

# **CRESSEY COLLEGE**

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## **EQUALITY AND INCLUSION POLICY**

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## **Amendment Record**

This Equality and Inclusion policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting and wording. Addition of letter templates and Investigation guidance notes. Approved at Management meeting dated 31 Aug 16. Authorised by JH, approved by Headteacher - AB.	01 Sept 16
2	Annual update to Policy. Approved at Management meeting dated 30 Aug 17. Authorised by JH, approved by Head Teacher – AC.	01 Sept 17

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## **Objective**

1. Cressey College is committed to ensuring that all staff and students are treated equally and fairly regardless of race, gender, nationality, belief, sexual orientation, disability, age or marital status and this policy has been designed to combat any form of discrimination or prejudice within the school environment.
2. The school has due regard to the Equality Act 2010 to:
  - a. Eliminate discrimination and other conduct that is prohibited by the Act.
  - b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
  - c. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
3. Cressey College recognises that everyone has a contribution to make and that overall performance can be improved by harnessing the skills and contributions of everyone.
4. This policy and any actions that arise as a result of it, take into account current statutory requirements:
  - a. Equality Act 2010.
  - b. The Race Relations Act 1976.
  - c. The Sex discrimination Act 1975 (amended).
  - d. The Employment Act 2008.
  - e. The Disability Discrimination Act (1995) and Codes of Practice.
  - f. Rehabilitation of Offenders Act 1974.

## **Responsibilities**

5. Cressey College recognises its duty to promote equality and eliminate unlawful discrimination within the workplace and the school environment.
6. The Equalities Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:
  - a. In relation to admissions.
  - b. In the way it provides education for students.
  - c. In the way it provides students access to any benefit, facility or service,
  - d. Or by excluding a student or subjecting them to any other detriment.
7. It is the responsibility of all staff and students to support and promote Equal Opportunities and to achieve equality and inclusion.

8. Cressey College will:
  - a. Treat people as individuals with consideration and respect for their needs.
  - b. Provide services and opportunities that are open to all.
  - c. Provide a welcoming, supportive and safe environment for all staff, students and visitors.
  - d. Commit to developing an organisational culture that values all people and the individual contribution that they make.
  - e. Provide appropriate training and development opportunities to facilitate the effective delivery of education.
  - f. Encourage the recruitment of staff from all parts of the community.
  - g. Influence other staff and agencies to be aware of their responsibilities under relevant legislation and through this help to create a culture that encourages and promotes inclusion.
  - h. Accept our responsibilities and work within the requirements set out in all relevant legislation.
  - i. Publish our Equalities Policy and Objectives on our website.
9. **All staff** are responsible for:
  - a. Dealing with incidents of unlawful discrimination and bullying.
  - b. Being able to recognise and tackle bias and stereotyping.
  - c. Promoting equality and good relations between all groups.
  - d. Keeping up to date with the law on discrimination, and taking up training opportunities.
  - e. Striving to provide images and lesson plans that show positive images of, and are inclusive of people from the protected characteristics.

## **Requirements**

10. **Gender.** Cressey College recognises the history of discrimination and stereotyping on the grounds of gender and strives to ensure that all its policies and procedures work against all forms of sexism within the school.
11. The Sex Discrimination Act 1975 and its 1986 amendment makes it unlawful to discriminate directly or indirectly on these grounds or to apply requirements or conditions, which have a disadvantageous effect on people of a particular sex or marital status, where they cannot be justified.
12. **Sexual Orientation.** Cressey College values all staff and students equally, regardless of their sexual orientation or gender assignment. It aims to create an environment, within which the sexual orientation of all its staff and students is respected.
13. **Religion & Belief.** Cressey College values the diversity brought to the school by different groups of staff and students and aims to create an environment within which the cultural, religious and non-religious beliefs of all are respected. It also aims to ensure that the school's recruitment and

selection and admission procedures, as well as employment practices, such as dress codes and disciplinary procedures, treat everyone fairly regardless of their religion or belief.

14. **Race.** Cressey College is aware of the Race Relations Act 1976 and understands that it is unlawful to discriminate directly or indirectly on the grounds of colour, race, nationality, ethnicity or national origin, or to apply requirements or conditions which have a disadvantageous effect on people of a particular racial group, and which cannot be justified on non-racial grounds.

