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it **is** lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals **more favourably** than an individual or group of individuals without a disability.

8.7.1 Definition of disability

The Equality Act 2010 defines disability as being when an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having ADHD, multiple sclerosis or cancer, are automatically deemed to be disabilities regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions which are **not** deemed to be a disability include addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability although hay fever may be taken into account if it aggravates the effect of another medical condition.

8.7.2 Direct disability discrimination

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Schools must ensure that a student or group of students are not treated less favourably than another student or group of students, because of their disability, their parents' disability or the disability of somebody they associate with.

Schools cannot justify directly discriminating against a student or group of students with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case previously under disability discrimination legislation.

It is not unlawful for a school to treat a disabled student or group of students more favourably than another student or group of students who are not disabled. This is positive disability discrimination and is lawful.

8.7.3 Indirect disability discrimination

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a practice, policy or process applied generally to those with or without the disability, unless there is a legitimate reason for the practice, policy or process and there is no other way to achieve it.

Schools must ensure that a student or group of students are not put at a disadvantage by the implementation of a school practice, policy or process which applies to all students because of their disability, unless they can show that it was implemented for a legitimate reason and was a proportionate way of achieving the legitimate aim.

8.7.4 Discrimination arising from disability

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of **something arising in consequence of their disability**, unless there is a legitimate reason for the discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Schools must ensure that a student or group of students are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

8.7.5 Reasonable adjustments for disability

The Equality Act 2010 requires "reasonable adjustments" to be made for individuals suffering from a disability.

Schools have the following duties:

- If a practice, policy or process places a disabled student or group of students at a substantial disadvantage compared to students who are not disabled, reasonable steps must be taken to avoid that disadvantage
- If a disabled student or group of students would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with students who are not disabled, the school must take reasonable steps to provide the auxiliary aid.

An "auxiliary aid" includes equipment and services. The Equality Act 2010 does not provide a definition of "auxiliary aids", however the dictionary definition includes helpful, supporting, assistant things or persons. If a piece of equipment is necessary for all aspects of a student's life rather than

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being required in an educational context only (for example, hearing aids), it is likely that it would be considered unreasonable for a school to be expected to provide these.

Factors which a school may consider when considering whether the provision of an auxiliary aid to a disabled student is reasonable include the financial or other resources required, its effectiveness, its affect upon other students and health and safety requirements.

When a student with Special Educational Needs (SEN) is already being provided with an auxiliary aid as part of their SEN provision, there is no need for the school to provide the auxiliary aid as part of their “reasonable adjustment” duty. Schools should not, however, assume that an auxiliary aid is not required under their “reasonable adjustment” duty for a student with SEN simply because it is not being provided under their SEN provision. In addition, if a school determines that it is unreasonable to provide an auxiliary aid (perhaps, for example, on the grounds of cost), it is not necessarily reasonable for the local authority to refuse to provide the auxiliary aid.

8.8 Age equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Schools are not under a duty not to treat students less favourably because of their age or age group.

8.9 Marriage and civil partnership equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because they or somebody they associate with are married or in a civil partnership.

Schools should not treat students less favourably because they are married or in a civil partnership.

9. Single sex sport

The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female student would put her at a disadvantage in competition with the average male student. However, schools must still allow students of both sexes to have an equal opportunity to participate in the same sporting activities and must ensure that there are members of staff of each gender to supervise students of the same gender.

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10. The curriculum

The content of the school curriculum is exempt under the Equality Act 2010. It is believed that this allows schools to explore a full range of issues, ideas and materials, to expose its students to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However the way in which the school delivers the curriculum to its students remains subject to the Equality Act 2010.

11. Assemblies and collective worship

Designated religious schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Such schools are also free to celebrate any religious festivals of their choosing.

11.1 Religious freedom

Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

- *Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.*
- *Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.*

While a student has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this should be permitted by the school where:

- The act is in fact a manifestation of the student's religion or belief (the act does not need to be a *requirement* of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief¹)
and
- If the act *is* in fact a manifestation of the student's religion or belief, there is no justification for the school interfering with the student's right to do so.

