



Icknield Community College

Equality Duty Report 2021-22



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Equality Duty Report for Icknield Community College 2021-22

1. Introduction

Icknield Community College is committed to avoiding all forms of discrimination in accordance with its responsibilities under the United Kingdom's Equality Act (2010). This report should be read in conjunction with the following government documents:

- [Equality Act \(2010\)](#)
- [The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities \(2014\)](#)

The school has a responsibility to report on the following three areas:

- Eliminating discrimination and other conduct prohibited under the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not share it

2. Eliminating discrimination and other conduct prohibited under the Act

2.1. School policies

The following policies show how school practices and procedures demonstrate an awareness of our responsibilities under the Act. They can be found on the school's [website](#).

Accessibility Plan
Admissions Arrangements Policy
Anti-bullying Policy
Attendance Policy
Behaviour and Engagement Policy
Exam Policy
Online Safety Policy
SEND Policy
Equality Policy



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2.2. Staff training

At the start of each academic year, staff training is delivered on a variety of topics connected with the Equality Policy and Safeguarding and Child Protection Policy. Staff training addresses the following:

- Responsibilities under the Equality Policy
- The protected characteristics
- Systems for recording and reporting prejudice-related incidents
- The school's current equality objectives

Awareness of these matters is further promoted through the line management structure and the induction programme for new staff.

This report is formally presented to the governing body, and governors are reminded of their responsibilities under the Act.

2.3. Monitoring of equality issues

The Headteacher has reported to every meeting of the governing body on any exclusions related to racist incidents that have occurred over the period. (As the table below shows, not all racist incidents necessarily result in an exclusion.)

Number of racist incidents reported from September 2020 to July 2021	10
Types of incident	Racist comments
Action taken	The member of the Leadership Team dealing with the individual incident ensures that sanctions and restorative education is put in place for students involved in these incidents.

Specific monitoring of issues relating to the protected characteristics is undertaken, and is summarised in the following table:



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Protected characteristic	Incidents	Types of incident	Actions
Age	0		
Disability	0		
Gender reassignment	0		
Marriage & civil partnership	0		
Pregnancy & maternity	0		
Race	10	Racist comments	Various, ranging from discussions with students to internal exclusion
Religion & belief	0		
Sex	0		
Sexual orientation	10	Homophobic comments	Various, ranging from discussions with students to internal exclusion
Other	27	Recorded instances of bullying, physical assault and verbal abuse	Various, depending on the demands of the situation.



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3. Advancing equality of opportunity between people who share a protected characteristic and people who do not

3.1. Minimising disadvantages suffered by students connected to a particular characteristic

Reasonable adjustments are made for children and staff with specific physical needs. On-site provision is made to the extent permitted by the physical confines of the site. Teaching assistants offer support in practical lessons and during educational visits.

Awareness of the individual needs of students is promoted through our weekly Student Action Meetings.

Where a student is struggling with a particular issue (e.g. communication and interaction with others) it is sometimes appropriate to address groups of students together to increase their awareness and understanding of the individual's needs. This may be done by a member of the Leadership Team, a Progress Manager, the Head of Student Services or a tutor, and always with the consent of the individual involved.

Our Student Welfare Manager is available to support students with a range of issues relating to the protected characteristics, e.g. sexual orientation; gender identity. All students receive education about equal opportunities through the Citizenship curriculum.

3.2. Taking steps to meet the individual needs of students with a protected characteristic

Student Services assists all students experiencing issues and difficulties, and supporting students with disabilities is part of its core remit. This provision is embedded across all school policies and procedures. Staff receive training on issues such as children's mental health to increase their awareness of students whose disabilities are unseen.

The SENDCo has specific involvement in cases where students have a high level of need. This might be, for example, to ensure a particular student's successful integration into the school by liaising with external agencies, maintaining a similarly high level of coordination once the student is on our roll.

Vulnerable students are encouraged to attend after-school clubs and educational visits.



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The school ensures that all students have access to appropriate curricular provision and other extended opportunities regardless of their ethnicity or religion. Appropriate adjustments are made accordingly, e.g. adjustments and support for students participating in Ramadan.

3.3. Encouraging students who share a particular characteristic to participate fully in activities

Students with specific physical needs are encouraged to integrate and enjoy their free time at break and lunchtimes. To support this unstructured time, there is always a teaching assistant on duty, to provide additional support if required.

Financial support is provided to vulnerable students to allow them to access educational visits and other extra-curricular activities, including instrumental music tuition.

