



Midhurst Rother College

The best in everyone™

Part of United Learning

DUTY TO PROMOTE EQUALITY AND DIVERSITY

1. Vision and Values

- 1.1 Midhurst Rother College welcomes the opportunity to promote quality and works within the framework of The Equality Act 2010. As such our aim is to;
- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- 1.2 In response to the Public Sector Equality Duty the school takes 'due regard' when decision making on the implications for people with a particular protected characteristic. Equality implications are a central part of planning and decision making.

2. Objectives

- 2.1 In view of the above the following objectives have been set for the period 2020-2023
- To develop a 'Character Education' strategy that will ensure our students develop the values and virtues to best prepare them for adult life
 - To further embed the values of the College, particularly being respectful, welcoming, and kind at every opportunity
 - To further develop leadership opportunities for students encouraging participation from those with protected characteristics and those with none
 - To use performance data to monitor the progress of student groups with protected characteristics and those with none
 - To ensure our curriculum promotes diversity, cultural awareness, and cultural capital
- 2.2 Our work on equalities must promote tolerance and understanding of students whatever their race, culture or background. It addresses each person's unique needs, intellectual, physical, spiritual, emotional or social.
- 3.2 All members of the College community work together to create an atmosphere in which each member can grow and flourish regardless of race, class, colour, creed, sex, age or ability. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement.
- 3.3 The language used in the school community, spoken or written fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.
- 3.4 Students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. The 'Character Curriculum' strategy ensure students are explicitly taught about values and virtues, British Values and enhances their spiritual, moral, social and cultural development.
- 3.5 The College has many features that promote accessibility for all, such as:
- Access to the curriculum
 - Access to written information
 - Access to the physical environment

Full details can be found in the College's accessibility plan

4. Access to the Curriculum

4.1 At Midhurst Rother College, we believe that all children have an equal right to all areas of the curriculum and should not be discriminated against for any reason including race, gender, sexuality and disability. We recognise that on occasions, that concessions will need to be made to accommodate the needs of individual children and we are committed to providing the most inclusive curriculum possible.

5. Access to Written Information

5.1 Written information on general setting organisation and practice such as policy documents, Ofsted reports, setting prospectus etc. are made available to parents on request and can be found on the College website.

5.2 Written information on individual children is confidential to the College and that individual's parents. Any information kept on children is available to parents on request

6. Access to the Physical Environment

6.1 It is our intention to provide an environment, which is accessible to everyone. We have a wet room with hoist and therapy bed. All students with additional medical needs have a care plan and those with SEN or a disability may have an Access Plan.

7. Other Support:

7.1 MRC is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community, to equality of opportunity to all and to promoting good relations in all aspects of its life and work.

7.2 We recognise the vital role that education plays in promoting equality.

7.3 Other mechanisms of support include:

- Specialist equipment and auxiliary aids are provided for accessing the curriculum if appropriate
- Support is welcomed by outside agencies
- Emotional support is provided for the disabled students
- We have an EBSA worker to provide support for home learners and those taught off-site
- Materials are enlarged and adapted when necessary
- We have a counsellor to support students who have mental health issues
- All staff are given information on those students with additional needs, including access to data
- The curriculum is adapted for disadvantaged students where needed
- The staff of the school are kept fully informed about the needs of the students; curriculum planning and assessment consider these needs
- Communication and language are simplified and adapted, where needed
- Full participation in learning and practical activities is encouraged
- Students are helped to manage their behaviour
- Students are helped to manage their emotions and stress
- Support is given through teaching assistants in class and SEN teaching staff both in groups and whole class situations
- Help is given through dispensations in external examinations
- Help and advice is available in transition from Key Stage 4 to Post 16 options from our careers team
- There is an 'open door' policy with carers and involvement is encouraged.

7.4 We actively seek to provide a secure, non-discriminatory environment within which everyone may flourish by:

- Promoting understanding and tolerance, to eliminate racial discrimination, including celebrating Black History Month and working with United Learning to ensure our curriculum promotes equality for all
- Providing equality of opportunity to enable everyone to realise their potential
- Recognising and celebrating diversity, to promote good relations between people of different racial groups and prepare students for living in a multi-ethnic society
- We engage with outside agencies to support EAL students and their families
- Key documents are translated into relevant languages where possible and appropriate
- Assemblies and our PSCHC remind students and staff about the importance of tolerance and harm reduction
- All 'hate' incidents are reported termly to the governors and are recorded on the WSCC 'hate incident' log.
- The school has a harm reduction team that investigate and action as necessary
- The school is part of the 'allsorts' group to support LGBTQ+ students
- Focused attention is paid to the needs of specific groups
- Activities promote pupils spiritual, moral, social and cultural development, primarily through the PSHCE and character curriculum programme
- Teaching materials in all subjects have positive images of people with and without protected characteristics.

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Equality Act Objectives 2020-2023

Context

Under the Equality Act 2010 we have a duty to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share protected characteristics (Race, Disability, Sex, Age, Sexual Orientation, Religion or Belief, Pregnancy or Maternity, Gender Reassignment, Marriage and Civil Partnership) and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not.

The College is fully accessible to disabled persons – staff, pupils, parents, adult learning and visitors.

Objectives

The following objectives have been set for the period 2020-2023

- To develop a 'Character Education' strategy that will ensure our students develop the values and virtues to best prepare them for adult life
- To embed our values or 'respect, happiness and achievement at every opportunity
- To further develop leadership opportunities for students encouraging participation from those with protected characteristics and those with none
- To use performance data to monitor the progress of student groups with protected characteristics and those with none
- To ensure our curriculum promotes diversity, cultural awareness, and cultural capital