

Churchill Community College

Policy

**EQUALITY, DIVERSITY
AND COMMUNITY COHESION**

This policy came into effect on:	September 2024		
This policy was agreed by:	Senior Leadership Team (25th September 2024)		
Date of next review:	June 2025		
Is this a statutory policy?	Yes	Lead member of staff:	MLA
To be uploaded to college website:	Yes	Date Uploaded:	Sept 2024

Purpose & Objectives	This policy sets out Churchill Community College's approach to equality and diversity.
Scope	<p>This policy applies to all:</p> <ul style="list-style-type: none"> • Students • Staff • Governors • Parents/Carers • Visitors • Community users
Definitions	<ul style="list-style-type: none"> • 'Equality' refers to outcomes, making sure that all social groups benefit equally from our activities. • 'Diversity' recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity. • 'Discrimination' is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.
Links to other policies	Equality & Diversity Whole College Guidance Note issued by the College' HR Advisory Unit
Legal framework	<p>This policy has due regard to statutory legislation including, but not limited to, the following:</p> <ul style="list-style-type: none"> • <i>Equality Act 2010</i> • <i>Equality Act 2010 (Specific Duties) Regulations 2011</i> <p>This policy also has due regard to guidance, including, but not limited to, the following:</p> <ul style="list-style-type: none"> • <i>Public Sector Equality Duty</i> • <i>Department for Education (DfE) guidance: The Equality Act 2010 and colleges</i>

