



EQUALITY AND INCLUSION POLICY

We believe that we should provide equality and excellence for all in order to promote the highest possible standards of achievement. ~It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies to all members of the College community – pupils, staff, governors, parents and community members.

It is based on the following core values as pressed in the College's Aims and Objectives:

Cromwell Community College is committed to excellence.

We aim to be a community where the highest standards of Learning and Teaching are paramount; where young people experience a culture which extends their horizons and aspirations.

A culture which:

- Recognises, celebrates and enhances the achievement of all pupils
- Provides all pupils with opportunities to demonstrate what they can do and a clear understanding of how they can progress
- Values the individual and meets the needs of the individual by setting high standards and appropriate challenges in all aspects of school life
- Prepares and enables pupils to make positive contributions to their communities as they become citizens of the 21st Century
- Values the contribution of pupils, parents, governors and teachers in the development of Cromwell Community College.

We believe that each individual has the right to respect, to feel safe, secure and to learn without disruption.

These aims are designed to ensure that the College meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual

orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. The College will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure pupils with a disability have access to the College buildings and to the curriculum

This policy is supported is reflected in the College Improvement Plan that outlines specific tasks which the College will undertake in order to achieve the aims set out in this policy document.

Leadership and Management

The Governing Body and Senior Management Team aim to create a clear ethos which:

- Reflects our commitment to equality for all members of the College community
- Promotes positive approaches to valuing and respecting diversity
- Provide follow up to any occurrence of racism

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion.

We monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the College and the wider community.

The policy will be available for staff, governors, parents and the College community.

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 the amended Race Relations Act 1976 and the Disability Discrimination Act
- Making sure this policy and its procedures are followed

The Principal is responsible for:

- Making sure the policy is readily available and that the governors, staff, and parents/carers 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

Head of Inclusion:

The Head of Inclusion is responsible for:

- *To maintain strategic responsibility for all inclusion across the College.*
- *To track behaviour across the College and to monitor improvements.*
- *To work with the Main Inclusion Lead to monitor referrals to the PSU and to offer support to staff and pupils where it is required.*
- *To monitor the number of external exclusions and internal isolations within the college and to register any trends – providing support in appropriate areas*
- *To devise alternative education plans for pupils who can no longer be educated wholly in school and to monitor their progress.*
- *To attempt to include stage 4 pupils as much as possible in the life of the College.*

All staff are responsible for:

- Dealing with and recording racist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- 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 the Senior Management Team. Responsibilities include:

- Co-ordinating work on equality issues
- Dealing with reports of harassment

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other College policies are dealt with, as determined by the Principal and governing body.

Monitoring and Review

This policy will be regularly monitored and reviewed by the Senior Management Team and governors to ensure that it does not disadvantage particular sections of the community.

Addendum A

(a) Staffing – Employment and Training Procedure

The College adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the College and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our College's employment practices.

Everyone associated with the College is informed of the contents of this policy. All staff and visitors must support the ethos of the College, promoting equality and challenging bias and stereotyping wherever observing it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the College strives to reflect the diversity of the local and wider community.

(b) Curriculum

The College provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the College.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. College productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

(c) Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupil's experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resource and displays in our College reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the College, e.g. the inclusion of images relating to minority, ethnic, Gypsy and Traveller children; displays to be positioned at eye level etc.

(d) Assessment, Pupil Achievement and Progress

This College expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The College recognises and values all forms of achievement. We will monitor pupil performance and staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through target curriculum planning, teaching and support.

This College believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at College, for example their progress, appropriate to their developmental level.

(e) College Ethos

This College opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the College.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant College policies.

All staff are training to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in College take care to lead through example, demonstrating high expectations of all pupils.

(f) Behaviour, Discipline and Exclusion

This College expects high standards of behaviour from all pupils, appropriate for their developmental level.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our College takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This College will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

(g) Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of traveller pupils, refugees and asylum seekers' children.

The College provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with College policy and are provided with relevant support to consider and modify their behaviour.

(h) Admissions

Steps are taken to ensure the College's admission process is fair and equitable to all pupils, including short-stay traveller and refugee pupils and those with English as an additional language.

This College will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc, is included in admission forms OR gathered at admissions interview.

(i) Attendance

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The College will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full time attendance of traveller and gypsy pupils.

(j) Partnership with Parents and the Community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parent/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or learning difficulties will be able to access College information.

Parents are fully involved in the College-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This College encourages participation of under represented groups in areas of employment e.g. through work experience placements.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This College works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The College's premises and facilities are equally available and accessible for use by all groups within the community.

(k) Language Diversity

We welcome the diversity of languages in our College and we give them all status and value. We look for opportunities to use our languages to enrich the curricular

experience of all our pupils and we draw upon the expertise of our College community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in College, and wherever possible, we aim to offer bilingual support for pupils who are in the earlier stages of learning English.