



THOMAS ESTLEY COMMUNITY COLLEGE

Equality Policy

This policy will also be reviewed to comply with Local Authority Policy as it changes

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1.0 Purpose

This Equality Policy forms an integral part of the College's commitment and ethos to ensure equality for students, staff and other adults in relation to access to curriculum, facilities and services of the College. The purpose of this policy is to provide protection, equality and fairness for our whole college community and not to discriminate on the grounds of any of the 'protected characteristics' as detailed in the Equality Act 2010.

2.0 Background

The **Equality Act 2010** (the Act) replaced all existing equality legislation such as the Disability Discrimination Act, the Race Relations Act and the Sex Discrimination Act. It simplifies the law and extends protection from discrimination in some areas.

The Act introduced a single **Public Sector Equality Duty (PSED)** (sometimes also referred to as the 'general duty' which has replaced the separate sets of duties to promote disability, race and gender equality.) The PSED applies to public bodies, including maintained schools and Academies, and extends to certain **protected characteristics** –

Race
Disability
Sex (including issues of transgender)
Age (for employees)
Religion or belief
Sexual orientation
Pregnancy and maternity
Gender reassignment

This combined **equality duty has three main elements**. In carrying out their functions, public bodies are required to have **due regard** to the need to:

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

The Government has also introduced **specific duties**, which are intended to help public bodies to meet their obligations under the general duty and are set out in the Equality Act 2010 (Specific Duties) Regulations 2011.

In addition, in drawing up this Equality Policy the College has also taken advice from the Department for Education's publication – '**The Equality Act 2010 and Schools May 2014**' (See appendix A). In addition, whilst all policies are assessed in relation to the impact of equality protected characteristics, the following policies should also be read specifically in conjunction with this Equality Policy:

Community Cohesion Policy
Anti-Bullying Policy
Citizenship and Personal, Social, Health and Enterprise Education Policy (including promotion of British Values)
Individual Education Needs Policy (including SEND school Offer)
International Schools Policy
Pupil Premium Policy

In Practice

Having due regard to the general duty in practice means:

- When decisions or actions are made we will have “due regard” to assess whether it may have particular implications for people with particular protected characteristics.
- We will consider equality implications before and at the time that policies are developed or updated and keep them under review on a continuing basis.
- We will carry out the required equality analysis and take steps to insure the PSED is integrated into carrying out the functions of the College.
- We understand our responsibilities for the duty and ensure all staff are aware of their requirements under this policy.

Having regard to the specific duties in practice means:

- To publish information to demonstrate how we are complying with the PSED (updated annually)
- To publish student-related information in relation to persons who share a relevant protected characteristic who are affected by our policies and practices
- To prepare and publish equality objectives (updated at least every 4 years)

3.0 College Context

3.1 Our Ethos

We are proud to define ourselves as a:

Community of courage and commitment to success

Our Ethos and Values align with the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

We promote British Values through our spiritual moral, social and cultural education which permeates through the school’s curriculum and supports the development of the whole child.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students

Governors, staff, parents and students were involved in agreeing a set of core values which define the college ethos. The statements below describe the college's professional behaviours and expectations

Aiming to achieve our best
Taking full advantage of every learning opportunity
Showing resilience through our experiences and challenges
Seeking out our talents and following our dreams
Reaching out for opportunities to lead and encourage others
Making a positive difference and celebrating success
Including the whole community, sharing, caring and giving time as needed
Treating each other with kindness, fairness and respect
Finding space in our lives for fun, joy, praise and laughter

3.2 Our Equality Statement (previously called Equal Opportunities Statement):

Thomas Estley Community College is opposed to all forms of prejudice (including harassment of any kind) and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents and work with our partners to develop effective procedures and policies to combat all forms of unlawful discrimination and to share good practice.

Thomas Estley Community College will help prepare tomorrows global citizens for life in our culturally, ethnically, diverse society.

