

Single Equality Policy and Objectives

The Equality Act 2010

The Equality Act 2010 (the Act) replaces the previous anti-discrimination laws with a single Act. It strengthens the law in important ways, to help tackle discrimination and inequality. The majority of the Act came into force on 1 October 2010.

The new Equality Act is for public sector organisations including schools and the key measure in the Act is **the public sector Equality Duty (PSED)**, which came into force on 5 April 2011. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
- [The Equality Act 2010](#)
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Policy statement

The School is committed to promoting equality of opportunity for all staff, students, visitors and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (**protected characteristics**).¹

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat students, parents, governors, third party organisations and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status or personal characteristics.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Who is covered by the policy?

This policy covers all individuals working at all levels and grades, including members of the senior leadership team, teachers, teaching assistants, learning mentors, support staff, trainees, home workers, part-time and fixed-term employees, volunteers, interns, casual workers and agency staff (collectively referred to as **staff** in this policy).

¹ Amended in line with the Equality Act 2010.

Who is responsible for this policy?

Our Board of Governors (the Board) has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Headteacher and HR Advisor.

All members of the senior leadership team within the Academy must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice.

If you are involved in management or recruitment, or if you have any questions about the content or application of this policy, you should contact **Kim Worton** the school's HR Advisor.

Scope and purpose of the policy

This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities, where possible. Please refer to the School's Flexible Working Policy.

Public Sector Equality Duty

The Public Sector Equality Duty requires the school to pay due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act;
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Protected characteristics

A protected characteristic under the Equality Act 2010 covers the groups listed below:

- age (for employees but not with regard to the treatment of students or prospective students),
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil partnership (but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment)

Ensuring Compliance with the general duties

The school will collect and publish equality information for the purpose of:

- Identifying key issues
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

This will determine the key targets for the equality objectives. Analysis of data will take place across all the key provisions within the school and be applied consistently in line with the School's equality objectives.

- Whole school Planning, monitoring and evaluation
- Teaching & learning
- Admissions
- SEND
- Recruitment, employment and L&D
- Site accessibility and documentation

Roles and Responsibilities

The school will:
• Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board. • Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised. • Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities. • Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity. • Reduce and remove inequalities and barriers that already exist. • Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones. • Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic. • Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

The governing board will:
• Ensure that the school complies with the appropriate equality legislation and regulations. • Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication. • Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans. • Ensure that the school's Admissions Policy does not discriminate in any way. • Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board. • Proactively recruit high-quality applicants from under-represented groups. • Provide information in appropriate and accessible formats. • Ensure that the necessary disciplinary measures are in place to enforce this policy.
The headteacher will:
• Implement this policy and its procedures. • Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD. • Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy. • Actively challenge and take appropriate action in any case of discriminatory practice. • Address any reported incidents of harassment or bullying in line with DfE guidance. • Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.
Employees will:
• Be mindful of any incidents of harassment or bullying in the school. • Promote a culture of zero tolerance towards harassment and bullying, and report breaches of the policy to the Headteacher. • Identify and challenge bias and stereotyping within the curriculum and the school's culture. • Promote equality and good relations, and not harass or discriminate in any way. • Monitor students' progress and academic needs to ensure the appropriate support is in place. • Keep up-to-date with equality legislation and its application by attending the appropriate training.
Pupils will:
• Not discriminate or harass any other student or staff member. • Actively encourage equality and diversity in the school by contributing their cultural experiences and values.

- Report any incidences of bullying or harassment, whether to themselves or to others, to the **head of year** or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- Working with our local community. This may include inviting leaders of local faith groups to speak at assemblies / events, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our student voice has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Stakeholder consultation and involvement

We are committed to further develop our consultation to ensure annual involvement of staff, students and other relevant stakeholders in reviewing the progress of the Scheme and Action Plan. We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website and other mediums as identified by the Local Governing Body.

Monitoring and Review

Implementation, monitoring and review are the responsibility of our Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school

community with reference to the protected groups.

Equality Objectives

The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:

Objective A – Schools strategic planning and documents shows its commitment to equality.			
Priority	Outcomes	Responsibility	Review
Policies, documents and strategies show the schools commitment to equality.	The school's commitment to equality is evident in the following key documents – • Staff Handbook • Icknield High School Website • School Prospectus • School Improvement Development Plan • Subject and Year Improvement Plans • The School Behaviour Policy • Diversity and Inclusion Action Plan • Teaching and Learning Handbook • SEND Improvement Plan	Headteacher/ Leadership Team/HR	Annually by LT and Governors

