



## **The Governing Body for Carisbrooke College and Medina College**

### **Equality Scheme and Objectives 2016-2020**

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<b>Approved by</b>	<b>Welfare &amp; Community</b>
<b>Approval date</b>	<b>20<sup>th</sup> June 2016</b>
<b>Review frequency by governing body</b>	<b>Four years</b>
<b>Next review</b>	<b>June 2020</b>

## 1. Statement

This scheme outlines the commitment of the Staff and Governing Body of the Federated Carisbrooke College and Medina College to promote equality.

- a) In accordance with our overall college values we endeavour:
- to respect the equal human rights of all of our students;
  - to positively promote equality and diversity;
  - to tackle the barriers which could lead to unequal outcomes for identified groups;
  - to respect the equal rights of all 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:
- Gender;
  - Race;
  - Disability;
  - Religious belief;
  - Age;
  - Sexual orientation;
  - Pregnancy and maternity;
  - Socio-economic background and other protected characteristics.
- c) We will promote community cohesion, comparing our college community to its local context and implementing all necessary actions in relation to:
- Ethnicity;
  - Religion or belief;
  - Socio-economic background.

## 2. Statutory Requirements

The Equality Act 2010 replaced all previous discrimination law. The equality objectives below address our duties under current equality legislation.

## 3. Responsibilities

One named Governor will take the lead but the **Governing Body** as a whole is responsible for:

- Drawing up, publishing and implementing the colleges' stated equality objectives;
- Making sure the colleges comply with the relevant equality legislation;
- Making sure the Colleges Equality Scheme and its procedures are followed; and
- Monitoring progress towards the equality objectives and reporting annually.

The **Headteacher** is responsible for:

- Making sure steps are taken to address the College's stated equality objectives;
- Making sure the equality, access and community cohesion plans are readily available and that governors, staff, pupils and their parents and carers know about them;
- Producing regular information for staff and governors about the plans and how they are working; through the headteachers' report at governing body meetings, for example;

- Making sure all staff know their responsibilities and receive information and support in carrying these out; for example access to policies on shared servers and staff handbook;
- Overall responsibility for investigating reports of prejudice-related incidents and taking appropriate action in cases of harassment and discrimination;
- Anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the Colleges.

All **staff** are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups and dealing with prejudice related incidents;
- Being able to recognise and tackle bias and stereotyping.

**Visitors and contractors** are responsible for:

- Following relevant College policy.

#### **4. Publication and review**

Legislation states that all public bodies are required to publish at least one equality objective by 6<sup>th</sup> April 2012 and at least every four years thereafter. The Governing Body will publish the College objectives in regard to this legislation via the College website.

#### **5. Reporting on progress and impact**

A report on progress will be published by the governors via the College website at the end of each academic year. It will also be available as a paper document, on request.

#### **6. How we assess progress and impact**

This section outlines our process for monitoring the potential impact of college practices in terms of:

- Ethnicity;
- Religion or belief;
- Socio-economic background;
- Gender and gender identity;
- Disability;
- Sexual orientation;
- Age.

Outcomes will be measured and reported as follows:

- Reduction in racist incidents;
- Reduction in unacceptable behaviour (via SIMS);
- Reduction in exclusions (permanent and fixed term);
- Increase in pupil attainment for all groups, particularly for those relating to the protected characteristics listed in section 1 above;
- Closing the attainment gap in gender e.g. English results between boys and girls;
- Closing the gap in relation to the performance of SEN pupils with their peers;
- Increase membership of vulnerable pupils in out-of-school clubs and activities;
- Use of the pupil premium.

Evidence of this process and progress is reported termly to the governing body.

In addition:

- Racist incidents are reported to the Local Authority;
- Children with special needs are monitored and their progress is reported to their parents/carers and the governing body is given an overview of provision and progress at least termly via the college's data dashboard;
- Pupil progress is tracked by age, gender, ethnicity, free school meal eligibility, English as a second language, SEND and Looked After Children;
- Incidents of homophobia are recorded and monitored;
- Incidents regarding behaviour of adults are reported to the Local Authority in line with relevant procedures e.g. racist incidents, aggressive behaviour and staff conduct.

**7. Equality Objectives 2016 – 2020**

The following objectives aim to:

- i. Promote equality of opportunity for members of identified groups
- ii. Eliminate unlawful discrimination, harassment and victimisation, and
- iii. Foster good relations between different groups

<b>Overall Equality Objectives</b>
Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc
Educate all about discrimination and prejudice and promote a harmonious environment via social cohesion
Strive for all pupils regardless of ethnicity, age, gender etc to achieve the highest possible standards in their learning and make progress in line with national expectations
Ensure that the appointment of all staff is in line with equal opportunities legislation
To increase staff understanding of equality and its implications and in this way reduce inequalities of attainment throughout the College
Ensure that the membership of the governing body of the Colleges reflects that of the wider community
Identify barriers to learning and participation and provide appropriately to meet a diversity of needs

In addition to the above, the following Access Plan actions relating to disability are in place:

<b>Access Plan Actions</b>	
Improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• The Colleges are committed to match provision to need - specialised equipment and resources will be provided to support individual and groups of pupils' learning as appropriate.</li> </ul>
Physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> <li>• On an annual basis, the governing body will consider and assess access needs and make suitable improvements to the building when practicable and where funds are available</li> </ul>
Improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>• Telephone calls or face to face meetings to be used when we know parents/carers cannot read English or English is the second language</li> <li>• Interpreters provided as required for communicating information to pupils and parents/carers who have hearing impairments</li> </ul>

The following activities will be promoted to encourage greater community cohesion:

<b>Community Cohesion Actions</b>	
Teaching, learning and the curriculum	<ul style="list-style-type: none"> <li>• Pupils to be taught PSHCE – Cultural Literacy, Religious Education/Studies</li> <li>• Education and, where possible, excursions to places of worship</li> <li>• Local community tournaments e.g. through the Sports Partnership</li> <li>• Provide opportunities to discuss migration, immigration and various communities both local and global and understand their impact on society</li> <li>• Involvement of police, fire service and other relevant bodies to support learning</li> <li>• Pupils to continue to raise monies for local charities</li> <li>• Pupils to take part in harvest festival, fair trade events etc.</li> <li>• Engagement with people from different backgrounds, including extended services e.g. artists, storytellers, dancers from a variety of different cultural backgrounds</li> <li>• Engagement with the IW Festival, e.g. artist liaison, performing</li> <li>• Provide opportunities to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> </ul>

The Governing Body agreed this Equality Scheme and action plan on: June 2016.

The Equality Scheme will be reviewed by staff annually and by the governing body at least every four years.