



OWLS Academy Trust

Equal Opportunities in Employment: Guide to Good Practice

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Policy developed by



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This guide provides a framework to work from for employment issues in order to comply with the principles set down in the Equal Opportunities Policy Statement.

It is in the best interests of each school within the Academy Trust to have a workforce which, at all levels, reflects the composition of the local community it serves.



Recruitment and Selection

Employees play a crucial role in the way a school listens to and respects the public and in the way it enables and provides services to the public in a qualitative way. In ensuring that schools recruit staff fairly the recruitment and selection process has to:

- Comply with the law of the land;
- Comply with the Academy Trust equal opportunities policy;
- Ensure that all applicants are assessed fairly; and
- Eliminate unfair barriers to all job applicants, particularly those which, in the past, have contributed to possible discrimination.

When a Vacancy Arises

It is important to take some time to think about filling the vacancy:

- Could it be filled by an existing employee facing redundancy and seeking redeployment?
- Are the current working hours still appropriate?
- Could the work be done more effectively by a reallocation of duties?
- Is there still a need for the job?

Take into account changes in legislation and working methods (e.g. Children Act, Competitive Tendering, Information Technology)

What Job?

A vacancy presents an ideal opportunity to examine the job:

- Has it changed and if so, how?
- Do the priorities need to be reassessed?
- Should the objectives be reviewed?
- What are the main duties and responsibilities?
- Consider other working arrangements such as job share, term-time working or reduced hours.

This will form the basis of the job description, after which decisions must be made on:

- What skills are needed?
- What knowledge is needed
- What personal qualities are needed?

Do not make assumptions based on the performance, characteristics or gender of previous post holders.

Who Do You Want?

Now is the time to draw up a written Person Specification. If one already exists the following steps should still be taken to ensure it is still appropriate. Anyone who has a direct management responsibility for the post should be involved in the preparation of the job description and person specification.

The Person Specification will include essential and desirable criteria:

- **Essential** means the post holder **MUST** have these attributes to carry out the job effectively.
- **Desirable** means attributes which would enhance job performance.

Wherever possible attributes should be stated in quantifiable terms: for example, rather than saying “suitably qualified” state the specific qualification required. Remember an applicant may hold a comparable qualification obtained outside the UK

Take care not to set unnecessarily high standards for qualifications, experience or skills: some applicants may have taken career breaks and gained important experience outside employment, which should be taken into consideration.

Beware of assuming that a job is “man’s/women’s work or requires an “able-bodied” person.

Decide on the relevant importance of each factor in relation to job performance, with regard to both the essential and desirable criteria.

Attracting Candidates / Advertising

A good job advertisement is not measured by the number of applications it attracts, but by its success in attracting one or more suitable candidates.

Job advertisements should be **clear, concise and correct**. They should reflect the requirements of the job fairly, highlighting the essential elements of the job description and person specification so that the reader has the opportunity to self-select. A concise and attractive advertisement is more effective than a long involved statement about the job, which can be provided in a vacancy information pack.

A job advertisement should include:

- The school name, address and phone number;
- Job title;
- Salary and any other benefits;
- Hours of work;
- Key responsibilities;
- Qualifications and experience required;
- How to apply / get more information;
- A realistic closing date;
- Equal opportunities statement; and
- Child protection statement

Job advertisements must **not** include discriminatory language (e.g. his, her, ageist terms or sexist job titles) and care should be taken to avoid jargon and superfluous details.

As a minimum, vacancies should be advertised as follows:

- Vacancies up to 7.5 hours per week, or temporary for not more than 3 months – on the school website and notice board;
- Vacancies for more than 7.5 hours per week and permanent or likely to be longer than 3-months duration – on either the Leicestershire County Council jobs site OR E-teach.

Other media may be used. Choice of media should reflect the target audience for the advert, which can be determined through consideration of the job description and person specification.

The aim should be to circulate the advertisement to all relevant groups of prospective applicants on as wide, open and cost-effective basis as possible.

Small print English is not always the best way of advertising a vacancy.

Care should be taken to avoid placing adverts in multiple media publications aimed at the same target group – select the best media based on previous success rates with returned applications.

Exceptions to the minimum advertising requirements may be made in the following circumstances:

- To meet the requirement of redeployment / redundancy policies (when necessary);
- If a similar vacancy arises within 3-months of a previously advertised vacancy (in which case candidates from the previous recruitment process may be considered); or
- Where a post can be offered to a temporary incumbent, taking into account employment rights of the individual concerned and the manner in which the temporary post was originally advertised.

