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## **Equality and Diversity Policy Statement**

### **1. Introduction**

- 1.1. Fullhurst Community College is a caring community committed to the promotion of genuine equal opportunities for all, together our goal is to grow and sustain our community so it is inclusive and accessible to all.
- 1.2. Working together we will develop and implement practices that welcome difference and accepting of diversity. We will continue to build an environment that celebrates diversity and is unapologetic in tackling all forms of discrimination. We will promote equality of opportunity across all equality groups.

### **2. Scope**

- 2.1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
- 2.2. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **3. Guiding principles**

In fulfilling the legal obligations referred to above we are guided by seven principles.

#### **3.1. Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value whatever their protected characteristic:

- whether they are disabled or non-disabled
- whatever their ethnicity, culture, national origin or national status
- whichever their gender or gender reassignment
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation
- whatever their age

#### **3.2. Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but nevertheless take

account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised
- religion, belief faith or background
- sexual orientation

### 3.3. **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment

### 3.4. **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity

### 3.5. **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled people and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

### 3.6. **Principle 6: We will consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We will consult and involve:

- disabled people as well as non-disabled

- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- any sexual orientation without discrimination

### 3.7. **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- any sexual orientation without discrimination

4. We recognise that the actions resulting from a policy statement such as this are what make a difference.

## 5. **The curriculum**

5.1. We will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out above.

## 6. **Ethos and organisation**

6.1. We will ensure that the principles listed above apply to the full range of our policies and practices

## 7. **Addressing prejudice and prejudice-related bullying**

7.1. The college is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties.

7.2. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our college and how they were dealt with.

## 8. **Roles and responsibilities**

8.1. The Governing Body is responsible for ensuring that the college complies with legislation, and that this policy and its related procedures and strategies are implemented.

8.2. The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

8.3. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

## **9. Information and resources**

9.1. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

## **10. Religious observance**

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

## **11. Staff development and training**

11.1. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **12. Breaches of the policy**

12.1. Breaches of this policy will be dealt with in the same ways that breaches of other college policies are dealt with, as determined by the Principal and governing body.

## **13. Monitoring and evaluation**

13.1. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status, and gender.