



# EQUALITY, DIVERSITY AND INCLUSION POLICY 2018

Name of policy	Equality, Diversity and Inclusion
Date reviewed	February 2018
Staff member Responsible	Joe Ackah
Governor Responsible	Curriculum, Pastoral, School Improvement Committee
Date signed off by <i>Governors</i>	February 2018
Date of Review	Spring 2020

**Challenge Yourself, Celebrate Achievement, Focus on Success, Learn for Life**

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## **1. Policy Statement**

## **2. Policy Statement**

- 2.1. Camden Centre for Learning is an inclusive school where we believe all members of our school community are of equal worth and focus on the well-being and progress of every student.
- 2.2. We aim to be a place that employees want to join, enjoy working in and are proud to contribute to. The school is committed to promoting equality of opportunity in recruitment, selection, training and career progression for all staff and recognises the importance of maintaining an inclusive and diverse workforce that reflects the community it serves.
- 2.3. This policy sets out the school's approach to creating a safe environment free from unlawful discrimination, harassment, victimisation and bullying, ensuring it is a place where everyone is valued and has an equal chance to succeed.

## **3. Key Principles**

- 3.1. Camden Centre for Learning will promote and sustain an inclusive culture of equality and diversity by ensuring all employees, visitors and students are treated with dignity and respect, creating a fair and safe environment.
- 3.2. Camden Centre for Learning is committed to eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. It will also advance equality of opportunity and foster good relations between employees regardless of their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

- 3.3. In accordance to the specific Public Sector Equality Duty, the school will annually publish information to demonstrate how it is complying with the equality duties.
- 3.4. Camden Centre for Learning will actively work towards fulfilling its Equality Objectives and keep these under regular review. Our objectives for 2018-2020 are set out more fully in a current Equalities Action Plan (Appendix 1). They are as follows:
- To close the achievement gap for identified students.
  - To increase the number of EETs at 16 and minimise any difference for all students, including those who are most disadvantaged
  - To provide a broad, balanced, engaging and relevant curriculum for all students, regardless of need and ensure all students take an active part within the rich and diverse school community.  
To provide a broad, balanced, engaging and relevant curriculum for all students, that fosters inclusion and challenges prejudice and discrimination to ensure all students feel included to take an active part within the rich and diverse school community
- 3.5. The school will promote an environment where individual differences and the contributions of all employees are recognised and valued.
- 3.6. Camden Centre for Learning welcomes contributions from Trade Unions and staff representatives in supporting the school to meet the requirements of an inclusive culture of equality and diversity.
- 3.7. The school is committed to fair treatment and application of all policy, procedure and practices. Where complaints are raised of inappropriate behaviour or discrimination that contravene the principles set out within this policy, the school will address these consistently, promptly and effectively.

## 4. Responsibilities

4.1. The school expects all employees, visitors and students to adhere to the principles set out within this policy, however with particular emphasis on the following:

### 4.2. Governing Body's Responsibilities

- To ensure the school is complying with all duties set out in the Equality Act 2010.
- To monitor and review the fair and consistent application of the school's policies, procedures and practices.
- To provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.
- To work in partnership with the Head Teacher and Leadership team to implement and evaluate strategies and initiatives, ensuring they do not adversely impact against any group of staff based on their protected characteristic or otherwise. The Governing Body will also consider EIA and DPIA data where relevant.
- To work in consultation with Trade Unions and staff representatives to ensure that strategies and initiatives developed in the school comply with all the relevant equalities legislation.

### 4.3. School Senior Leadership/Management Team Responsibilities

- To create and promote an inclusive and collaborative working environment inside and outside of the classroom.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To ensure relevant training on Equality, Diversity and Inclusion issues are available to all employees within the school.
- To keep up to date on equalities legislation relevant to their work.

