



Equalities Policy

Version Control

Version	Date	Page Number	Section	Amendment
V1	17.12.2019		New Policy	
V2	02.05.2023	11	Equality Objectives 2019-2022 Evaluation	Amendments to section
		11-12	Equality Objectives 2023-2026	Section inserted.

LEADERSHIP AND MANAGEMENT:

1. All school policies reflect a commitment to equal opportunities.
2. The governing body and school leaders set a clear ethos, which reflects the commitment to equality for all members of the school's community.
3. Ickburgh School promotes positive and proactive approaches to valuing and respecting diversity.
4. The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
5. Teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community.
6. The Governors will:
 - Ensure the aims of Ickburgh School indicate a commitment to providing equality of opportunity.
 - Strive to ensure that its own membership reflects the communities, which the school serves, in terms of ethnicity, gender and class.
 - Ensure they receive up to date training and instruction in fair employment practices and procedures.
 - Ensure fairness when issuing funds.
 - Liaise with the Headteacher and Senior Leadership Team regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate.

Staffing: Safer Recruitment and Professional Development:

The Governing Body:

- Is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school.
- Recognises the value of a diverse and inclusive workforce.
- Together with the school leaders will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions.
- All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements.
- The only personal characteristics, which will be taken into account, will be those, which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups. All staff has the right, through the agreed procedures, to challenge any decision or action taken which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

post.

- An objective and sufficiently detailed person specification will be defined from the job profile.
- Job profiles, person specification and the selection criteria will be available to all candidates.
- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- Selection decisions will be made against the agreed criteria and no other criteria will be used.
- A written record of the selection decision relating to the agreed criteria will be retained.
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Specific Issues:

1. Age: The Governing Body is opposed to any direct or indirect discrimination based on age.
2. Disability: The Governing Body is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise carries out the duties of a post in the school. Where a candidate who has a disability is appointed to the post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.
3. Gender reassignment: The Governing Body is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex.
4. Marital status or civil partnership: The Governing Body is opposed to any discrimination against employees who are married or in a civil partnership.

Positive Action:

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination) but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applicants from specific groups which are underrepresented in the school
- Encouraging people with disabilities to apply for posts
- Advertisements which encourage applicants from individuals of a particular sexual orientation, religion or belief, but make it clear that selection will be on merit
- Flexible working - promoting the use of job shares and flexible working where operational factors make it possible
- Language / literacy training
- Supportive training measures for underrepresented groups
- Assistance with applications for candidates with language problems
- Commitments to interviewing disabled people who meet the basic criteria for the post
- Encouraging staff to become representatives of trade unions / associations.

Harassment and Grievance Procedures:

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Curriculum:

1. The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:
 - Boys and girls
 - Pupils learning English as an additional language
 - Pupils from ethnic minority groups
 - Pupils who are looked after by the Local Authority
 - Pupils who are at risk of exclusion
2. Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural (SMSC) development of all pupils, as set out in our SMSC policy.
3. The content of the curriculum reflects and values diversity. Where possible, it encourages pupils to explore bias and to challenge prejudice and stereotypes.
4. Extracurricular activities and special events cater for the interests and capabilities of all students.

Teaching and Learning:

1. Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
2. All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.
3. Teaching is responsive to pupils' different learning styles and takes into account of pupils' cultural backgrounds and linguistic needs.
4. Teachers take positive steps to include all groups or individuals.
5. Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.
6. Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the academy and wider community without bias, discrimination or stereotyping.

Personal Development and Pastoral Care:

1. Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.
2. Ickburgh School provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
3. Ickburgh School takes account of and meets the needs of traveller pupils.
4. All pupils are provided with appropriate post 16 advice and guidance which encourages them to consider the full range of options.
5. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.
6. The curriculum and pastoral systems promote and reinforce equal opportunities.

Admissions and Attendance:

1. The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairly and consistently to all pupils. Please refer to the Admissions Policy.
2. Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms.
3. Ickburgh School and parents / carers are aware of their rights and responsibilities in relation to pupil's attendance and absence is always followed up by appropriate staff.
4. Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils.
5. Provision is made for pupils on extended leave so as they are able to continue with their learning.

- To achieve at least Silver Rights Respecting School through UNICEF in recognition of the upholding of the rights of the child through school practice and culture.
- To amplify the voice of the student council so it has having a greater impact on Hackney's services and support for young people with disabilities.
- To develop an effective programme for the celebration of Black History Month.

Monitor and Review:

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community, and the outcomes brought back to the governing body. This policy will be given to all staff through normal management meeting mechanisms and the leadership team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

This policy is to be read in conjunction with the following documents:

- Behaviour Policy
- Whole School Vision, Values and Ethos
- SMSC Policy
- Admissions Policy

Policy Written by: Joe Sieber
Designation: Head Teacher
Date: 2nd May 2023

Approved by: Full Governing Body
Chair of Committee: Pat Corrigan

Signature: *Pat Corrigan* 9th May 2023.

Date: 9th May 2023