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**The Albany**  
*Believe: Engage: Achieve.*  
Thumbs up to a new beginning!

# EQUALITY POLICY

## Approved

Approved	
Signature of Head of School:	
Date:	
Signature of Chair of Managers:	
Date:	
Agreed at the Management Committee Meeting on:	
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This policy applies to all staff, Managers, parents, students, volunteers and visitors to the school.  
 All DfE and other externally published documents can be found in the Albany Handbook on Google Drive.

# Equality Policy

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## 1. Introduction

At The Albany we believe that everyone has a right to feel safe, be heard, feel valued and to be treated with respect in order to be able to grow and learn. We have a responsibility, as a school, as professionals and as students to ensure that this is pursued.

The purpose of this policy is to:

- Raise awareness of equality and different protected groups
- Give clear direction to all staff, volunteers, Managers, visitors and parents about The Albany's responsibilities for ensuring equality
- Monitor and address any areas for further development

## 2. Statutory Framework

### EQUALITY ACT 2010 THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales.

The 3 aims of the General Duty are to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Albany has considered how well we currently achieve these aims with regard to the nine protected equality groups:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improve.

### 3. Equality Information at The Albany

Protected characteristics	Aims of the general duty		
	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
<b>Age</b>	<ul style="list-style-type: none"> <li>Recruitment procedures ensure that all candidates are shortlisted and interviewed on their suitability for the post.</li> <li>Recruitment monitoring information is only seen by one person, who is not involved in interview selection processes.</li> <li>Members of staff range in age from 22 to 65.</li> </ul>	<ul style="list-style-type: none"> <li>All relevant policies have a statement about equality and are accessible to relevant stakeholders.</li> <li>All staff have access to professional development opportunities.</li> <li>Where appropriate, all students are invited to be involved in activities.</li> </ul>	<ul style="list-style-type: none"> <li>School Code of Conduct reflects values of equality and respect.</li> <li>Teaching encourages positive attitudes towards people of all ages.</li> <li>Positive role models of all ages are presented to students.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>Bullying based on disability is recorded and reported upon to the Management Committee.</li> <li>Inappropriate talk or actions that promote discrimination on the grounds of disability are challenged by staff and incidents logged.</li> <li>SEN students make progress in line with that of other students.</li> <li>Recruitment procedures ensure that all candidates are shortlisted and interviewed on their suitability for the post.</li> <li>All school time visits are planned to accommodate all students.</li> </ul>	<ul style="list-style-type: none"> <li>We will avoid stereotypical assumptions about students' abilities and aptitudes.</li> <li>All students will be encouraged to consider the full range of options at The Albany and Post-16.</li> <li>If progress tracking shows students are falling below expectations then interventions are put in place.</li> <li>The site is fully accessible to students and staff with a wide range of disabilities.</li> <li>Learning Support Assistants have a wide range of experience and training.</li> </ul>	<ul style="list-style-type: none"> <li>We will take active steps to ensure that disabled parents are encouraged to become involved in the school.</li> <li>Prospective parents are met at a home visit and invited to a private tour of The Albany.</li> <li>Students with disabilities are fully involved in school life along with their peers.</li> <li>School Code of Conduct reflects values of equality and respect.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>We will not discriminate in the selection of new staff on any criteria apart from their ability to perform the</li> </ul>	<ul style="list-style-type: none"> <li>All staff have access to professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>School Code of Conduct reflects values of equality and respect.</li> </ul>