Information Pack

An information pack allows you to provide potential applicants with more detailed information about the job. The content of the information will depend on the nature of the job, but as a minimum should include:

- An application form;
- Copy of the job description and person specification;
- Equal opportunities monitoring form (part of the application form);
- Detail of the recruitment process, including closing date for applications and details of how applicants will be informed if they are not offered an interview;
- Advice that referees will be contacted before interview for any short-listed candidates.

In addition, the pack might also contain:

- General information about the OWLS Academy Trust and the individual school;
- General information about benefits and facilities;
- Organisation chart;
- Outline of the key job objectives;
- Conditions of service relevant to the post;
- Outline of the selection process, including interview dates if known.

Applicants telephoning for information should not be given any indication of their suitability or otherwise for the job. Similarly, where an advertisement or information pack contains an informal contact point this should be for the purpose of expanding on the job details and requirements and not as an informal selection procedure.

The job pack should help candidates to select (or de-select) themselves.

The presentation of the material is important, as it is still marketing the job.

Be prepared to adapt the information sent out in order to meet the needs of specific applicants (e.g. large print, other languages, etc)

Short-Listing

Short-listing should be carried out at a preliminary meeting of the interview panel as soon as possible after the closing date. A minimum of 2 people should normally make the short-listing decisions, and where possible all those with a part in the selection process should be included.

THE CRITERIA USED FOR SHORT-LISTING MUST BE CONSISTENTLY APPLIED TO ALL APPLICANTS.

Short-listing must be done only from information supplied by the applicants and their nominated referees (if available), measured against the job description and person specification. Decisions should not be influenced by informal reports about the applicant.

Care must be taken to ensure that internal applicants are not treated preferentially, particularly if they are known to a panel member.

Advice is available from HR Services (Leicestershire County Council) on applications received from a relative of current employees working in the same section / location as the job being advertised, and on the disclosure of any criminal convictions.

Disabled applicants are guaranteed an interview if they are suitably qualified or experienced and are supported by a recognised agency (e.g. local Disability Employment Advisor or Careers Service). If disabled applicants are close to meeting the job requirements they should also be invited to interview.

The application form must not be used as a test for literacy unless literacy is a genuine requirement of the job.

Applications should first be assessed against only the essential criteria from the job specification. In the event that this still results in unmanageable numbers of applications then the desirable requirements should be considered, weighted according to the needs of the job. If this still does not produce a manageable shortlist then advice should be sought from HR Services on the best way forward.

Reasons for rejecting / short-listing candidates should be maintained and kept for a minimum of 6-months from the date of appointment. These reasons must relate to the criteria used in the person specification.

Applicants not shortlisted should be informed either directly or by previous instruction within 28 days of the closing date.

References

References should be obtained on all short-listed candidates (both internal and external) before the interview, and should always be sought in writing.

When requesting a reference it is good practice to enclose a copy of the job description, the date of the interview, and information about the school's policy on providing access to personal files.

If it is necessary to take a reference by telephone it is essential to keep a record of what was said, by whom and when, and to request a written confirmation at the earliest possible opportunity by letter, e-mail or fax.

The School Staffing (England) (Amendment) Regulations 2012 (Regulation 8a) requires the Governing Body of a maintained school to confirm whether or not a member of the teaching staff at that school has, within the last two years, been the subject of capability procedures. The two years would be dated from the date of the written reference request. Although this is not a mandatory requirement for academies to provide this information, it would be good practice to do so and to request such information in all reference requests for teachers.

The effectiveness of references can also be improved by asking specific questions about the candidate's abilities, character and suitability for the job. Due to equality legislation it is no longer acceptable to ask about past attendance at work.

References should be made available to the panel to assist in reaching a decision on who to appoint. If there are any concerns arising from a reference then these may be pursued either with the referee or by requesting further information from the candidate. References are only an aid to selection.

Interviews

The aims of an interview are to:

- Determine each short-listed candidate's suitability for the job;
- Ensure the candidate has a clear picture of the school and the job;
- Provide the opportunity for mutual exchange of information;
- Maintain and enhance the image of the school as a good employer;
- Appoint the most suitable candidate to the job.

Testing

For many jobs it will be helpful to the selection process to measure candidates' knowledge, skills and attitudes in relation to a post, which can be difficult to do in an interview. In these circumstances, carefully designed tests can provide an objective means of assessing candidates' abilities, aptitudes, preferences, etc.