The College is firmly committed to the principle of equal opportunities in both the delivery of services and employment. Equality of opportunity means that service users, job seekers and employees will be treated equally and fairly regardless of their colour, race, nationality, ethnic or national origin, relation, gender, marital status, sexuality, disability, age or any other protected characteristic under the Equality Act 2010. The College is opposed to all forms of unlawful and unfair discrimination and harassment of any kind.

3.3 Our Equality commitment:

- Through our inclusive ethos, to create an environment, that promotes equality, dignity and respect to all and prepare students for a life in a local and global diverse society

- To promote attitudes and values that will challenge racist and other discriminatory behavior which enables staff and students to be confident to challenge aggressive and racist behaviour. No forms of intimidation, bully or harassment will be tolerated.
- To provide opportunities for students to appreciate their own culture and understand and celebrate the diversity of other cultures through materials, trips and extra-curricular activities to reflect a range of cultural backgrounds without stereotyping
- To ensure that the contribution of all is recognized and valued
- To build self-esteem, confidence and resilience in all our students, so that they can then use these qualities to influence their own relationships with others;
- To have consistent expectations of students and their learning;
- To remove or minimising barriers to teaching and learning – where practicable, to make reasonable adjustments eg to equipment; acquisition of auxiliary aid and other services
- To ensure that our teaching takes due regard into the learning needs of all students through our schemes of work and lesson planning to enable all to attain their best;
- To actively tackle all forms of discrimination and promote equality and diversity through our College Prospectus, newsletters to parents, displays of work and through assembly themes;
- To share equality responsibilities with all staff and follow clear procedures for dealing quickly with incidents of racist behaviour;
- To ensure all staff procedures including recruitment; absence management; opportunities for training and CPD and performance review are equitable.
- To set positive role models from staff, local and wider community with protected equality characteristics to share their expertise
- To review policies and procedures in line with our PSED to ensure direct and indirect/hidden forms of discrimination are given due regard
- To monitor our action against our PSED and publish our findings annually, as well as review our Equality Objectives at least every four years

3.4 Our Equalities Information and Objectives:

Our equalities information/data is updated annually and available as an appendix to this policy, as well as published on the College Website.

Our Equality Objectives are updated at least every 4 years and available as an appendix to this policy, as well as published on the College Website.

In support of our equality commitment for fair access, **our Accessibility Plan** is available as an appendix to this policy, as well as published on the College Website.

3.5 Our Responsibilities

Leadership, Management and Governance

Thomas Estley Community College governing body maintains an overview of implementation of the PSED and has regular equality items at governors' meetings to ensure this policy is followed.

The Governing Body is responsible for:

- Ensuring that The College complies with all forms of equality legislation.

- Involved in identifying and understanding equality barriers and setting and monitoring progress towards achieving our equality objectives
- Ensuring we publish equality data and details of our equality objectives

The Principal is responsible for:

- As above, including implementing the Equality policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support including responsibility to record and report prejudice related incidents and to take 'due regard' of equality needs during all planning and activities
- Ensuring all the school community receives adequate training to meet the need of delivering equality, including student awareness
- Taking appropriate action in any cases of discrimination.

Senior Leadership Team is responsible for:

- Supporting the Principal as above
- Ensuring fair treatment and access to services and opportunities in areas of responsibility through their work with others

Teaching Staff are responsible for:

- Supporting the senior leadership in above to help in delivering the best outcomes for all students
- To design and deliver an inclusive curriculum
- To ensure they are aware of their responsibility to record and report prejudice related incidents (whether in or outside of school) and to take 'due regard' of equality needs during all planning and activities

All staff are responsible for:

- Upholding the College's commitments to equality through their non-discriminatory behaviour
- Dealing with all forms of discrimination, knowing how to identify, challenge and report it including, victimisation, harassment, bias and stereotyping.
- Promoting equality, diversity and eliminating unlawful discrimination.
- Keeping up to date with anti-discrimination legislation by attending training and information opportunities.
- Supporting all students in their class.
- Incorporating principles of equality and diversity in to all aspects of their work.
- Making colleagues, visitors and contractors aware of, and ensuring they comply with The College's equality policy.
- Ensuring equality information is shared as part of any specific duties they may have – eg as part of induction risk assessment of supply staff; work experience; schools direct or schools experience visitors etc.

