

TITLE: EQUAL OPPORTUNITIES POLICY (STUDENTS)

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Tavistock College recognises that many people in society experience discrimination. Discrimination is acting unfairly against a group or individual through for example exclusion, verbal comment, denigration, harassment, victimisation or a failure to appreciate needs or the assumption of such needs without consultation. Discrimination can be direct or indirect (where there is a requirement or condition on all, but which has an adverse impact on a particular group and cannot be justified). All forms of discrimination are unacceptable, regardless of whether there was any intention to discriminate or not.

This policy sets out our commitment to equality and diversity as related to our learners. It is our duty to implement the requirement of the 2010 Equality Act to promote understanding of equality and diversity by:

- Encouraging good practice in relation to equality and diversity
- Promoting equality of opportunity
- Promote awareness and understanding of rights
- Work towards the elimination of unlawful discrimination and harassment

The Education Act 2011 restates the entitlement of all students to follow a national curriculum. It says:

“The national curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens”.

This principle can only be fulfilled through a whole College approach to equal opportunities. It continues to be a dimension which permeates every aspect of the curriculum and the whole of College life. Tavistock College needs to be pro-active to ensure that students of all backgrounds learn in an environment where they have equality of opportunity.

Inspecting Equalities

The Ofsted evaluation schedule states that schools have a duty to promote equality of opportunity and promote good relations between people of different groups. Schools also have a number of statutory duties to monitor equality and discrimination, including gathering specific evidence and publishing plans.

The inspection of equalities has two connecting strands in the new framework:

- Compliance with statutory requirements: the effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met
- Evaluating impact: the effectiveness with which the school promotes equality of opportunity and tackles discrimination

Specifically, the Ofsted Evaluation Schedule takes account of the following:

- the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities, and of other groups even though the number of pupils may be small in number

- the extent to which the school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences
- the emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged
- the degree to which the school makes best use of the differing skills and talents of individual pupils
- the effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners
- how the school manages incidents and complaints
- arrangements for consulting with users and stakeholders
- how outcomes of work – for example, achievement of equality targets or positive actions on equality – are published

The effectiveness with which the school promotes equal opportunity and tackles discrimination: grade descriptors (Outstanding). The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness. There is no evidence of discrimination and where there has been any evidence of inequality this has been tackled exceptionally well.

EQUAL OPPORTUNITIES AT TAVISTOCK COLLEGE

Tavistock College provides a values rich environment based on the values of the International Co-operative Alliance. Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

Our aims are to:

- reward success and learn from failure
- continuously improve on our previous best
- secure the equal status and value of all members of the College community
- work in partnership with the College community to enhance the quality of learning
- fulfill the needs of all learners and provide genuine equality of opportunity
- ensure that all learners
 - are happy and secure
 - enjoy learning
 - are excited by the challenge and opportunity to learn
 - make significant progress
 - achieve at high levels and fulfill their academic and personal potential
 - develop responsibility for their own learning and skills for learning
- encourage ownership of learning so that learners develop the fundamental attitudes, skills and behaviours to become successful independent and interdependent learners

- provide high quality educational standards for all
 - good teaching and effective learning
 - good behaviour and discipline
 - good levels of attendance and punctuality
- continually explore and implement new and effective approaches to teaching and learning
- create a climate which recognises, rewards and celebrates success
- prepare all learners to continue to succeed and grow in the world beyond the College so that they can
 - handle uncertainty and respond to change
 - create and implement new ideas and way of doing things
 - make reasonable risk assessments and act upon them in their personal and working lives
- develop the enterprise and citizenship capability of all learners through the promotion of
 - Knowledge and understanding – organisation, innovation, risk and change
 - Skills – decision making, personal and social, leadership, risk management and presentation;
 - Attitudes – self-reliance, open mindedness, respect and commitment to making a difference
 - Qualities – adaptability, perseverance, determination, flexibility, creativeness and initiative

It is our belief that our mission, vision and aims will be achieved through the creation of a high quality collaborative learning environment where all members of the College community feel safe (emotionally and physically), work hard and work fair and where there are equal opportunities for all our learners.

