



Churchill Community College

Single Equality Scheme

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Background

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to our

- Students
- Staff
- Governors
- Parents/Carers
- Visitors
- Community users

Single Equality Scheme Statement

The College aims to ensure that no one receives less favourable treatment for reasons relating to the list of protected characteristics as identified by the Equality Act 2010.

Appendix A gives details of our College Vision and Values. This vision is centered on the College's core purpose of helping everyone achieve the best they can. The issues of equality, diversity and disability has been an important consideration in the College for many years. We aim to provide specific services to support disabled people in order to remove any barriers that relate to teaching, learning and accessibility at the College.

This Single Equality Scheme aims to integrate equality into the College's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the College's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Place the College in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our whole school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender.

Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

Refer also to the Equality & Diversity Whole School Guidance Note issued by the Schools HR Advisory Unit.

PRIORITIES

A number of measures have already been introduced:

Accessibility Plan

A number of accessibility priorities had already been identified within the Accessibility Plan (Appendix D). Some work has been undertaken in the curriculum on prejudice and discrimination (eg. GCSE R.E and A Level Psychology). Periodic opportunities are taken to raise awareness amongst students for example during PSCHE days and work we have done with Henshaws Society for the Blind.

Enrichment activities

There is an annual programme of enrichment activities through our programme of PSCHE for all students when the normal timetable is suspended. The impact of this event is analysed through an evaluation forms. Positive attitudes are encouraged through the Assembly programme and structured Tutor Group activities.

Audit Outcomes

Each Curriculum department has undertaken an audit of their current provision; this has led to heightened awareness of disability issues. The major findings from this audit were how the curriculum is already personalised to individual needs.

Building Design

A conscious decision was taken to promote accessibility when refurbishing the new Reception area, to ensure disabled access.

Recruitment

Procedures for recruitment have been amended to comply with the Equality Act 2010.

Fire procedure

The Fire Evacuation Procedure has been impact assessed and amended to include provision for people with additional mobility needs.

Learning Resource Centre (LRC)

Books and other resources that promote a positive attitude towards disabled people have been purchased for the LRC.

What still needs to be addressed?

- Equality impact assessment of College policies and procedures
- Improved access to the curriculum for disabled pupils
- Equal access to College buildings and its surroundings
- Access to external agencies
- Systematic monitoring and review of the Scheme

Profile of our School

Churchill Community College is smaller than the average-sized secondary school with a small but growing sixth form. The proportion of students known to be eligible for free school meals is above the national average. Almost all students are from White British backgrounds. The proportion of students with special educational needs and/or disabilities and the proportion of students with a statement of special educational needs are both in line with national averages. The school has had specialist status for sport since 2002. The school acquired Trust status in September 2010 and is now part of the North Tyneside Learning Trust. The school hosts and manages a behaviour and education resource base for Key Stage 3 students. The governing body also manages an off-site facility for older students who are at risk of permanent exclusion. The school holds a number of awards including Healthy School status, International Schools Award and the Football Association Gold Mark.

Below is the Profile of North Tyneside, which contextualizes the larger area in which the school sits.

North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

Our 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

North Tyneside's population stands at approximately 196,000 people in 85,000 households and is increasing, in contrast to other parts of the Tyne and Wear region. Our population is projected to rise to approximately 225,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Some key statistics about our current population:

- 48% are male, 52% female
- 3.9% are from BME communities (estimated)
- 22% have a long-term limiting illness or disability
- 18% are aged under 16
- 23% are aged over 60
- 5-7% are lesbian, gay or bisexual (estimated)
- 78% are Christian, (0.5% are Muslim, 0.2% each are Sikh and Hindu),
- 14% have no religion
- Since 2001, over 1,000 asylum seekers have been dispersed here
- Gypsies and travellers visit every year

According to the 2001 census, our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come to the borough as asylum seekers and economic migrants (including between 500 – 600 new national insurance registrations of foreign nationals per annum). These include those from Eastern Europe, Iran, Afghanistan, and a number of African countries.