Examples of tests that are commonly used include:

- Typing tests;
- Numeracy tests;
- Tests of knowledge;
- Tests of language skills;
- Tests of written communication skills;
- Work simulation tests to assess specific skills (e.g. delivering a lesson)
- Delivery of a presentation

Such techniques should only be used when the job description and person specification show that it is essential to determine that the candidate has specific aptitudes. Like references, tests are only an aid to selection, and decisions must not be made solely on the basis of test results.

Interview Panel

The interview panel should consist of people with knowledge of the job and the skills/experience required to fill the vacancy, and should normally consist of no more than 4 members. At least one panel member should have successfully completed Safe Recruitment Training in respect of child protection and safeguarding. Every effort must be made to ensure that interview panels reflect the school's commitment to equality of opportunity by comprising a representative balance of gender, race and disability.

No-one should be involved in recruitment interviewing without being conversant with the Equal Opportunities Policy Statement and having received appropriate training.

Any individual who has a personal knowledge of or close association with a candidate, which could be perceived to impair their objectiveness in an interview, should be excluded from the panel. This also applies to individuals who have previously been involved in previous disciplinary proceedings against a candidate.

Only persons involved in the selection process will be involved in the final decision-making process.

Before the Interview

The interview timetable needs to be realistic, taking account of the nature of the post and the number of candidates.

Candidates called for interview should be given at least 7 days' notice *unless the date has previously been given in the Information Pack*. When inviting candidates to interview, in addition to confirming the date, time and venue, it is good practice to:

- Give as close an indication as possible of how long they will be required;
- Ask candidates to bring proof of relevant qualifications with them;
- Inform candidates of the nature of any tests that they will be required to undertake.

In certain cases the selection process may extend beyond the interview and tests (e.g. visits to establishments, meeting members of staff, etc). In such cases care must be taken to ensure that all shortlisted candidates are treated equally.

It will be necessary to ensure that appropriate rooms, accommodation and refreshments are arranged as necessary throughout the selection procedure. It is also important to ensure that the needs of any candidates with disabilities have been fully considered and appropriate arrangements made.

Information for the Panel

Before the interview each panel member should receive:

- A list of candidates, with interview times;
- Copies of application forms;
- A copy of the job description and person specification;
- A candidate assessment form for each candidate.

Interview Preparation

Each interview must remain flexible but within a pre-arranged structure. Before the interview date the panel must decide on:

- The role of each interviewer;
- Individual areas for questioning, the precise wording of each question and what would constitute an acceptable answer. Open questions should be used, with care taken to ensure leading questions are avoided;
- The sequence/ structure of questioning, which should be consistently applied to all candidates and should relate to the selection criteria (i.e. the job description and person specification);
- How candidates' responses are to be recorded. Panel members should be aware of the need to take accurate notes which will form the basis of a written assessment of each candidate;
- The level of formality;
- When a decision will be made.

Time spent preparing for interviews is time well spent.

During the Interview

Candidates should be encouraged to feel at ease and be given an explanation of the interview plan, including the panel's arrangement for taking notes during the interview.

Questions should be re-phrased if the candidate doesn't understand, and main questions followed up with supplementary questions if necessary. It is perfectly acceptable to ask probing questions (e.g. "tell me a bit more about how you handled that situation").

Candidates must be given sufficient time to answer each question fully: silence can be used to draw out the candidate.

Towards the end of the interview candidates should be offered the opportunity to ask any questions and/or add any further points that have not already been covered. They should also be informed what will happen next (e.g. when a decision is likely and how they will be notified of the outcome).

Objectivity is important throughout the interview process, as is the need to avoid making assumptions.

What is said at interview can form part of a contract and may be legally binding.

How to Decide

Generally discussions about the suitability or otherwise of candidates should not take place until *all* interviews are completed.

The selection or rejection of any candidate must be based only on consideration of those factors which are relevant to the job as detailed in the job description and person specification, with the focus being on information gained through the formal selection process (i.e. interview and tests).

It is important to be clear that any decision to reject a disabled person is *not* based on their disability.

Afterwards

The successful candidate should be offered the job subject (as appropriate) to:

- Health screening;
- Satisfactory enhanced disclosure from the Disclosures and Barring Service (DBS);
- Probationary period;
- Any other major conditions of service.

The successful candidate should be advised not to hand in their notice from their present job until DBS and health checks are complete.

Unsuccessful candidates should be informed without undue delay.

Reasons for selection and rejection must be recorded and kept for a minimum of 6 months from the date of the interview.



