

# Scholars' Education Trust

<b>POLICY TITLE:</b>	<b>EQUALITY</b>
<b>STATUS:</b>	<b>STATUTORY</b>
<b>REVIEWED BY:</b>	<b>TRUST BOARD</b>
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<b>AUTHOR:</b>	<b>Chief Executive Officer / Deputy Executive Officer</b>

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❖ School = School and / or Academy

This policy is designed to ensure equality of opportunity for all individuals within SET with particular regard to those groups with protected characteristics.

## **GUIDING PRINCIPLES**

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of all are recognised
- religion, belief or faith background
- sexual identity

### **Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities

- different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between all genders, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- age
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds and beliefs
- all genders
- different sexual orientations
- Pregnancy and maternity

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- all genders
- gay people as well as straight

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- all genders
- gay people as well as straight

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **SCHOOL CONTEXT**

Sir John Lawes School is situated in Manland Way about half a mile from the centre of Harpenden in the Harpenden East Ward. Its site is approximately 7.1 hectares. The school role presently stands at 1210 students. There are currently 28 students who have an Education, Health Care Plan.

Samuel Ryder Academy is situated at the outskirts of St Albans about 2 miles from the centre of town. The school role currently stands at 888 students. There are currently 3 students who have an Education, Health Care Plan.

Robert Barclay Academy is situated on the outskirts of Hoddesdon, it is a school which currently educates 764 pupils

Harpenden Academy is situated in the centre of Harpenden. It is a school which currently educates 213 pupils.

Priory Academy is situated in the centre of Dunstable. The school role currently stands at 735 students, which includes 14 students with an Education, Health Care Plan.

## **LEGAL BACKGROUND**

Scholars' Education Trust is committed to:

- To establish a climate in which diversity is understood to be a strength of the community and is celebrated as such
- To ensure that no member of the school community feels disadvantaged due to their membership of a particular group
- To create a climate where people are able to speak openly about their experiences
- To follow agreed procedures for dealing with incidents, and ensuring that all members of the school community are fully conversant with them.
- To follow the monitoring procedure to record all incidents and subsequent action
- To keep a formal record of all racist incidents and bullying incidents and to report on the nature and frequency of any racist incidents annually to the LA.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

**The specific duties require Scholars' Education Trust to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

## Protected Characteristics

The Equality Act 2010 protects students from discrimination and harassment based on protected characteristics. The protected characteristics for the schools' provisions are:

- age\*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership\*

\*For staff only

At Scholars' Education Trust we implement accessibility plans which are aimed at:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

Community Cohesion supports good practice in educating students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## ROLES AND RESPONSIBILITIES:

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

### Commitment to action:

#### Our Headteacher will ensure that:

- Diversity and equality are celebrated
- All staff understand what constitutes direct and indirect discrimination and receive training in antidiscrimination issues where relevant
- Official guidance in employment issues, including staff disciplinary and dismissal procedures, is followed
- The value of diversity in the school staff and Governing Body is recognised; the recruitment policy does not discriminate against specific groups and appropriate action is taken in seeking staff and governors from a diversity of backgrounds
- The implementation of the national pay structure such as TLR's is free from discrimination
- Performance management and access to CPD are free from discrimination.
- The curriculum and its delivery do not disadvantage people as a consequence of their ethnicity, religion, culture, gender, age, disability or sexual orientation
- Incidents of racial harassment or bullying are dealt with, recorded appropriately.
- Academic achievement of students from minority groups is monitored and interventions are put into place in the case of any students who is underachieving as a result of their membership of a particular group
- Attendance, exclusion rate and numbers of students with PSPs, and teachers' rewards/systems will be monitored for disparities across different vulnerable groups and that strategies will be employed in the school to reduce disaffection, encourage attendance and avoid exclusion
- The school will actively work in partnership with local minority ethnic community organisations promoting the communities' access to school facilities
- Discrimination on basis of ethnicity, religion, culture, gender, age, disability or sexual

orientation is prevented

**Our local Governing Body will:**

- Seek the advice of the Headteacher on this policy, keep it up-to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored and changes made if appropriate

**Our Senior Leadership Team will:**

- Will support the Headteacher in ensuring diversity and equality is celebrated
- Will link with Head of Faculties and Heads of Year making staff aware of equality issues
- Will monitor curriculum and non-curriculum events making sure the guiding principles are adhered to

**Our Teaching and non-Teaching staff will:**

- Set targets which challenge all students to achieve full potential.
- Model respect for all members of the school community and celebrate diversity.
- Ensure their delivery of the curriculum takes into account the ethnicity, religion and culture of students.
- Collect and analyse data on attainment by specific groupings and intervene to provide additional support for students if appropriate.
- Provide students with the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- Ensure that all students are fully aware that staff have very high expectations of them and are continually challenged.
- Ensure that all members of the school community work at creating a positive ethos of mutual respect and trust.
- Ensure that the curriculum content and resources will present Britain as a cultural diverse society and develop students understanding of the wider world.
- Deal with any instances of discrimination appropriately and record all incidents and outcomes in the racist and bullying incident log.