Churchill Community College – Single Equality Scheme

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low, however – accounting for just 1% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

Within the borough 21,000 people live in areas considered to be among the most deprived 10% in England and 62,000 live in areas considered to be among the most deprived 20% in England. Our average score rank in the Index of Deprivation is 102nd.

There are some key variations within the borough related to deprivation. For instance, life expectancy in St Mary's, one of our more affluent wards, is higher by 9.6 years for men and 8.6 years for women than in Riverside, one of our most deprived wards.

Average earnings in North Tyneside are £22,027, compared to the national average of £26,020, and 17% of our working age population have no qualifications. The proportion of our working age population who are in employment is 74%. In North Tyneside, 66% of homes are owner occupied, 21% are rented from the council, 5% are rented from a housing authority and 6% are in the private rented sector.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2009 Residents' Survey show that 87% think their area is a place where people from different backgrounds get on well together; and 84% feel that people look out for each other in their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

We currently have no borough-specific data on sexual orientation, but the national organisation 'Stonewall' estimate that 5-7% of the population are lesbian, gay or bisexual.

Roles and Responsibilities

Governors are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfill their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

Staff and students are responsible for

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Appendix B

Equality Action Plan

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Appendix C

Policy

Our College policy on Equality, Diversity and Community Cohesion is available in Appendix E.

Our Values:

EXPECT

- Excellence

REQUIRE

- Commitment and Respect

ACHIEVE THIS THROUGH

- Communication
- Teamwork
- Innovation
- Community
- Recognition

Click the following link to view our Vision and Values in full

<http://www.churchillcommunitycollege.org/New%20College%20Web-Site/PDFs/New%20Priority%20Posters/VISION%20AND%20VALUES%20I.pdf>

**CHURCHILL COMMUNITY COLLEGE
Equality Impact Assessment**

Name of policy (or issue/project) being assessed:		Date
Person Responsible for Policy:		
Others involved in the assessment:		
What are the main aims/desired outcomes of the policy or project?		
List any other key policies, procedures, projects or strategies that this policy/project has implications for:		
What are the racial, disability and gender equality implications of the policy or project (if any)?		
In relation to the following groups, please identify below any significant positive or adverse impact: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled people ▪ Men and women/ Boys and girls ▪ People of different religions ▪ People in different age groups ▪ People of different sexual orientations 		
<u>Significant positive impact?</u>	<u>Significant adverse impact?</u>	

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Evidence:
Is there any way of reducing or eliminating the adverse impact or increase positive impact?*

ACTION PLAN

Action to take								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">If you have indicated there is a negative impact, can it be justified?</td> <td style="width: 10%; text-align: center; background-color: black; color: white; padding: 2px;">Yes</td> <td style="width: 10%; text-align: center; background-color: black; color: white; padding: 2px;">No</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 2px;">If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</td> <td style="text-align: center; background-color: black; color: white; padding: 2px;">Yes</td> <td style="text-align: center; background-color: black; color: white; padding: 2px;">No</td> <td></td> </tr> </table>	If you have indicated there is a negative impact, can it be justified?	Yes	No		If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	Yes	No	
If you have indicated there is a negative impact, can it be justified?	Yes	No						
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	Yes	No						
If you have answered YES, please list the changes made to eliminate this discrimination*								
Additional comments (eg, monitoring/evaluating the policy or project)								

Signed (Person completing the form):	Designation/Job Title:	Date:
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SINGLE EQUALITY SCHEME - ACTION PLAN

The Action Plan identifies the actions to be taken as well as the person assigned to that task. Reference is made to the type of resources required (funding, staff time, training or other) to ensure delivery of the action. In endeavoring to adhere to a planned timetable for improvements under the Scheme, target dates for implementation are recorded as well as completion of the action.

