

ABBEY COLLEGE POLICY STATEMENT

Equality and Diversity

The Governors' policy on Equality and Diversity reflects the school's legal obligation and duty in line with current legislation and in particular the Equality Act (EQA) 2010 and the Public Sector Equality Duty (PSED) April 2011.

In this document the term prejudice (or fore deeming) is taken to refer to preconceived judgements towards people or a person because of gender, gender reassignment, social class, age, disability, religion, sexuality, race/ethnicity, pregnancy and maternity, nationality or other personal characteristic. The full list can be found in the PSED

The School

Abbey College is an 11-18 comprehensive school of approximately 1400 students, situated in Cambridgeshire. Many students travel to school by bus from the 8 main feeder schools

Although percentage FSM (Free School Meals numbers) at Abbey College is below national average there is a significant percentage of parents in low paid work. Generally students in this school are less deprived than schools nationally and the school and parent demographic can be found in the most recent Raiseonline document. There is very little mobility into and out of the College.

The profile of students at Abbey College is predominantly white British with a small percentage of students from a variety of different cultures, including Indian, Caribbean, African, Eastern European and Mediterranean. Only a small percentage of students have a language other than English as their first language and these tend to be migratory students who may not stay in school for a full 5 or more years.

Abbey College caters for a range of students with special physical needs. These may range from mobility needs to sensory needs and is a small percentage of students that fluctuates from year to year.

Limited areas of the College are inaccessible for some students and staff with disabilities; it is financially and logistically impractical to make the necessary adjustments but does affect access to Maths, History, Business Studies and Catering.

The School monitors the following information which is available from the school data manager.

- Percentage of the student population which are female or male
- Percentage of the school staff which are female or male
- Percentage of the student population who are physically disabled
- Percentage of the students in Year 7 -11 who have statements of SEN
- Percentage of the school population who come from minority ethnic groups
- Percentage of the school population speak English as an additional language
- Percentage of students who are classified as pupil premium

Aims and values

Abbey College is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition of worth to all its members. We are a school that provides students with an awareness of the global dimension and a respect for other cultures. Abbey College is a school that fosters integrity, fairness and respect. We are committed to the development of the whole person within a supportive, secure and

creative environment. A broad balanced and appropriate curriculum provides equal opportunities for all students to maximise their potential regardless of age, gender, race, colour, religion, disability or sexual orientation.

At Abbey College we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at the school, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

To meet its legal duties the school will aim to:

- ✚ Provide a secure environment in which all our students can flourish and achieve the elements as used in Every Child Matters – be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being.
- ✚ Promote positive attitudes towards people with a disability
- ✚ If required eliminate unlawful gender discrimination and harassment
- ✚ If required eliminate discrimination that is unlawful under the DDA
- ✚ Prepare students for participation in Britain's diverse society
- ✚ Encourage participation by disabled people in public life
- ✚ Help all students develop a sense of personal and cultural identity that is confident and open to change.
- ✚ Acknowledge the existence of prejudice and take steps to prevent it.
- ✚ Oppose all forms of prejudice.
- ✚ Work with parents and the wider school community to promote equality of opportunity for all.

To achieve these aims we will:

- ✚ Involve stakeholders in the development and review of policy relating to Equality and Diversity
- ✚ Publish and share our policy with the school and wider community
- ✚ Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- ✚ Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning.
- ✚ Have very high expectations of behaviour which demonstrates respect to others.

Responsibilities

The Governing Body

The governing body is responsible for

- The school's compliance with Equality legislation
- The school's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic group
- Being involved, as appropriate, in dealing with serious breaches of the policy.

The Headteacher

It is the Headteacher's responsibility, in conjunction with the senior leadership team to

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant Continuous Professional Development(CPD)
- Actively challenge and take appropriate actions in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with guidance
- Report annually to the governors on the schools compliance with the Equality and Diversity policy

The role of all staff

- All staff will ensure that all students are treated fairly equally and with respect, and will maintain an awareness of the school's Equality and Diversity policy
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, and keep a record of any serious incidents, drawing them to the attention of members of SLT
- We will support each other in our aims to intervene in a positive way against any discriminatory incidents.

Disability Equality and Accessibility Plan 2015 – 2018

Definition of disability

The definition of disability in the EQA is broad and many people do not realise how many students and staff may be considered to have a disability. A disabled person is someone who has a **physical or mental impairment**, which has a **substantial and long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- A **physical or mental impairment** includes sensory impairments, impairments relating to mental health conditions, learning disabilities, long term health conditions such as diabetes, epilepsy, HIV infection, cancer, or multiple sclerosis, and hidden impairments such as specific learning difficulties and autism,
- **Substantial** means more than minor or trivial
- **Long term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life
- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift carry or otherwise move every day objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of the impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

Presence

The college will use SIMS and the learning support register to help identify/keep a record of how many students there are in the school and which impairment groups are represented. It also helps staff identify those students who may need closer support or monitoring. The Human resources team keep secure records of staff with a disability and adjustments can be made as required. If further information is needed the school can consult with occupational health.

Promoting equality of opportunity

Staff will consider the reasonable adjustments required to involve all students in learning both within the classroom and on educational trips and visits. All students are actively encouraged to engage with school life and in particular outside the normal school day.