BASIC PRINCIPLES

The basic principles of the Equal Opportunities policy are to:

- promote the means by which students may come to know themselves more fully and in relation to others
- help the student to relate such self-knowledge to the immediate problems of the College, through study, friendships, social life, career choices and application
- help the student to develop sufficient self-assurance to face the challenges and problems of modern life, through planned schemes for learning which meet the needs of all students
- support the development of knowledge, skills and dispositions that students need to become successful learners
- avoid stereotyping.

CURRICULUM PLANNING

Subject leaders need to ensure that their curriculum planning:

- enables all students to realise their potential in all areas of the curriculum, irrespective of gender, cultural diversity, sexuality, disability or special needs of all kinds
- enables all students to have equal access to all elements of the curriculum
- provides opportunities to engage in a broad range of activities which will actively encourage informed choice at all

- stages of secondary education
- enables all students to have equality of opportunity in terms of access and choice in all aspects of College life including option choices

LEARNING AND TEACHING STYLES

Subject leaders need to ensure that the variety of learning and teaching styles used within their areas of learning:

- create a classroom environment which avoids domination by one particular group or individual
- actively discourages any endorsement of stereotyped behaviour or racist attitudes
- encourages awareness among teachers that the language they use is important in respect of student expectations; labelling of students and gender specific language are pitfalls to be avoided
- present a positive image of world ethnic minorities, the disabled and the socially disadvantaged

MATERIALS AND RESOURCES

Subject leaders need to ensure that:

- all displays, books, ICT resources and visual aids present positive information, and at the same time examine the ways in which discriminatory materials/resources could be used in the classroom
- all students have facilities, if necessary in the College for homework completion
- where possible, visits from speakers from non-traditional roles can provide positive learning experiences and help in our efforts to avoid stereotyping

PRACTICAL EXPERIENCE

At Tavistock College, students have many opportunities to gain practical experiences, both within the classroom and outside. It is very important that teachers organising such learning experiences:

- ensure that all students have equality of opportunity to become involved in such experiences including access to elective sessions outside the formal curriculum
- ensure that work experience placements enable students to have the opportunity, if they wish, to work in non-traditional jobs
- provide as wide a range as possible of College visits, social occasions or residential opportunities
- to allow students equal access throughout their College career to the possibilities of social, emotional, physical and academic development

EQUAL OPPORTUNITIES AND OTHER COLLEGE POLICIES

Equal Opportunities is a dimension of the College which permeates everything we do. All College policies support the need for equality of opportunity. These include:

Special Education Needs	- setting out the requirements of the Code of Practice to ensure that all students with SEN have equality of opportunity
English as an Additional Language	- setting out the procedures for inducting and

	supporting learning with EAL needs so they all have equality of opportunity
Health and Safety	- ensuring that the health and safety of all students is the paramount responsibility of the College
Child Protection & Safeguarding	- setting out clearly the procedures for child protection thereby supporting the needs of all students
Collective Worship	- providing opportunities for reflection and giving students the opportunity to recognise and celebrate diversity
Attendance	- setting out procedures to encourage high levels of attendance for all students
Marking Policy	- ensures that all students are set meaningful targets which are achievable. Also ensures that departments/areas of learning monitor and evaluate their results to ensure equality of opportunity
Behaviour for Learning	- provides a structure for behaviour to ensure that all students have equal opportunities to learn
Anti-Bullying/Anti Cyber Bullying Policies	- students are encouraged to report any bullying incidents – these are monitored by SLT to ensure that any issues re pupil attitudes are addressed
Equality in Employment Policy	- describes our commitment to equality and diversity amongst our employees

DISABILITY STATEMENT

The Disability Equality Duty came into force on 4 December 2006 and was subsumed into The Equality Act of 2010.