Training and Development

Training and development includes all forms of learning designed to improve the abilities, performance and potential of employees and is not restricted to academic or professional qualifications gained through course attendance and examination. It includes:

- Job rotation;
- Job enrichment;
- Mentoring;
- Secondment;
- Coaching and counselling;
- Projects and assignments;
- On-the-job training;
- Short courses;

- Seminars;
- Workshops;
- Participation in working groups, both within and outside of school.

Key Principles

There are two main aspects to equal opportunities in training and development:

1. Ensuring that all employees have equal access to training relevant to both their job(s) and to their own personal development needs, in line with identified organisational goals; and
2. Ensuring that under-represented groups receive specific attention by use of positive action measures.

The guiding principles for training and development can be summarised as follows:

- Managers at all levels should be responsible for regularly agreeing training and development needs with each employee for whom they are responsible in the context of the school's objectives, setting targets and standards linked, where appropriate, to the achievement of external standards (e.g. Teacher Standards or National Occupational Standards);
- Managers should pay particular attention to providing development opportunities designed to meet the needs of those groups of employees currently under-represented in particular occupational groups and in management posts (e.g. people with disabilities, people from ethnic minorities, etc);
- Managers should monitor, review and evaluate the extent to which the training and development of employees helps to improve the performance of individuals and the school to achieve agreed goals.

Appraisal / Performance Management

The development of employees requires a planned, systematic and coherent approach which is best done through an effective appraisal scheme. OWLS Academy Trust has an appraisal / performance management policy which applies to all staff regardless of job role. The scheme seeks to incorporate best practice and to fit to the culture of the member schools, as well as to comply with The Education (School Teachers' Appraisal) (England) Regulations 2012.

Secondments

Secondments, unlike other opportunities listed above, usually involve an employee leaving their substantive post for a defined period of time to concentrate wholly on a specific area of work. Secondments may take place within or between schools and provide individuals with excellent career advancement and self-development opportunities. For this reason secondments should be advertised to enable all employees interested in the particular area of work to apply and go through the normal selection process. This will enable the most suitable person to be selected equitably, rather than an individual being singled out running the risk of a charge of "favouritism".



Monitoring and Equality Initiatives

Monitoring

The section on Recruitment and Selection went into great detail to ensure that every applicant for a job receives equitable consideration. However, there are no guarantees that this will be achieved unless an effective monitoring procedure is in place.

Monitoring takes the form of collecting relevant statistics. The data collected by the school enables the local governing body, and the OWLS Academy Trust to:

- Improve the recruitment and selection process;
- Assess whether the school is achieving its aims and objectives in employing a representative workforce; and
- Plan future priorities and strategies.

The head teacher should report annually to governors on equal opportunities, which includes monitoring statistics.

The aim of monitoring is to assess whether the distribution of various groups who have previously been under-represented reflects genuine equality of opportunity in each job grade. The information collected for the monitoring process must be dealt with in strictest confidence and used for statistical purposes only.

Equal Pay

To comply with the equal pay legislation (as summarised in Appendix A) it is important to ensure equality exists in all contractual terms and conditions of pay between men and women employed in like work, work rated as equivalent and work of equal value. Particular care should be taken to ensure equal treatment in the following areas:

- Criteria for determining starting salaries for new employees (e.g. more women may be appointed at lower points on the pay scale than men);
- Essential qualification requirements are justifiable in terms of the demands of the job;
- Application of bonus earnings to jobs mainly done by men reflect real differences to jobs on the same basic rate occupied mainly by women (e.g. value of the work or productivity);
- Opportunity to enhance basic rates of pay through overtime/weekend working;
- Criteria applied in respect of benefits associated with the needs of the job (e.g. health cover, car user allowances, etc.);
- Decisions on moving away from nationally agreed terms and conditions.

Equality Training

The provision of appropriate training represents a vital part of the understanding and implementation of the Equal Opportunities Policy. Training in the following areas relating to equality issues will be sourced as and when required:

- Equal Opportunities in Employment – To raise employee’s awareness of equality issues, including obstacles faced by under-represented groups when gaining access to employment and services, and to look at the links between Equal Opportunities legislation and good employment practice.
- Fair and Effective Selection Training – For those involved in the recruitment and selection process, to ensure that they have the basic skills and understanding to enable the development of good practice and just improving access opportunities for all sections of the community.
- Induction Training – For new employees, the induction process will include a section on equal opportunities which informs them of the school’s commitment to equal opportunities and of their responsibility to behave in a non-discriminatory way to other employees, children and members of the public.

