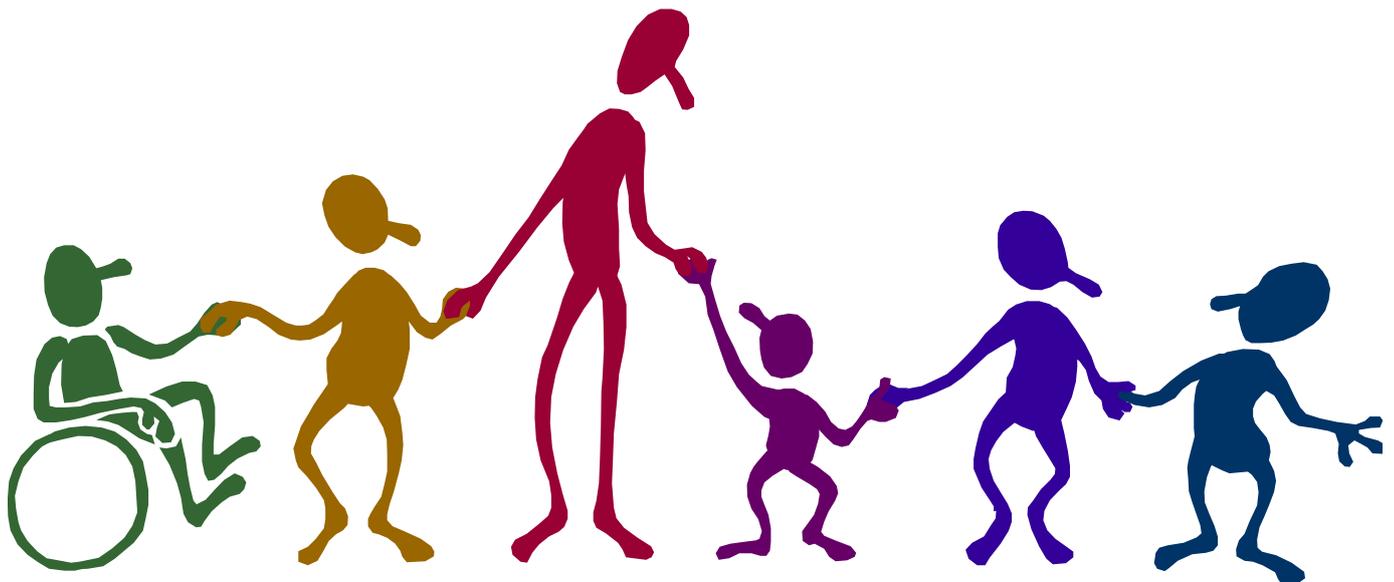




EARL MORTIMER
COLLEGE

building achievement and
excellence in our community

NO CHANGE THIS EDITION



Equality Plan

Autumn 2016

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Preface: Check list for College staff and governors

Is information collected on race, disability and gender with regards to both students and staff e.g. student achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the College provides?

Action:

- Data Manager / PAS / Faculty Leaders identify and monitor vulnerable groups in order to initiate intervention plans, should the need arise (SIMS data).

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and students?

Action:

- Initial draft shared with teaching staff in order to generate feedback, participation and ownership. *Feedback received.*
- Students consulted at College Council level in order to generate feedback, participation and ownership.
- Parents invited to view draft document upon request in order to generate feedback, participation and ownership.

Is student achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Action:

- Data Manager / Middle Leaders are actively engaged in this activity.

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Action:

- PSHE (“Skills 4 Life”), Citizenship, REP, Assemblies and more subjects cover this requirement.

Are all students encouraged to participate in College life? Are students who make a positive contribution reflective of the College’s diversity e.g. through class assemblies / College Council?

Action:

- A thriving College Council that spans all year groups represents the flagship model of inclusive student participation in the process and management of education. Councilors are elected to represent their peers and to duly report progress following regularly scheduled meetings.
- Tutees regularly co-present assemblies on such themes.

Is bullying and harassment of students and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other students? Are racist incidents reported to the governing body and local authority on a termly basis?

Action:

- Reports created by whole-college software, monitored and interventions initiated where appropriate.

