

NEWFRIARS COLLEGE

EQUALITY & DIVERSITY POLICY

*Developed:
September 2018*

Revised: June 2019

Review Date: June
2020



Public Sector Equality Duty

As public bodies, academies and further education institutions must comply with the [public sector equality duty](#) in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

This document will describe the provision, systems and policies we have in place that demonstrate our compliance with our equality duty, and to set out our processes for consultation and development of this duty.

It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED has three main elements:

1. Eliminating discrimination and other conduct prohibited by the Equality Act
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
3. Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

The protected characteristics covered by the PSED are:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
5. pregnancy and maternity
6. race – this includes ethnic or national origins, colour or nationality
7. religion or belief – this includes lack of belief
8. sex
9. sexual orientation

The definition of disability under the law is a wide one:

A disabled person is someone who has a Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. *The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.* 3

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Guiding Principles

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation

Context

Newfriars College is part of the Shaw Education Trust, Multi Academy Trust. It has two sites, Newfriars College in Bucknall, Stoke - on -Trent and Project Search located at the Royal Stoke hospital.

The college is a generic special college for students with moderate to complex learning needs, autism, behaviour and emotional difficulties. All students within the academy have an Education, Health and Care Plan which details their individual needs. Staff within the college

are skilled in providing an appropriate programme of study integrated with any additional needs such as sensory; medical and physical needs.

Students will be allocated to a class based on age; ability; need and emotional needs. Each class has a teacher who has a pastoral role and they are supported by at least one teaching assistant. Where individual needs are more complex additional support would be allocated. As part of the transition process, parents and carers will be given an opportunity to meet staff who will be supporting their son or daughter.

The college is effectively supported and monitored by the Academy Council whose members are drawn from a wide range of interests and services including the commercial sector, parents and staff. The Academy Council meets tri-annually and academy specific management boards meet termly. The Chair of the Academy council along with the Chief Executive Officer have representation on the Shaw Trust Board.

The college is monitored by HMI Ofsted Inspectors. In house data and monitoring systems ensure we are providing a challenging education system for all students. This is shared with parents on a regular basis.

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

Aims and Values

This policy outlines the commitment of our College to ensure that equality of opportunity is available to all members of the College community for our 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 pupils in College, celebrating and valuing the equal opportunity achievements and strengths of all members of the College community

Newfriars College seeks to ensure that no member of the College community, or any 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 dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions. Equality and Diversity is more than just meeting legal obligations, or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect,

and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our College. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

a) In accordance with Newfriars College ethos, British Values, our mission statement and College values we pledge:

1. to respect the equal human rights of all our pupils;
2. to educate them about equality; and
3. to respect the equal rights of our staff and other members of the College community.

b) We will assess our current College practices and implement all necessary resulting actions in relation to:

1. ethnicity,
2. religion or belief,
3. socio-economic background,
4. gender and gender identity,
5. disability,
6. sexual orientation, and age.

c) We will promote community cohesion at College, local, national and global levels, comparing our College community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

We therefore have a responsibility to consider our equality duties with regard to:

- Our children and young people
- Our families and carers
- Our staff teams and governors
- Other professionals, students, volunteers and visitors engaged within our organisation.

Our ethos states that Newfriars College exists to transform the lives of its students through collaboration, innovation, partnership and inclusion.

We are committed to the development of the whole person within a supportive, secure and creative environment. Our broad, balanced and personalised curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour,

religion or disability. We aim to promote positive relationships with parents and carers, Academy Councillors and members of the wider community.

At Newfriars College, our aim is to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of college life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our students can flourish and achieve
- provide a learning environment where all individuals see themselves feel a sense of belonging
- prepare our students for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- 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
- to continually improve our understanding and promotion of diversity
- to actively challenge discrimination and disadvantage
- establish inclusion as a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- share our policies and impact assessments
- collect and analyse data to ensure all groups are making expected progress and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all students
- respond to the diverse needs of all students and overcome any potential barriers to learning
- ensure that the wider College curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of respectful behaviour towards peers and adults
- protect our students from the dangers of radicalisation

Leadership, Management and Governance

Newfriars College is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of college life and the wider community encouraging
- supporting and enabling all students and staff to reach their potential and make a positive contribution working in partnership with families, the local authority (LA) and the wider community
- to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is adhered to.

Responsibilities:

It is the responsibility of the Academy Council to:

- ensure that the college complies with equality legislation

- meet requirements to publish equality schemes
- ensure that the college policy, procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinize the recording and reporting procedures at least annually
- follow the admissions policy, which is fair and equitable in its treatment of all groups of students
- monitor attendance and take appropriate action where necessary
- promote equal opportunities in staff recruitment, professional development and membership of the Academy Council
- monitor information is provided in appropriate, accessible formats
- support in the deal of serious breaches of the policy
- be pro-active in recruiting high-quality applicants from under-represented groups

It is the responsibility of the Head of College to:

- implement this policy, its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- 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 equality and diversity policy of the academy
- produce an annual report on progress for the Academy Council

It is the responsibility of All Staff to:

- be vigilant in all areas of the academy and identify any type of harassment, bullying or attempt to radicalise
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimization caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the culture of the college
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole academy 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.

Breaches of the Policy:

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Academy Council and LA as required.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, Newfriars College are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality as part of the ongoing development of the academy.

Policy planning and development:

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality e.g.: achievement and attainment will be analyzed to ensure progress for all, especially in relation to any identified disadvantaged groups
- Attendance and exclusion data will be reviewed to ensure no over-representation of any one group.
- Our target-setting processes ensure appropriate and aspirational targets are set in relation to identifiable groups as well as individual student cohorts.

Monitoring and Quality Assurance

- The progress of each student is monitored and tracked. The resulting data is analyzed in respect of gender, race, ability or additional needs, looked-after status.
- Monitoring is used to rule out any potential disadvantage
- Quality assurance procedures ensure the academy meets its duty to positively promote diversity e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.
- The data collected is used to inform further academy planning, target-setting and decision-making.

DATE: 18th June 2019

TO BE RATIFIED BY NEWFRIARS COLLEGE COUNCIL

Name of Policy	Equality and Diversity Policy	
Approved	June 18 th 2019	
Review Date	June 2020	Review Cycle: every 2 years
Reviewed By:	Claire Deakin	9 th June 2019
Signed by Head of College	<i>R Millington</i>	Rob Millington
Signed by Chair of College Council	<i>K Wintle</i>	Kevin Wintle 18 th June 2019