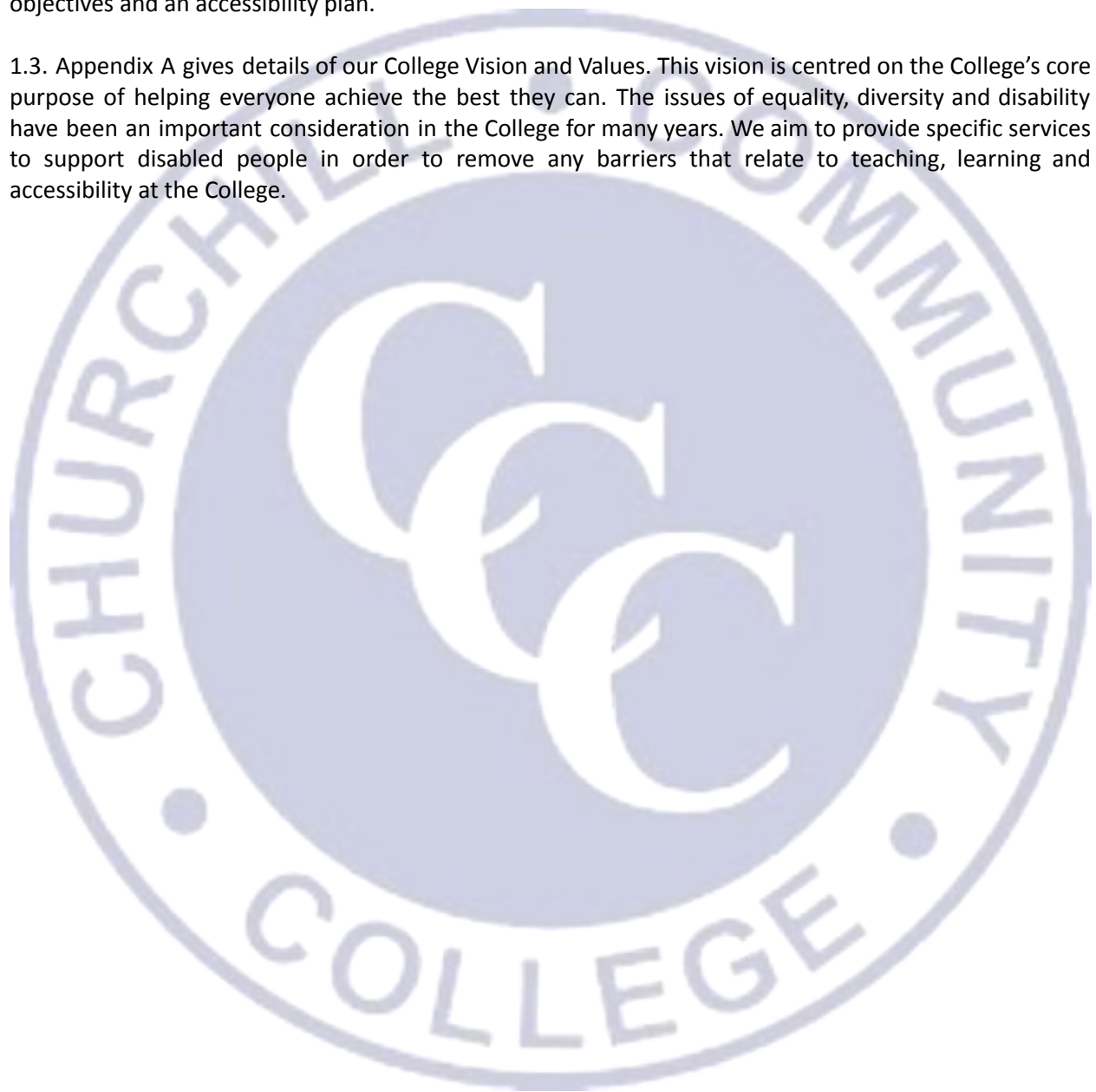
Main Policy

1. Context

1.1. The College aims to ensure that no one receives less favourable treatment for reasons relating to the list of protected characteristics as identified by the Equality Act 2010.

1.2. In compliance with the Public Sector Equality Duty, we publish the equality information and objectives and an accessibility plan.

1.3. Appendix A gives details of our College Vision and Values. This vision is centred on the College's core purpose of helping everyone achieve the best they can. The issues of equality, diversity and disability have been an important consideration in the College for many years. We aim to provide specific services to support disabled people in order to remove any barriers that relate to teaching, learning and accessibility at the College.



2. Policy on Equality, Diversity and Community Cohesion

2.1 Churchill Community College has a long-standing commitment to equality of opportunity. This policy links with the stated values of the college as well as other policies including those on inclusive learning, creating a climate for learning, anti-bullying and dealing with sensitive issues.

2.2 The purpose of the Policy is to:

- Support college improvement by enabling an ethos and climate to be established to enable all students and staff to give of their best;
- Enable the Governing Body to respond to local, national and international legislation;
- Ensure that the college policy supports the Local Authority's strategy for equality and diversity as well as other recent Local Authority initiatives relating to equality of opportunity; and
- Provide a clear framework for action to promote equality of opportunity, promote good race relations and tackle discrimination.

2.3 The scope of this policy covers a variety of characteristics. All students and staff are entitled to be treated equitably irrespective of these issues.

2.4 Commitment and implementation

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential. Consequently, equality of opportunity implies that:

- Equality of access exists for all;
- Individual choices are widened and everyone is treated fairly and with respect;
- Everyone is unique and has different needs and will be provided with a differentiated provision to meet those needs (equality of opportunity is underpinned by the idea of equity, and equity implies not sameness of service but diversity to meet diverse needs);
- No one experiences disadvantage or discrimination;
- Stereotypes are challenged;
- All forms of bullying and harassment are challenged;
- Change is managed for the benefit of all;
- Individual and community needs are responded to in a sympathetic and imaginative manner; and
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.

2.5 In relation to the formal curriculum, the Governing Body sees equality and diversity issues as a cross-curriculum dimension which should be woven through the life and work of the college and enlighten every area of the curriculum. Equality and diversity is a whole college issue and is the responsibility of everyone who works within the college.

Equality and diversity should permeate all aspects of the curriculum and be promoted by all who work in the college. There is no subject or programme of study that cannot be approached in a manner sympathetic to the aims of equality and diversity, although Religious Education, Personal Social Health and Citizenship Education make a significant contribution. The curriculum and resources should reflect the diversity of society and portray members of all groups, and particularly those groups most likely to encounter disadvantage and discrimination, in ways which are positive and non-stereotypical.