Are visual displays reflective of the diversity of your College community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

- Sequence of EAL family coffee mornings and student lunchtime clubs held by SENCo to enhance inclusion and community cohesion. Photographs on display.
- Multitude of inclusive posters on display across the College.

Does the College take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

- Yes

Is the College environment as accessible as possible to students, staff and visitors to the College? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the College, and are issues such as language barriers considered?

- New College buildings specifically designed to be accessible to the wider community and is fully compliant with accessibility obligations and expectations.
- Succession of Open Evening and social events planned by the College and the PTFA.
- Governing body representative of wider community.

Are the accessibility needs of parents, students and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

- Selected documents are available to EAL families in their first language upon request.
- Enlarged text versions of College publications available upon request.
- Spoken word versions of selected documents will be released via the College web site, recorded in the College radio studio in due course.
- Regular newsletter is available electronically in order for home users to enlarge colour (or black and white) publications to the desired size.

Are procedures for the election of parent governors open to candidates and voters who are disabled?

- Selected documents and associated procedures are accessible to all.

Earl Mortimer College

Equality Plan: narrative

1. Mission statement
2. Mainstreaming equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
 - a. Race
 - b. Disability
 - c. Gender
 - d. Sexual orientation
 - e. Community cohesion
5. Consultation
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plan

1. Mission statement

Here at Earl Mortimer College and Sixth Form Centre, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the College, irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. In reflection of our commitment to the aims of the National Curriculum for Citizenship, we aim to develop a culture of inclusion and diversity in which all those connected to the College feel proud of their identity and able to participate fully in College life.

The achievement of students will be monitored by race, gender, AEN needs, specific other vulnerability and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Earl Mortimer College, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The ethos of National Curriculum Citizenship permeates the fabric of College life.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the College operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender, sexuality, specific vulnerability, socio-economic background and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;

- Use materials that reflect the diversity of the College, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole College population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the College's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Earl Mortimer College.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the College reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every College in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006), Equality Act (2010).

The Action Plan at the end of this Equality Plan outlines the actions Earl Mortimer College will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of Colleges as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare this Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;
- Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the College's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on Colleges, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish this Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on Colleges to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For Colleges this means admissions, benefits and services for students and treatment of students.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state Colleges to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this Plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-College forum meetings or governors' parent-consultation meeting where appropriate;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the College Council, PSHE lessons, whole College surveys on children's attitudes to self and College;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/ Personalised Provision Maps, mentoring and support;
- Feedback at governing body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the College is fully inclusive to students, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our College on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the College environment gives access to people with disabilities, and also strive to make College communications as inclusive as possible for parents, carers and students.
- The governors welcome all applications to join the College, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our College on account of their race, sex or disability.

The role of the senior leader responsible for Equalities

- It is the Principal's role to implement the College's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of College life.
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the College's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the College environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal where necessary. All incidents are reported to the Principal and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

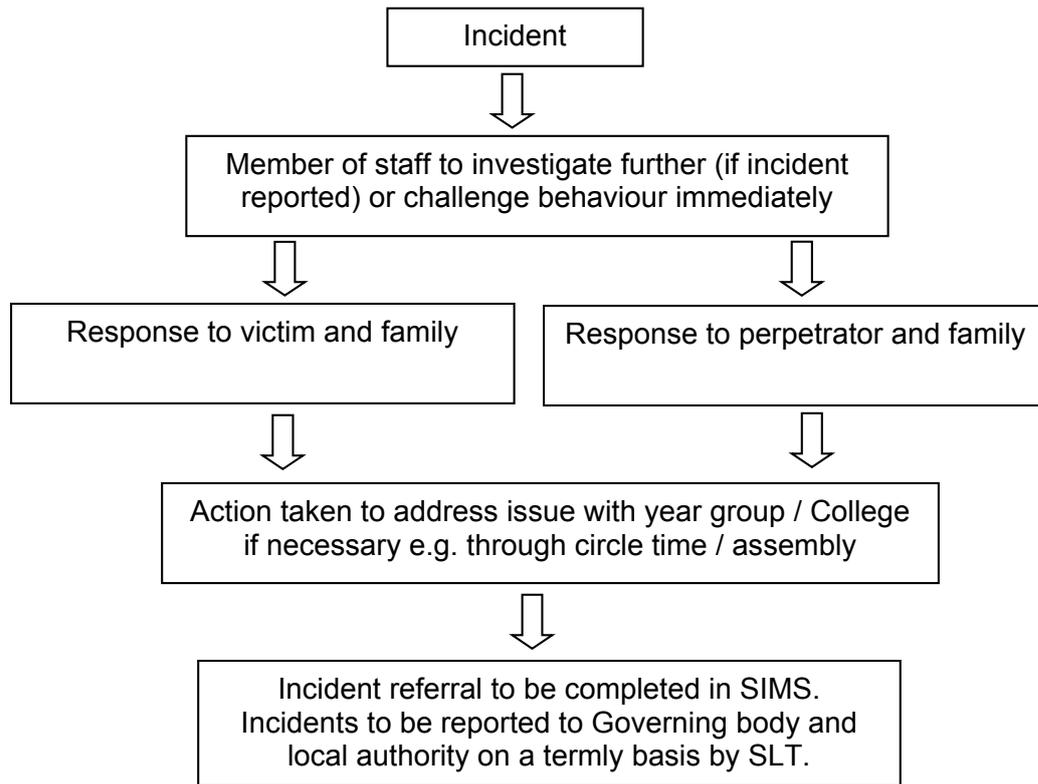
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into College;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole College.

