

1 PRINCIPLES

1.1 This policy represents the response of the Alban Academies Trust (AAT) and its commitment to meeting the Equality Act (2010). The policy sets out how our practice and policies will have due regard for the need to:

- 1.1.1 eliminate unlawful discrimination, harassment and victimisation;
- 1.1.2 advance equality of opportunity for students, staff and others using school facilities; and,
- 1.1.3 foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1.2 This policy incorporates and therefore replaces previous public sector equality duties such as the individual schools' Disability Equality Statement, Equal Opportunities Policy and Race Relations Policy. It therefore encompasses the following protected characteristics:

- 1.2.1 disability
- 1.2.2 gender
- 1.2.3 age
- 1.2.4 ethnicity and race
- 1.2.5 gender identity and reassignment
- 1.2.6 religion and belief
- 1.2.7 sexual orientation
- 1.2.8 pregnancy and maternity
- 1.2.9 marriage and civil partnerships

1.3 This policy follows the Department for Education guidance on the actions that schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance.

1.4 Most importantly, this policy also supports each individual school's vision and values.

2 TRUST ARRANGEMENTS

This policy has been developed at Trust level and therefore covers policy that is relevant and followed by all the schools within the Alban Academies Trust. The appendices contain specific actions each school is taking to deliver this policy.

3 POLICY STATEMENTS

- 3.1 The AAT values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by each individual to challenging prejudice, stereotyping and intolerance, and maintaining their dignity and rights. It is committed to building equality considerations in from the start and at every level of the school: at strategic, policy, management and classroom level.
- 3.2 The AAT will promote equality by encouraging and supporting students and staff in all trust schools to challenge prejudice, stereotyping and intolerance and will manage its policies, procedures and environment in ways that seek to maintain each individual's dignity and rights.
- 3.3 The AAT will not discriminate in the employment of staff on grounds of diversity. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. It will also make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- 3.4 The AAT will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them

to any other bias, detrimental or advantageous. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student. Our plans recognise our duty to:

- 3.4.1 increase the extent to which disabled students can participate in the school curriculum;
 - 3.4.2 improve the environment of each school to increase the extent to which disabled students can take advantage of education and associated services;
 - 3.4.3 improve the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 3.5 Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and, if necessary progressed through the relevant school disciplinary procedure or, if there is a case for prosecution, passed to the police.

4 ROLES AND RESPONSIBILITIES

4.1 The Governing Body of each school in the Trust is responsible for:

- 4.1.1 ensuring the School stays within the law and meets all its duties, including the general and the specific duties;
- 4.1.2 ensuring the Trust's Single Equality Policy is followed and the action plan is monitored annually;
- 4.1.3 striving to ensure that the membership of the Governing Body reflects the diversity of the communities served by each School;
- 4.1.4 ensuring that there is an Action Plan that demonstrates a commitment to eliminate discrimination and promote equality;
- 4.1.5 ensuring they receive and respond to monitoring information on staff via the relevant governors' committee;
- 4.1.6 ensuring they receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via the relevant governors' committee.

4.2 The Headteacher of each school is responsible for:

- 4.2.1 giving a consistent and high profile lead on equality issues;
- 4.2.2 ensuring the Trust's Single Equality Policy is implemented and reported on

4.3 Leadership Group and middle leaders are responsible for ensuring that:

- 4.3.1 they are aware of the School's statutory duties in relation to equality legislation;
- 4.3.2 current and planned policies are assessed for their impact in relation to equality;
- 4.3.3 monitoring information is collected and analysed;
- 4.3.4 targets are set on the recruitment, retention and achievement of students based upon the analysis of the monitoring information;
- 4.3.5 quality assurance procedures include scrutiny of equality issues;
- 4.3.6 sections assess performance in relation to equality issues and take action as appropriate;
- 4.3.7 the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities;
- 4.3.8 curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and educational visits take account of the need to promote equality;
- 4.3.9 each school's publicity materials present appropriate and positive messages about diversity;
- 4.3.10 students and staff induction programmes reflect each school's commitment to promote equality of opportunity;
- 4.3.11 staff, students and parents are consulted on and are aware of each school's response to equality and diversity;
- 4.3.12 the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy.