	<p>role outlined within the job description.</p> <ul style="list-style-type: none"> <li>• Students are met with on an individual basis to agree how best the school can meet their needs for the stage of their transition.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be encouraged to consider the full range of options at The Albany and Post-16.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues of equality and diversity will feature in staff inductions, training and staff meetings, as appropriate.</li> <li>• Students are encouraged to take part in all activities with special arrangements (eg for changing) being made on an individual basis.</li> </ul>
<b>Marriage and civil partnership</b>	<ul style="list-style-type: none"> <li>• Recruitment procedures ensure that all candidates are shortlisted and interviewed on their suitability for the post.</li> <li>• Students are admitted on the admissions criteria without consideration of their parents' marital status.</li> <li>• Requests for absence are considered on their merit and made in line with the absence policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage and civil partnership are both discussed within the curriculum as valid choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive role models are presented to students.</li> <li>• School Code of Conduct reflects values of equality and respect.</li> </ul>
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• Students who become parents will have individual arrangements made for them to continue their education at The Albany.</li> <li>• Working practices will be adjusted in line with health and safety advice during pregnancy.</li> <li>• Employment law relating to maternity and paternity leave will be upheld.</li> </ul>	<ul style="list-style-type: none"> <li>• We will support the education of any student who is pregnant in line with health and safety advice.</li> <li>• All staff will continue to have access to professional development opportunities and this will be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues of equality and diversity will feature in staff inductions, training and staff meetings, as appropriate.</li> <li>• Pregnant mothers or fathers-to-be will be supported on an individual basis to continue to be active members of the school community.</li> </ul>
<b>Race</b>	<ul style="list-style-type: none"> <li>• Data records minority ethnic groups at 3.7% student, 4.5% staff – one student, one staff member (July 2017).</li> <li>• Historic performance data shows ethnic minority groups perform at least as well as other groups.</li> <li>• Recruitment procedures ensure that all candidates are shortlisted and interviewed on their suitability for the post.</li> </ul>	<ul style="list-style-type: none"> <li>• All relevant policies have a statement about equality and are accessible to relevant stakeholders.</li> <li>• Student groups are analysed during progress tracking and interventions initiated as required to avoid underachievement.</li> <li>• Admission to the school is available to all minority ethnic groups and is administered consistently and fairly by an external body.</li> </ul>	<ul style="list-style-type: none"> <li>• School Code of Conduct reflects values of honesty and respect.</li> <li>• Behaviour and Anti-bullying policy make clear expectations.</li> <li>• All students have access to the full curriculum.</li> <li>• Diversity is promoted through assemblies, fundraising events and curriculum areas.</li> </ul>



	<ul style="list-style-type: none"> <li>• Recruitment monitoring information is only seen by one person, who is not involved in interview selection processes.</li> <li>• Inappropriate words or actions that promote racial discrimination are challenged by staff and incidents logged.</li> </ul>		
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• The vast majority of students and staff are recorded as no religion.</li> <li>• Incidents of bullying related to religion or belief are centrally recorded and reported to the Management Committee. Any such incidents are treated seriously.</li> <li>• Inappropriate talk or actions that promote religious discrimination are challenged by staff and recorded.</li> <li>• Requests for absence are considered in light of religious observance.</li> </ul>	<ul style="list-style-type: none"> <li>• We will facilitate the need for students to observe religious requirements in relation to worship.</li> <li>• Students own experiences and beliefs are valued and, where possible and appropriate, used as source material.</li> <li>• Individual arrangements are put in place to meet the requests of individual families.</li> </ul>	<ul style="list-style-type: none"> <li>• School Code of Conduct reflects values of equality and respect.</li> <li>• Teaching methods will encourage positive attitudes to religious diversity and equality.</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• Each cohort typically has a larger number of male students than female.</li> <li>• Our staff team currently has 32% male staff, our SLT is all female.</li> <li>• Bullying incidents based on sex are centrally recorded and reported upon to the Management Committee. Any such incidents are treated seriously.</li> <li>• Inappropriate talk or actions that promote sexual discrimination are challenged by staff and incidents logged.</li> <li>• All students take part in all subject areas.</li> <li>• Recruitment procedures ensure that all candidates are shortlisted and</li> </ul>	<ul style="list-style-type: none"> <li>• All relevant policies have a statement about equality and are accessible to relevant stakeholders.</li> <li>• Students are tracked by groups, including sex. Performance compared to the whole school community is monitored in relation to academic indicators.</li> <li>• Teaching methods are varied to promote achievement from both boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching methods will be varied to promote by both genders in all subject areas.</li> <li>• Examples of successful people will be used to challenge gender stereotypes.</li> </ul>