**Our Students will:**

- Have awareness of the principles contained in the policy and act accordingly
- Ensure that all other members of the school community feel valued and accepted, regardless of difference
- Make an effort to inform themselves about how they can help other students regardless of difference
- Actively support the elimination of discrimination against any individuals or groups
- Recognise and celebrate the benefits of diversity and equality

**Our Parents/Guardians will:**

- Support the school in adhering to the guiding principles and helping eliminate discrimination
- Make their child aware of treating people equally

The school operates equality of opportunity in its day to day practice in the following ways:

- **Teaching and learning**
- **Admissions and exclusions**
- **staff recruitment, development and retention**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender,

transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

## **ENGAGEMENT - PARTICIPATION AND INVOLVEMENT**

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, students, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

## **USING INFORMATION - EQUALITY IMPACTS ASSESSMENTS, DATA AND OTHER INFORMATION**

### **Equality Impact Assessment (EQIAs)**

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

### **Commissioned services (procurement)**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

**Attached:**

Sir John Lawes Equality Objective Action Plan  
Samuel Ryder Academy Equality Objective Action Plan  
Robert Barclay Academy Equality Objective Action Plan  
Harpenden Academy Equality Objective Action Plan  
Priory Academy Equality Objective Action Plan

Equalities impact assessment considered

## Sir John Lawes School Equality & Community Cohesion Action Plan 2020-2021

Equality Objective Action	Protected Characteristic	General Duty*	Responsibility	Success indicators	Dates	Evidence
Continue to ensure all policies comply with the Equality Act	All	1 & 3	SLT	All new policies and documents Equality Act compliant	Rolling programme	
To move forward where possible and appropriate with gender neutrality approaches	Gender reassignment, sex	1,2,3,	SLT	Senior prefects no longer referred to as head Boy/girl Review of uniform where possible to allow for gender fluidity	Ongoing	New titles for heads of school/ changes to uniform trousers
Monitor examination results and in house data, to ensure no groups significantly underachieve. Particular focus led by 'In Year' data analysis	All	1	SLT	No one group underachieves Pupil Premium resources are used to enhance pupil premium attainment.	September for public examination results & others within school year	Disadvantage gap reduced; now focus on boys
Review inclusion and diversity of school provision with particular reference to Black Lives Matters (SDP P2)	Ethnicity & Race	1.2.3	SLT/CRO/EMO/GWI	Curriculum reviewed and where necessary changed. Staff more informed. Greater awareness.		Impact of actions form SIG
Plan school calendar and events to ensure no minority faith group is discriminated from participating in events such as Parent consultation evenings	Ethnicity & Race Religion & Belief	1 & 3	SLT/KSn/MSa	No significant clashes No parental complaints	July 2021	
To continue to develop staff wellbeing with a view to embedding good practice (SDP P7)	All	3	SLT/MSa	Regular group meetings – representatives from all areas of staff community Range of opportunities made available to support staff wellbeing. Calendared meetings	Ongoing	See minutes See range of activities and Wellbeing Wednesday
Continue to reinforce and develop student resilience and access to support when faced with bullying or prejudice.	All	1, 2 & 3	HoYs/SSMs/EMO	Continue Bully Free Form status Low numbers of incidents on Senior Support log, or Racist/Bullying returns Student responses in surveys show high satisfaction and low unhappiness rates	Immediate and on going	As listed
Regularly review recruitment process to ensure it meets safeguarding standards and no group is adversely discriminated against on the basis of gender, ethnicity, disability or cost	All	1 & 3	CRO/HWA	Annual review of staff profile Monitor any complaints or concerns raised by candidates before, during and after the recruitment process. Budget forecast allows for appropriate salary bands for staff.	September 2020 Ongoing September 2020	Trained in safer recruitment

\*General Duties

The equality duty consists of a general equality duty with three main aims (set out in section 149 of the Equality Act 2010) and specific duties (set out in secondary legislation). We must have **due regard to the need to:**

- 1) **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- 2) **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- 3) **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