Shared sense of community cohesion and belonging is promoted in our policies, procedures and activities.	• School Improvement Development Plan • Subject and Year Improvement Plans • Diversity and Inclusion Action Plan	Headteacher/ Leadership Team	Annually by LT and Governors
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Objective B – Propelling and embedding a culture of equality as part of the staff, students and schools responsibilities.			
Priority	Outcomes	Responsibility	Review
Ensure best practice through accreditation by working closely with Fig Tree International and gain 'Race and Conscious Equality Charter Mark'.	• Icknield High School has a strong, strategic vision for race and conscious equality; • The school has a positive ethos and culture which champions and strives for RACE and inclusivity • All Senior Leaders demonstrate a commitment to continually improve RACE practice • All staff and stakeholders within the school have a voice in relation to RACE and in particular amplifies the voice of BAME staff and students; • The School has undertaken a formal process of reflection in relation to RACE and has participated in open and honest dialogue with all stakeholders. • The School demonstrates a commitment to an ongoing culture of learning in relation to RACE which is supported through professional development.	LT	Annually by LT and Governors
All staff have access to Professional Learning on equality and diversity.	• Inclusion and diversity training programmes ensures high quality provision. • EDI training is iterative and sustained over time.	RPK	Annually by LT and Governors

	• All staff have accessed high impact, diversity and anti-racist training. • As a result of training, staff are able to adapt their behaviour to diverse contexts actively looking at life through the perspective of others • Staff develop an understanding of stereotypes, generalisation and other barriers that prevent effective working relationships. • Greater awareness of unconscious bias and how this impacts inclusion, equality and diversity in the workplace		
Review the staff induction programme for inclusion, equality and diversity content and ensure all new staff have access to the programme	• Teaching and Learning Handbook is updated and reflects Diversity and Inclusion strategies. • All staff have an understanding of the Equality Act and 9 protected characteristics • Staff foster a sense of empathy and awareness in the classroom and develop a culturally responsive learning environment.	Leadership Team	Annually by LT and Governors

Objective C – All staff and students to be fully engaged in the life of the school by actively removing all barriers to participation.			
Priority	Outcomes	Responsibility	Review
Embed good equality, diversity and inclusion practice into our recruitment activities and decision-making processes.	• Name-blind recruitment practices are adopted and reduce the phenomena of unconscious bias in recruitment. • All applicants receive full and fair treatment and are considered solely on their ability to do the job. • Availability of information about vacancies appear in alternative formats. (large print, audio). • Recruitment Action plan addresses equality practices. • Recruitment statistics are tracked annually and assess the impact of the name-blind recruitment processes.	Leadership Team KWN	Annually by LT and Governors

	Diverse and highly skilled workforce is evident.		
Provide opportunities for pupils and their families to interact positively with people from different backgrounds which make a positive contribution to the school community	- Ensure that there is diversity within the curriculum provision and it is inclusive of the experience of those with protected characteristics. - Use assemblies as a platform to promote equality and diversity. - Promote cultural exchange by engaging with community groups to learn about each other's different backgrounds, cultures and beliefs.	Leadership Team	Annually by LT and Governors

Objective D – Teaching, learning and assessments all reflect the school's equality agenda, creating a positive school experience for all			
Priority	Outcomes	Responsibility	Review
Provide a curriculum, which is broad and balanced, reflecting the diversity of our students.	- Use the Race Charter mark evaluation as an opportunity to scrutinise the curriculum resources to ensure that it is not Eurocentric but has representation from all backgrounds. - Examine teaching practices and syllabi to identify areas where there is little focus on Black, Asian and Minority Ethnic (BAME) figures and influences in academic knowledge and address these gaps - The KS3 curriculum provides students with the opportunity to appreciate their own culture and celebrate the diversity of others - Encourage greater participation and leverage the Student Voice to allow (within reason) contributions to what they want to study and encourage students to share their own perspectives and experiences.	Leadership/Middle Leaders	Annually by LT and Governors

Ensure that the most disadvantaged and those with special educational needs and/or disabilities (SEND), are given access to a broad, rich and deep curriculum.	• All SEND students benefit from Quality First teaching • All curriculum content is accessible to different groups of students including those with protected characteristics and resources adhere to best practice for disabled students and students with learning difficulties	Leadership	Annually by LT and Governors
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Objective E – Behaviour and operations in all areas of the school reflects the school engagement to equality.			
Priority	Outcomes	Responsibility	Review
Our awareness and understanding of equality and inclusion is enhanced through the continued analysis of data gathered from participation in the RACE Charter mark Evaluation Criteria Framework	• EDI practice in school are transparent and evidence based with identification for further improvement. • Further training is embedded to address gaps as a result of evaluation. • Performance data monitors learner outcomes and highlights variations between groups of students, sub-groups including SEND, LAC, PP and informs future planning.	Leadership	Annually by LT and Governors
Appraisal is a fair and equitable process, designed to support all staff in their professional development.	• All staff Appraisal is a supportive, equitable and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively.	Leadership	Annually by LT and Governors

	• Effective and fair appraisal ensures that all teachers are able to continue to improve their professional practice and to develop as subject specialists. • The school environment is characterised by strong relational trust, respect, openness, and commitment to student achievement. • Quality First Teaching is apparent in all areas as a result of a strong professional environment. <i>'In supportive schools, teachers not only tend to stay, but they also improve at much greater rates over time'</i> Krafy and Papay 2015		
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