2.6 Students learn from the informal as well as from the formal curriculum. Consequently, the college will strive to ensure that:

- Inclusive learning is promoted;
- Accurate information is kept about the ethnic origin, first language, religious affiliation and special needs and disabilities of all students;
- Assessment procedures are adequately resourced to take account of the specific needs of 'looked after' children, minority ethnic students, and of students with disabilities and learning difficulties;
- Underachieving students are given the support and encouragement required to enhance their performance without the performance of other students being affected detrimentally;
- The most able students are given the support and encouragement required to enhance their performance without the performance of other students being affected detrimentally;
- Strategies are put in place to motivate and reintegrate disaffected students, for example through the AEN department and BEST team;
- Reliable and effective means exist to inform all parents and primary carers of their children's progress;
- As far as practicable, all students are given opportunities to meet their individual religious needs, especially when important festivals occur;
- As far as is practicable, the dietary needs of all students are met;
- All students are welcomed, valued and encouraged to play an active role in the life of the college; and,
- All incidents of bullying and peer on peer abuse are dealt with in an effective and consistent manner and LA procedures/guidelines for recording, reporting and responding to racist incidents are followed.

2.7 Regarding the recruitment, selection, promotion and retention of staff, the college will ensure that all job applicants are treated fairly and are not discriminated against. Appointments will be made on the basis of merit. Those involved in leading the recruitment, short listing, interviewing and appointment/promotion of staff will be aware of their responsibilities under current employment and equal opportunities legislation.

2.8 This policy will be delivered under the Single Equality Scheme outlined below.

2.9 Monitoring of the impact of this policy will be linked to the established self-evaluation processes of the College. Action planning for equality, diversity and disability issues, as well as the evaluation of the impact of such planning, will take place as part of the annual cycle policy review. This is the responsibility of a member of the College Leadership Team. Attainment data for different groups within the College, e.g. gender, SEND, is collated and analysed as part of the usual cycle of exam analysis and target setting. Other opportunities to monitor will be sought through student voice. As appropriate, members of staff will avail themselves of Professional Development opportunities to evaluate policy and practice. The log of racist incidents, parental concerns and any exclusions related to equal opportunity issues will also be used to monitor the impact of this policy.

3. Single Equality Scheme

3.1 This Single Equality Scheme aims to integrate equality into the College's core priorities and functions. It will inform our College Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the College's core business both as a college and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Place the College in a position which is regarded by everyone as an environment that affords respect and fair treatment of all.

3.2. This Scheme aims to bring together equality strands in one harmonised document and set out our whole college commitment to promotion of race, disability and gender equality as well as incorporating newer legislation on age, sexual orientation, religion and belief and transgender.

3.3. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

4. Single Equality Scheme Priorities

4.1 A number of measures have already been introduced:

a) Accessibility Plan

A number of accessibility priorities had already been identified within the Single Equality Scheme Action Plan (Appendix C). Some work has been undertaken in the curriculum on prejudice and discrimination (e.g. Learning for Life and A Level Sociology). Regular opportunities are taken to raise awareness amongst students, for example, Show Racism the Red Card led an assembly with Year 8 and we offer British Sign Language as an extracurricular activity

b) Enrichment activities

There is an annual programme of enrichment activities to encourage positive attitudes through Learning for Life lessons for all year groups, Theme days, assemblies and the tutor time programme.

c) Audit Outcomes

Each Curriculum department has undertaken an audit of their current provision; this has led to heightened awareness of disability issues. The major findings from this audit were how the curriculum is already personalised to individual needs.

d) Building Design

A conscious decision was taken to promote accessibility when refurbishing the new Reception area, to ensure disabled access.

e) Recruitment

Procedures for recruitment have been amended to comply with the Equality Act 2010.

f) Fire procedure

The Fire Evacuation Procedure has been impact assessed and amended to include provision for people with additional mobility needs.

g) Library

Books and other resources that promote a positive attitude towards race, gender and disability have been purchased for the library.

