



Equality Duty: Report for Icknield Community College 2017/8

Icknield Community College is totally committed to avoiding all forms of discrimination, as set out in the UK Equality Act (2010). This report should be read in conjunction with the following government documents:

- The Equality Act (2010)
- The Equality Act 2010 and Schools (May 2014)

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

1) Eliminating discrimination and other conduct that is prohibited by the UK Equality Act (2010)

School Policies

The following policies evidence how school practices and procedures demonstrate an awareness of and responsibility to the Act. They can be found on the school website.

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

Staff Training

At the start of each academic year, staff training is delivered on a variety of issues connected to the Equal Opportunities Policy and Safeguarding Policy. Staff training includes the following reminders:

- Responsibilities under the Single Equality Policy
- The Protected Characteristics
- Systems of recording and reporting prejudice-related incidents
- School's current Equality Objectives

This awareness is further promoted through the line management structure and is covered in the new staff Induction programme.

The member of the Leadership team and Governor with responsibility for Equal Opportunities meet annually to review the Equality Report and Equality Objectives. This report is formally presented to the Full Governing Body, during which governors are reminded of their responsibilities under the Act.

Monitoring of Equality Issues

The Headteacher has reported to every Full Governing Body meeting on any exclusions related to racist incidents that have occurred over the period.



Number of racist incidents reported from Sept 2017 to March 2018:	5 incidents
Types of incident:	N/A
Action:	The member of the Leadership Team dealing with the individual incident ensures that there is a combination of education and sanction put in place for students involved in these incidents.

Specific monitoring of issues in relation to the protected characteristics is undertaken and the statistics are below.

Bullying issue related to	Number of incidents	Incident types	Actions
Age	0		
Disability	0		
Gender reassignment	0		
Marriage & civil partnership	0		
Pregnancy & maternity	0		
Race	5	Racist Language - Written or verbal	2 Fixed term exclusions 3 Internal exclusions
Religion & belief	0		
Sex	0		
Sexual orientation	3	Homophobic Language - Verbal	Restorative Justice Meeting Detention and Internal exclusion
Other	19	Range of issues	Range of responses

2) Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Minimising disadvantages suffered by students which are connected to a particular characteristic

Reasonable adjustments are made for children and staff with specific physical needs at Icknield Community College. Onsite provisions are made to the extent permitted by the physical confines of the site. Teaching Assistants offer support in practical lessons and in attending any out of school trips.

Awareness of the individual needs of students is raised through individual SEND Pupil Profiles. In addition, ongoing needs of students are highlighted to staff through our weekly Student Action Meetings.



Where a student is struggling with an issue (e.g. communication and interaction with others), it is sometimes appropriate to address a number of students together to increase their awareness and understanding. This may be done by the SENCo and/or a tutor and with full consent of the individual who is struggling.

There is a Student Welfare Manager who supports students with any number of issues. Students find this particularly supportive if their issue is of a sensitive nature e.g. sexual orientation. All students receive education about equal opportunities through PSHCE lessons.

Taking steps to meet the particular need of students with a particular characteristic

The Student Services department supports all students experiencing any issues. Supporting students with disabilities is part of the core remit of the department and this is fully ingrained through school procedures e.g. monitoring of attainment of students with SEN. Staff receive training on such issues as self-harm to increase their awareness of students whose disabilities are unseen.

The SENCo has specific involvement in cases where students have a high level of need. This has been to ensure the induction of students by liaising with external agencies both before a student starts with us and then maintaining this high level of coordination once the student is on our roll and attending our school.

Vulnerable students are encouraged to attend after school clubs and off-site trips.

A free transport service has been provided two nights a week to enable more services children to attend after school activities. There is also a full time School Nurse, located on the school site, who helps support vulnerable students and their families.

The school ensures that all students have access to appropriate curriculum provision and other extended opportunities regardless of their ethnicity or religion. Appropriate adjustments are made accordingly e.g. support for students participating Ramadan who may be very tired.

Encouraging students who have a particular characteristic to participate fully in any 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, if additional support is required. There is also a lunch club, run by a specialist Teaching Assistant, where students with communication and interaction difficulties can feel safe.

The school uses money to support vulnerable students to access school trips and other extra-curricular activities, including music tuition.

Student progress data for all groups is tracked regularly across the year and intervention plans are implemented by both Heads of Faculty and Progress Managers. There is a programme of one to one tuition and small group interventions in Maths and English to support students in making the appropriate levels of progress. This programme is flexible and provision for students from vulnerable groups ie: FSM, services children, children from a Traveller background, and those on the SEND register, are prioritised.

