



THE COLNE

COMMUNITY SCHOOL & COLLEGE

Equality Information and Objectives Policy

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Review Cycle	LGC	2 years

Executive Headteacher: Neil Gallagher

Head of School: Steven Crane

The Colne Community School and College, Church Road, Brightlingsea, Essex, CO7 0QL

Tel: 01206 303511 | **Email:** mail@colne.school

www.colne.school

The Sigma Trust, a company limited by guarantee, registered in England and Wales

Registered Office: Walton Road, Clacton-on-Sea, Essex. CO15 6DZ Tel: 01255 424266

Company No 7926573



Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Dealing with prejudice and celebrating diversity	5
8. Diversity and representation	6
9. Equality considerations in decision-making	6
10. Equality objectives	6
Objective 1	6
Objective 2	6
Objective 3	6
Objective 4	6
11. Monitoring arrangements	5
12. Links with other policies	6

1. Aims

We aim to promote students' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, student, prospective student, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [Equality Act 2010: advice for schools](#).

3. Roles and responsibilities

The Local Governance Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the policy is reviewed on a two yearly cycle
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors.

4. Eliminating discrimination

Aims to eradicate discrimination

We believe that a greater level of success from students and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and inclusion and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our students should be exposed to ideas and concepts that may challenge their understanding, to help ensure that students learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Review attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as

part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, we have created student focused leadership groups to review and make improvements on all areas of the school. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, to help inform and improve our approach.

7. Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our students are taught to be:

- Understanding of others
- Celebratory of diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to talk to students about diversity
- Incorporating lessons about diversity into the curriculum.

8. Diversity and representation

We will ensure that our student leadership group includes representation from a diverse representation of children. Alongside this The Colne has a PRIDE club and a diversity leadership group who contribute to our curriculum and understanding of the specific issues our students face along with potential solutions.

9. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls.

When appropriate we will use tools, such as an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Equality objectives

Objective 1

To close the gap in performance for all students who are vulnerable and/or from disadvantaged backgrounds.

Objective 2

To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.

Objective 3

To eradicate all prejudice based incidents, embedding our core values of Aspiration, Resilience and Kindness.

Objective 4

To reduce persistent absenteeism for all students who are vulnerable and/or from disadvantaged backgrounds.

11. Monitoring arrangements

Evaluation and review of this scheme will be carried out in line with our School Improvement Plan. Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

This document will be reviewed by the LGC at least every 2 years.

12. Links with other policies

This document links to the following policies:

Accessibility plan