Parents and Carers are responsible for:

- Taking an active part in identifying barriers for the College community and in informing us of actions that can be taken to eradicate these

- Taking an active role in supporting and challenging the College to achieve the commitment given to tackle inequality and achieve equality of opportunity for all

Students are responsible for:

- Supporting the College to achieve its commitments to equality
- Uphold the ethos made on how staff, students, parents and carers and the wider community can be expected to be treated

Local Community Members responsible for:

- Taking an active part in identifying barriers for the College community and information the College of actions that can be taken to eradicate these
- Ensuring that any group activity that they are involved in through the College has the same commitments to the delivery of equality as the College

Breaches of the Policy

Action will be taken against any individual or group who does not comply with the College's Equality policy and duties in according with The College's disciplinary code. This could be via the Behaviour Conduct Policy for students; Staff Discipline Procedure or conditions of affiliation.

The College's code of conduct sets the tone for behaviour in the College and is set out in the College's Anti-Bullying Policy. As part of that Policy the school is totally committed to following the LA's Guidelines on dealing with Racism, Racial Harassment and Racial Discrimination promptly and firmly. Victims will be fully and sensitively supported by the College's Pastoral System; in addition to being disciplined, perpetrators will be counselled in order to understand why their behaviour is unacceptable; all such incidents will be reported both within the College and to the LA using the LA's Racial Harassment Log; and all parents will be fully involved.

4.0 Our Procedures

4.1 Impact and Monitoring of College Policy and Procedures

In line with PSED legislation, all College policies and procedures will be regularly monitored, reviewed and evaluated with 'due regard' to their impact on all protected characteristics.

We will do this in the following ways:

- Build equality impact questions into policy development and planning processes.
- Incorporate equality targets in to relevant strategic plans(College Improvement Plan).
- Assess the impact of the policy through analysis, consultation, evaluation and audit tools such as "Learning for All", to identify race, disability and sex equality targets and action. (appendix to Policy)
- Use data to monitor the attainment and progress of student groups and staffing (when appropriate)

- Ensure that the monitoring data e.g. Attainment, progress, attendance, exclusions, sanction, rewards and recruitment are used to inform planning and decision-making.
- Build equality questions into college self-review and evaluation frameworks.

4.2 Leadership and Management

All members of staff and governors are entitled to appropriate Equality training, in order that they can play their full part in ensuring that our College fulfills its Equality Commitments and all will receive detail of their responsibilities in relation to Equality on induction and intermittently via training/ instruction.

Continuous Professional Development (CPD) is linked to priorities within the College Improvement Plan and performance management objectives. Equality data will be reviewed annually to identify any areas for equality improvement which may require targeted training.

Members of the governing body will also identify their own training needs in relation to racial equality and are supported through subscription to Leicestershire County Council's Governor Development Service which runs a comprehensive governor training package. There is a link governor for SEN who can be contacted via the College.

4.3 Curriculum, Teaching and Assessment

A whole College approach to promoting equality and diversity is adopted. All subject areas are flexible in their planning to offer appropriate challenges to all students regardless of any protected characteristics in order for all to progress. Teachers take due regard of the College's equality commitments (see 3.3 above).

Teachers aim to ensure that the classroom is an inclusive environment in which students feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them in learning both within and beyond the classroom. Teaching is responsive to students' different learning styles with the teacher taking positive steps to include all group or individuals. Teachers aim to ensure that student grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review by Curriculum Leaders and are analysed by protected and other reportable characteristics. Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks. Teachers encourage students to become independent and to take responsibility for their own learning. Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. We aim to ensure that resources and displays reflect the experience and background of students, promote diversity and challenge stereotypes across the curriculum. They are reviewed to ensure that they reflect the inclusive ethos of the college.