There is a Pupil Premium Action Plan and the whole staff have looked at this as part of our continuing professional development programme. Each member of staff has used this session to consider the specific actions they need to put in place for the specific students they teach so that a personalised and not generic approach has been achieved. The Progress Manager for each year group holds a Raising Achievement Panel meeting at calendared points across the year, which specifically focuses on progress of Pupil Premium students. Pupil premium money is spent on initiatives to raise the attainment of these students. Interventions are put in place e.g. University trips and industry visits to



raise aspirations, and individual mentoring is arranged as appropriate. An extensive mentoring scheme is in place for year 11 students who are regularly seen by a dedicated senior manager.

The Student Services department supports these students 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. This year a small group of students have also begun the Asdan qualification as part of their KS4 option choices.

A small number of students benefit from personalised timetables that incorporate off-site education. Alternative providers include Berkshire College of Agriculture, Work Experience, one to one off site teaching, Academy 21, Meadowbrook College, and Oxford Hospital School. The On Course and Discovery Programmes provide opportunities for students who require a different form of provision. This is supported in school by one to one provision.

3) 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 their role in promoting equality and inclusion, both as role models, and in challenging any negative attitudes they encounter.

Curriculum opportunities

The curriculum includes a full PSHCE, RE, Geography and History programme which promotes tolerance and understanding of a range of religions and cultures. Students cover the following:

- PSHCE modules:
 - Year 8, 9 and 10 – Diversity
 - Year 11 - Risk (including content about the law in Britain)
- RE modules: Providing a variety of religious perspectives is core to every topic studied
 - Years 8 & 9 –Relationships (including different kinds; same sex marriage; arranged marriage; different families; Young Carers and the barriers they face)
 - Year 9 Human Rights; Rights and Responsibilities
 - Year 10 How Laws are made; Crime and Punishment
- History Modules
 - Year 8 – Empire and study India, Slavery
 - Year 9 – Protest movements in Britain, Holocaust, Women in 20th Century, Democracy
 - Year 11 – Native Americans

All years have completed work on online safety and explored some of the issues and pitfalls that can affect young people on-line. This linked in with work on Anti-Bullying and on Cyber-Bullying completed by all year groups. Behaviour and Engagement and Anti-Bullying policies are in place. The Student Council have been consulted with regard to how the school deals with bullying and in particular bullying based on the protected characteristics. The feedback from this was very positive, showing that students appreciate the whole school response to these incidents.

This curriculum supports individual events such as Remembrance Day Service and meeting with veterans, Christmas Carol Service at the local Church, guest speakers from a variety of religious traditions, trip to a Gurdwara, trip to a mosque and the Senior Citizens' Christmas Party.

We now run a very successful Peer Supporters Programme. The programme is run by our Student Welfare Manager, who organises the application and training programme. 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. The Peer Supporters then have regular supervision meetings with our Student Welfare Manager to talk through any issues they have dealt with. The programme is now in its third year and is valued by both the Peer Supporters who take part and the Year 7s who are supported.



Assemblies deal with relevant issues throughout the year. Year 7 students take part in a series of Anti Bullying lessons supported by our Anti-Bullying Ambassadors. We also ensure that our assembly slides are gender neutral and that events like International Women’s day are covered in this programme.

Students have involvement with local communities and businesses through Work Experience, Mock interviews, Carers Convention, Careers Assemblies and Primary Schools. The NCS (National Citizens Service) has also been into school to recruit some year 11s onto their summer programme. This aspect of the school is being extended this year as our Careers provision is further developed.

Complaints

The Dignity at Work policy (part of the Single 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.

Objectives for 2016-17

Objective	Current status
1. Attainment – to close all gaps between groups of students, as indicated by RAISE data	The data that we are using internally is based on FFT20 Benchmarks rather than RAISE data and the following figures are from our Term 3 collection. The gap between PP students (-0.69) and none PP students (-0.60) is significantly better this year. The gap between SEN students (-0.66) and none SEN students (-0.60) is better than last year.
2. To focus on students’ use of language especially casual discrimination through “banter”	Students feel confident enough to report incidents, and provide information on to staff on specific incidents and this has allowed us to deal with these more effectively
3. To ensure that all staff feel fully informed about gender reassignment issues to enable them to feel confident in discussing these issues with students.	Improving picture in general as staff are still benefiting from last year’s training, but we have had no further training this academic year.

Sara Grierson
April 2018

Review date: April 2019