

Equality and Diversity Policy New River College (NRC)

NRC Core values:

- Educating and supporting all pupils to learn
- Providing a safe, nurturing and supportive environment
- Making sure all pupils have the skills to return to mainstream education or to access their next steps in learning
- Working in partnership with others, especially Islington schools



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Introduction

NRC's commitment to equality and diversity is reflected in its successful promotion of equality through the curriculum, through additional activities and employment practices as well as the wide celebration of diversity in daily life.

This is an overarching policy on equality and diversity that applies across New River College.

New River College welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. See Appendix 3 Glossary of terms.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect our commitment to the Public Sector Equality Duty, 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.

Aims, Values and Guiding principles

This Equality and Diversity policy is to underpin the values that give us purpose, direction and meaning in everything we do. We tackle discrimination and promote equality and community cohesion across all areas of New River College. We also work to remove barriers to access and to enable student and staff experiences at New River College to be enjoyable and a time of personal development. In fulfilling our legal obligations referred to above we are guided by nine principles.

Principle 1: All learners are of equal worth

We see all learners and potential learners as of equal worth:

- whether or not they are disabled
- whatever their race
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- race
- sex
- gender identity
- religion, belief or faith background
- sexual orientation

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 discrimination, harassment and victimisation of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, nationality, national origin, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity

Principle 4: We observe good equalities practice for pupils and in staff recruitment, retention and development

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

- whatever their age
- whether or not they are disabled
- whatever their race
- whatever their belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- sexes
- cisgender and transgender people
- heterosexual, lesbian, gay, and bisexual people
- older and younger people

Principle 6: We consult widely

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

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

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 and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

Principle 8: We base our policies and practice on sound evidence

We collect and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice.

Evidence related to equality is integrated into our self-evaluation documentation.

Principle 9: We work towards measurable equality objectives

We create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

The objectives that we identify take into account national and local priorities and issues as appropriate. Our equality objectives are devised in consultation with school governors and integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them. See Appendix 1 Equality objectives.

Our Aims are to:

- Meet all pupils' needs, encouraging them to achieve their full potential, raise educational standards and make progress.
- Create a positive learning environment, where there is a shared commitment to value diversity and respect difference.
- Challenge and prevent discrimination and promote good relations between people of different backgrounds.
- Have high expectations of everyone in the school community.
- Encourage everyone in the school community to gain a positive self-image and high self-esteem.
- Identify, challenge and remove all practices, procedures, customs that are discriminatory and replace them with practices that are fair to all.
- Continue equality for staff recruitment and to continue their professional development.
- Maintain partnership with parents, carers and other professionals and hospital staff.
- Always respect the family's practices when we go into their home.
- Use being in the home environment as an opportunity to increase understanding between cultures.

Statement of Commitment

Every adult who works for the New River College individually and collectively is committed to promoting equality, community cohesion and will not tolerate any unlawful discrimination (direct or indirect), harassment or victimisation, promoting equality of opportunities for children and for each other at all times.

It is the responsibility of the Management Committee, Head of Centre, all staff, pupils, parent/carers and visitors to New River College to work together and to positively promote equality and diversity. We trust this policy will eliminate discrimination ensuring that this policy is in practice every day.

- We will encourage, support and give opportunities for all pupils and staff to reach their potential. The curriculum will take full account of all of the protected characteristics as set out by the Equality Act 2010.
- We will monitor pupils' personal development, attainment and progress individually and also anonymously by all of the protected characteristics as set out by the Equality Act 2010.
- Active steps will be taken to ensure that admissions, attendance, discipline and exclusion processes are fair and equitable to pupils from all of the protected characteristics as set out by the Equality Act 2010.
- We will endeavour to complete impact assessments through developing and reviewing college policies.
- We will raise children's awareness of this policy and our determination is that it is a policy in action each and every day. Staff are committed to listening to children and involving them in all issues related to equality, involving them in decision making, where appropriate.
- We will work in partnership with parent/carers and the wider community to establish good practice for promoting equality, and tackling discrimination. We will ensure that interpreters are available for every meeting and all paperwork translated to ensure that all views are heard. All parent/carers will be regularly informed of their child's progress.
- We will plan for events to involve parents and carers in their child's education and in the life of the school. We will monitor the views of parents and carers.
- Views of parent/carers, staff, children and young people will inform planning and decision-making.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Executive Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and have appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Heads of Centre / Deputy Heads have day-to-day responsibility for coordinating implementation of the policy.

The Management Committee, Executive Head and Deputy Heads of New River College are committed to implementing this policy by:

- Creating a positive learning environment accessible to every pupil in school, on the ward and receiving home tuition.
- Creating a positive atmosphere and ethos based on respect for pupils' differences.
- Encouraging and supporting pupils and staff to reach their potential.
- Tracking progress of all pupils with the relevant protected characteristics setting relevant targets.
- Ensuring that intervention strategies are available for all pupils who are underachieving.
- Showing commitment to challenging and preventing discrimination based on any of the protected characteristics outlined by the Equality Act 2010. Promoting equality and eliminating discrimination.
- Dealing with reports on prejudice related incidents following Islington reporting procedures and dealing with each individual incident appropriately. See Appendix 2.

The Head /Deputy Heads of New River College are responsible for:

- Implementing the Equality and Diversity Policy.
- Assessing and monitoring the impact of the policy through the whole school improvement plan.
- Ensuring that curriculum planning takes account of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Ensuring that monitoring data is collected and analysed to inform equality improvement objectives.
- Working with the teachers in tracking all under-achievement and ensuring programmes are in place to ensure all children make progress.