15. **Ex-Offenders.** The Rehabilitation of Offenders Act 1974 enables some criminal convictions to become 'spent' or ignored, after a 'rehabilitation period'. A rehabilitation period is a set length of time from the date of conviction. After this period, with certain exceptions, an ex-offender is not normally obliged to mention the conviction when applying for a job.

16. There are however some exceptions to the general principle of the act whereby spent convictions are declared. For example, when assessing the suitability of a person for certain positions of trust, an employer is entitled to ask a candidate to reveal details of all convictions, whether spent or not. This in part will help ensure that children and other vulnerable groups are protected from those who may wish to do them harm by helping to prevent such people from being appointed to positions of authority and/or trust over them.

17. These positions of trust, or excepted professions, are set out in the Exceptions Order to the ROA and Cressey College falls into the above category.

18. **Having a criminal record will not necessarily bar you from working at Cressey College. This will depend on the nature of the position and circumstances and background of the offence(s). Please refer to separate statement regarding employment of ex-offenders.**

19. **Disclosure and Barring Service Code of Practice.** Cressey College intends to ensure that information released in disclosures is used fairly and kept in a safe/lockable area, which is only accessible to authorised individuals.

20. Information obtained from disclosures will not be used to discriminate against an individual.

21. **Equal Pay.** Cressey College is committed to equality of pay (Equal Pay Act 1970) and strives to ensure that all staff undertaking equal work in the same employment, are entitled to equality in pay and terms and conditions.

22. **Disability.** The Equalities Act 2010 defines disability as follows:

a. *'when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'*

23. Cressey College will give due regard to the provisions of the Act in the area of disability:

a. Direct discrimination: the school will not treat any student less favourably because he/she is disabled.

b. Indirect Discrimination: the school will not make changes for all students which may affect a disabled student less favourably. We will consider all changes in the light of the Equalities Act.

c. Discrimination arising from Disability: we will not treat a student less favourably because of a consequence of their disability.

d. Harassment: the school will not harass a student because of their disability.

24. Cressey College caters for students who have Education, Health & Care Plans/Statements of Special Educational Needs and will ensure that all staff are trained in understanding clearly what the implications of the student's needs are. The school endeavours to ensure that no staff member or student is disadvantaged in any opportunity or access, because of a disability. Wherever possible Cressey College will support any reasonable changes which are necessary to allow equality of opportunity for all. (See Appendix 1: Accessibility Plan).

**Information about what our school does to promote equality:**

Type of Information	Evidence
1. Data collection by year group and need.	School Information Systems
2. Student assessment data including inequalities of outcome and participation.	Based on school observations, teacher assessment, student attendance, student progress, academic, social and behavioural. Data analysis is carried out termly.
3. Statements of our duties under Equalities Act are in our Equalities policy, School Development Plan, Self Evaluation, Newsletters, Anti-bullying Policy.	Published on website.
4. Before introducing new policies or measures that may impact on equalities we will consider their potential, positive or negative and record this in staff and SLT meetings.	Minutes of meetings.
5. The Head Teacher is responsible for equalities matters.	Please contact at school.
6. The school's programme for CPD includes direct and indirect references to Equality issues.	Training Plan
7. There is a good Equality practice in the recruitment of staff.	Safe Recruitment and Equality guidance is followed.
8. There are clear procedures for dealing with prejudice related bullying and incidents	Published on website
9. We survey students regarding how safe and happy they feel at school.	Survey data available.
10. Activities across the curriculum that promote students' spiritual, moral, social and cultural development are a priority for the school.	See PSHE curriculum & SMSC Audit
11. In curriculum materials, wherever possible, there are positive images of disabled people; of gay and lesbian people; of both women and men in non stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.	Schemes of Learning.

**OUR EQUALITY OBJECTIVES ARE:**

*No 1: To eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by law.*

<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
To publicise this policy, the anti-bullying policy, the curriculum policy and the accessibility plan.	Head Teacher	Ensure that these policies are the subject of a staff meeting and are in staff handbook and on website.	Staff handbook website	In place and displayed on website

*No 2: Advance equality of opportunity*

<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
Collect data on groups of students to ensure that there is equality of opportunity to progress.	Head Teacher & teachers	Progress data collection and analysis	Time Behaviour database Curriculum monitoring tool	Analysis is reviewed termly with a staff meeting to ensure that staff are aware of any developments that need to be made.

