



# EQUALITY STATEMENT

**Version History:**

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# WYVERN EQUALITY STATEMENTS

## 1. INTRODUCTION

This policy aims to apply the terms of the 2010 Equality Act to the college's work. In particular, it sets out how the college will meet the three public sector equality duties:

- 1) To eliminate harassment and discrimination
- 2) To promote equality of opportunity
- 3) To promote good relations between those with a protected characteristic and those without.

At Wyvern College we pride ourselves on the diversity of people who make up society; and we value the varied contribution that everyone can make to our success. We believe that all children, regardless of race, sex, sexuality, class, prior attainment or disability can have high aims and that the college's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect different cultures, heritages and backgrounds.

The college will similarly encourage parents/carers to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist, sexist, homophobic and other discriminatory language or conduct; and through the positive enforcement of our Behaviour Policy we will do our best to ensure that all individuals in the College, including visitors, feel safe and are treated with consideration when they are amongst us.

This Equality Policy sets out the College's approach to promoting equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on academies to publish disability and gender equality schemes and a race equality policy.

## 2. AIMS AND VALUES

Equality of opportunity at Wyvern College is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the college community — students, staff, trustees and parents/carers. Our Equality Policy is based on the following core values, as expressed in the college's vision statement and curriculum intent statement (and in line with the 2010 Equality Act).

- 1) The curriculum leads students to academic accomplishment and fulfilment. It provokes thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines. It provides high levels of challenge, including opportunities for students to extend their learning beyond what is taught in lessons. It supports students in transferring essential knowledge to their long-term memory. It sequences learning so that students make links and connections within and across subjects. It removes the barriers, which prevent students from learning and achieving.
- 2) The curriculum leads students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose. It helps students feel positive about who they are and teaches them how to enjoy healthy, safe and responsible lives. It helps them recognise the difference between what is right and wrong; to expand their range of social

## WYVERN EQUALITY STATEMENTS

skills; to appreciate the range of cultural influences and to apply all of these things to the different contexts they encounter in their lives. It develops students' self-discipline and work ethic through the PRIDe code (Prepared, Respectful, Involved and Dedicated).

- 3) The curriculum leads students to appreciate their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it. It reminds students of their duty to others, through service, teamwork, kindness and leadership. It secures high quality further education placements and prepares students for the world of work and a lifelong interest in learning. It makes students ready for life in modern Britain as active, responsible citizens who have well considered opinions about issues and a respect for the diversity of opinions on those issues.

### 3. OUR APPROACH TO PROMOTING EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. We are committed to working for the equality of people with and without disabilities.

The overall objective of the college's Equality Policy is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

Through the Equality Policy, the College seeks to ensure that no member of the college community or any other person through their contact with the college receives less favourable treatment on any grounds, which cannot be shown to be justified. This covers the protected characteristics (Equality Act 2012) of:

- Age,
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy
- Race
- Religion or Belief
- Sex
- Sexual orientation

In addition to the protected characteristics in the Equality Act 2010, Wyvern is even more aspirational, considering the following to be protected characteristics within the college:

- Colour
- Nationality
- Ethnic or national origin
- Responsibility for children or other dependants
- Trade union or political activities
- Socioeconomic background

## WYVERN EQUALITY STATEMENTS

The principles of this policy apply to all members of the extended college community.

### 4. RACE EQUALITY

We are fully committed to meeting our obligations under the 2010 Equality Act and this is reflected in the policy statements above. To meet the specific duties of the Act we shall:

a. Eliminate discrimination and harassment

- Students are taught a curriculum in which all students, irrespective of race, colour or ethnicity can see themselves and reflected back and in which students can see a range of different racial cultures represented. This curriculum will include and celebrate diverse cultures and avoid presenting the stereotype of racial minorities as victims. For example, students study writers, artists, dancers, musicians and cuisines from different cultures around the world.
- Students study examples of racial harassment and discrimination. For example, in History students will study the impact of colonialism on indigenous peoples; the transatlantic slave trade and discrimination faced by Afro-Americans in 1920s USA, Jews in 1930s Germany and Irish/Windrush immigrants in 1950s UK.
- Through the curriculum, students will study the concepts of racial discrimination and prejudice. For example, in English, students study Noughts and Crosses and To Kill a Mockingbird, exploring the causes and effects of discrimination and prejudice at individual and societal level.
- Students will learn about how people and organisations have campaigned against or protected others from racial discrimination and harassment. For example, in Citizenship, they learn about the United Nations' Declaration of Human Rights; in History they learn about civil rights in America.
- The college uniform policy has been adapted to ensure it does not discriminate against those with Afro-textured hair. The HALO code has been adopted, which allows students to express their cultural identity through the use of braids afros, cornrows, twists and locs.
- The college will acknowledge the existence of racism in our society, our local community and the college and take steps to prevent it. For example, this year students have had assemblies on the discrimination facing the Windrush generation and racism in sport.
- As a result of working with a steering group of parents on racial equality, the college has created a clear process for dealing with incidents of racial discrimination and harassment (see appendix one).