Our curriculum is designed to ensure inclusion of all students: boys and girls, students

With English as an additional language, students who are More and Most Able, students with special educational needs, students from all minority ethnic groups and students who are children looked after. We are committed to offering equality of opportunity for all our learners to follow a programme of vocational and Work Related Learning. In our guidance towards courses at Key Stage 4 and beyond, we address issues such as stereotyping, discrimination, victimisation, harassment and disability. Students are carefully targeted and guided towards their course choices at each Key Stage. This helps us to ensure that each individual's learning is pitched at an appropriate level of challenge to match the student's potential and aspirations. For example, when students with English as an additional language are grouped we take into account their likely pace of development as English language users. All subjects on the curriculum are planned to incorporate the principles of equality of opportunity and to promote positive attitudes towards diversity. Through the content and delivery of the curriculum we encourage students to explore racism, sexism and other forms of oppression and to challenge stereotypes, prejudice and all forms of other discrimination. We have arranged curriculum pathways to provide for different sorts of learners and to increase flexibility of choice for students as they progress through to Key Stage 4. We will make full use of the National Qualifications Framework to provide appropriate pathways for progression and we will review them as and when required. The full teaching curriculum will be inclusive to all staff where reasonably possible but may be limited by issues such as to establish restrictions, qualifications, experience or NQT status.

4.4 Admission, Attendance, Discipline and Exclusions

Thomas Estley Community College will make every effort to ensure that its Admissions, Attendance, Discipline and Exclusions policies and procedures are fairly applied to all students and that all information regarding the working of these issues is communicated in an accessible way.

Admissions interviews with a member of the Senior Leadership Team will address issues of equality or diversity, as appropriate, and will seek to identify particular individual learning or social needs, so that the College can make a positive response to these.

Students and parents are made aware and sign agreement to our Positive Behaviour for Learning policy on admission.

The College monitors the punctuality, attendance and holiday requests of all students and will take up issues of concern with parents and senior staff as a matter of priority. The Vice Principal with responsibility for Attendance will monitor the College's active cases of such concern by ethnic group or disability in order to ensure that the College is adopting equity in its approach.

The Vice Principal responsible for Pastoral issues, including Behaviour and Discipline, will monitor all permanent and fixed-term exclusions by all protected characteristics and report their findings annually to the Governing Body. The College recognises that personal characteristics/ background may affect behaviour. The college takes this into account when dealing with incidents of unacceptable behaviour and where

appropriate, adopts restorative approaches to resolve conflicts and issues. All staff aim to operate consistent systems of rewards and discipline.

Staff attendance is monitored as part of the attendance management policy and all staff receive back to work interviews with the Principal to ensure there aren't any underlining issues which we need to be aware of. Where necessary, attendance targets are set formally which are adjusted where a declaration of disability has been made.

The College has a clear and accessible codes of conduct for Teaching; Support Staff and Governors which are shared on appointment and available through internal communication.

4.5 Students' Personal Development, Attainment and Progress.

The monitoring and analysing of students' performance enable the identification of groups where there may be patterns of underachievement. The College ensures that action is taken to counter this through on going department and whole college analysis and implementing interventions and strategies at different times throughout the academic year.

In addition, students identified on our Student Support Register receive additional support as agreed. Students with identified SEN will be monitored termly using the graduated approach as stipulated in the Code of Practice (2014) by AP/SENCO.

Additional targeted funds for pupil premium students including looked after students is used to close any gaps in achievement (see pupil premium information published on College website for further details).

All students have the opportunity to achieve their highest standards. Assessment is used appropriately for all students, The College ensures where possible, that assessment is free of all forms of discrimination against conditions such as, dyspraxia, dyslexia and others which might affect a student's formal assessment activities are acknowledged. Self-assessment provides all students with opportunities to take responsibility for their own learning through reflection and feedback on their progress. All students have full opportunities to demonstrate what they know and can do to benefit from this assessment.

Achievement of all students is celebrated in a number of ways, including notes in organisers, letters home, Principal's certificates of achievement, celebration assemblies, etc.