Student progress data for all groups is tracked regularly across the year and intervention plans are implemented by Heads of Faculty and Progress Managers. There is a programme of one-to-one tuition and small group intervention in Maths and English to support students in making appropriate progress. This programme is flexible, and provision is prioritised for students from vulnerable groups.

Student Services supports students with protected characteristic, across the whole school, as identified on the provision map. This covers a range of interventions from in-class support to mentoring and one-to-one sessions.



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4. Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not share it

Every teacher is aware of her/his/their role in promoting equality and inclusion, both as role models, and in challenging any negative attitudes they encounter.

4.1. Curriculum opportunities

The curriculum includes Citizenship, RE and History programmes that promote understanding of a range of religions, cultures and viewpoints and that challenge discrimination and prejudice. Students cover the following:

Citizenship	Year 7	Anti-bullying, healthy lifestyles, puberty, e-safety
	Year 8	Communities, drugs, alcohol, conspiracies
	Year 9	Mental health, discrimination, healthy relationships
	Year 10	Mental health, pregnancy and parenthood, discrimination, UK and global issues
	Year 11	Healthy relationship, communities
RE	Year 7	Sikhism
	Year 8	Ethical decisions, Buddhism
	Year 9	Hinduism, Judaism, Holocaust
	Year 10	Christianity
	Year 11	Islam
History	Year 7	Cromwell and the Civil War, the New World, Mansa Musa and Medieval Mali
	Year 8	Politics in the French Revolution, empire, slavery, civil rights
	Year 9	Women's suffrage, democracy, Nazi Germany, Cold War
	Year 11	American West: indigenous Americans, Chinese immigration

All students complete work on online safety in Computing, exploring some of the issues and pitfalls that can affect young people on-line. Behaviour and Engagement and Anti-bullying policies are in place. Feedback from students on how we deal with bullying issues was very positive, showing that students appreciate the whole school response to these incidents.



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The school promotes good relationships through fundraising and awareness-raising events. Individual events include our Remembrance Day Service, Christmas Carol Service, Holocaust Remembrance Service, 'Rowing to Raise Money', Children in Need, and Diversity Awareness Week. Our guest speakers include representatives of Thames Valley Police and CAMHs, and our educational visits include trips to the WW1 battlefields in Belgium, to a gurdwara, and to a mosque.

We run a very successful Peer Supporters Programme. The programme is led by our Student Welfare Manager, who organises applications and training. The students who become Peer Supporters have a range of duties including lunch and break duty, being attached to specific tutor groups and being allocated specific students to work with on an individual basis. Peer Supporters have regular supervision meetings with our Student Welfare Manager in order to discuss issues that have arisen. The programme is valued by the Peer Supporters who take part and the Year 7s who are supported.

Assemblies deal with relevant issues throughout the year, and promote event like Holocaust Memorial Day. There are regular assemblies to remind students about online Safety, to challenge prejudice, and to promote understanding of others.

Students are involved with local communities and businesses through the Citizenship curriculum, the work experience programme, through mock interviews, our Careers Fest, Careers Assemblies and involvement with primary schools.

4.2. Complaints

The Equality Policy promotes good relations between all employees. It clearly sets out roles, responsibilities and procedures to follow. There have been no complaints under this policy in the last year.



5. Objectives for the period September 2020 to July 2023

Objective	Current status
<p>To ensure that all staff are appropriately informed about issues relating to the protected characteristics of sex, race, sexual orientation and disability, enabling them to feel confident in discussing these in the classroom.</p>	<p>Following wide-ranging discussions, a new curriculum principle was added to our curriculum quality guidance in this cycle, as follows:</p> <p style="text-align: center;">Representing and celebrating all members of our community</p> <p>Ensuring that our curriculum, at every level, includes those who share a protected characteristic. It represents and values people's differences and, through challenging prejudice, makes sure that all students feeling comfortable to be themselves.</p>
<p>To ensure that the school's documentation and curricula reflect our community's values in relation to the protected characteristics, and that the curriculum is appropriately representative of the experiences of all cultures, traditions and groups.</p>	<p>A survey of Middle Leaders was undertaken during Term 3 of this cycle, gathering information about the representation of those who share a protected characteristic across all our subjects. Results of this survey have identified areas in which new or amended materials could be generated in each subject, and are being fed into our curriculum development processes.</p>
<p>To raise awareness among staff and students of the significance of language in determining the experience of members of our community who share a protected characteristic.</p>	<p>Our current focus is on the production of a text addressing our policies and practices relating to trans students, and, in particular, on the importance of language in determining our students' experience. This will be communicated to our community shortly, having been reviewed by the Leadership Team, Middle Leaders and School Council, taking comments and amendments at each stage.</p>