b. Promote equality of opportunity

- The college will welcome as students asylum seekers, refugees and help them and their families settle in the UK, accessing high quality education. For example, the college has welcomed Ukrainian students to both key stages.

## WYVERN EQUALITY STATEMENTS

- The college projects images of its vision and values across the site in high quality displays which draw from different cultures and ethnicities. For example, there are quotes and images related to indigenous cultures (Aborigine, Zulu, Cherokee) and those of leaders, philosophers, scientists and writers from every sub-continent.
  - Student participation in extra-curricular activities is promoted, discussed and mapped in pastoral review day meetings between tutors, parents and students.
  - All students have access to the full range of subjects in the curriculum but additionally, students joining with English as a secondary language are able, where appropriate, to receive literacy catch up support and to have their knowledge of their own language accredited as a GCSE.
  - Students are encouraged to apply for positions of leadership. For example over the last 4 years they have been 8 Head prefects: 6 have come from an ethnicity that is non-White.
- c. Promote good relations between different groups
- Students study the work of diverse people and cultures and use this as a stimulus to create their own work in that style: in Art , Drama, Music, Photography, Dance
  - Students study units of work which develop their empathy. For example, in English students study protagonists from different cultural backgrounds and relate to their lives.
  - Student study how people have helped those who are different from themselves. For example, in Citizenship, students study those who have tried to make a difference to refugees and asylum seekers both through charities like Save the Children and individuals like the Glasgow Girls.
  - Large numbers of students study a MFL at KS4 (over 80%). This develops students' understanding of festivals celebrated in the countries in which the language they are studying is spoken; it exposes them to a range of authentic texts and resources including songs, poems and rhymes, films etc; it gives students the opportunity to participate in trips and extra-curricular activities.
  - The college has welcomed Ukrainian refugees and used students from a Russian heritage to act as peer supporters and buddies.
  - The college operates a restorative behaviour day (RBD) which enables students who have used racist language to reflect on the impact of their words and to make amends for the harm they have caused.

## 5. DISABILITY EQUALITY

- a. Eliminate discrimination and harassment
- Recognising that students with learning disabilities are over-represented in sanctions data nationally, the college has a reasonable adjustment clause to its behaviour policy: where reasonable adjustments have been made in line with guidance given, then poor students behaviour will result in the same sanctions given to students without a disability; where no reasonable adjustments were made or where given guidance was not followed then the reasonable adjustments will be in the college's response (the usual sanctions will not be applied).

## WYVERN EQUALITY STATEMENTS

- The college has a robust system for recording incidents of students deliberately intending to make children with a disability upset, unsafe or uncomfortable: whether these are single incidents (defined as meanness, unintentional incidents (defined as unkindness) or repeated incidents (defined as bullying).
  - College policies are adapted to meet the needs of those with underlying medical conditions. For example, students are provided with a toilet pass where appropriate and health care plans are created.
- b. Promote good relations between different groups
- The college educates students on SEND using assemblies and the tutor time curriculum to teach them about autism, downs syndrome and other SEND.
  - The college bullying procedures involve the specific recording of incidents relating to protected characteristics. We know that there is a danger that students with SEND are both more likely to be the target of bullying and also more likely to perpetrate it.
  - The college operates a restorative behaviour day (RBD) which enables students who have used racist language to reflect on the impact of their words and to make amends for the harm they have caused.
  - The college uses social story interventions to help students with SEND understand their behaviour and the effect it has on others when their behaviour constitutes meanness, unkindness or bullying.
  - Students study a curriculum in which disabled people and their achievements are represented. For example, in English they study speeches associated with the Invictus games which challenge stereotypes around disability.
  - The college murals which depict the values of the Wyvern vision statement include those with SEND and physical disabilities whose achievements were based on values are also those of the college.
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- c. Promote equality of opportunity
- The college has established links with Special Schools and the SEND team at Hampshire County Council who have specialist knowledge about disabilities, to help inform and develop the college approach. Staff have benefited from training provided by these specialists.
  - The full college curriculum is an entitlement: students with SEND study the full range of subjects.
  - There may be occasions where the treatment of disabled children is different from that of other students. In such cases the college will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The college will also demonstrate that all reasonable steps have been taken to avoid the disabled student being placed at a significant disadvantage. Where at all possible we will do all that we can to ensure that all disabled children can access the curriculum and participate in activities and trips.
  - Careful consideration will be given to how participation can be best facilitated. A range of factors may be part of this consideration, including:
    - Health and safety requirements.
    - The safety of other students.