Element of the Duty	Action	Who	Resources	Target for completion	Action completed?	Expected outcome/ Impact
Eliminate harassment (and bullying) related to protected characteristics	Create an area for peer mentoring & safe haven during lunchtimes for students at risk	SENCO	Staff time Funding ?	July 2014	Yes	Combat bullying by involving students.
	Proposals for additions/changes to Student Planner with protected characteristics in mind to be made by Students	SENCO + group of students	Staff time	July 2014	Yes	Ensuring all students feel safe around College
	Identify specific issues that need to be addressed and brought to the attention senior staff. (This may identify actions within other elements of the Equality duty)		Staff time	July 2014	Yes	Constructive feedback
	Set up and maintain buddy system for all disabled students.	SENCO	Staff time	July 2014	Yes	
	Review exit interview questionnaires to seek disability and equality feedback from with staff leaving the College	GAL	Staff time	July 2014	Yes	To identify areas for improvement

Element of the Duty	Action	Who	Resources	Target for completion	Action completed?	Expected outcome/ Impact
Promote equality of opportunity	<p>Promote awareness of the Equality Act and the legal protection it offers staff who are covered by it, through staff training:</p> <ul style="list-style-type: none"> • explain that disclosure can enable the College to make reasonable adjustments • raise awareness of the policy on harassment and bullying; • promote awareness of the support available to disabled members of staff • include information on disabled parking and access on all invitations to College events. 	GAL + CPD Co-ordinator	Staff time Potential funding resulting from initial response	July 2014	In hand and ongoing	<p>Clarification of who is covered under the Equality Act.</p> <p>Support in response to expressed needs of staff.</p> <p>Easier access/parking for disabled visitors</p>
	Explore the need for introduction of any new Sport and PE activity to ensure activity not exclusively aligned for non-disabled students only.	CL for PE	Staff time	July 2014	July 2014 and under continuous review	Inclusive learning
	Overcome barriers to the public using the building during a letting. Request information from lettees on any requirements and liaise to address as far as practicable e.g. Archery Group	GAL	Possible funding	Sept 2013	Yes	Encourages more community use of College buildings.
	Installation of Automatic Doors to Sportshall	GAL	Finance implication		Reviewed, but has not been agreed by governors	

Element of the Duty	Action	Who	Resources	Target for completion	Action completed?	Expected outcome/ Impact
Promote positive attitudes towards disabled people	Raise awareness and empathy of non-obvious disabilities e.g. speech, sight, hearing, through assemblies & in Maths week activities during RE lessons. Assess outcome through Tutor activities.	SENCO + LCs	Staff time External agencies	July 2014	Yes – and ongoing	Change in attitudes & raised awareness amongst students
	Alert departments to resources & opportunities to raise awareness of disability issues e.g. historical figures who were disabled.	SENCO	Staff time	July 2014	Yes – and ongoing	Raise awareness of pupils.
	Set a target of 20 new books with positive images of disabled people to be acquired over the following year	LRC Mgr	Staff time	September 2015	Yes	Greater sensitivity of staff within classroom environment.
	Ensure disabled pupils have the necessary support to participate in class discussions	SENCO	Staff time	Ongoing	Yes – in place	Greater involvement and willingness to participate in discussion
	Encourage staff to show that they value the contribution of disabled pupils, through the assembly programme and tutor time	SENCO + LCs	None	As from Sept 2014	Yes	Greater involvement and willingness to participate in discussion
	SENCO holding exit interviews with SEN students to see if they feel the College has covered their stated needs	SENCO		When opportunity arises		

Element of the Duty	Action	Who	Resources	Target for completion	Action completed?	Expected outcome/ Impact
Encourage participation by disabled people in public life	Volunteer opportunities to be made available to students.	SENCO + Careers Lead	Staff time	Sept 2015	Yes	Raises self-esteem of disabled pupils, awareness for others
Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people	<p>Update annually the database of disabled staff, students and parents.</p> <p>Re-examine and respond to information on disabled pupils</p> <p>Offer support sessions (as appropriate) for parents/carers of disabled students to provide basic advice on how they in liaison with the College can support student learning</p>	<p>GAL</p> <p>SENCO</p> <p>SENCO</p>	Staff time	Sept 2015	Yes – ongoing annually	<p>Allows the identification of specific needs in order to inform planned response to meeting needs.</p> <p>Creates and demonstrates existence of supportive learning environment</p>

