

# WYVERN COLLEGE EQUALITY STATEMENT

## 1 INTRODUCTION

This policy is in line with and according to the 2010 Equality Act.

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 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 race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities and socioeconomic background. 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:

- Ensure that all students and staff are encouraged and able to achieve the best of which they are capable.
- Respect, embrace and value differences between people.
- Prepare students for life in a diverse society.
- Make the college a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued.
- Promote good relations between different racial and cultural groups within the college and within the wider community.
- Ensure that an inclusive ethos is maintained.
- Acknowledge the existence of racism in our society, our local community and the college and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment.

- Be proactive in tackling and eliminating unlawful discrimination.
- Ensure that students study a curriculum which includes and celebrates diverse cultures and avoid presenting the stereotype of racial minorities as victims. The college will plan curriculum experiences where students can carefully examine and discuss issues of racial equality.

## **5 DISABILITY EQUALITY**

We aim to ensure that wherever possible disabled people have the same opportunities as others in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that students and prospective students with a disability are not treated less favourably than other students and we shall take reasonable steps to avoid putting disabled students at a substantial disadvantage.

In addition, steps will be taken to ensure that employees support the trustees in meeting their duties and do not act in such a way that is or could be deemed discriminatory.

Staff are made aware of the basic requirements of the 2010 Equality Act.

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:

- The need to maintain academic, musical, sporting and other standards.
- Health and safety requirements.
- The interest of other students.
- The extent to which it is practicable to take a particular course of action.
- 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.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do 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.
- Ensuring that staff are briefed on the Equality Act 2010.

We will 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.

We believe that improving access to education and educational achievement for all:

- Ensures equality of opportunity.
- Encourages full participation in society.
- Improves the likelihood of independent living and economic self-sufficiency in the future.

We carry 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.

We shall continue to improve the accessibility of the physical environment within the resources available in response to needs arising. We identify and monitor the performance of different groups of students: boys/girls; minority ethnic groups; SEN; disabled students; “Looked After Children”; EAL; chronic medical conditions.

Our assessment procedures take into account the SEN Code of Practice (2001) the needs of EAL students and the needs of minority ethnic students. We have procedures for involving all students in their own learning and we monitor this involvement and the outcomes.

## **6 GENDER EQUALITY**

The College promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to all.

We monitor the attainment of all our students by gender. We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups. We set targets to improve the attainment and rates of progress of particular groups of boys and girls.

We are identifying and addressing barriers to the participation of boys and girls in activities.

We ensure that gender 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.

We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.

We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into college life.

Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the college's gender equality initiatives. Both male and female parents and carers are encouraged to be involved in the work of the college and contribute to their children's learning and progress.

## **7. SEXUAL ORIENTATION AND GENDER ASSIGNMENT**

We challenge all discrimination and prejudice towards gay, lesbian and bisexual members of the College.

We promote acceptance and understanding of these groups through PSHE, tutor time, assemblies and our curriculum.

We ensure that students study a curriculum which includes and celebrates the contributions and achievement of LGBT people.

We support the right for students to choose their gender. We endeavour to provide, wherever possible, access to appropriate personal facilities for transgender students.

We provide a diversity group for LGBT students to find mutual support, pastoral care and the platform to influence college decision making.

We do not collect or analyse data on this group of students currently.

## **8 BEHAVIOUR AND BULLYING**

We have a behaviour policy that is equitable and consistent in its aims and procedure.

We have an anti-bullying policy that provides clear guidance on creating equal opportunity.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify

those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

## **9 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.

Our curriculum, including PSE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.

We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.

All students study PSE to the end of year 11.

## **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).
- Monitoring exclusions (Deputy Head teacher).

### **Version History**

Reviewed and Ratified by the Full Trustee Board – December 2021

Next review – December 2022