## WYVERN EQUALITY STATEMENTS

- The financial resources available and the cost of a particular action.

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

- The college recognises that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty leaders review policies, practices and procedures to ensure that the college does not discriminate against disabled students. Examples of the specific measures we will be taking include:
  - Ensuring providers of facilities for college trips and extra-curricular activities can accommodate disabled students before making bookings.
  - Reviewing staffing arrangements to ensure that the College is in a position to administer medication if required in exceptional circumstances.
  - Ensuring there are special arrangements in place for disabled students who are taking examinations.
  - Ensuring all our policies and procedures have due regard for disability equality.
  - Working closely with parents/carers and disabled students to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- The college also take reasonable steps to find out whether prospective or existing students have a disability. This will include:
  - Creating an ethos and culture which is open and welcoming so that parents/carers and students feel comfortable sharing information about the disability.
  - Asking parents/carers during the admissions process about the existence of any disability.
  - Providing continuing opportunities to share information (e.g. when seeking permission to go on an college trip).
  - Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies where appropriate.
- The college carries out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the college and increases the availability of accessible information to disabled students.

## 6. GENDER EQUALITY

The College promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment.

### a. Eliminate discrimination and harassment

- The college ensures that stereotypes in subject choices, careers advice and work experience are avoided. We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Students are regularly taught about sexual harassment: what it is; what the law says about it and the effects it has.

## WYVERN EQUALITY STATEMENTS

- College leaders track carefully incidents of misogyny, misandry and sexual harassment. The college's Restorative Behaviour Day is used to re-educate those who express misogynistic or misandrist views; assemblies and tutor activities are used preventatively.
- The curriculum teaches students about the discrimination and harassment.
- The college uniform policy is genderless; all students must wear a shirt and tie; they can choose whether to wear a skirt or a grey pair of trouser and whether to wear a jumper or blazer.
- The safeguarding curriculum addresses issues such as forced marriage, female genital mutilation, honour killings and child sexual exploitation. The safeguarding team works closely with outside agencies, including social services and the police where appropriate.

### b. Promote good relations between different groups

- With the exception of gender affected activities in contact sports, students are taught in mixed sex classes.
- The college curriculum promotes better understanding between the sexes. For example, in Science, students study in detail the changes that females go through during their menstrual cycle and the difficulties that can arise, thereby improving male understanding of the issues affecting females.
- The college's relationships and sex education curriculum places consent and respect at the heart of sexual relationships.
- Assemblies and tutor activities take place which challenge students to think about and understand better the issues facing both sexes.
- The college's relationships and sex education curriculum places consent and respect at the heart of sexual relationships.
- The college curriculum challenges common stereotypes in society regarding sex. For example, in RPS and the tutor programme, students study appearance ideals and the problems that arise when people reinforce these.

### c. Promote equality of opportunity

- The college PE curriculum has recently been rewritten to ensure that girls and boys have equal access to participation in the same sports. This brings the college in line with the rest of the curriculum where boys and girls study the same units in each subject.
- Subject departments' marketing of key stage 4 courses is quality assured so that boys and girls are equally represented in each subject.
- Careers' guidance and advice raises and challenges the issue of stereotypical thinking in careers decisions making.

## 7. Sexual orientation and Gender Assignment

### a. Eliminate discrimination and harassment

- Strong leadership: the Head teacher and SLT use assemblies to send out a strong message to all students and staff that homophobic and transphobic bullying and language is not acceptable.
- College displays and murals challenge very visibly homophobia and transphobia.



