



Midhurst Rother College

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A member of United Learning Trust

Midhurst Rother College

Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme

Written by: Joe Vitagliano

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RACE EQUALITY POLICY, DISABILITY EQUALITY SCHEME AND GENDER EQUALITY SCHEME

1. Mission statement
2. Putting equality into policy and practice
3. Equal Opportunities for Staff
4. Equality and the law
 - a. Race
 - b. Disability
 - c. Gender
 - d. Sexual orientation
 - e. Community cohesion
5. Consultation
6. Roles and Responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plan

Appendix A: Ensuring equality of opportunity and participation

Appendix B: Equal Opportunities Incident Reporting Form

1. Mission statement

At Midhurst Rother College we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the College, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the College feel proud of their identity and able to participate fully in College life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Midhurst Rother College we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Putting equality into policy and practice

As well as the specific actions set out beneath this plan, the College operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole College population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the College's Behaviour for Living and Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Midhurst Rother College.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the College reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Every endeavour is made to ensure appointment decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;

- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Midhurst Rother College will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;
- Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students, and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evenings, parent-forum meetings and governors' parent-consultation meetings;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the College council, PSE lessons, whole surveys on students' attitudes to self and College;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Local Governing Body (LGB) meetings.

6. Roles and Responsibilities

The role of governors

- The LGB has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the College is fully inclusive towards students, and responsive to their needs based on race, gender and disability.
- The LGB seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The LGB takes all reasonable steps to ensure that the College environment gives access to people with disabilities, and also strive to make College communications as inclusive as possible for parents, carers and students.
- The LGB welcome all applications to join the College, whatever a child's socio-economic background, race, gender or disability.
- The LGB body ensures that no student is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Principal

- It is the Principal's role to implement the College's Equality Plan and he is supported by the LGB in doing so.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of College life.
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and support

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the College's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Senior Leadership Team member where necessary. All incidents are reported to the Principal and racist incidents are reported to the LGB and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incident

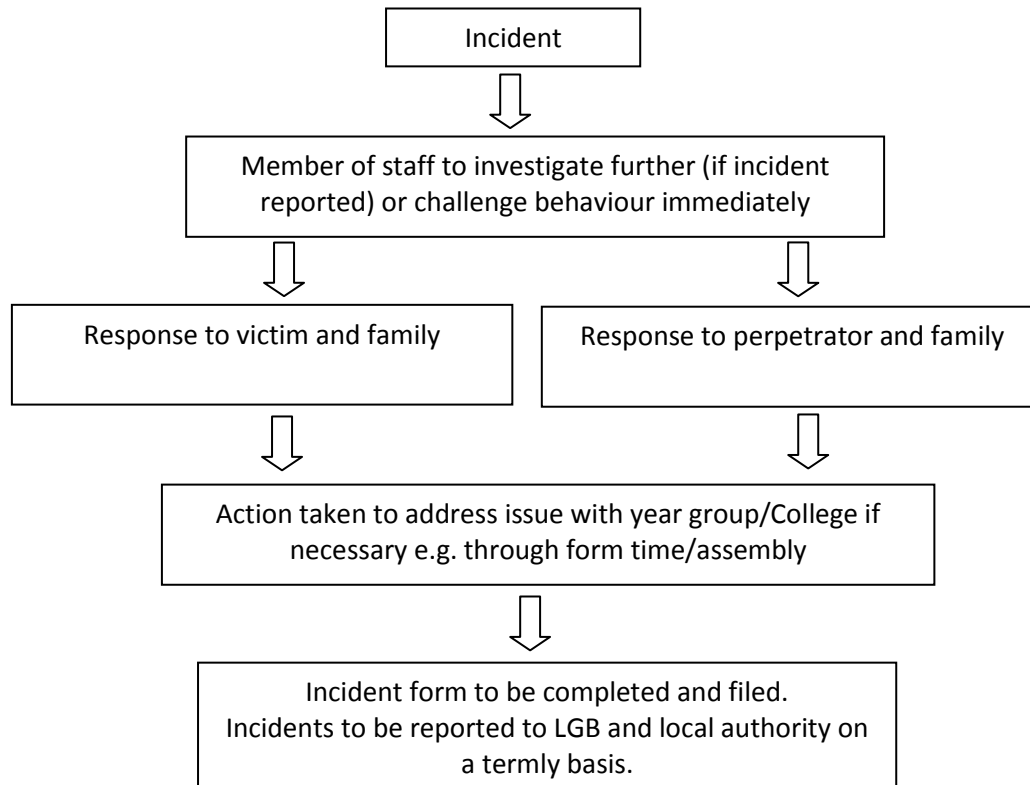
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into College;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole College.

