

**Honiton Community College  
Academy Trust**



This Policy was approved by the Governing Body of  
Honiton Community College Academy Trust  
on 10<sup>th</sup> October 2018  
and will be reviewed every 3 years.

# EQUALITY POLICY

## Honiton Community College Single Equality Approach

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## EQUALITY POLICY

### Introduction

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity. Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the College is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are "specific and measurable"

Our Equalities Policy is in line with national guidance and contains information about how the college complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality. Our Equality Objectives reflect the college's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

### Section 1 – HCC Equality Objectives 2018-19

For 2018-2019, the Governors propose have agreed that our Equality Objectives are:

We aim to provide an environment that welcomes, protects and respects diverse people and our objectives are:

- To close gaps in attainment and achievement between students and all groups of students, especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, children in care, students from different heritage groups and our most able students. Target -0.27 by 2019 from current level of -0.47 2017.
- To eradicate the incidence of the use of homophobic, sexist and racist language by students in the college as shown in the college records monitored termly.
- To ensure that all students and staff are given the opportunity to make a positive contribution to the life of the college using regular school surveys.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the college, including leadership opportunities, especially students with special educational needs and those with higher level of C points (hard to reach?). Such that numbers attending increases by 10% as measured by survey.
- To provide a number of cultural events through at least 4 year assemblies and 4 PSHE sessions to increase student awareness and understanding of issues in different communities.

## **Section 2 - College profile and values**

Honiton Community College is a co-educational comprehensive school with around 800 students aged 11 to 18 years. Generally there is an equal balance between boys and girls. Attendance is good with infrequent truanting. The school has very low levels of exclusion and very high levels of exam inclusion. Currently the student body has few from minority ethnic groups and very few students whose first language is not English, due to local demography. Whilst there are few students that have statements or Educational Health Care plans, only 10% receive Additional/SEN Support. Honiton Community College is a secular school with a multi-faith awareness programme and a strong emphasis is placed on the school ethos of developing respect for others through charitable work and all aspects of Community Cohesion.

Honiton Community College is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.
- Roles and responsibilities, commitment and accountability.

## **Section 3 - The Race Duty and Community Cohesion**

### **Race**

Honiton Community College recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

Honiton Community College will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

Honiton Community College is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

#### **1. Tackle unlawful discrimination by:**

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them.
- Dealing with complaints of discrimination and harassment speedily according to appropriate guidance and notify complainants of the outcomes and action taken.
- Encouraging dialogue between different racial groups on the appropriateness of our service offer.
- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.

#### **2. Support cohesion by:**

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families.
- Encouraging students (and their families) of all ethnic groups to participate fully in all aspects of

school life.

- Countering myths and misinformation that may undermine good community relations.

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:

- Promote the active participation of minority communities in shaping the future of our college.
- Ensure Honiton Community College staff learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

## **Community Cohesion**

We understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our college already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

A cohesive community is identified as one which:

- Promotes inclusion for students, staff, parents/carers and members of the wider community.
- Has a common vision and engenders a sense of belonging for people of all communities.
- Appreciates and positively values the diversity of different backgrounds and circumstances within the college.
- Offers those from different backgrounds similar life opportunities.
- Builds strong and positive relationships, with the development of mutual respect and trust between people from different backgrounds in the workplace, in college and within neighbourhoods.

At Honiton Community College we want:

- To provide a learning environment that is fair, where students can thrive and where there are opportunities and high expectations for every student to succeed.
- To promote the highest possible standards of achievement in every sphere of college life.
- To provide a whole college approach to equal opportunities for all students.
- To foster a positive atmosphere of mutual respect and trust amongst all students and staff.
- To respect values and differences between people so that individuals understand and accept their responsibility for mutual well-being within the college community and the wider community.
- To ensure that no member of the college community is prevented from achieving their full potential by the prejudices of others.
- To recognise and value all forms of contribution to, and achievement within, the college.

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the college community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That students trust Honiton Community College to act fairly.
- We have strong and positive relationships.

## **Section 4 - The Disability Equality Duties**

Honiton Community College's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings.
- Encouraging good practice by our partners through our advisory capacity.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people.
- Challenging patronising or discriminating attitudes.
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives within college.
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of Honiton Community College and people who are disabled in the community.
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- With best endeavours and through reasonable adjustment endeavours will enable disabled learners, their families and disabled staff active participation.
- With best endeavours will involve disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Approach shows how we promote disability equality across all areas of Honiton Community College, to disabled students, staff, parents, carers and other college users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Approach.