4.4 Staff with specific responsibilities are responsible for:

- 4.4.1 dealing with incidents of discrimination or harassment;

- 4.4.2 the School Manager is responsible for compiling an annual report on staffing in terms of equality indicators for the relevant governors' committee;
 - 4.4.3 for monitoring and reporting on the recruitment, retention and achievement of different groups of learners, and for ensuring that appropriate training is included in the Improvement Plan for each school.
- 4.5 All staff are responsible for:
- 4.5.1 challenging inappropriate behaviour by students, staff, parents and visitors;
 - 4.5.2 promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy;
 - 4.5.3 keeping up-to-date with the law on equality and taking up relevant training;
 - 4.5.4 ensuring their schemes of learning, lesson content and teaching resources demonstrate sensitivity to issues of equality.
- 4.6 Contractors, partners, service providers and site supervisor are responsible for:
- 4.6.1 complying with legislation on equality and not discriminating against any individual for any reason covered by this policy;
 - 4.6.2 following this policy and any equality conditions in contracts or agreements;
 - 4.6.3 considering access arrangements for all when planning repairs or recommending modifications to the site and buildings.
- 4.7 Students, their parents and employers, and visitors to each school have a proportionate responsibility to:
- 4.7.1 understand and act in accordance with this policy;
 - 4.7.2 comply with school policies and regulations in respect of equality and diversity

5 MONITORING AND REPORTING

- 5.1 Each school's Single Equality Action Plan will be aligned to the AAT's equality objectives and thus shared with its staff and governors. Each school will add their actions to the Appendix of this policy and this will be published annually to parents via the school website. Its implementation will be monitored within the school's own self-evaluation review processes.
- 5.2 Through publishing this information, we will ensure that governors, staff, students and parents are aware of the value the Trust places upon equality and diversity, the penalties that apply in the event of a breach, and our commitments under this policy. In addition to this, each school has in place the following documents providing further evidence of compliance with the Equality Duty:
- 5.2.1 Curriculum Policy
 - 5.2.2 SEND Policy
 - 5.2.3 High Starters or Gifted & Talented Policy
 - 5.2.4 Sex and Relationship Policy
 - 5.2.5 Termly Data checks by the Leadership Group
 - 5.2.6 Prospectus
 - 5.2.7 Staff Handbook
 - 5.2.8 Application forms for prospective employees
 - 5.2.9 Information pack for prospective employees

INFORMATION

- 5.3 Our Equality Impact Assessment process (EQIAs) helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.
- 5.4 Accordingly we will collect the following information:
- 5.4.1 Incidents of harassment and bullying including those relating to racism, homophobia, disability and gender;
 - 5.4.2 Data on the employment and progression of all staff;

- 5.4.3 Qualitative information from all employees or would-be employees. This will include leaving review meetings;
- 5.4.4 Performance and Reward data for all students – run analysis each term;
- 5.4.5 Disciplinary data for all children – run analysis each term;
- 5.4.6 Qualitative and quantitative information on the effect of interventions with regard to disabled children;
- 5.4.7 Details of disabled children at main feeder schools and in the local community;
- 5.4.8 Progression routes of all students.

CONSULTATION

- 5.5 It is recognised that the involvement of a variety of people is critical to the success of equality schemes. Parents and students were consulted on the development of this policy and action plan through focus group meetings, and staff have also been invited to contribute directly.
- 5.6 Parents and carers of students with disabilities are invited to contribute directly, and we record and review the points they raise. In addition to this, they are able to meet with the SEND team at formal school parent teacher consultations, or whenever need arises.
- 5.7 We invite feedback from organisers of groups who rent our facilities for activities, and our website has details of how other site users can contact us about any issues, including equality.
- 5.8 We invite governors' input to the policy and action plan through the work of the relevant committees in each school.

REPORTING

- 5.9 Reporting is an integral part of the single equality policy. Actions taken as a result of equality impact assessments will be reported to the appropriate governors' committees and trust committees on an ongoing basis, and the analyses will inform decisions regarding staffing, curriculum and premises' development. Findings form part of the discussion with middle leaders on their annual Faculty Improvement Plans and in the drawing up of each school's annual Self Evaluation and School Improvement Plan, and the school's prospectus.
- 5.10 Progress on the action plan will be reported annually to the relevant school governor committee by the member of the Leadership Group responsible for the plan. Progress on items relating to staff will generally be reported to the HR committee. The Single Equality Policy is reviewed every three years, or earlier if legislation changes.
- 5.11 Information collected will be used to:
 - 5.11.1 Report to the appropriate governors' committees of each school;
 - 5.11.2 Produce a summative report to the Trust Board annually;
 - 5.11.3 Take into account decisions regarding staffing, curriculum and premises development;
 - 5.11.4 Form part of the discussion with middle leaders on their annual Faculty Improvement Plans and in the drawing up of each school's annual Self Evaluation and Improvement Plan.
- 5.12 The action plan (see appendix) of each school with regard to equality will be published and discussed at the appropriate governors' committees.