- To ensure fair and objective application of all employment and recruitment practices, so that selection is based on individual merit alone.
- To ensure reasonable adjustments are made where legally required.
- To complete thorough Equality Impact Assessments (EIA) at required stages when undergoing a restructure or significant change to a service, This is to ensure the change does not unlawfully discriminate against any group of staff based on their protected characteristic and that any potential negative impact is minimised.
- To carry out Data Protection Impact Assessments (DPIA) before implementing a new technology which is likely to result in a high risk to the rights and freedoms of individuals<sup>1</sup>.
- To deal with any form of discrimination, harassment, victimisation or bullying immediately, taking appropriate action under the school's Disciplinary Policy and Procedure.
- To adhere to, and have due regard for the Public Sector Equality Duty.

### **Employee's Responsibilities**

- To understand and apply the principles set out in this policy at all times when working with colleagues, students and visitors of the school.
- To treat all colleagues, students and visitors of the school with dignity and respect.
- Not to induce or attempt to induce colleagues to practice discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To be aware and understand that legal action could be taken against them personally for acts of bullying, harassment, victimisation and unlawful discrimination.

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<sup>1</sup> DPIA will take effect from 25<sup>th</sup> May 2018.

- To take appropriate action if there are breaches of this policy by reporting incidents either to management or via the school's Whistleblowing Policy.
- To understand that behaviours that are deemed to be unacceptable and a contravention of the Equality policy will be dealt with as a disciplinary matter under the scope of the school's Disciplinary Policy and Procedure.

## **5. Policy Scope**

- 5.1. This policy applies to all permanent and fixed-term employees of the school. It also applies to teachers of the school, although teachers should also refer to the national Teachers' Standards as part of this policy and associated procedure. Agency workers are also required to adhere to the requirements set out in this policy.
- 5.2. Where it is found that employees have contravened the responsibilities as set out in the Equality Policy, appropriate action may be taken under the school's Disciplinary Policy and Procedure.
- 5.3. Where it is found that an agency worker has contravened the Equality Policy, the school will report this to the agency and the worker will not continue to work at the school.

## **6. Supporting Documents**

- 6.1. This policy is supported by the school's Disciplinary Procedure which outlines the process to be followed in practice. Further documents such as guidelines, forms, templates, letters and FAQs are listed alongside the Disciplinary Procedure and are available on the School website.

## **7. Relevant Legislation**

- Equality Act 2010
- Employment Act 2008

- Employment Rights Act 1996
- Disability Discrimination Act 1995 (as amended in 2005)
- Employment Relations Act 2004
- Employment Equality (age) Regulations 2006
- Data Protection Act 1998
- Protection from Harassment Act 1997

## **8. Other Relevant Policies, Procedures and Guidelines**

- School's Code of Conduct
- School's Disciplinary Policy and Procedure
- School's Grievance Policy and Procedure
- School's Model Pay Policy
- School's Whistleblowing Policy
- School's Data Protection Policy

## 1. Glossary

Equality		Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.
Diversity		A term used when recognising and valuing peoples different background, knowledge, skills, experiences and encouraging and using those differences positively in the workplace.
Protected Characteristics		<p>The term used to refer to the nine characteristics that are protected from discrimination by legislation under the Equality Act 2010.</p> <p>The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p>
Discrimination	Direct discrimination	This occurs when someone is treated less favourably than another person because of a protected characteristic they have, or thought to have, or because they associate with someone who has a protected characteristic.
	Indirect discrimination	This occurs when there is a rule, policy, or practice that applies to everyone but disadvantages a person with a particular protected characteristic and cannot be objectively justified.
	Discrimination by association	Direct discrimination experienced by someone because they are linked to or associated with a person who has a

		protected characteristic. This could be a friend, spouse, partner, parent or another person with who they are associated.
	Discrimination by perception	Discrimination by perception happens when a person is discriminated against because they are thought to have a particular characteristic when in fact they do not. If you discriminate against people because you think they are transgender, for example, then they will be protected even if they are not transgender.
EET		Education, Employment, Training
NEET		Not in Education, Employment, Training
Harassment		Unwelcome and unacceptable behaviours which create a stressful or intimidating environment for the victim. Examples of harassment can include verbal abuse, racist/sexist jokes, unwanted physical contact and sexual advances, ridicule or isolation.
Victimisation		When an individual is treated less favourably or subjected to a detriment because they either make a complaint about being discriminated against or assist someone else who is being discriminated against.
Stereotype		Having inaccurate or simplistic generalisations about a group that allows others to categorise them and treat them accordingly.
Bias		To have a preference to treat a person or a particular group favourably/unfavourably.