	interviewed on their suitability for the post.		
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Homophobic bullying is recorded and reported upon to the Management Committee. Any such incidents are treated seriously.</li> <li>• Inappropriate talk or actions that promote homophobic discrimination are challenged by staff and incidents logged centrally.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual orientation is discussed within the curriculum and different orientations shown as clear and valid choices and explicitly included within learning.</li> <li>• All relevant policies have a statement about equality and are accessible to relevant stakeholders.</li> <li>• All students are encouraged to consider the full range of options at The Albany and Post-16, regardless of sexual orientation.</li> <li>• Inclusive language is used within the school to reflect acceptance.</li> </ul>	<ul style="list-style-type: none"> <li>• School Code of Conduct reflects values of equality and respect.</li> <li>• Teaching methods will encourage positive attitudes to religious diversity and equality.</li> <li>• Teaching methods will encourage positive attitudes to sexual diversity and equality.</li> </ul>



#### 4. Equality Engagement at The Albany

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
<b>Age</b>	<ul style="list-style-type: none"> <li>• Student voice for all students.</li> <li>• Procedures are in place to ensure that applications are shortlisted against the job specification, regardless of the candidate's age.</li> </ul>	<ul style="list-style-type: none"> <li>• Open discussion as part of line management meetings about future plans.</li> <li>• Opportunities for flexible working, if appropriate arrangements can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed age mentor groups and sports lessons.</li> <li>• Open discussion as part of line management meetings about future plans.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Student voice for all students.</li> <li>• Introduced procedures to ensure that information on application forms which identifies disability is removed before shortlisting.</li> <li>• Discussions with parents of disabled students to understand their aspirations for their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist services.</li> <li>• Individual meetings and support at points of transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice for all students.</li> <li>• Individuals consulted to identify any additional needs they may have.</li> <li>• Performance Management discussions to review additional needs.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• Procedures are in place to ensure that applications are shortlisted against the job specification and no other criteria.</li> <li>• Individuals encouraged to report any concerns to anyone they are comfortable speaking to.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual discussions to understand the stage of transition and needs of the person.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals consulted to ask what is appropriate to them.</li> <li>• All members of the school community treat each other with respect. Request that any failure of this to happen should be reported and is then acted upon.</li> </ul>
<b>Marriage and civil partnership</b>	<ul style="list-style-type: none"> <li>• Relationship status is not requested or discussed as part of the application process.</li> <li>• Discussions about relationships take place without assumptions being made.</li> </ul>	<ul style="list-style-type: none"> <li>• All opportunities are made available to all members of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Cards and presents are bought from the whole staff to celebrate significant life events.</li> <li>• Requests for leave are supported to allow colleagues to accompany their partners to events and appointments.</li> </ul>



	<ul style="list-style-type: none"> <li>• All parents are made welcome regardless of their personal relationships.</li> </ul>		
<b>Pregnancy and Maternity / Paternity</b>	<ul style="list-style-type: none"> <li>• HR Training to ensure that the legal rights of staff are fully understood and implemented on request.</li> <li>• Positive messages about parenting leave given to staff.</li> <li>• Paternity leave encouraged and arranged for the best time to suit the father.</li> </ul>	<ul style="list-style-type: none"> <li>• If posts are advertised during leave then all staff members are informed of the opportunities.</li> <li>• Policy and practice makes parenting leave available to both males and females.</li> </ul>	<ul style="list-style-type: none"> <li>• Open discussion as part of line management meetings about future plans.</li> <li>• Communications maintained between staff on leave as frequently as they wish.</li> </ul>
<b>Race</b>	<ul style="list-style-type: none"> <li>• Student voice for all students.</li> <li>• Information on application forms which identifies race is removed before shortlisting.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Post-16 transition meetings to ensure all individual students are making appropriate choices.</li> <li>• Student voice for all students.</li> <li>• Student progress monitored and interventions put in place as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Images and examples in curriculum from a range of ethnic backgrounds.</li> <li>• Student voice for all students.</li> </ul>
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Procedures are in place to ensure that applications are shortlisted against the job specification, regardless of the candidate's religion or belief.</li> <li>• Engagement with families to understand their beliefs and preferences for eg sex education.</li> </ul>	<ul style="list-style-type: none"> <li>• All students are expected to undertake all aspects of curriculum.</li> <li>• Ability to request time off for religious observance.</li> <li>• Where appropriate the experiences of individuals used in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Absences approved if students request time off for religious holidays.</li> <li>• Open discussion as part of line management meetings about issues relating to religion and personal beliefs.</li> <li>• Staff able to make requests to not present certain lesson materials which conflict with their beliefs.</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• Introduced procedures to ensure that information on application forms which identifies gender is removed before shortlisting.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Post-16 transition meetings to ensure all individual students are making appropriate choices.</li> <li>• All students are expected to undertake all aspects of curriculum.</li> <li>• Discussed with students why some subjects are more appealing to some gender groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice for all students.</li> <li>• All students are expected to undertake all aspects of curriculum.</li> <li>• Gender stereotypes are challenged with students and parents to encourage students to examine why they make certain choices.</li> </ul>