## WYVERN EQUALITY STATEMENTS

- The college supports students' right to identify with their preferred gender and endeavour to provide, wherever possible, access to appropriate personal facilities for transgender students.
- College leaders track carefully incidents of homophobia and transphobia. The college's Restorative Behaviour Day is used to re-educate those who express these views; assemblies and tutor activities are used preventatively.
- The college curriculum addresses homophobia and transphobia directly.

### b. Promote good relations between different groups

- The college provides a Diversity Group for LGBTQIA+ students to find mutual support, pastoral care and the platform to influence college decision making.
- Assemblies raise awareness of the contribution made by LGBTQIA+ people and the importance of being upstanders and allies in the fight against homophobia and transphobia.
- LGBTQIA+ people and experiences are reflected across the curriculum, to celebrate difference and make the diversity of LGBTQIA+ people visible. The curriculum includes the achievements of LGBTQIA+ people: writers, musicians, scientists and artists.
- Diversity campaigns take place during each academic year; recently this has included the creation of the Wyvern diversity badge, joining the LGBTQIA+ and BLM rainbows together. Many students and staff wear this badge with pride to show either that they belong to the LGBTQIA+ community or that they are allies to it.
- The inclusion of same-sex relationships is not limited to lessons on LGBTQIA+ issues but is integral to relationships education: there is never the assumption that relationships are just between male and female.

### c. Promote equality of opportunity

- Relationships and sex education (RSE) takes the needs and experiences of LGBTQIA+ people into account, including in discussions around online safety. The college profiles diverse LGBTQIA+ role models and signposts students to library books addressing LGBTQIA+ issues.
- The LGBTQIA+ Diversity Group provides a nurturing space for students to develop confidence in their identity which enables them to participate in the opportunities available at college.
- Students are supported by pastoral staff to overcome the barriers to active participation in lessons and extra-curricular activities.
- The college no longer stipulates specific genders for roles e.g. the titles of head boy and head girl have been replaced by head prefects.

## 8. RELIGION AND BELIEFS

Wyvern College promotes the spiritual, moral, social and cultural development of all students through whole college assemblies, tutor time and the curriculum.

### a. Eliminate discrimination and harassment

## WYVERN EQUALITY STATEMENTS

- The college uniform policy allows students to wear jewellery and head coverings which are important to their religious beliefs.
- College leaders track carefully incidents of religious discrimination. The college's Restorative Behaviour Day is used to re-educate those who express these views; assemblies and tutor activities are used preventatively.
- The college authorises absence for students to attend important festivals and events which are central to their religion.

### b. Promote good relations between different groups

- The college's RPS curriculum focuses on those religions which are locally the most prevalent: Christianity, Islam and Sikhism. Southampton has large Muslim and Sikh communities and these religions are the largest in the city, except for Christianity. Students will be attending the same sixth form colleges as members of these communities.
- The Knowledge is Power units within the tutor time curriculum promote cultural events associated with different religions to help students understand why they take place.
- Students visit different places of worship.
- College displays and murals promote the acceptance of all religions. Highly visible quotes from people of different religions shows how those religions align to the values of the college vision statement.
- The curriculum helps students learn from the religions they do not personally follow. For example, in RPS students study different religious views on a range of ethical issues which helps them decide on their own views.

### c. Promote equality of opportunity

- Students of different religious beliefs and none study the same curriculum and are offered the same opportunities beyond the classroom.

## 9. BEHAVIOUR AND BULLYING

The college has a behaviour policy that is equitable and consistent in its aims and procedure. It has an anti-bullying policy that recognises that prejudiced bullying requires a higher level of response. Whilst all forms of bullying can be incredibly damaging, there are some features of prejudice-related incidents which distinguish them from other incidents, and underpin the reasons why they deserve special attention.