6 APPENDIX A

Sandringham School - Single Equality Action Plan - 2020-2021

1. ACTIONS IN PROGRESS	Start Date	Led by	Review Date
Action			
a) Following a review of KS3, 4 and 5 schemes of learning in 2020, to conduct an audit to ensure they promote equality by encouraging and supporting students to challenge prejudice, stereotyping and intolerance on the grounds of disability, gender, race age, religion or belief or sexual orientation or other form of diversity.	May 2018	CCR	July 2021
a) Continue to use the pupil premium funding to support target group of students with access to additional educational resources e.g. Electronic Tablets, 1-2-1 tutoring, peer mentoring and access to extra-curricular opportunities. Monitor impact through key academic performance indicators.	May 2018	MAL	Ongoing
b) Review Personal Development schemes of learning and upskill tutors to ensure that when teaching about identities and relationships, all types are discussed openly.	May 2020	MNI	Ongoing

Appendix A

Verulam School - Single Equality Action Plan - 2020-2021

ACTIONS IN PROGRESS – Verulam School	Start Date	Led by	Review Date
Action			
1. Heads of Faculty / Department to review practice of staff and schemes of learning in order to ensure they promote equality. Curriculum maps to highlight opportunities to do this by encouraging and supporting students to challenge prejudice, stereotyping and intolerance on the grounds of disability, gender, race age, religion or belief or sexual orientation or other form of diversity (and extended PSHCE curriculum.)	Summer 2020	MVF	September 2020
2. Monitor the impact of pupil premium funding on target pupils - through key academic performance indicators.	Ongoing	MJE	Annual
3. Review exclusion data to identify if any prevalent groups are at greater risk of exclusion. If significant groups exist then identify other measures that can be taken to reduce exclusions from that group	May 2020	AEF	Summer 2021
4. Review attendance data to identify if any prevalent groups are at greater risk of persistent absence. If significant groups exist then identify other measures that can be taken to improve attendance for that group	May 2020	JAT	Summer 2021
5. Monitor referrals to external agencies to identify trends and issues	Summer 2020	DST	Summer 21
6. Develop a report on staffing in terms of equality indicators for the Human resources Committee	May 2020	KL	Summer 2021

Ridgeway Academy - Single Equality Action Plan - 2020-2021

ACTIONS IN PROGRESS	Start Date	Led by	Review date
Action			
1.Directors of Learning Subjects and Pastoral to review schemes of learning and assemblies in order to ensure they promote equality by encouraging and supporting students to challenge prejudice, stereotyping and intolerance on the grounds of disability, gender, race age, religion or belief or sexual orientation or other form of diversity	January 2020	CMA	September 2022
2. Continue to use the pupil premium funding to support target group of students with access to additional educational resources e.g. 1-2-1 tutoring, peer mentoring and access to extra-curricular opportunity including intervention. Individual meetings held with all pupil premium students to identify barriers to progress and monitor impact through key academic performance indicators.	January 2020	CMA	Ongoing
3. Review exclusion data to identify if any relevant groups are at greater risk of exclusion. If significant groups exist then run focus groups with teachers, parents and carers and students from groups to identify other measures that can be taken to reduce exclusions from that group	January 2020	SEB	September 2022
4. Review consequence system to ensure that sanctions incurred for prejudice are recorded as such and that there is a zero-tolerance attitude towards prejudice	May 2020	SEB	September 2022
5. Review the attendance data to identify if any relevant groups have a higher rate of non-attendance. If significant groups exist then instigate strategies with teachers, parents and carers and students form these groups to help improve attendance.	January 2020	SEB	September 2022
6. Maintain a report on staffing in terms of equality indicators for the Human resources Committee.	January 2020	PDI	September 2022