This legal duty requires all public bodies to actively look at ways of ensuring that disabled people are treated equally. All of those covered by the specific duties must also have produced a Disability Equality Scheme, which we must now implement. Specifically, we should endeavour to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

In relation to Tavistock College, in successfully applying the duty, we will be able to ensure that our disabled students and learners can reach their potential by tackling the barriers to their learning. We must also ensure that our recruitment processes enable disabled potential employees to have the same rights of access to employment as able bodied applicants.

In particular, in implementing the duty at Tavistock College, we will:

- provide a framework to consolidate education provision for disabled students
- mesh with other strategies and policies to take account of the particular barriers to achievement for disabled students and staff
- help widen participation and retention in further and higher education

- create an emphasis on equality for disabled students and implement the planning duties which are imposed by the Special Educational Needs and Disability Act 2014
- ensure effective transition of disabled young people in choosing routes of education
- lead to an increase in the representation of disabled people in the teaching profession and the retention of staff who become disabled
- help to avoid claims of unlawful disability discrimination
- enable Tavistock College to think strategically about other disabled stakeholders, including parents and people using College premises, as well as promoting a greater knowledge and understanding of disability amongst all learners with benefits to society at large, thus ensuring that we meet our vision and values.

RACE EQUALITY

Tavistock College has a community of learners from a wide range of racial, cultural and religious backgrounds. Through our co-operative activities, we will ensure that all our learners take their roles and responsibilities as active Citizens seriously.

COLLEGE COMMITMENTS

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- encouraging, supporting, and helping all our learners to reach their potential;
- working with parents and carers, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- making sure the race equality policy and its procedures are followed.

RESPONSIBILITIES

GOVERNING BODY

The governors are responsible for:

- making sure the College complies with the amended Race Relations Act 1976
- making sure the race equality policy and its procedures are followed.

PRINCIPAL

The Principal is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- make sure that the race equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

ALL STAFF

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination
- ensuring that they deal equally with all learners and colleagues irrespective of race, colour, nationality or ethnic or national origins;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Appendix 1 sets out the College procedures for dealing with incidents related to the protected characteristics.

GENDER EQUALITY

The Gender Equality Duty [GED] is a legal obligation which came into force in April 2007. It was introduced by the Equality Act 2010, which in turn amended the Sex Discrimination Act 1975. The duty places the legal responsibility on public authorities to demonstrate that they treat men and women fairly. In implementing this equal opportunities policy, Tavistock College will ensure that we meet the requirements of the Gender Equality Duty and avoid discrimination of male and female learners.

MONITORING AND EVALUATION

The Principal has overall responsibility for the implementation of the equal opportunities policy. This includes keeping the governing body and SLT informed about the latest developments re. Equal Opportunities, and ensuring that whole College documentation meets statutory guidelines. Legislation sets out our duty to review and revise the policy every three years.

Monitoring and evaluation of the policy is part of the whole College monitoring and evaluation cycle. SLT monitoring includes:

- analysis of end of Key Stage Three, Key Stage Four and post 16 results , as far as is possible, in terms of the performance of students re. gender, race, disability and ability
- analysis of the effects on results of student groupings
- analysis of departmental documentation, together with scrutiny of student work, student interviews and observation of lessons with a focus on equal opportunities
- examination of the take-up of extra-curricular opportunities by differing groups within the college i.e. sex, ethnic origin, SEND etc.
- examination of the choices made for work experience opportunities by different groups.
- Ensure that appropriate risk assessments have been undertaken to ensure all students have appropriate access to the curriculum including visits wherever possible.

The Senior Leadership Team have an important role to play in the implementation of the equal opportunities policy through their role as leaders, monitoring the work of departments and areas of learning.

Subject Leaders take a key role in monitoring the implementation of the policy through:

- ensuring materials used in departments/areas of learning do not contravene the policy

- analysing examination results within their departments/areas of learning
- monitoring the learning and teaching in their department/areas of learning, through the monitoring and evaluation cycle
- discussing equal opportunities issues in department/areas of learning meetings, strategic groups or with SLT line managers
- ensuring that departmental/areas of learning documentation, including schemes for learning, refer to the equal opportunities policy
- liaising with the Vice Principal to ensure that staff receive appropriate training.