The procedure for responding and reporting is outlined below:

All such events are to be recorded in the College-wide ICT system, SIMS. Sub-categories pertaining to the nature of the incident may be added during the data inputting process.



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our College policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the College website;
- Raise awareness of the plan through the College newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Continue to publish and promote the Equality Plan through the College website, newsletter and staff meetings in order to meet Disability and Gender Equality legislation.	Seek staff, parental and student feedback by future surveys / student voice programmes.	AL, JCW, NCM.	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays etc. Parents are aware of the Equality Plan.
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by race, gender and disability	Principal / Governing body	Annually in Autumn	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the College's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	Humanities lead, through History/ REP lesson plans plus PE and Citizenship (JW/RPJ)	Ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled students in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the College population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Ongoing	Analysis of the Gifted and Talented register indicates it reflects the College's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in student participation, confidence and positive identity – monitor through PSHE	Faculty leaders and Pastoral Leaders	From Autumn 2010	More diversity reflected in College displays across all year groups
All	Ensure all students are given the opportunity to make a positive contribution to the life of the College e.g. through involvement in the College Council by election), assemblies, fund raising etc.	College council representation monitored by race, gender, disability	Member of staff leading on College Council: JW and KEG	Ongoing	More diversity in College Council membership

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;	Participation monitored by club/trip organisers	Club/trip organisers	Ongoing	Greater participation in clubs/trips by students with disability
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis as required.	The Principal / Governing body will use the data to assess the impact of the College's response to incidents i.e. have whole College / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are students and parents satisfied with the response?	Principal / Governing body / Pastoral Leaders and Tutors	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Maintain ongoing Sports Specialism initiative to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the College population.	Increased participation of girls in sports clubs and out of College sport activities	Sports Specialism Staff	Ongoing	More girls take up after-College sports clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Ongoing	More applications from disabled candidates to be College Governors when vacancies arise
Example: Community cohesion	Celebrate cultural events throughout the year to increase student awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Participation and enthusiasm rates in REP, PSHE and assemblies	Member of staff leading on PSHE: RPJ plus NCM (SLT lead for Community Cohesion)	Autumn 2010 onwards	Increased awareness of different communities shown in assorted assessments

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION: FURTHER ACTIONS IN ADDITION TO THOSE DECLARED IN THE FORMAL EQUALITY PLAN

The College will ensure that:

- Extended College activities such as breakfast and after-College clubs take into account student needs and access issues and students attending reflect the diversity of the College population in terms of race, gender, disability and socio-economic status;
- Staff, students, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, College council meetings, parents evenings etc.

The College will provide:

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment (e.g. the 'closed loop' sound enhancement system in the Community Theatre);
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs with Learning Managers and Tutors);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the College (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the College to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The College will:

- Actively seek to recruit disabled people to the College and support them in their work and career development, and try to reflect the diversity of the College community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different Colleges and communities;
- Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled students in the period of transition between primary and secondary College to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;

- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The College will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The College will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.