**Samuel Ryder Academy  
Equality & Community Cohesion Action Plan 2020- 2021**

Actions	Timescale	Led by	Success criteria
<p>Monitor and analyse relative performance of high-incidence groups with protected characteristics regarding i) attainment, ii) achievement, iii) behaviour</p> <p>Boys</p> <p>DSEN</p> <p>Disadvantaged</p> <p>Track low incidence protected characteristics, including CLA, individually</p> <p>Track parental attendance at parent consultation evenings</p>	By June, annually	LSH	<p>Performance data included in Head's report to governors every term</p> <p>DSEN and vulnerable group targets recorded through Link governor framework</p> <p>Summary presented to governors annually</p> <p>Vulnerable group data is presented to Governors and SLT</p> <p>Impact of provision / intervention is measured termly and reported annually to the Governing Body</p>
<p>Monitor and plan the school calendar to ensure the inclusion of all minority ethnic groups and faiths</p> <p>Monitor the involvement of all groups in the all extra- curricular activities</p>	<p>July 2021</p> <p>July 2021</p>	<p>LSH/LTI/SLT</p> <p>MPO</p>	<p>A number of events to celebrate all faiths and cultures- positive attitude and engagement from all students irrespective of their ethnicity or culture</p> <p>All groups are included and represented in all activities</p>
<p>Set clear community cohesion themes in SMSC and ensure it is cross-curricular</p> <p>Evaluate impact on students</p>	Ongoing	MWO	Teachers use of the SMSC grid (OFSTED/OPEUS) for planning and recording; evaluation framework defined and in use.
Identify staff training and support needs	Ongoing	LSH/SLT	Report to governors
Review equality data reports to governors in terms of scope, benchmarks and content. Advice changes needed. Check pattern of interventions matches need and delivers results.	Review termly	LSH	Data is fit for purpose and all governors can understand and track it
Continue to reinforce and develop student resilience and access to support when faced with bullying or prejudice	Ongoing	LSH/DSPs/HoY	Appropriate and timely support in place for all students
Monitoring of the recruitment process to ensure no groups are adversely discriminated	July 2021	SPI	No complaints raised by candidates

## Robert Barclay Academy Equality & Community Cohesion Action Plan 2020 - 2021

Equality Objective Action	Protected Characteristic	Responsibility	Success indicators	Dates	Evidence
1. To ensure all policies comply with the Equality Act	ALL	SLT	All new policies and documents are in line with the Equality Act	Every FGB when reviewing policies	
2. Set clear community cohesion themes in SMSC and ensure it is cross-curricular. Evaluate impact on students.	ALL	MST/BCR	Teachers use of the SMSC grid for planning and recording; evaluation framework defined and in use.	July 2020	SMSC mid and long terms plans evidence cohesion themes.
3. Monitor examination results and in house data, to ensure no groups significantly underachieve.	All	SLT	No one group particularly underachieves. Pupil Premium resources are used to support the progress of the pupil premium group.	September for public examination results & others within school year	Exam results shows no significant gap between PP and all students.
4. All staff to know and understand the Equality Act and how that relates to their role.	ALL	SLT	Staff training and support needs have been identified.	July 2020	Staff training carried out at INSET
5. Support the engagement of all identified groups, including participation in school extra-curricular activities and school trips.	Disability, Ethnicity & Race Religion & Belief	AGA/ SMO/ BCR	Positive feedback from particular groups (eg EHCP students via annual reviews). Positive patterns of engagement for all groups of students. Pupil Premium students access trips/residential trips and other enrichment activities.	July 2020	Extra-curricular registers show participation from all groups.
6. Plan school calendar and events to ensure no minority faith group is discriminated from participating in events such as Parent – Teacher - Consultation evenings.	Ethnicity & Race Religion & Belief	BCR	No significant clashes No parental complaints	July 2020	High attendance to calendar events.
7. Continue to reinforce and develop student resilience and access to support when faced with bullying or prejudice.	All	HoYs/BMA	Look to introduce Bully Free Form status Low numbers of incidents on Behaviour Support log, or Racist/Bullying returns Student and parent responses in surveys show high satisfaction and low unhappiness rates.	Immediate and on going	As listed.
8. Regularly review recruitment process to ensure it meets safeguarding standards and no group is adversely discriminated against on the basis of gender, ethnicity, disability or cost.	All	CDE/HWH	Annual review of staff profile Monitor any complaints or concerns raised by candidates before, during and after the recruitment process. Budget forecast allows for appropriate salary bands for staff.	September 2020 Ongoing September 2020	All SLT trained in safer recruitment

