



SHUTTLEWORTH COLLEGE

# Equalities Policy

Status :  
Date of next revision :  
Reviewed and monitored by:  
Approved by :  
Signed by  
Chair of Governing Body

Statutory  
Autumn 2015  
RED  
Full Governing Body

## **1. College Statement**

This policy confirms the commitment of the staff, students and governors of Shuttleworth College to ensure that equality of opportunity is available to all members of our community. For our college this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students, whilst celebrating and valuing the achievements and strengths of all members of our college community including:

- Students
- Staff
- Parents/carers
- The Governing Body
- All visitors to college

We believe that equality should permeate all aspects of college life and is the responsibility of every member of our community. Every member of the Shuttleworth community should feel safe, secure, valued and of equal worth.

At Shuttleworth College, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender (or gender reassignment), ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

## **2. Our Context**

- There are currently 751 students on roll..
- 751 of our students classify themselves as White British, 1 as Chinese, 3 as Polish, 4 as Thai and 2 as any other ethnic group.
- We have 120 staff of which 111 class themselves as White British, 5 as Asian or Asian British Pakistani, 1 Asian or British Asian Indian, 1 Asian or British Asian Bangladeshi, 1 White other background and 1 other ethnic background..
- 7 of our students have English as an additional language.
- 8 students are on the SEN Register.
- 1 of our staff is registered as having a disability.
- None of our students are registered as having a disability
- Our college site is fully accessible.
- 8 of our students are registered as being looked after.

## **3. Ethos**

At Shuttleworth College, we are very aware that one of the key determinants in

establishing the ethos that we want is through the example we set as staff. At all times we will model the principles identified in this policy in the way we speak to and interact with individual students, classes and other adults. We are aware that some of our students may come from home backgrounds where there are differing views to ours on issues such as race and sexuality and we will do all we can to influence views opinions and values in a positive way.

We hope that all guests and visitors to our college feel welcome and that they are treated with friendliness and respect. Displays around college reflect diversity and equality. Similarly, provision is made to cater for the spiritual needs of all members of our community through assemblies, our tutorial programme, the curriculum and linked events and activities and through the provision of a dedicated space for worship.

There is a clear expectation that all members of our college community will challenge any type of discriminatory and/or bullying behaviour such as inappropriate or unwanted verbal or physical attention or unwelcome or offensive remarks or suggestions. We want everyone to feel at ease, safe and secure.

#### **4. Monitoring**

As an inclusive college, we are always working towards greater equality for all our students. We take every opportunity to enhance the self-confidence and self-esteem of all our students and aim to provide an appropriate curriculum that meets the needs of all and encourages and allows each individual to fulfil his or her potential.

We collect and analyse a range of information about our students including data on:

- Achievement and attainment (including data from RAISE, SISRA)
- Attendance
- Involvement in extended learning activities
- Exclusions
- Incidents of bullying or harassment (including those linked to any form of discrimination)
- Pupil Premium

We analyse this information by group and look for any differences; where differences arise we look for reasons and use this information to inform our action planning. An important part in measuring impact on some groups, including those students who are Pupil Premium, those who are looked after and those with SEN is by analysing the differences between college and national performance over time, using data from RAISE, and SISRA, looking at whether any gaps are widening or narrowing. The governing body receives regular updates on pupil performance information.

In addition to analysing summative data, we make regular assessments of students' learning throughout the year and use this information to track progress. As part of this process, we also monitor the performance of different groups, to ensure that all students are making the best possible progress. Staff use this information to inform teaching and learning plans, as necessary. Similarly, resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Shuttleworth College is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. Data on race, disability and gender of all staff is held, and requested as part of any application process. This information is used to give a profile of our college and identify any potentially discriminatory practice.

Due regard is given to the promotion of equality in the College Improvement Plan where monitoring data, such as that outlined above, is used to inform various actions and tasks.

## **5. Developing best practice**

### **(a) Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning must:

- Provide equality of access for all students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.

- Develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity and that all departments promote and celebrate the contribution of different cultures to the subject matter as appropriate.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all student groups.
- Take account of the performance of all students when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of students.
- Identify resources and training that support staff development.

#### (b) Learning environment

Staff must have high expectations of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. In order to create an appropriate learning environment with high expectations of all:

- The college places a very high priority on the provision for special educational needs and disability and ensures that the learning needs of all students are carefully assessed and met.
- The college environment gives all students equal access to facilities and resources.
- All adults in the school must provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Students are encouraged to improve on their own achievements and not to measure themselves against others; parents/carers are also encouraged to view their own children's achievements in this light.
- All teachers must be enthusiastic and able to motivate all students that they teach.
- Staff must provide appropriate teaching methodologies to meet the differing needs of students.

#### (c) Curriculum

In order to provide an appropriate curriculum:

- Planning must reflect our commitment to equality in all subject areas and promote positive attitudes to equality and diversity.
- Students should have opportunities to explore concepts and issues relating to identity and equality.
- All students must have access to the mainstream curriculum.
- All students must have access to appropriate courses, qualifications and accreditation.

#### (d) Resources and Materials

The provision of appropriate resources and materials must be a high priority. All resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse wider society.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of the school community.

#### (e) Language

All members of the college community must use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of all groups.
- Creates the conditions for all people to develop their self esteem.
- Uses accurate language in referring to particular groups or individuals and challenges instances where this is not the case.

#### (f) Extended Learning Opportunities

It is our policy to provide equal access to activities for all students by addressing issues such as specialist facilities and staffing, transport and funding as appropriate.

#### (g) Provision for bi-lingual students

It is our policy to make appropriate provision for all EAL/bilingual students and ensure that they have access to the full curriculum.

- Although we currently have 7 students on roll who are registered as having English as an Additional Language, all of them have the appropriate linguistic skills to access the curriculum.

#### (h) Personal Development and Pastoral Guidance

As a college we will always take account of a student's personal circumstances in meeting their needs. As such we must ensure that:

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the

experience and needs of particular groups such as Gypsy, Roma and traveller, refugee and asylum seeker pupils.

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation. (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

#### (i) Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. As such:

- We will look for opportunities to employ a workforce which reflects the make-up of the community and includes representation from those groups identified in this policy.
- We will encourage the career development and aspirations of all college staff.
- We will provide training and guidance on meeting the needs of different groups of students so that we may meet the aims of this policy.
- We will ensure equality of access to professional development for all staff.

#### (j) Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. In addition:

- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

It should be noted that under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in school. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### (k) Partnerships with Parents/Carers/Families and the Wider Community

We will always work with parents/carers to help all pupils to achieve their potential. As such:

- All parents/carers are encouraged to participate in the full life of the school.
- Parents and other members of the local community are encouraged to use our facilities and join in school activities.
- We provide regular opportunities to meet with parents/carers of disabled students.
- We are looking at ways in which we can further develop our involvement with our local community.

### **6. Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

### **7. Commissioning and Procurement**

We will not knowingly purchase services or products from organisations that do not comply with equality legislation.

### **8. Measuring Impact**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. Objectives with measurable success criteria will be included in our college action plan.



## **9. Publicising the Policy**

The Policy will be published on our college website and reference will be made to it in college newsletters. All staff will be aware of the Policy and its contents and will be published in the school employee handbook.

## **10. Annual Review of Progress**

We will publish an annual Equalities Report outlining any key issues that we face and progress we have made.