

SINGLE EQUALITIES POLICY

1. Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of Marsden Heights Community College to ensure that equality of opportunity is available to all members of the school community. For our school 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 in college, whilst celebrating and valuing the achievements and strengths of all members of the college community. These include:

- Students
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the college
- Visitors to college
- Students on placement

We believe that equality at Marsden Heights Community College should permeate all aspects of college life and is the responsibility of every member of the college and wider community. Every member of the college community should feel safe, secure, valued and of equal worth.

At Marsden Heights Community 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, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2. School in Context

Marsden Heights Community College is slightly bigger than the average for schools in Lancashire. The vast majority of students are from Asian or Asian British - Pakistani families (665/838). 72% of students have English as an additional language.

Marsden Heights Community College is characterised by:

- Average current CAT score for the whole college is 94.2% compared to an LA average of 99.1% (2014/15 - LSIP).
- The number of statemented students (2.8%) is slightly above the national average (1.9% 2012/13 - LSIP). The total number of students with SEN (19.2%) is above the LA average (15.7%) but in line with national (19% - LSIP).
- An above average number of students are eligible for FSM (22.8%) compared to LA (13.5%) and national (15.7%). A significantly higher number of students are eligible for FSM6 (39.7%) compared to LA (24.2%) - (2013/14 – LSIP).

- There are 12 LAC on roll (1.4% compared to LA average of 0%) – (2013/14 – LSIP).
- Mobility is higher than LA average. In 13/14 15.2% joined late (LA 8.9%), 4.2% left (LA 3%).
- The gender split across year groups is more or less even. The current breakdown is 404 boys and 434 girls.

The college is not aware of any member of staff with a notified disability. Provision would however be made to ensure that specific needs are addressed.

The nature of the college site/buildings means that access to the site is very accessible for people with a disability which affects mobility and visual impairment. Where required assessments are carried out and wherever possible alternative provision put in place.

3. Ethos and Atmosphere

Student intake comes from a range of socio-economic backgrounds, although a significant number are from deprived backgrounds. (Approximately 17.3% live in wards rated D, 62.3% rated E and 9.4% in ward E* according to overall Multiple Deprivation index – LSIP 2013/14).

- At Marsden Heights Community College, the leadership of the college community will demonstrate mutual respect between all members of the college community.
- There is an openness of atmosphere which welcomes everyone to the college.
- All within the college community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All students are encouraged to greet visitors to the college with friendliness and respect in line with our expectations for learning and relational graces.
- The displays around the college are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the students through planning of assemblies, classroom based and externally based activities.

4. Policy Development

This policy applies to the whole college community. It has been drawn up as a result of the outcomes of a transparent process and through consultation.

5. Monitoring and Review

Marsden Heights Community College is an inclusive college, working towards greater equality in the whole college community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our students:

We make regular assessments of students' learning and use this information to track students' progress, as they move through the college. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are

making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

College performance information is compared to national data and local authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in student 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.

Marsden Heights Community 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.

We collect and analyse a range of profile information for our staff and governors:

For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

Due regard is given to the promotion of equality in the College Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions.
- Work with the governing body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

6. Developing Best Practice

Learning and Teaching

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

- 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 students' 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.
- Help all subject leaders' departments, where appropriate, to promote and celebrate the contribution of different cultures to the subject matter.
- 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.

Learning Environment

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.
- Adults in the college will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The college places a very high priority on the provision for special educational needs and disability.
- We will meet all students' learning needs including the more able by carefully assessed and administered programmes of work.
- The college works within the constraints of the building structure to provide an environment in which all students have equal access to all facilities and resources.
- All students are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the college to ensure that effective learning takes place at all stages for all students.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Marsden Heights Community College, we aim to ensure that:

- Planning and cross curricular themes promoting positive attitudes to equality and diversity reflect our commitment to equality in all subject areas.
- Students have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All students have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within Marsden Heights Community College is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse 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 college community.

Language

We recognise that it is important at Marsden Heights Community College that all members of the college community use appropriate language which:

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

Extended Learning Opportunities

It is the policy of this college to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the college's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with students adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Marsden Heights Community College to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Students for whom English is an additional language.
- Students who are new to the United Kingdom.

- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.

Personal Development and Pastoral Guidance

- 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 students.
- All students 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 students/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the college to ensure that different groups of students can see themselves reflected in the college community.
- Emphasis is placed on the value that diversity brings to the college community rather than the challenges.

Staffing and Staff Development

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

- This must include students' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all college staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students.
- Access to opportunities for professional development is monitored on equality grounds.

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.
- 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.

Note:

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.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement 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.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all students to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the college.
- Setting up, as part of the college commitment to equality and diversity, a group made up of all stakeholders of the college community. This has been/will be developed to support the college with matters related to its equalities duties.
- Members of the local community are encouraged to join in college activities.
- Exploring the possibility of the college having a role to play in supporting new and settled communities.

7. Roles and Responsibilities

- Our governing body will ensure that the college 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.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the college, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equalities issues.
- All members of the college community have a responsibility to treat each other 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 that all visitors to the college adhere to our commitment to equality.

8. Commissioning and Procurement

Marsden Heights Community College will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9. The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our college. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10. Publicising the Policy and Plan

The policy will be publicised on the college website.

11. Annual Review of Progress

We are legally required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled students, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

12. Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

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