- Ensuring that all staff are fully aware of their responsibilities, that equality thinking is developed and that they are given the opportunity to attend training.
- Taking steps to ensure that everyone associated with New River College is kept informed about the service's equality and diversity policy, how to deal with prejudice related incidents and that they abide by them.
- Ensuring that efforts are made to recruit staff from all backgrounds.
- Ensuring that there is equality of opportunity for access to all staff promotion and training opportunities.
- Making regular reports about equality to the Management Committee referring to the impact assessment process of attainment levels, policy development and review.

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 in paragraph 4, above
- support pupils in their class with additional needs and for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

In addition, it is crucial that everyone is clear about what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of everyone, including non-teaching staff and Management Committee.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our aims, values and principles.

Ethos and organisation

We ensure our aims, values and principles apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

As part of every policy review there is an assessment in line with the Equality Act 2010 with those from all protected characteristics considered.

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

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parent/carers, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

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. The training and professional development of all staff enables them to be confident about all equality issues.

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive headteacher and governing body. See related Disciplinary Policy.

Arrangements for Consultation, Monitoring and Review

1. We shall consult on this policy with all staff, representatives of parent/carers and pupils, and the Management Committee.
2. The policy will be monitored on an ongoing basis by the Executive Head of New River College and all staff at New River College through its formal monitoring procedures. The Executive Head of New River College will report to the Management Committee.
3. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
4. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, nationality national origin; religion; and sex.

Ratified by the Governing Body:

Accepted on:

Due for review on:

Appendix 1 Equality Objectives –2022-23

References to Islington Equality, Diversity and Inclusion Charter for educational settings

	Focus	Objective	Notes	Senior Leader	Lead Governor
1.2	Information on EDI disseminated, actioned and reviewed so that staff can see the tangible effects of discussions and efforts and progress can be measured in a meaningful way.	CPD and school meetings include opportunities throughout the year for training, reflective practice and information on EDI to be shared and disseminated.	Design a CPD plan as part of the meetings and staff development calendar for new and existing staff to address identified gaps linked to EDI charter Use results of surveys to support planning for CPD Induction for new staff to include equality, diversity and inclusion training.	ML / HODs / HOCs / Equality leads	SM
2.1 and 2.2	Pupils can see themselves, and the communities they are from, positively represented in curriculum content. Pupils contribute and are encouraged to bring their cultural knowledge and experiences into learning spaces.	Build more ‘in my shoes’ moments into daily classroom practice including RSHE.	Teachers find further resources to support identity work to celebrate the cultures we have. Use strategies such as ‘Vote with your feet’ and inviting responses to items on The Day (Secondary / medical) and Newsround for Primary. Introduce equality Champions at Primary and champion pupils who take part in Pride and Celebrate Youth Group (Secondary/Medical). Find ways to champion strengths and success stories around EDI and reframe weaknesses/problematic behaviours. Build an NRC Alumni who can bring a positive narrative of NRC (Secondary / Medical) Capture and share peer success stories with support from outreach where needed e.g., for primary pupils who have re-integrated to mainstream.	ML / HODs / HOCs / Equality leads	SM

3	The setting ensures its workforce, at all levels, reflects the diversity of Islington.	Recruitment processes actively seek applications from a diverse field and adopt proven methods to mitigate against bias in the selection and interview process. Mechanisms are in place to ensure that there is diversity in stakeholder groups such as parent associations and governors.	Governing body identify the processes for recruitment to the governing body and how to adjust these processes to take active steps to recruit more diversely. Review recruitment processes for staff particularly interview panels.		
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Appendix 2 Addressing prejudice-related incidents and bullying

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.

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

- prejudices around disability and special educational needs
- racism, including prejudice directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example antisemitism and Islamophobia
- sexism, homophobia, biphobia and transphobia.

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

Incidents amongst pupils

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

The incident should be recorded by the member of staff who first becomes aware of it on

- CPOMS (Primary site)

- SIMS (Secondary and Medical sites)

Incidents should be ranked on the following scale:

Level 1. No offence was intended or taken.

Level 2. Hurt or distress caused by prejudice, unlikely to be repeated.

Level 3. Hurt or distress caused by prejudice despite previous dialogue.

Level 4. Substantial hurt or distress caused by hostility prejudiced behaviour

- This form would immediately be received and should be followed up by HOC / DSL.
- The HOC will investigate incidents at Level 2 or above.
- If the incident is at Level 4, it needs to be investigated immediately, the pupil should be taken to DHT Pastoral, behaviour and well-being.
- It will be decided as to whether restorative justice or another form of education is best for the perpetrator. The response will be communicated to parent/carers of both perpetrator and target.
- Follow up actions will be recorded on SIMs/CPOMS
- All incidents are to be reported to parents/carers.

Pupils should be made aware of this procedure through circle time, assemblies and RSHE lessons.

Pupils should be encouraged to report all incidents, being reassured that they will be taken seriously.

There is an annual review meeting held by the Equalities champions with HOCs/DHTs/AHTs to discuss incidents, action taken and outcomes and if any part of the policy needs to be amended.

There is an annual calendar of equalities training that includes dealing with prejudice-related incidents and how to record these.

Incidents perpetrated by staff members

All incidents should be reported to a member of the leadership team immediately. The incident will be logged and investigated by the Head Teacher or delegated to another member of the leadership team.

Any incidents relating to staff are followed up through our disciplinary policy. Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.

We will revisit the procedure annually to ensure that all elements are working positively and amend practices as necessary. If any part of this procedure needs further clarification, please see a member of the leadership team.

Date – March 2023

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information here .
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including

	refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.