

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

DUTY TO PROMOTE EQUALITY AND DIVERSITY POLICY

September 2020

Next review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

DUTY TO PROMOTE EQUALITY AND DIVERSITY

Article 14 – every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights UNCRC

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. UNCRC

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live, UNCRC

1. Vision and Values

1.1 Bourne Community College welcomes the opportunity to promote equality 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 2019-2021

- To foster good relations between different communities within the school.
- To promote cultural development and understanding through experiences in and beyond school.
- To ensure resources are effectively deployed to support vulnerable groups.
- To promote tolerance with regard to issues of sexual orientation.
- To celebrate diversity within and beyond the school community

2.2 All this work has been completed in the audit and submission of our application for UNICEF's Rights Respecting School Award – Gold which we achieved in January 2018

3. Equal Value Principle

3.1 Each student at Bourne Community College has equal value. The policy of equality of opportunity in diversity is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. As a rights respecting school, Bourne Community College promotes 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 school 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 rights respecting 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.

3.5 The school has many features that promote accessibility for all, such as:

- Access to the curriculum
- Access to written information
- Access to the physical environment

4. Access to the Curriculum

4.1 At Bourne Community 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 and disability. We recognise that on occasions, that concessions will need to be made to accommodate the particular 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 schools website.

5.2 Written information on individual children is confidential to the school 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 Bourne Community College 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
- Go4Schools provides support for home learners
- Materials are enlarged and adapted when necessary
- A Think Family worker is available

All staff are given information on those students with additional needs, including access to data

- Disadvantaged students have access plans
- The staff of the school are kept fully informed about the needs of the students
- Curriculum planning and assessment take into account these needs
- Differentiation of resources
- Communication and language are simplified and adapted
- 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
- Strategies and monitoring procedures are done through Article 12 – Access Plans and Annual Reviews of Statements
- Help is given through dispensations in external examinations
- Help and advice is available in transition from Key Stage 4 to Post 16 options from Careers Manager
- 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
- 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 employ an EAL team to support the progress and wellbeing of EAL students
- We employ staff from a range of nationalities
- We engage with outside agencies to support EAL students and their families
- Key documents are translated into relevant languages where possible and appropriate
- Annual assemblies are given to 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
- Focused attention is paid to the needs of specific groups
- Activities promote pupils spiritual, moral, social and cultural development, primarily through Rights Respecting work and the PSHCE programme

- Teaching materials in all subjects have positive images of people with and without protected characteristics.

7.5 Bourne Community College is a UNICEF Gold Rights Respecting School.

Related Policies:

Behaviour for learning

Anti-bullying

Bourne Community College

Equality Act Objectives 2019 -

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 School is accessible to disabled persons in most areas – staff, pupils, parents, adult learning and visitors.

Objectives

In view of the above the following objectives have been set for the period 2019 -

- To foster good relations between different communities within the school.
- To promote cultural development and understanding through experiences in and beyond school
- To ensure student voice includes representative groups.
- To ensure resources are effectively deployed to support vulnerable groups.
- To promote understanding and acceptance with regard to issues of sexual orientation and identity

All this work was complemented in the audit and submission of our application for UNICEF's Rights Respecting School Award GOLD which the school now holds.