In deciding whether the school is justified in interfering with a student's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the school should weigh up how important it is to the student to manifest their religion or belief in this way against the school's own considerations, for example the value in a school uniform policy being adhered to in encouraging pride in the school, enabling students to feel comfortable in the school environment, ensuring a sense of cohesion in the school, and protecting students from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The schools' Uniform Policies provide details of the school uniform to be worn by students, including confirmation of the school's policy in relation to religious clothing and jewellery.

11.2 The relationship between religion and sexual orientation

Some people may hold personal views in relation to any protected characteristic, including sexual orientation, because of their own religious beliefs. Employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate

¹Following the ruling by the European Court of Human Rights in the *Eweida case*, which may subsequently be overruled and will therefore be kept under review.

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against individuals or groups of individuals because on their sexual orientation under the Equality Act 2010. Furthermore, employees must not manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms.

12. Admissions

It is an offence for a school to discriminate, harass or victimise a pupil or a person who applied for admission as a pupil (potential pupil). This includes admission arrangements such as:

- Admission policies.
- Drafting and applying of admission criteria.
- Open events and school visits.
- Decision-making processes (including interviews and tests where these are permitted).
- Information about the school, including marketing material.

13. Behaviour and exclusions

The process for excluding a student must be fair and equitable to students, however in relation to students with a disability, schools must keep in mind their duty to make “reasonable adjustments”. A “reasonable adjustment” can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a student who does not have a disability, including making a decision not to exclude for behaviour which would usually attract an exclusion.

The academies’ Behaviour Policies sets out the academies’ expectations in relation to the way its students behave, including the sanctions which will be imposed if these policies are breached.

14. The Trust as an employer

The Trust has a responsibility to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies are in force. This policy only applies to students, parents, visitors and other persons coming into contact with the school.

PART 2 – An academy’s equality duties

15. The public sector equality duty

15.1 The general duty

The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, schools are required to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010
- and
- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
 - Remove or minimise disadvantages connected to a relevant protected characteristic
 - Take steps to meet the different needs of those sharing a relevant protected characteristic
 - Encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low

and

- Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
 - Tackle prejudice
 - Promote understanding

The above duty is often referred to as the General Duty.

The reference to “relevant protected characteristics” includes the protected characteristics of gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age and marriage or civil partnership (except that the public sector equality duty does not apply to age, marriage or civil partnership when it relates to the provision of education to students in schools, or the provision of benefits, facilities or services to students in schools).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

DfE guidance on what this means in practice sets out the following:

- *Decision makers in schools must be aware of the public sector equality duty to have due regard to the three principles set out above when making decisions or taking action. Decision makers must assess whether their decision or action will have implications for a student or group of student with a protected characteristic;*
- *Schools must have due regard to the three principles set out above when drafting and amending policies and procedures, and this should be at the forefront of their mind in advance, rather than an afterthought. Policies and procedures should be kept under review on a continuing basis;*
- *The public sector equality duty must be integrated into the day to day functioning of the school, and the analysis required to comply with the duty must be carried out seriously, rigorously and with an open mind;*

- Schools must not delegate their public sector equality duty to anyone else.

15.2 The specific duty

Schools have a specific duty to:

- Publish information to demonstrate how the school is complying with its public sector equality duty, which must be updated at least annually, and re-published at least once every four years
- Prepare and publish their equality objectives.

The Specific Duty exists to assist schools fulfil their obligations under the General Duty.

DfE guidance confirms that the publication of information to demonstrate how schools are complying with their public sector equality duty is not intended to be a “tick box” bureaucratic procedure, but rather a flexible, light touch exercise. Data about employees does not need to be published by schools which have fewer than 150 employees, although schools can choose to publish such information if they feel it would demonstrate their compliance. All data must be published in compliance with the Data Protection Act 1998 which means that, broadly speaking, individuals are not able to be identified in the published data. Schools are not required to publish any information which they do not already routinely collect, for example through RAISE online. The information published does not need to be statistical, it can be a reference to school policies or Governing Body meeting minutes, which are published online.