5. Profile of college and local authority

5.1 College Profile

Churchill Community College is smaller than the average-sized secondary college with a small but growing sixth form. The proportion of students known to be eligible for free college meals is above the national average. Almost all students are from White British backgrounds. 37% of students live in the 20% most deprived areas nationally and 4% live in the 20% least deprived areas nationally (Sept 2021 data). The percentage of students with special educational needs and/or disabilities is higher than the national average and the percentage of students with EHC plans is lower than the national average. The college acquired Trust status in September 2010 and is now part of the North Tyneside Learning Trust. The college holds a number of awards including Healthy College status, Sportsmark Gold (YST) and the Football Association Gold Mark. The college is working towards the Bronze Better Health at Work Award.

5.2 North Tyneside

Below is the Profile of North Tyneside, which contextualises the larger area in which the college sits.

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong. As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African. After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu. These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

6. Roles and responsibilities under the Single Equality Scheme

6.1 **Governors** are responsible for:

- ensuring that the college complies with all equality legislation;
- approving and adopting the college's single equality scheme;
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved;
- appointing a named governor who will have responsibility for monitoring equality outcomes.

6.2 **The Leadership Team** of the college will be responsible for:

- promoting the single equality scheme both inside and outside the college;
- ensuring that all staff fulfil their role with regard to delivering equality;
- providing reports to the governing body and staff on how the scheme is working;
- taking appropriate action where discrimination occurs.

6.3 **Parents/Carers** will:

- have access to the scheme and be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

6.4 **Staff and students** are responsible for:

- engaging with the college in eliminating any discrimination;
- promoting a positive working environment;
- showing a commitment to undertaking training and development within this area.

6.5 **Visitors** to our college will be expected to respect and follow our equality policy.

7. Monitoring and reviewing the Single Equality Scheme

7.1 This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

7.2 The College Development Plan will ensure this scheme forms an essential part of the college's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the college, also with reference to the workforce. It also ensures other college policies address equality issues.

7.3 This Scheme and the colleges equality and diversity 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.

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

7.5 The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: college population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

7.6 The college will undertake impact assessments of all of its policies, procedures and practises and will where necessary support staff in engaging with any new practises. Find our template Impact Assessment form at Appendix B

8. Equality Action Plan

The Action Plan, which is attached to this document, identifies our specific actions to enable the college to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Appendix C



Equality Impact Assessment

Equality Impact Assessment

1. Name of the change, strategy, project or policy:	Trips and Extra Curriculars
2. Name of the person completing this form:	Martin Langstaff, Headteacher

3. Has the policy/practice been assessed to consider any negative impact on the key groups?
Yes.

4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.
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Equality Target Group (circle)	Negative impact - if could disadvantage	Reason
Age	<i>No evidence of negative impact</i>	
Disability	<i>No evidence of negative impact</i>	
Gender Reassignment	<i>No evidence of negative impact</i>	
Marriage/Civil Partnership	<i>No evidence of negative impact</i>	
Pregnancy/Maternity	<i>No evidence of negative impact</i>	
Race	<i>No evidence of negative impact</i>	
Religion or Belief	<i>No evidence of negative impact</i>	
Gender	<i>No evidence of negative impact</i>	
Sexual orientation	<i>No evidence of negative impact</i>	

5(a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.

There is no intended negative impact from these proposals

5(b) Is the Impact Intended?

There is no intended impact from these proposals
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6 Could you minimise or improve any negative impact? Use the space below to detail how.

N/A

7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?
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N/A

8. Considering all the information detailed in this form; what practical actions would you take to reduce or remove any adverse/ negative impact?

N/A

PART B) To be completed when assessment and consultation has been carried out
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9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
No changes			
9b) As a result of this assessment and consultation, does the school need to commission specific research on the issue or carry out monitoring/data collection?			
This policy and procedure will be subject to regular review and evaluation by the Governing Body.			
9c) Have you setup monitoring/evaluation/review process to check the successful implementation of the policy, project or change?			
Yes	✓	No	
Details:		As described above in EIA 9b.	
	M. Langstaff		25.9.24



Appendix A

OUR VALUES

- Community
- Care
- Perseverance
- Integrity
- Aspiration
- Respect

We are currently reviewing our Values and Ethos across the College and additional information will be updated on the school website as and when applicable.