*No 3. Foster good relations*

<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
Raise the issue of bullying in all its manifestations.	All school staff	Anti-bullying week activities every year.  Implement anti-bullying policy and sanctions consistently.  Teach students how to use complaints forms to ask for help.	Staff meetings  Activity week resources.  Complaints forms, materials and social story.	All students aware of the anti-bullying agenda.  All students feel safe in school (survey).



## **Appendix 1: ACCESSIBILITY PLAN**

### **The Equalities Act 2010 states that:**

1. Schools must implement accessibility plans which are aimed at:
  - a. Increasing the extent to which disabled students can participate in the curriculum.
  - b. Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided.
  - c. Improving the availability of accessible information to disabled students.

### **Access to the school environment:**

2. The school is accommodated on 5 separate sites plus an office premises:
  - a. Adeline – a two storey building.
  - b. Birdhurst – a three storey building.
  - c. Coombe Cliff – a three storey listed building.
  - d. Denmark Hall - a single storey building.
  - e. Moorings – a three storey building.
3. There is a plan to refurbish the staff/visitors' toilet to enable wheelchair/disabled access at Denmark Hall.
4. There is a mobile ramp providing access to the front or rear entrance at Denmark Hall.
5. The school will be mindful when placing students and recruiting staff with mobility difficulties and will look to ways to make access more accommodating when required.

### **Access to the learning environment:**

6. The school will regularly audit resources such as software and hardware suitable for supporting learning difficulties; maintain up-to-date information on adaptations e.g. communication aids & appropriate subject software packages.
7. The school will ensure that disabled people are portrayed positively in curriculum materials. Barriers to learning will be identified through regular reviews and where necessary adjustments will be made to the curriculum and teaching methods.
8. Staff will ensure that the specific needs of each student have been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

### **Access to the curriculum:**

9. The school undertakes to assess its provision of the curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements. Curriculum planning should ensure that resources and literature are non-discriminatory and consider including a disability dimension. Staff will use a wide variety of approaches when planning the curriculum to draw on different strengths and aptitudes of the students. The curriculum will be diversified to meet the needs of all students.

10. All on and offsite activities must include all students.

**Access to information:**

11. Communication is considered of high importance at Cressey College, both with regards to students and staff. Recognition will be given that some formats, whilst beneficial to many will not be appropriate for all.

12. Policy documents and all information for staff will be made available in large print wherever necessary.

13. The school prospectus, along with other requested documents will be made available in large print for prospective stakeholders if requested.

**Access to training:**

14. We will provide generic and specific training to staff at all levels including: senior management, teachers, support staff, administration staff etc.

15. Learning support should be effectively co-ordinated throughout the school, allowing time for joint planning across all disciplines.

16. Disability awareness sessions will be incorporated into staff induction.

17. The school has considered the use of negative language used to describe students and will challenge use of disablist language and impairment derived abuse, name calling and bullying as part of the Behaviour Management and Anti-bullying policies.

**ACCESSIBILITY ACTION PLAN:**

<i>No 1: increasing the extent to which disabled students can participate in the curriculum</i>				
<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
a. Regular audit of resources i.e. software, hardware, teaching & learning aids. b. Provide an introduction to	Head Teacher and Teachers	Regular audit of resources by teaching staff.  Training session on Equalities to be included in	Time to be set aside for an annual audit.  On going review.	All students able to participate in curriculum.  All staff to have

the issues highlighted by the Equalities Act to all new staff.		Year 1 training for all staff.	On going training	achieved training session in first year of employment.
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*No 2: improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided.*

<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
A. Making adjustments for students  B. Making adjustments for staff	Senior Staff and Headteacher	The school to ensure that it will make reasonable adjustments if and when required e.g. to accommodate new student with visual impairment moving to the school.	Time to be set aside as part of the admissions process.  On going; to review process according to needs of new admissions.	All students and staff accommodated.

*No 3. improving the availability of accessible information to disabled students*

<b>Objective</b>	<b>Who</b>	<b>Action</b>	<b>Resources</b>	<b>Success Measures</b>
All documents, including the school prospectus to be provided in large print when requested.  The school's IT infrastructure to be accessible to all students and staff e.g. web site, e-learning.	Head Teacher	To ensure that administration procedures include this check for accessibility of information.  To ensure that IT providers are aware of the needs of students and parents when establishing new IT resources.	Information to admin and IT	All requests for information to be available in different formats to be fully met.