16. The accessibility plan

Schools are legally required to prepare a written accessibility plan to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students’ disabilities and any preferences expressed by them or their parents.

Schools must keep their accessibility plan under review throughout the period to which it relates and revise it if necessary. Schools must ensure that they implement their accessibility plan, and that they have adequate resources to implement it. A school inspector can ask to see the accessibility plan and may consider the preparation, publication, review, revision and implementation of it.

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Part 3 Compliance with the general duty

Bay Education Trust, the board, the Local Advisory Groups (LAGs) and all employees in the Trust have due regards for the Equality Duty.

They meet the requirements of the general duty in the following ways:

- When producing or reviewing Trust policies, due regard is given to the Equality Policy
- Eliminating unlawful discrimination, harassment and victimisation
- At every opportunity the Trust will ensure equality of opportunity
- Fostering good relations within the academy and the local community
- Publishing information annually which shows compliance with the Equality Policy
- Publishing one or more specific measurable equality objectives every four years
- The Trust will ensure pupils, staff and parents are surveyed to gain their views on the Trust's success in meeting the general duty.

Part 4 – Compliance with the specific duty

The Duty to eliminate Discrimination, Harassment, Victimisation and other Prohibited Conduct

DfE guidance states that relevant information to satisfy the specific duty under this heading will include confirmation that the school is aware of the requirements of the Equality Act 2010 and has taken steps to comply with it. References to other school policies may be appropriate where they have been amended to have regard to the equality provisions. Reference to any Governing Body meetings where equality has been on the agenda may also be appropriate. Evidence of staff training on equality and the gathering and monitoring of equality issues may also be appropriate.

In order to comply with its public sector equality duty, each academy will have available the following information:

1. The diversity of academy pupil population as identified in Raiseonline
2. The diversity of the academies' work force
3. Narrowing the gaps in attainment between groups of pupils
4. Narrowing the gaps in attendance between groups of pupils
5. Increasing the take up of extra-curricular activities by certain pupil groups
6. Reducing prejudicial bullying

In addition each academy will have one or more specific measurable equality objectives published every four years.

The Trust will update the information contained in this part at least annually and republish it at least once every four years.

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Part 5 Accessibility plan

Each academy in the Trust has prepared and implements an accessibility plan with the aim of:

- increasing the extent to which disabled students can participate in the curriculum
- improving the physical environment of the academy in order to increase the extent to which disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the academy
- improving the delivery of information to disabled students which is readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

Each academy will keep the accessibility plan under continual review and revise it as necessary.

The accessibility plans for each academy can be found as below.

Paignton Academy	From the PA to the Principal or academy website
Kings Ash Academy	On the Academy website
Curledge St. Academy	On the Academy website

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Appendix 1

Specific measurable equality objectives

Curledge Street Academy

1. Raise the profile of children attending the Academy with English as an additional language originally from outside of the UK. The Academy commits to support children and families to access school and school resources in order to ensure they get the best start to school life in the UK.
2. Provide additional opportunities though after school provisions to those on free school meals in order to close the gap between advantaged and disadvantaged. We are committed to ensuring these children have the opportunity to develop cultural capital alongside their peers.

Kings Ash Academy

1. To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religions through the RSHE and wider curriculum as well as assemblies and cultural events.
2. To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.

Paignton Academy

1. Narrow the gap in progress and attainment between students deemed to be disadvantaged and other students.
2. Raise levels of student engagement in all aspects of school life, including regular attendance to school and participation in extracurricular activities.
3. Raise awareness of the impact of bullying, especially where this relates to protected characteristics, including reducing the incidents of the use of sexist, homophobic and racist language by children within the school.
4. Continue to embed a culture of excellence, outstanding relationships and a love of learning. This includes all students having pride, ambition, character and a sense of community, to allow diverse groups to flourish and express themselves freely and responsibility throughout society.
5. Continue to ensure that students with English as an additional language achieve educational outcomes which are at least as good as their peers.