



Equality Act 2010

# **Equality Duty Information Report**

**Summer 2019**

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Helen Hales on 02077903647

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## Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
  - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
  - Information relating to employees with protected characteristics (*but only if the school employs 150 staff or more*<sup>1</sup>).
2. The information published in this document is our response to this.

## The Public Sector Equality Duty

3. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act<sup>i</sup>
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.
4. The full Act is available [here](#).

## What we did during the last year

**As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics.**

5. For example, this includes:
  - Access to the building (physical access) – lift, PEEP, meetings on the ground floor,
  - Access to the curriculum (learning barriers) – differentiation, interpretation, parent workshops and curriculum design
  - Access to services provided by the school (poverty or learning barriers)- austerity awareness, changing times for meetings/lessons,

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<sup>1</sup> Listed bodies with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty.

- Possible prejudice against groups based on lack of knowledge or understanding - SRE sessions, awareness weeks ( anti bullying) , curriculum design, P4C and RE syllabus.

### **We are working hard to be a good employer of people with protected characteristics.**

6. For example, this includes:

Occupational Health screening – from September  
 Equality act training for all staff – May 2019  
 RA for staff members who are pregnant and returning to work  
 Flexible working policy  
 Discretionary leave policy  
 Phased return to work (where appropriate)  
 Reasonable adjustments  
 Equality Assessments during any occupational change

As a school, and the centre of the local community, we take full account of data and intelligence about Tower Hamlets and its many communities.

### **Looking ahead – what next**

7. Over the course of the year ahead, we will deliver our equality objectives.  
 To

- promote equality of opportunity between those people with protected characteristics
- eliminate discrimination that is unlawful under the Act
- eliminate harassment
- promote positive attitudes towards protected characteristics –this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by all groups in public life
- take steps to take account of the protected characteristics

8. We will report annually on our progress

### **Further information**

9. For further information please contact **Maria Lewington ( Head teacher)**

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<sup>i</sup> **Prohibited conduct:**

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Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.