

Exmouth Community College



Equality Policy

Policy Details	Date
Policy Written	Graham Allen
Policy reviewed by Governors	Curriculum
Policy ratified by governors	27.02.18
Review Cycle	Annually
Policy Review date	Spring 2 2019

In fulfilling our legal duties from the Equality Act 2010, we are guided by three essential principles:

- every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education
- every pupil should be helped to develop a sense of personal and cultural identity, in which they are confident and open-minded, and that is receptive and respectful towards other identities
- every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.
- every employee should have equal opportunity to flourish and develop in their role.

In pursuit of these aims the College will

- ensure that it welcomes, values and cares for all members of its community;
- provide a broad, balanced and challenging curriculum for all students;
- encourage in its members a knowledge of their own worth and appreciation of others;
- expect all its members to take a full, active and responsible role within the College community;
- stimulate a lifelong appetite for learning;
- encourage active involvement of parents in the educational process:

The concept of equality in schools has, at its heart, the desire for a curriculum and environment which enables all students and staff to have the opportunity to achieve their full potential. It should allow students to develop as individuals and members of society.

This policy also ensures that the College complies with equality legislation (Equality Act 2010). The College recognises that it has to make special efforts to ensure that all groups prosper, including: those with special educational needs; those who have difficulties in accessing the College's facilities or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of college (e.g. children in care); those who as children are caring for others; those who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parental expectations; those with emotional, mental and physical well-being needs; those who exhibit challenging behaviour; those who come from minority ethnic groups including travellers, refugees and asylum seekers. However, in certain cases it is recognised that alternative or additional provision will be required according to individual needs and to enable equality of opportunity to take place.

The College recognises that, under the Equality Act 2010, discrimination and harassment also cover the following:

- 'by association' (if a claimant is associated with someone with a protected characteristic)
- 'based upon perception' (if claims are brought based on perceived characteristics)
- 'indirect harassment' (if a claimant is offended by a person's behaviour towards another)

Relationship to other policies

This policy relates to the race equality, health and safety, SEN, curriculum, accessibility, safeguarding, recruitment, selection and retention of staff, and pupil discipline policies.

Roles and responsibilities of the Principal, other staff and governors

The **Principal** will ensure that a College culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for College places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

The Principal will also prepare equalities plans to describe what the College will do to ensure that College policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school. These are published on the College website.

The **staff** will actively implement this policy and the equalities plan, and support the monitoring of impact

Parents and carers will be consulted on the policy regularly and be kept informed through the school prospectus and home/school agreement.

Visitors and contractors will be made aware of the policy as appropriate

The **governing board** will:

- designate a lead governor for equality issues (this is Mrs A Streater)
- seek to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing board
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the whole College community, together with a summary of the action to be taken.

The governing board expects all members of the College community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of College life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for monitoring and evaluation

The governing board will monitor the pattern and frequency of equality related incidents. It will receive reports from the Principal and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

Guidelines

- 1** Comments or behaviour which show prejudice of any type should always be challenged: to ignore it is to accept it.
- 2** Staff should be aware of the strengths and individual needs of students and recognise where 'differences' are relevant or irrelevant.
- 3** All teaching materials should be selected and checked to ensure that they avoid bias, overtly or by implication.

Monitoring

Governors will monitor this Policy by considering such data as is deemed to be appropriate eg: students' examination results, staff posts of responsibility, Departmental Handbooks, composition of classes, etc.

Examples of sources of evidence could include:

- Admissions Policies [intake & exclusions];
- Student grouping arrangements;
- Curriculum content and access;
- Class management [teaching differentiation];
- Resources [quantity and appropriateness];
- Students' achievements [academic and others];
- Pastoral provision;
- Leavers' routes;
- Staff recruitment, promotion and development;
- The use made of support teachers and other provision

Conclusion

As members of Exmouth Community College we respond to this Policy by promoting positive attitudes to all.