
EQUALITY POLICY

Approved by Governors:	15.10.12
Review cycle:	4 years- Looked at annually
Date of next review:	October 2016
Responsible Officer:	C. Coates
Version:	1

1. This Equality Policy sets out the College's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy. The Equality policy is also the foundation of our Anti-Bullying policy in so far as bullying offences contravene the Equality Policy. Bullying contraventions are dealt with using our Behaviour and Discipline Policy and PEOPLE protocols.

This Equality Policy statement sets out:

- o The College's context.
- o Aims and values.
- o The College's overt approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination.
- o Specific reference to community cohesion, race equality, disability equality and gender equality.
- o Roles and responsibilities.
- o Monitoring, reviewing and assessing impact.

2. Aims and Values

At Cambourne Village College we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based on the following core values as expressed in the College's aims/mission statement.

At Cambourne Village College we aim to live in an educational environment which allows pupils to conduct their school lives in an atmosphere of freedom, tolerance and optimism about who they are and about who they might become.

3. Approach to promoting equality

The overall objective of the College's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the College seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions. We wish at the College to be respectful to different religions and beliefs. However, in the interest of optimal learning conditions, we do not allow faces to be covered (e.g. wearing the hijab). Headscarves for religious reasons (excluding facial covering) may be permitted.

The principles of this policy apply to all members of the extended school community – pupils, staff,

governors, parents and community members.

4. Community Cohesion

In order to achieve a cohesive community, we need to:

- o Promote understanding and engagement between communities.
- o Encourage all children and families to feel part of the wider community.
- o Understand the needs and hopes of all our communities.
- o Tackle discrimination.
- o Increase life opportunities for all.
- o Ensure teaching and the curriculum explores and addresses issues of diversity.

5. Race Equality

In accordance with the Race Equality and the Race Relations Amendment Act 2000, we aim to:

- o promote equality of opportunity
- o promote good race relations
- o eliminate unlawful racial discrimination.

6. Disability Equality

See separate Policy.

- **Roles and responsibilities**

All who work in the College have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors are responsible for:

- Making sure the College complies with all current equality legislation:
 - Equal Pay Act 1970
 - Sex Discrimination Act 1975
 - Race Relations Act 1976 as amended in 2000
 - Disability Discrimination Act 1995 as amended in 2005, Disability Equality Duty (2005)
 - Code of Practice for Schools 2002
 - Human Rights Act 1998
 - Sex Discrimination (Gender Reassignment) Regulations 1999
 - Special Educational Needs and Disability Act 2001
 - The Employment Equality (Religion or Belief) Regulations 2003
 - The Employment Equality (Sexual Orientation) Regulations 2003
 - Equality Act 2006
 - Education and Inspections Act 2006 (Duty to promote community cohesion)
 - Equality Act (Sexual Orientation) Regulations 2007
 - Curriculum 2000, which incorporates a statement on inclusion, 'Providing effective learning opportunities for all children'.

- Making sure this policy and its procedures are followed.

The Head of School is responsible for:

- Making sure the policy is readily available and that the Governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.

- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:

- Knowing and following our equality policy.
- Responsibility for overseeing equality practices in the College lies with a named member of staff and a named Governor. Responsibilities include:
 - Co-ordinating and monitoring work on equality issues.
 - Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
 - Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
 - Monitoring exclusions.

7. **Monitoring, reviewing and assessing impact**

The School Development includes targets determined by the Governing Body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision making.

A named member of staff and a named Governor responsible for equality will monitor specific outcomes.

The Head of School will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

Community cohesion will be monitored against the Cambridgeshire standards which are based on the national 'Community Cohesion Education Standards for Schools' (DfES Home Office and Commission for Racial Equality 2004), 'Guidance on the duty to promote community cohesion' (DCSF 2007, ref. 00598-2007) and 'Our Shared Future' (Commission on Integration and Cohesion, 2007).