



Equality and Diversity Policy

Person responsible: Headteacher

Date adopted: June 2020

Review Date: June 2023

Alban City School Equality and Diversity Policy (including Equality Information and Objectives)

Introduction

At Alban City School, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers, and we commit to the principle that all lives matter. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

The school is situated in the centre of St Albans. St Albans is a thriving Roman city within commutable distance from London. The school is surrounded by well established housing; containing owner occupied houses and flats in addition to a high percentage of social housing.

29% children have English as an Additional Language. Of this there are over thirty two different languages spoken with no one group dominating.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their socio-economic circumstances

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that we all have different experiences as a result of our ethnic and racial backgrounds and we commit to the principle that all lives matter.
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should:

- promote positive attitudes and interaction between groups and communities different from each other
- promote an absence of harassment, victimisation and discrimination in relation to any protected characteristics
- lift up the voices of Black, Asian and minority ethnic (BAME) people and challenge systemic racism in our society

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We will do all that is possible to ensure that ethnicity is unknown throughout the recruitment process.

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We commit to raising up the voices of people from BAME communities and challenging systemic racism in our society.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed through pupil voice; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups, such as from BAME backgrounds.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. We deplore systemic racism in our society and we commit to addressing it through our policies and practices.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

NB: The school has less than 150 staff, so therefore the Governing Body are not required to publish information in relation to their staff, and therefore publish pupil related data only.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every three years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every three years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff including recruitment and promotion
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is strongly opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons, ensuring there is a good representation from BAME voices and experiences
- support pupils in their class who have additional needs

Equality Objectives Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- pupil voice through school council
- staff discussion and consultation
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

All school data is analysed to ensure that all vulnerable groups are treated with equality. Data is compared and analysed according to gender, ethnicity, pupil premium, children with English as an additional language and special educational needs.

Staff data

Where schools have less than 150 staff, the Governing Body are not required to publish information in relation to their staff, but the school maintains this information from the annual Schools workforce Census (SWC).

Other information

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an **annual** basis.*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

Ensure that all religious and world views are valued equally in our school community.

Actions June 2020

- *Review the RE curriculum to ensure equality in the teaching of world religions and views.*
- *Ensure teachers have the subject knowledge and resources they need to teach RE effectively.*
- *Monitor the quality of the teaching of RE across the school.*
- *Arrange for visits to a range of places of worship representative of a variety of world religions.*
- *Arrange for representatives of a range of religions and world views to visit school to speak to the children.*
- *Value and acknowledge the main celebrations from all religions and world views.*

Objective 2:

Review the entire curriculum experience to ensure that there is good representation of Black, Asian and minority ethnic voices and experiences: in and outside the formal taught curriculum, in each subject area, through trips and visits coverage and the profile of speakers.

Actions June 2020

- *Audit books in classroom reading corners and the library and purchase more multicultural books as required to ensure BAME voices are represented*
- *Ensure teachers choose a variety of multicultural texts to read and explore with the children*
- *Purchase multicultural small world resources for Phase One*
- *Review the curriculum to ensure there is good representation of BAME voices and experiences in all areas of the curriculum*
- *Invite in speakers from BAME backgrounds to talk about their careers and experiences*