Breach of the Policy

Tavistock College will take seriously any instances of non-adherence to the Equality and Diversity Policy by students, staff or visitors. Any instances of non-adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy and could lead to disciplinary action against employees, appropriate action against a member of the Governing Body, termination of contracts for services of consultants or trainers, or withdrawal of volunteer agreements.

LGBT equality

Schools have the duty to prevent and tackle all forms of bullying, including homophobic and transgender bullying and they cannot discriminate on grounds of sexual orientation or perceived sexual orientation against a student or teacher.

New Government legislation means that schools have to be proactive in preventing homophobic and transgender bullying and make all children and young people feel included. The Public Duty requires all public bodies, including schools and academies, to eradicate discrimination, advance equality and foster good relations - this means preventing and tackling homophobic bullying and language and talking about different families in school.

Under the new 2012 framework, Ofsted inspectors now ask secondary students whether their schools have taught them about how to respond to cases of homophobic and transgender language and bullying, and about different families - including children with same-sex parents. Secondary schools are also required by the Equality Act 2010 to actively protect those who might experience homophobic bullying.

Education and Inspections Act 2011

Teachers have a legal duty to ensure homophobic bullying is dealt with in schools. Under the Education and Inspections Act 2006 head teachers must, with the advice and guidance of governors and the assistance of school staff, identify and implement measures to promote good behaviour, respect for others and self-discipline amongst pupils and to prevent all forms of bullying.

Single Equality Act 2010 and Public Duty

The Single Equality Act and the Public Duty mean that schools and other public bodies have to be more proactive and to go beyond non-discrimination by advancing equality.

This policy requires the full commitment of each member of the school community and the acceptance of a code of conduct which:

- encourages respect for both the individual and diverse LGBT communities and groups;

- encourages collective action to challenge sexuality related prejudice, stereotyping, harassment/bullying and negative discrimination and the structures which perpetuate them;
- recognises and challenges stereotyped images, and, in their place promotes positive images of LGBT role models;
- declares as unacceptable any homophobic language, action or belief that is prejudiced or which encourages prejudice in others;
- recognises and challenges institutional and organisational structures which have prejudicial or discriminatory effects.

It is the responsibility of all members of the school community to uphold this policy even where it may be in conflict with their own beliefs.

DEALING WITH INCIDENTS RELATING TO THE PROTECTED CHARACTERISTICS

This appendix includes guidelines on dealing with racist incidents. Through the formal and informal curriculum, and as part of our College aims, the College actively encourages tolerance and understanding between all members of the College. It is our aim to ensure that students leave College as responsible citizens, who respect all races and cultures. Racist attitudes are not tolerated in the College, and all teachers and associate staff will challenge such attitudes with a view to changing the opinions of those expressing them. Learning experiences encourage a celebration of the variety of cultures and races in the world as part of a wider appreciation of the diversity of humanity. The following procedure should be used by teaching and associate staff in the event of a racist incident:

- any racist language or attitude shown by students should be challenged by staff and students should be clear that such behaviour is not tolerated (parents/carers should also be made aware in meetings with SLT that such behaviour and attitudes are not tolerated by the College)
- where appropriate, the challenging of such attitudes can form part of a topic within a lesson any reported racist incident (name-calling, stereotyping, physical assault etc.) should be recorded on SIMS & CPOMS
- an appropriate member of staff will discuss the incident and agree the appropriate action to be taken.
- where appropriate, the victim's parents should be contacted to make them aware of the incident.
- Any racist incident should be reported to The Vice Principal who will complete the College form and report the incident to the LA at the appropriate time
- it is the responsibility of Vice Principal to inform the Principal and Governing Body of any racist incidents.
- The Vice Principal will also maintain a log of racist incidents.