Eliminating discrimination and harassment

The following actions are planned

- Training opportunities for staff in meeting the needs of students with mental health issues and in particular eating disorders, self-harm, anxiety and managing anger.
- Form groups to deliver assemblies linked to the school values – and in particular resilience, aspirations, courage, reflective and collaborative.
- Awareness raising of cultural diversity through the PSHE programmes
- Bespoke programmes for individuals to manage potential issues of equality
- On-going advice and training to engage and support students with dyslexia, autism or attachment difficulties

Promoting positive attitudes

We will seek to promote positive attitudes to disability in a number of ways including

- Staff modelling respectful attitudes to disabled students, staff and parents
- Representation of people with a disability in positions of responsibility in the school

- Ensuring there are positive images of disability in school books, promotion materials, and displays.
- Celebrating success for all in reward assemblies

Accessibility Plan – this should be read alongside the school development plan

Increase Access to the curriculum for disabled people

Introduce more BTEC courses

Interactive white boards have the ability to expand their image and work can be provided in larger text or different colours for those with visual impairments

Provide aids to improve access or concentration – coloured overlays, portable word processors, ACE dictionaries, timetables in alternative formats, move and sit cushions, tangle toys or shaped pencils for example.

Appropriate positioning in the classroom and an awareness of the issue assist staff to support those with hearing impairments or hidden disabilities. Act on reports from specialist providers.

Allocated places for some students in Key stage 4 with an offsite provider

Use Teaching Assistants to overcome barriers

Improve the physical environment of the school to increase access for disabled students.

The learning support areas are easily accessible for all the college recognises there are limited areas with not enough space for small group work and is considering how to overcome this Ensure easy access to disabled toilets, parking bays, and buildings via ramps.

Provide additional lighting at evening events where visitors move around the site.

Review signage throughout the school to provide consistency, accuracy and logical system – aid accessibility.

Display screens around the site give easy access to information in an alternative format.

Teaching Assistants are used to overcome barriers of access, particularly in exam situations

Make written information more accessible to disabled pupils by providing information in a range of different ways

Following the achievement of the Leading Parent Partnership Award (LPPA), the school continues to investigate alternative methods of presenting information.

Publications to include pictures

The SENCO and other relevant staff are supported to attend training and subscribe to specialist publications to refresh knowledge and disseminate to colleagues.

Use of technology to improve access to information both in school and from home – email, show my homework.

Absence calls delivered as text messages.

Review of Go for Schools to ensure it is easily understood by all parents.

Review the quantity of emails and attachments.

Technology within the school is very dated

Racial Equality

What sort of school are we?

The school currently draws its students from a mixed catchment area and has a genuinely comprehensive intake; we have a small number of students from ethnic minority groups which poses some challenges to staff and students.

Aims and Values

Our commitment to promoting racial equality and cultural diversity is encapsulated in the values of the school.

- To respect and value the differences between people
- Prepare students for participation in Britain's multi ethnic diverse society
- To make the school a place where everyone, regardless of individual differences feels welcomed, valued and has a sense of collective and community identity.
- To help students develop a sense of personal and cultural identity
- To promote good relations between racial, cultural and religious groups within the school and within the wider community
- To acknowledge the existence of prejudice and takes steps to prevent it
- To oppose all forms of prejudice.
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the school community – students, staff, parents, governors and visitors and applies to all areas of school life. These areas include:-

- ❖ Staffing: recruitment, selection and professional development
- ❖ Curriculum
- ❖ Teaching and learning
- ❖ Assessment, achievement and progress
- ❖ Behaviour, discipline and exclusion
- ❖ Personal development and pastoral care
- ❖ Admissions and attendance
- ❖ Partnerships with parents and the community

Commitments

We are committed to

- ❖ Actively tackling racial discrimination and promoting equal opportunities
- ❖ Promoting positive approaches to diversity
- ❖ Involving students, parents, staff and governors in developing policies, procedures and practices which tackle discrimination and promote inclusion.
- ❖ Monitoring teaching and curriculum to ensure high expectations of all students.
- ❖ Encouraging and supporting all students and staff to achieve their best

Linguistic diversity

We recognise and celebrate linguistic diversity in British society and, wherever possible, we offer bilingual support for students who are in the early stages of learning English. We use bilingual support to help parents understand how to support their children within school.

Religious observance

We respect the religious beliefs and practice of all students, staff, and parents and comply with all reasonable requests relating to religious observance and practice.

All Staff

It is the responsibility of all staff to

- Be vigilant in all areas of the school for any type of harassment or bullying
- Deal effectively with all incidents of victimisation caused by perceived differences

- Promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping
- Promote equality and good relations and not discriminate on grounds of age, gender, social class, race, ethnicity, religion, nationality, disability, sexual orientation or other personal characteristic.
- Keep up to date with equality legislation development and issues by attending relevant training and accessing information from appropriate sources.

Consultation and involvement

It is a requirement that the development of this document and the actions within it have been informed by the input of staff, students and parents, we have achieved this by

- Using feedback from parent questionnaires at consultation evenings, parent school forum meetings.
- Input from staff surveys or through staff meetings or CPD sessions
- Feedback from the school councils and student representative bodies, Moral and Spiritual lessons, whole school surveys on pupils' attitudes to self and school.
- Issues raised in annual reviews, or reviews of progress on Individual education plans, mentoring and support
- Feedback at governing body meetings

Monitoring and evaluation

- Data will be used to monitor the attainment and progress of all students and in particular by gender, SEN, and those eligible for pupil premium.
- The results of review and evaluation procedures will inform planning, target setting and school improvement objectives
- Site issues will be reported to the director of operations/ site team

Policy Developed by:	Mrs S Cornwell and Mr A Christoforou
Reviewing Committee:	Operations
Last reviewed:	6th May 2015 in full.
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