Extra-curricular activities are open to all students who self-select by aptitude, ability and personal preference.

Our modules programme, in particular, offer a unique context for making the most of Leicestershire's cultural diversity, and a wide range of appropriate opportunities (e.g. visiting mosques, Chinese dragon dancers, drummers) is offered to all students.

The PSHE/Citizenship programme (including Careers Guidance), and the Pastoral System of the College, including Tutor Groups and Assemblies, will provide many

opportunities to recognize and celebrate the qualities of individual students. In this way, the College actively seeks to value a full range of student achievement, development and improvement: academic, vocational, personal and social, curricular and extra-curricular. By the same means, equally, the College will seek to challenge negative attitudes and behaviours and stereotypical images and perceptions, recognizing that these can have a damaging effect on our aims, values and sense of community.

The Vice Principal (Curriculum & Assessment) will ensure that all the College's systems for measuring, recording and reporting student attainment and monitoring progress provide data by ethnic groups. Such information should then be used across all subject areas to monitor attainment of individual students and analysed by the School Leadership Team to prompt action-plans to be drawn up as needed to address any significant under-achievement and to measure improvement across all ethnic groups.

The pastoral support system at Thomas Estley Community College takes account of the religious and cultural diversity of students' back grounds and beliefs and the experiences of particular groups of students, e.g. Refugee and Asylum seeker children.

The college takes account of and meets the needs of Traveller students. All students are provided with appropriate information, career advice and guidance at the college. We encourage all students to aim high and avoid stereo type assumptions about careers and jobs. Work experience providers are informed of our equal opportunities policy.

4.6 Parents, Governors and Community Partnership

There is a link Equality Governor who reports termly to the full Governing Body on equality action. When governor vacancies arise, application process is open to all.

The College's Extended Services and Community Cohesion agenda is seen as a major strategy to encourage and celebrate cultural diversity.

The school is committed to offering all parents a full range of opportunities to monitor their own child's progress in school and to become more involved in the life of the College, from Tutor Progress Review meetings and Parents' Subject Evenings to Arts Performances and educational visits.

The college takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community. Information material for parent is accessible in user-friendly language and is available on request in languages and formats other than English through the use of interpreters. Times of parent evenings are designed to include the whole community and parents are also welcome to make an appointment at any other time during the term if they have concerns.

Attendance at the College's Parent Forum is encouraged.

The College's premises and facilities are available to hire to all community groups, and the College's Extended Services provision provides many additional out-of-school-hours opportunities and activities, including before and after schools clubs, pre-school and family learning days. As part of the College's conditions of hire, groups with racial aims are not allowed to hire premises. The LA operates a Community support scheme to financially support the running costs of community groups.

4.7 Employment Procedures including Temporary

The College is committed to attracting and developing a workforce on a basis of merit. It will continue to advertise both locally and nationally as required to attract the best possible applicants for all vacant staff posts.

Professional development opportunities are offered to all staff and training is prioritised from the College's Improvement Plan.

The College will ensure that staff and governors are provided with sufficient training to carry out their statutory duties and understand their equality responsibilities

The school is totally committed to offering professional development opportunities to all staff, teaching and support, and all staff are actively encouraged to consider and seek promotion.

The College ensures its personnel policies and procedures are in line with all statutory duties. The College, as an academy, buys back into the support of Leicestershire County Council's HR service and adopts all LCC model employment policies locally (unless otherwise agreed locally)

5.0 Implementing the Policy

The College will annually review equality through the following mechanisms:

College attainment by protected characteristics and other identified groups

- Analysis of all discrimination incidents.
- Attendance and exclusions analysis.
- Recording equality induction and training of all (new) staff.
- Annual reporting to the Governors' will ensure that the review of the PSED takes place and implications and targets are set.

6.0 Monitoring and Review

All members of staff and the governing body have responsibility for the implementation of this policy. Governors will evaluate the effectiveness of the policy every three years via the Resources and Environment Committee.

7.0 Equality Impact Assessment

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people,

promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.