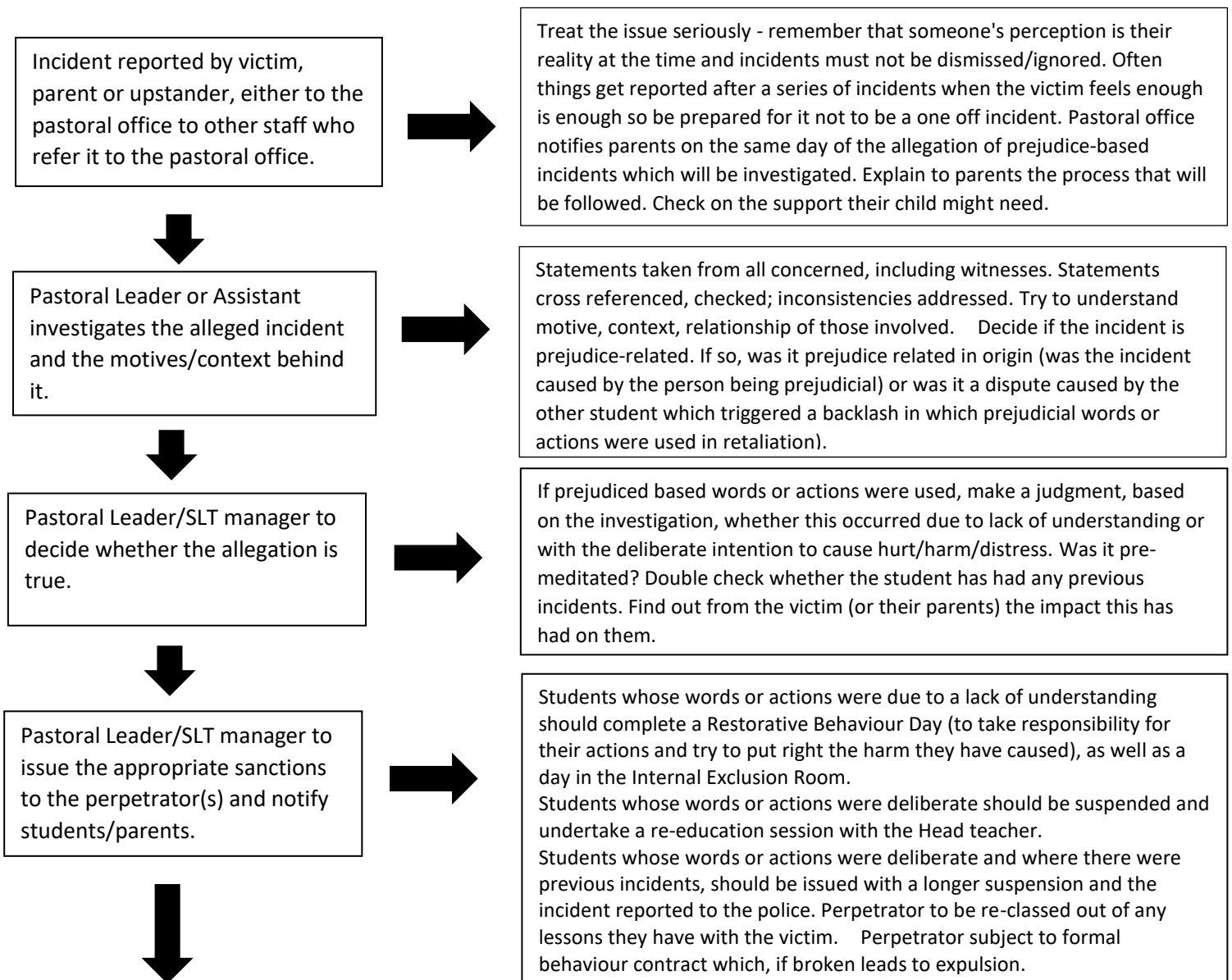
A prejudice-related incident does not just impact on the individuals involved, but is an attack on a family, a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other pupils and staff who share the same protected characteristic. Prejudice-related incidents attack values which are core to someone's identity, impacting on the pupil or staff member's sense of self-worth. Perpetrators of prejudice-related incidents may be carrying around a sense of their own superiority and/or a fear of others. They may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity. Prejudice has an extremely long history of devastating lives and oppressing communities.

## WYVERN EQUALITY STATEMENTS

The college, guided by its parental steering group on racial equality has therefore created this process to manage incidents of any prejudiced-based bullying:

### Procedure for dealing with Prejudice Related incidents

**“Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person’s protected characteristic such as race, sexuality, disability or gender transition.”**



## WYVERN EQUALITY STATEMENTS

Pastoral Leader/SLT manager to report back to the parents of the victim/alleged victim as well as the perpetrator/alleged perpetrator



Explain the process that has been followed. Explain the outcome, including reasons why it has or hasn't been judged to be prejudiced based. Ask parents of the victim what support their child needs. Reinforce the college's position on equality and diversity.

## 10. ROLES AND RESPONSIBILITIES

All who work in the College have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

### **Our trustees are responsible for:**

- Making sure the college complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

### **The Head teacher is responsible for:**

- Ensuring this policy is readily available and that the trustees, staff, students and their parents/carers know about it.
- Making sure its procedures are followed.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

### **All our staff are responsible for:**

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Engaging in training and learning opportunities.