Positive Action

Positive action initiatives comprise steps the school can take to attract people from groups that are under-represented in the workforce due to disadvantage and/or discrimination. Examples of what can be done include:

- Advertising - Under equalities legislation the school encourages applications for employment from members of under-represented groups where that groups has been under-represented at any time during the previous 12-months in a specified job. When advertising vacancies externally the school is also “advertising” their public image, so media selection, advertising style and content of adverts should all be used to promote the image of the school / Academy Trust as an equal opportunities employer
- Exemptions – In certain jobs, being of a particular racial group or of a particular sex is a genuine occupational qualification (see Appendix A for definition). Such jobs are unusual in schools, but should such a position arise it should be treated accordingly, creating a positive spur to the appointment of under-represented groups.
- Training – The provision of specific training for under-represented groups under equalities legislation enables these groups to compete for jobs which have either traditionally been the preserve of one majority group or for higher graded jobs within the school / Academy Trust.
- Although the school’s communications are normally in English, there are good reasons for providing services and information to employees, parents and the community in other languages or alternative formats such as tapes or large print.

Equality Targets

As stated in the Equal Opportunities Policy Statement, the Academy Trust is committed to achieving and maintaining a workforce which broadly reflects the local community which it serves. Equality targets are recognised as an important aid to redressing previous discrimination and imbalances in the workforce, and may be introduced.

An equality target is the percentage of employees from an under-represented group which an employer aims to have in their workforce at certain levels by a specified date. It is a numerical goal that employers seek to achieve within the legislative framework, by encouraging applications from under-represented groups and using positive action initiatives (described above). However, the final selection decision must be based solely on the candidate’s suitability for the job.

An equality target is NOT a quota or number that must be achieved. Achieving quotas for people from specific groups would involve unlawful discrimination on the basis of race, sex, disability, etc. ***Positive discrimination, which selects candidates on grounds other than their suitability for the job, is unlawful.***

Equality targets help measure the progress achieved in redressing imbalances in the workforce and may help to identify any barriers which are preventing progress. They also demonstrate commitment to achieving true equality of opportunity.

Equality targets should be realistic and achievable. They need to take account of the availability of the targeted group in the recruitment area, their current representation in the various levels in the workforce and the estimated staffing turnover in a given period.



Redeployment and Redundancy

The policy in the event of redeployment and redundancy provides a framework for dealing with actual or potential redundancy situations in a fair and consistent manner. In particular, criteria for selection for redundancy and for selecting between applicants for voluntary redundancy will not include race, ethnic origin, religion, gender, marital status, possible or actual family commitments, sexuality or disability.

The policy provides for “ring-fencing” in certain circumstances (i.e. seeking applications for posts from a specified group of employees). IT also provides for employees in a redundancy situation to receive

preferential treatment when applying for vacancies which are on the same grade or a lower grade than their own. In these circumstances the provisions of this Guide to Good Practice are therefore varied.

Managers should, however, ensure that no indirect discrimination takes place when dealing with an over-staffing situation. This can occur when drawing up “Action Plans” for redundancy situations where, for example, invaluable skills and experience can be lost if early retirement is the main measure to be adopted for dealing with the situation. Monitoring of early retirements and redundancies should be carried out to ensure that no indirect discrimination has occurred.



Appendix A – Legislation and Terminology

All employees should be aware of their responsibilities under the law to behave in a non-discriminatory way. The key areas of equal opportunities legislation are detailed below, together with relevant terminology.

Equality Act 2010

The primary purpose of this act was to bring together the numerous Acts and Regulations that formed the basis of anti-discrimination law in Great Britain: primarily the Equal Pay Act (1970), the Sex Discrimination Act (1975), the Race Relations Act (1976), the Disability Discrimination Act (1995) and three major statutory instruments protecting discrimination in employment on grounds of religion or belief, sexual orientation and age.

The act has the same goals as the four major EU Equal Treatment Directives.

It requires equal treatment in access to employment as well as private and public services, regardless of the protected characteristics of: age; disability; gender reassignment; marriage and civil partnership; race; religion or belief; sex; and sexual orientation. In the case of gender, there are special protections for pregnant women; and in the case of disability, employers and service providers are under a duty to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people.

Racial Discrimination

It is unlawful to discriminate against a person directly or indirectly in the field of employment.

Direct Discrimination on Racial Grounds

- It is unlawful to treat a person, on racial grounds, less favourably than others are or would be treated in the same circumstances.
- Segregating a person from others on racial grounds constitutes less favourable treatment. (Racial grounds are defined in terms of race, colour, nationality – including citizenship, ethnic or national origins).