The College's procedure for responding and reporting is outlined below:



8. Review of progress and impact

The Plan has been agreed by the LGB. We have a rolling programme for reviewing College policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the College website;
- Raise awareness of the plan through the College newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the College website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in 2012 survey	Principal/designated member of staff	February 2012	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by race, gender and disability	Principal/LGB	Termly	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the College's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	PSE leads through lesson plans	Sept 2011 – July 2012	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled students in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the College population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	From September 2012	Analysis of the Gifted and Talented register indicates it is changing to reflect the College's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Principal	Ongoing	More diversity reflected in College displays across all year groups
All	Ensure all students are given the opportunity to make a positive contribution to the life of the College e.g. through involvement in the College Council (by election or co-option), assemblies, fund raising etc.	College Council representation monitored by race, gender, disability	Member of staff leading on College council	From Jan 2011	More diversity in College Council membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the LGB/Local Authority on a termly basis.	The Principal/LGB will use the data to assess the impact of the College's response to incidents	Principal/LGB	Reporting: termly	Teaching staff are aware of and respond to racist incidents

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
		i.e. have whole College/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are students and parents satisfied with the response?			Consistent nil reporting is challenged by the LGB
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and kickboxing lessons, to make participation rates more reflective of the College population.	Increased participation of girls in sports clubs and out of school sport activities	Curriculum Leader PE	Sept 2011 – July 2012	More girls take up after-school sports clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	When vacancies arise	More applications from disabled candidates to be College Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSE assessments	Member of staff leading on PSE	Ongoing	Increased awareness of different communities shown in PSE assessments

APPENDIX A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The College will ensure that:

- Student achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the College's Equality Plan;
- The talents of disabled students are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the College population in terms of race and gender;
- There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the College e.g. through involvement in the College Council by election or co-option); class assemblies; fund raising etc;
- Disabled students can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-College clubs take into account student needs and access issues and students attending reflect the diversity of the College population in terms of race, gender, disability and socio-economic status;
- Staff, students, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, College Council meetings, parents evenings etc.

The College will provide:

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that students with visual impairment have accessible texts; that students with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving students (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the College (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the College to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The College will:

- Promote positive images which reflect the diversity of the College and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the College and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the LGB and make reasonable adjustments to ensure that they can fully participate and contribute;

- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action.

ELIMINATING DISCRIMINATION AND HARASSMENT

The College will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the LGB and local authority on a termly basis;
- Review its approach to race, gender, disability, bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The College will collect and analyse evidence and data on student's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The LGB will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

This policy will be reviewed every three years.



APPENDIX B

EQUAL OPPORTUNITIES INCIDENT REPORTING FORM

Please complete this form in as much detail as possible. Once completed it should be forwarded to Vice Principal 1 (Students).

Motivation for incident (tick all that apply)					
Racism	<input type="checkbox"/>	Religion/faith	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	Sex	<input type="checkbox"/>	Immigration status	<input type="checkbox"/>
Gender identity/expression	<input type="checkbox"/>	Other (please state):	<input type="checkbox"/>		
Nature of incident (tick all that apply)					
Verbal abuse	<input type="checkbox"/>	Exclusion from group	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>
Verbal threats	<input type="checkbox"/>	Incitement of others	<input type="checkbox"/>	Disability related harassment	<input type="checkbox"/>
Property damage	<input type="checkbox"/>	Email/Internet message	<input type="checkbox"/>	Telephone Harassment	<input type="checkbox"/>
Other (please state):					

Description of incident	
Date of incident:	
Time:	
Location:	
Witnesses (include contact details if not college staff or student)	
Description of events, including those leading up to the incident:	

Action taken	Support for victim (where this is a student say whether family have been informed)
Further/follow-up action required	

Others who may need to be informed:

Parents/Carers of Victim

Police

Parents/Carers of Perpetrator

Other (please state):

DIVERSITY DATA (must be completed)

	Perpetrator	Victim
Is this a repeat incident?		
If yes, state number of previous incidents:		
GENDER		
AGE		
DISABILITY/AEN (State yes/no)		

Ethnicity

PERPETRATOR

White - British		Other Black background		Mixed – White and Black Caribbean	
White – Irish		Asian or Asian British - Indian		Mixed – White and Asian	
White – Eastern European		Asian or Asian British - Pakistani		Mixed - White and Black African	
Other White Background		Asian or Asian British - Bangladeshi		Mixed – White and Chinese	
Black or Black British - Caribbean		Chinese		Other Mixed Background	
Black or Black British - African		Any other Asian background		Other Ethnic background (please state)	

VICTIM

White - British		Other Black background		Mixed – White and Black Caribbean	
White – Irish		Asian or Asian British - Indian		Mixed – White and Asian	
White – Eastern European		Asian or Asian British - Pakistani		Mixed - White and Black African	
Other White Background		Asian or Asian British - Bangladeshi		Mixed – White and Chinese	
Black or Black British - Caribbean		Chinese		Other Mixed Background	
Black or Black British - African		Any other Asian background		Other Ethnic background (please state)	