		<ul style="list-style-type: none"> <li>• Positive mix of males and females in staff and Management Committee roles.</li> </ul>	
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Procedures are in place to ensure that applications for posts or school places do not reveal a person's sexual orientation.</li> <li>• Where allegations of bullying or harassment are made the victim is empowered to make choices about how situations are investigated.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Post-16 transition meetings to ensure all individual students are making appropriate choices.</li> <li>• Policy and practice makes requests for family leave available to all members of staff, regardless of their family make-up.</li> </ul>	<ul style="list-style-type: none"> <li>• Open discussion about any issues as part of line management meetings.</li> <li>• Positive role models are used to promote acceptance and understanding.</li> </ul>



## 5. Summary Statement of Effectiveness

**Age:** The Albany is effective as policies and practice demonstrate a commitment to promoting age equality, with staff being appointed according to their ability to fulfil roles. Students are taught in chronological age groups; however there are also opportunities for students to be taught out of age group where needed and for social activities, mentoring and sport and challenge learning. Generally we are referred and take many more male students than females, but places are offered based on need and suitability, not gender.

**Disability:** The Albany is highly effective as policies and practice demonstrate a commitment to promoting disability equality and students with disabilities make at least the same level of progress as all other students.

**Gender Reassignment:** The Albany is highly effective in dealing with gender reassignment and ensuring individuals receive the medical and emotional support they need.

**Marriage and civil partnership:** The Albany is highly effective as policies and practice demonstrate a commitment to supporting relationships of all types. Different types of relationships are presented as positive and openly discussed as part of the curriculum.

**Pregnancy and Maternity:** The Albany is highly effective as policies and practice demonstrate a commitment to promoting family life, with parenting and adoption leave being positively encouraged.

**Race:** The Albany is effective as policies and practice demonstrate a commitment to promoting race equality and there are no current issues involving race.

**Religion and Belief:** The Albany is effective as policies and practice demonstrate a commitment to acknowledging the beliefs of individuals. Appropriate leave for religious events would be agreed and individual arrangements are offered to address specific family requests in relation to curriculum content.

**Sex:** The Albany is highly effective as policies and practice demonstrate a commitment to promoting sex equality. There is a good balance of male and female role models amongst the staff and Management Committee.

**Sexual Orientation:** The Albany is effective as policies and practice demonstrate a commitment to promoting equality on the grounds of sexual orientation. Some students are open about their sexual orientation, homophobia is reported by students as bullying and there is a building understanding of difference amongst students.



## 6. Equalities Objectives Action Plan

Date of Publication : July 2017

Objective	Which protected group(s) will this most affect/influence?	How will we know we have achieved the objective?	Lead Staff Member	Actions
To increase understanding and tolerance of sexuality other than their own	Sexual Orientation	Student engagement with issues around sexual orientation is positive and fewer negative incidents are reported	Kirstie Land	To increase opportunities for students to become accepting of others sexual orientation July 2019
To increase understanding and tolerance of cultures other than their own	Religion and Belief	Student engagement with world issues and other cultures is positive and fewer negative incidents are reported	Kirstie Land	To increase opportunities for students to become aware of world issues July 2019
Proportionately increase the representation of individual specific characteristic groups on the staff team and the Management Committee	Gender Race Disability	The staff team and Management Committee profile shows a greater representation of people with protected characteristics	Viv Hughes	Applications from those with protected characteristics to be actively considered in line with fair recruitment. Prospective Managers with protected characteristics to be encouraged to apply to be a Manger August 2019