# Harpenden Academy

## Equality & Community Cohesion Action Plan 2020-2021

<b>Theme:</b> Equality		<b>Author:</b> Lisa Davies		<b>Vision:</b> The school will be judged at outstanding by next ofsted visit				
<b>Where are we now:</b> We are adopting the Equalities Policy of the Trust for the academic year 2020-21				<b>Priorities:</b> All stakeholders to have access to published equality plan. The staff, pupils and governing body to understand and implement the contents of the policy.		<b>Key success Indicators (September 2019).</b> Peer Review June 2021 will confirm that the details of the Equality policy are fully embedded in the school's ethos and practice.		
	<b>Objectives</b>	<b>Action/Responsible</b>		<b>Resources</b>	<b>Timescale</b>	<b>Milestones</b>	<b>Monitoring and Review</b>	<b>Expected Outcomes</b>
1	To ensure that all policies comply with the Equalities Act.	Systematic checking of new legislation as it arrives. Act upon directive from the Mat. Governor role created to review policies.	SLT Gov HW	Time	On going	Half termly governor review of the website and policies.	Dedicated Governor to review policies over the year.	All new policies and documents are Equality Act Compliant
2	Break down barriers to perceptions of disability.	Celebrate the achievements of disabled role models nationally and globally Ensure a range of visitors enable pupils to engage positively with disabilities	LD SLT Staff	Time	On going	Termly over view	Feedback and action points form Pupil Voice	Celebrate inclusion and diversity through assemblies A range of visitors in school who have disabilities School office making the provision
3	SATs and class data to show that no groups significantly underachieve	Termly pupil progress meetings with all teachers and INCO	SLT KW	Time	Half termly	June and July for external SATs and throughout the year for in year data	Feedback and action points form Pupil progress meetings	No one group particularly underachieves Pupil Premium resources are used to enhance pupil premium attainment
4	All religions/ ethnicities to be represented in the school calendar across the school year.	Monitor and plan the school calendar to ensure the inclusion of all minority ethnic groups and faiths	LD Staff	Termly calendar	termly	Termly calendar updates	Monitor the breath of events provided in the calendar.	Our school reflects the diversity of our community. A range of visitors in school reflective of differing races and cultures Curriculum map revised. New units written and prepared Resources around the school reflect race and equality awareness
5	All staff to know and understand the Equality Act and how that relates to their role.	Identify staff training and support needs	LD SLT	Time and staff meetings	On going	Termly reviews conducted by SLT. Training opportunities to be made	Community governor and member of SLT to report to Governing body	Equality policy to be fully embedded in the culture of the school.
6	Ensure that Sex and Relationship Education recognises diverse family structures and this is in alignment with new SRE curriculum (2020)	Ensure all staff respond appropriately to questions raised by children. Identify staff training and support needs	LD SLT KW	Time	On going	Termly over view	Community governor and member of SLT to report to Governing body	Pupils and staff recognise that families are made from a range of gender and sexual orientations.

**Priory Academy**  
**Equality & Community Cohesion Action Plan 2020-21**

Objective	Protected Characteristic	General Duties*	Timescale	Led By	Success Indicators
Ensure all policies comply with the Equality Act	ALL	SLT	Ongoing All new policies and documents are in line with the Equality Act	SLT	All policies comply with the Equality Act
Further develop school extra-curricular calendar of clubs and activities for all year groups and extend school trip provision to widen participation and engagement of identified groups.	Underachieving Boys, SEND, PP, Ethnicity, Race, Religion, belief and Disability	1 and 3	44013	KD/SG/HOYs/HODs	Maintain low persistent absence and improve overall school attendance. Improved key group attendance figures. Improved behaviour through increase in 1 effort grades as well as a decrease in 3/4 effort grades. Improvement and progress will be monitored daily.
Continue to develop the use of Year team data analysis to monitor progress and ensure no group significantly underachieves and that appropriate intervention for identified groups is put in place.	Underachieving Boys, SEND, PP, Ethnicity, Race, Religion, belief and Disability	1	September for public exam results and assessment calendar dates for others.	Pastoral team, JC, EC	RADY Project: continue to develop mentoring programme for PP students and use Pupil premium to enhance pupil premium attainment (including LAC PPPlus). Personal Passports used by all staff in their planning to enhance SEND attainment. Tutee attainment tracking sheets are developed and used to track pupil progress and identify where support is need for specific students.

Further develop engagement of all pupils from all faiths through an SMRE programme which embraces and values all faiths and promotes Priory Values and British Values as vehicles of unity, tolerance and peace. To celebrate all faiths through the weekly delivery of the Priory multi-faith Prayer as a means of thoughtful reflection.	All	1, 2 and 3	ongoing	Pastoral Team	SMRE Programme celebrates and informs students of all Faiths. Behaviour data reflects a respectful ethos. Student Voice questionnaire shows a positive picture.
Continue to reinforce and develop student resilience and access to support when faced with bullying or prejudice.	All	1,2 and 3	ongoing	Life Skills Leader, Pastoral Team, Safeguarding	CPOMS, SIMS, Student and parent surveys, Central Bedfordshire Wellbeing Survey
Monitor the recruitment process to ensure no staff are adversely affected All staff	All	1 and 3	ongoing	MS/HWH	No staff adversely affected No complaints raised by candidates

\*General Duties

The equality duty consists of a general equality duty with three main aims (set out in section 149 of the Equality Act 2010) and specific duties (set out in secondary legislation). We must have due regard to the need to:

- 1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- 2) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- 3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.