### **Responsibility for overseeing equality practices in the College is as follows:**

- Coordinating and monitoring work on equality issues (Head teacher).
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Deputy Head teacher)
- Monitoring the progress and attainment of vulnerable groups of students e.g. Black and minority ethnic students, including Gypsies and Travellers (Operations Manager).

## WYVERN EQUALITY STATEMENTS

- Monitoring exclusions (Deputy Head teacher).

## WYVERN EQUALITY STATEMENTS

### Equality Objectives

No	Issue	Implementation	Intended Impact
1	Data analysis shows that the students who are most likely to use derogatory language against those with protected characteristics have SEND. This relates to equality duty of promoting good relations between different groups.	<ul style="list-style-type: none"> <li>SLT and PL analysis of the Power BI data to identify which students with SEND have made comments to make students with a protected characteristic feel "upset, unsafe or uncomfortable".</li> <li>Follow up social story time to be undertaken by Learning Support staff with these students to educate them on the appropriateness of words and actions and to change attitudes behind this behaviour.</li> <li>Adapt the Restorative Behaviour Day experience to better meet the needs of students with SEND who are there following an incident of using derogatory language.</li> </ul>	<ul style="list-style-type: none"> <li>Data shows a reduction in the number of SEND students who use derogatory language and in especially in the number who repeat such behaviour.</li> </ul>
2	Students are openly caring to students with visible SEND such as those with Downs Syndrome but less so to those whose SEND is less visible and whose SEND sometimes mean they say behave differently from accepted social norms amongst the year group. This relates to equality duty of promoting good relations between different groups and also the duty of eliminating harassment and discrimination.	<ul style="list-style-type: none"> <li>Incorporate work on neurodiversity into the tutor time curriculum so that students can better understand what SEMH, autistic conditions and ADHD are, as well as specific learning difficulties.</li> <li>Use assembly time to celebrate with students national autism week, Downs Syndrome Day to raise awareness of all SEND.</li> </ul>	<ul style="list-style-type: none"> <li>All students have a good understanding of the different SEND that exist in the college and why these sometimes mean students think, behave and react differently to the ways they would.</li> <li>Reduction in unkind and mean comments made about SEND.</li> </ul>
3	There has been some inconsistency in the way that pastoral teams in different year groups have responded to incidents of prejudiced based incidents. This relates to the equality duty of eliminating harassment and discrimination.	<ul style="list-style-type: none"> <li>Training for pastoral staff in the use of the procedure for responding to prejudice-based incidents.</li> <li>Quality assurance of the management of those incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Guaranteed delivery of the agreed college procedure for prejudice based incidents.</li> <li>Students who use derogatory language and discrimination, we well as those who experience them, are supported more effectively.</li> </ul>
4	Some students persist in using derogatory language towards those with a protected characteristic. This relates to the equality duty of eliminating harassment and discrimination.	<ul style="list-style-type: none"> <li>Effective monitoring of the extent of the problem by using students surveys which can then be compared to data from national organisations' surveys on prejudice based bullying: Stonewall, racial equality commission, feminista etc.</li> <li>Review of protected characteristic work in the tutor time curriculum and RPS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in derogatory language and prejudicial behaviour.</li> </ul>
5	Increase rates of SEND students participating in extra-curricular activities. This relates to the equality duty of promoting equal opportunity.	<ul style="list-style-type: none"> <li>Tracking the STRIVE activities that SEND students undertake to ensure they are of equal weight and value to those of non-SEND students.</li> <li>Use of pastoral review day to map which SEND students are participating in different college based and community based enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in participation rates for SEND students in community based and college based enrichment activities.</li> </ul>
6	This year, the PE department has moved from single sex classes to mixed gender classes for all but gender affected activities. A few boys	<ul style="list-style-type: none"> <li>Support given to the PE staff in identifying, calling our and following up on behaviour where male students are not including fully female students.</li> </ul>	<ul style="list-style-type: none"> <li>Female students feel more included by make students in competitive team sports.</li> </ul>

## WYVERN EQUALITY STATEMENTS

	have struggled to adjust to these new arrangements, and need guidance on how to better respect female participants in competitive games.	<ul style="list-style-type: none"><li>• Referral system created for PE staff to get additional support for both male and female students involved.</li></ul>	
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