Reasonable Adjustments		Where a provision/ criterion/ practice/ physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, the employer has the duty to take such steps as reasonable to avoid the disadvantage/ provide auxiliary aid (if the information is provided by the disabled person).
Due Regard		In relation to the equality duties, whenever significant decisions are being made or policies developed, relevant and proportionate consideration must be given to the equality implications.
Equality Impact Assessments (EIA)		The method used for identifying the effect our policies, practices or activities might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services are as effective as they can be for everyone Camden Centre for Learning serves. They also help to prevent us from taking action that might have outcomes we did not intend.
Data Protection Impact Assessments (DPIA / PIA)		The DPIA says what the data process is, why it is necessary to process the data and the proportionality of the processing to help to manage any risks which it poses to the rights and freedoms of people's information. The DPIA process is important because it helps the Camden Centre for Learning to make sure it is complying with the GDPR and is a method to record and demonstrate compliance. For example, if a new technology will process data concerning vulnerable subjects such as children or employees, a DPIA would need to be completed.

**APPENDIX ONE      EQUALITY ACTION PLAN**

Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<ul style="list-style-type: none"> <li>• To close the achievement gap for identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and systematic analysis of progress data by identified groups to identify any underachieving groups</li> <li>• To ensure differentiated strategies and resources are available to enable all students to achieve and actively target any identified underachieving groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly data captures</li> <li>• Bi annual SEN assessment data</li> <li>• Termly Reports to Governors</li> </ul>	AH T&L	Termly	
<ul style="list-style-type: none"> <li>▪ To increase the number of EETs at 16 and minimise any difference for all students, including those who are most disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ To analyse EET /NEET data by different groups to identify whether there are any pattern or trends to underachieving groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Connexions data</li> <li>▪ Year 11 impact data</li> <li>▪ Work experience data</li> <li>▪ EET action plan to be monitored by Governing Body</li> </ul>	AH B&P JA Connexions	Annual Plan	

	<ul style="list-style-type: none"> <li>▪ To ensure we are proactive in ensuring all students have access to Connexions support</li> <li>▪ To work with the LA to set up work experience opportunities for the most vulnerable groups of students to more readily prepare them for progression</li> </ul>				
<ul style="list-style-type: none"> <li>▪ To ensure we are meeting the needs of all students regardless of their gender identification, and to proactively plan for any minority groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ To actively identify any groups of students who are in a minority in the School eg Girls and set up supportive intervention eg Girls' Group etc</li> <li>▪ To set up individual/group intervention to meet their needs</li> <li>▪ To regularly review given the level of mobility of our cohorts</li> </ul>	<ul style="list-style-type: none"> <li>▪ MARM minutes</li> <li>▪ Intervention map</li> <li>▪ Curriculum maps</li> <li>▪ Evaluations of Interventions</li> <li>▪ Student voice</li> <li>▪ Girls' Group Evaluation</li> </ul>	B&P group	Termly	

<ul style="list-style-type: none"> <li>▪ To provide a broad, balanced, engaging and relevant curriculum for all students, that fosters inclusion and challenges prejudice and discrimination to ensure all students feel included to take an active part within the rich and diverse school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ To carry out student surveys and student voice activities to ensure the curriculum is meeting the needs of all cohorts</li> <li>▪ Embed equalities issues into student voice activities</li> <li>▪ To raise profile of equalities issues through assemblies, PSHE and citizenship and other curriculum areas</li> <li>▪ Identify and acknowledge the positive behaviours we wish to promote with the school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student/staff surveys</li> <li>▪ Student voice</li> <li>▪ Monitor community points</li> <li>▪ Curriculum review/map /SOLs audit</li> </ul>	<p>Whole school</p>	<p>Termly</p>	
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