

## 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 in staff recruitment, retention and development**

We ensure that policies and procedures benefit all 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 2019 - 2021

SIP ref.	Focus	Objective	Notes	Senior Leader	Lead Governor
1	<b>Quality of Education</b>				
1.1	<b>Evaluate extent to which curriculum meets the needs of pupils</b>	Develop the curriculum offer to ensure intent, implementation and outcomes align across all aspects of the school experience for pupils.	Continue to develop the design of the curriculum that is broad and balanced, reflects the needs of pupils, engages all and ensures as full participation and access to a broad curriculum for all pupils with a focus on those educated off-site on AP or with the specialist intervention team.	ML / HODs / HOCs	SM
1.2	<b>Ensure the needs of particular pupil groups are met</b>	Develop the curriculum offer to meet girls social and emotional needs/inclusivity	Review achievement by group KS2 - 4 and EYFS to KS2 develop further analysis by ethnic group. Pupil premium strategy for each site further developed. Review approach to health and social care e.g. induction to include assessment from CAMHs, SALT, social care.	ML / HODs / HOCs	SM
		Pupils with EHCPs or under EHCP assessment - all pupils make progress in line with national expectations (for SEN).	Teacher tracking developed to support effective planning to help learners embed and use knowledge fluently, address gaps in learning and misconceptions and, to put interventions in place.		SM
		LAC and those known to social care make progress despite barriers			SM
2	<b>Behaviour and Attitudes</b>				
2.2	<b>Relationships between staff and pupils</b>	Review with focus on anti-bullying and non-discriminatory approach. Review of curriculum and use of SIMs.	Review of equality policy, anti-bullying policy, Relationship and sex education policy and curriculum. CPD with Equaliteach support. Governors to scrutinise.	HOCs	LP, HA

2.3	<b>Use of personal development tool to support behaviour for learning</b>	Conduct external review of current approaches to the assessment and enhancement of pupils' personal development on each site. Prepare recommendations and concise actions to ensure a high quality PDT is implemented in September 2020.	Audit current personal development curriculum and interventions develop the curriculum entitlement to include the full range of PRU-appropriate pupil support strategies. Development of PDT ensures teaching staff link pupils needs, pupil passports, EHCPs in to the implementation of lessons and focus improves motivation and attitudes to learning.	HOCs / AK	SM, LP
2.4	<b>Approaches to positive behaviour</b>	Review use of rewards - adapting strategy for pupils with EHCPs	New approach to behaviour at Lough Road	HOCs	LP
2.5	<b>Alternatives to fixed term exclusions</b>	HOCs to review, report and action plan		HOCs	LP
2.6	<b>Mental health support in schools</b>	Trial of mental health teams in schools	Embed trauma informed approaches / attachment aware.	HOCs	LP / HA

## Appendix 2 Addressing prejudice-related incidents and bullying

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.

Any incidents relating to staff are followed up through our disciplinary policy. Any incidents of prejudice from pupils is followed up through our anti-bullying and behaviour policy.

### Appendix 3 Glossary of terms

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information <a href="#">here</a> .
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: <ul style="list-style-type: none"> <li>• they have a protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> 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 <a href="#">here</a> .
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	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
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	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>