



SHUTTLEWORTH COLLEGE

Equality Policy

Status :
Date of next revision :
Reviewed and monitored by:
Approved by :

Statutory
Spring 2019
RHS
Full Governing Body

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 the community. For the 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

Aims and Values

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.

Equality should permeate all aspects of college life and is the responsibility of every member of our community.

The college aims to:

- Ensure every member of the Shuttleworth community should feel safe, secure, valued and of equal worth.
- Actively challenge discrimination and prepare students for life in a diverse society.
- Offer a broad curriculum through which all students have the ability to fulfil their potential.
- Actively promote equality and diversity.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity and actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

Responsibilities

It is the Governing Body's responsibility to:

- Ensure that the college complies with equality legislation.
- Ensure that the college's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;

The Headteacher

It is the Headteacher's responsibility to:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the college's equality and diversity policy;

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the college for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the college's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Monitoring

Each student's progress is monitored and tracked through:

- 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

The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status. Where differences arise reasons are identified and this information is used to inform 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, regular assessments are made of students' learning throughout the year and this information is used to track progress. As part of this process, the performance of different groups is also monitored, 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.

Monitoring activities enable differences in pupil performance to be identified and provide specific support as required, including pastoral support. This allows appropriate action to be taken 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.

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.

(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:

- Equality 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.

(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.

Commissioning and Procurement

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

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.

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.

Annual Review

This policy will be reviewed and updated annually.