We plan to increase access to education for disabled students by:

- making reasonable adjustment increase the extent to which disabled learners can participate in Honiton Community College curriculum.
- Making best endeavours and through reasonable adjustment we will attempt to increase the inclusion of positive images of disabled people across the curriculum.
- Improving the environment (thorough reasonable adjustment) of Honiton Community College to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

## **Section 5 - Gender Equality Duties**

Honiton Community College:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men.
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.
- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

At Honiton Community College:

- We monitor student progress in relation to their gender and set targets accordingly.
- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum.
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority.
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the PSHE (Personal, Social, Health and Economic Education) programme.
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender.

## **Section 6 - Religion and Belief**

Honiton Community College recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief. We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. Equality with regard to religion or belief is promoted at all levels in Honiton Community College and particularly within the Philosophy/Ethics/Religious Education and PSHE (Personal, Social, Health and Economic Education) curriculum.

## **Section 7 - Sexual Orientation**

Honiton Community College is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our college recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Honiton Community College and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Honiton Community College:

- Homophobic bullying, language and stereotypes will be challenged
- The PSHE curriculum will address these issues as part of the college's Sex and Relationships Education (SRE) programmes of study
- The resources used to raise staff and student awareness of their rights and responsibilities and the rights of others include:
  1. Pertinent/current videos
  2. LGBT website materials
  3. PSHE Association Website
  4. Annual Assemblies on British Values (tolerance and mutual respect element)

## **Section 8 – Age**

Honiton Community College is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

## **Section 9 - Anti-bullying and Discriminatory Policy Framework**

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider college policies.
- Our assembly programme.
- The curriculum (e.g. PSHE and the Tutor Programme).
- Student guidance.



Students are encouraged to speak to an adult if there is an issue with bullying. This could be their Form Tutor, Pastoral Support Partners, Key Stage Leaders or a member of the Executive Leadership Team (ELT). With regard to issues of safeguarding, students are encouraged to report this to the Senior Designated Officer (SDO) or Deputy Designated Officer (DDO).

Students can also report issues to a prefect.

## **Section 10 - Employment Practices**

Honiton Community College observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure that:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training.
- All teaching staff are subject to performance management and support staff have an annual review.

## **Section 11 - Honiton CC Approach to Equality**

The Honiton Community College Single Equality Approach will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and appraisal framework.
- Ensuring that Honiton Community College's short, medium and long term planning contributes towards this Approach.
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues.
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the Approach.

The Honiton CC Approach to Equality is to move from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of Honiton Community College, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, staff, parents and other members of Honiton Community College community. This Approach will be monitored and delivered through the Governors' role plus college improvement and self-evaluation processes. We will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support to enable them to achieve their highest potential. We will ensure that Honiton Community College's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in Honiton Community College include as far as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the development of our Single Equality Approach. All stakeholders need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of

the Approach. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our aims are:

- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults
- For every student to have no barriers to opportunity, achievement, success or enjoyment
- For all members of our college community to feel valued and their diversity recognised and celebrated
- That the wider community benefits from the work of the college, building on the values of community cohesion

## **Section 12 - Consultation and Information**

We will involve stakeholders in the preparation of this Approach in the following ways:

- Students – The Approach will be discussed in PSHE lessons and student comments will be fed back to the Executive Leadership Team (ELT).
- Parents – The Approach will be put onto the website and parents will be notified of this. The Approach will be discussed at a Parents' Forum.
- Staff – The Approach will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives.
- External Partners – The school will discuss the Approach, plus associated school policies, with the school's Educational Welfare Officer and CSW (Careers South West) Advisor.

## **Section 13 - Roles and responsibilities**

The Governing Body members accept their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Approach. They will ensure the college meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.

They will do this through:

- Close involvement in the formulation of policy.
- Attendance at relevant Local Authority briefings.
- Involvement in setting college priorities and systems for monitoring.
- Ensuring the impact of the Approach is reported at Governor meetings.

## **Section 14 - Reporting and reviewing the Approach**

In line with the requirements of the Approach we will produce an annual report on progress and review and revise Honiton Community College's Equality Policy and Approach every three years. This will be presented to the Governing Body (Teaching and Learning Committee) in the summer term.

## **Section 15 - Publication**

Honiton Community College's Equality Objectives, Policy and Approach will be published on the college's website.

## **Section 16 - Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the college because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through Honiton Community College's complaints procedure.

Complaints by staff will be dealt with under the Grievance procedures.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using appropriate procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equalities Approach.