Indirect Discrimination on Racial Grounds

- It is unlawful to treat a person, on racial grounds, less favourably than others are or would be treated in the same circumstances.
- Segregating a person from others on racial grounds constitutes less favourable treatment. (Racial grounds are defined in terms of race, colour, nationality – including citizenship, ethnic or national origins).

Sex Discrimination

Discrimination can take the form of direct or indirect discrimination.

Direct Sex Discrimination

- It is unlawful if, in similar circumstances, a woman is treated less favourably than a man on the grounds of her sex, or vice versa.

Indirect Sex Discrimination

- It is unlawful for a person to apply a requirement equally to both sexes if this requirement has the effect of excluding considerably more women than men in practice (and vice versa) unless it can be justified. (For example: to demand technical qualifications which few of one gender possess and which are not necessary for the job may well be indirect sex discrimination against the disadvantaged sex)

Direct Marriage Discrimination

- It is unlawful if a person treats a married person less favourably than an unmarried person of the same sex just because that person is married.

Indirect Marriage Discrimination

- It is unlawful for a person to apply a requirement equally to both married and unmarried people of either sex if this requirement has the effect of excluding considerably more married people than unmarried people in practice, unless it can be shown to be justified. (For example: if an employer tries to deter applicants by imposing an unjustifiable requirement on the length of time the job holder would have to be away from home, this may well be indirect marriage discrimination. It may also amount to indirect sex discrimination.)

Note: Marriage discrimination applies only to employment matters.

Direct Discrimination on Maternity Grounds

It is unlawful to dismiss a woman on any grounds relating to a woman's pregnancy.

Genuine Occupational Qualifications

Discrimination on the grounds of sex or race is lawful if the job requires Genuine Occupational Qualifications. There is one exception to the bar on discrimination that it is permitted to allow a person's race or sex to be specified as a Genuine Occupational Qualification (GOQ) for a job in certain limited and defined circumstances. Examples of situations where GOQs may be used include:

- Jobs involving the provision of personal welfare services to a particular sex or ethnic origin;
- Jobs in an establishment providing special, personal care to people of one sex or ethnic group only;
- Jobs requiring staff to live in an establishment where it is impracticable to provide separate sleeping or sanitary arrangements.

Disability Discrimination

It is unlawful for an employer to treat a disabled person less favourably than others in any area of employment because of their disability, unless there is good reason. Employers will have to assess what changes can be made to the workplace, or to the way the work is done, and to make any reasonable changes to help a disabled person do a job. Such changes must not break health and safety laws and employers are able to take into account how much the changes would cost and how much they would help when considering what is reasonable.

Equal Pay

The legislation provides for equal pay between women and men in the same employment by giving a woman the right to equality in terms of her contract of employment, where she is employed on:

- Like work to that of a man; or
- Work rated as equivalent to that of a man; or
- Work of equal value to that of a man.

Victimisation

It is unlawful to victimise an individual who has, for example, asserted their rights under equalities legislation.

Victimising means treating a person less favourably than another person is, or would be, treated in the same circumstances because that person has done, or is suspected of having done, any of the following:

- Brought proceedings or made allegations against the employer (or any other person) under equalities legislation;
- Helped another person to do so by giving evidence or information; or
- Done anything else under equalities legislation, such as giving evidence or information to the Equal Opportunities Commission during one of its formal investigations, or helping another person to present a case at an Industrial Tribunal.

Victimisation is also unlawful in relation to a person who either intends to do or is suspected of intending to do any of these things. However, the victimisation provisions do not apply to the treatment of anyone who has made allegations which are false and which are not made in good faith.

Harassment

Harassment is defined as any behaviour, deliberate or otherwise, directed at an individual, that is found to be offensive or objectionable by the recipient and that might threaten an employee's job security or create an intimidating environment.

Where the Law is Silent

The Academy Trust is opposed to discrimination of any kind, whether covered by legislation or not. It therefore regards all of the unlawful circumstances described above as being applicable to all persons or groups regardless of any unjustifiable criterion.



Appendix B – Employment Policies

The OWLS Academy Trust has adopted a number of specific policies relating to various employment aspects. Some of these deal directly with equal opportunities issues, but all are applied in accordance with the principles set out in the Equal Opportunities Policy Statement. Similarly, there are a wide range of conditions of service which are applied to employees in a non-discriminatory manner. All of these policies and conditions of service are reviewed periodically and amended when necessary to reflect new development, changes in legislation and revised working practices.