Accessibility Action Plan

Curriculum Audit

Curriculum ID	Compliant Y/N	Details/Future plan	Action	Who?	When?
Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with disabilities and other protected characteristics?	Yes	SENCO has considerable knowledge and expertise in a range of SEN difficulties and SENDA. Support assistants are trained by the SENCO and attend external training to develop their skills. CPD on the implications of SENDA for teachers have been delivered to teaching staff. CPD sessions are offered to inform on a range of disabilities and provide guidance and strategies for teachers and support staff.	SENCO to review and deliver training as appropriate	SENCO	Ongoing + review
Are your classrooms optimally organised for disabled students?	No	Practical areas need adapting	Need to develop access to outdoor facilities other than hard court areas in PE. Specialist tables/stools to be bought and used when necessary.	Head of PE Occupational Therapist	Ongoing
Do lessons provide opportunities for all students to achieve?	Yes	Information is available to allow teachers to differentiate	SENCO to keep under review		

		for all students in their classes. CPD ongoing.	
Are all students encouraged to take part in music, drama and physical activities?	Yes	Communication between department and AEN/parent/medical to establish limitations and suggested programmes of activity. All students access music and drama where appropriate.	SENCO to keep under review
Do staff recognise and allow for the considerable effort expended by some students with disabilities, to access the curriculum?	Yes	Training, through CPD sessions, on the difficulties experienced by our students as and when relevant. Support from PDM and AEM SSCO's as part of our School Sports Partnership.	SENCO + CPD co-ordinator
Do staff recognise and allow for the additional time required by some students with disabilities, to use equipment in practical work?	Yes	PEPs and Student Profiles inform staff of student needs for additional time to complete work. Concessions are arranged for those students who are entitled to additional time in tests and national examinations. Alternative arrangements with kit to enable students to change and leave changing rooms at the same time as the remainder of the group.	SENCO to keep under review

		Support and alternative tools and equipment to assist students in Technology, Science and PE to participate fully in practical areas.	
Have you considered the impact of the timetable on students with disabilities?	Yes	Lifts available. Adjustments are made to timetables to encourage attendance and provide respite when necessary. Students can use the AEN room for time out and may be allowed to leave classes early to assist in their movement around the College site. Rooms are allocated according to need when there are mobility or health issues.	SENCO to keep under review
Is provision made for students with disabilities who cannot engage in particular activities?	Yes	Alternative grouping support available.	SENCO to keep under review
Do you provide a range of I.C.T. access aids and adaptations?	Yes	Electronic spellcheckers. ICT writing programmes are introduced to those students with dyslexia. Large keyboard. Screen overlays. Radio aids.	SENCO to keep under review
Do all students have access to the wider	Yes	Additional Support is provided for College visits to ensure all students are appropriately	SENCO to keep under review

curriculum including extra-curricular activities?		supported. All pupils are encouraged to join extra curricular College activities.			
Are there high expectations of all students?	Yes	<p>Students are set according to academic ability.</p> <p>Target grades.</p> <p>Differentiation of tasks ensures that students receive work at an appropriate level.</p> <p>Close monitoring of students.</p> <p>Ethos of College.</p>	Leadership Team to follow up through regular department and cluster meetings	LT link	Ongoing

Improving the Physical Environment

Curriculum ID	Compliant Y/N	Details/Future plan	Action	Who?	When?
Within convenient distance of public transport?	Y		n/a		
Is the route clearly marked and found?	Y		n/a		
Is the route free of hazards such as building features, litter bins?	Y		n/a		
Is there a dropping off area?	Y		n/a		

Are there designated car parking spaces for people with disabilities?	Y		n/a		
Is the car park surface suitable?	Y		n/a		
Is the route level?	Y		n/a		
Is the route free of kerbs?	N	Ensure appropriate markings in place	Site staff to organize summer works	Site team	Summer 2015
Is the route wide enough?	Y		n/a		
Is the route free of hazards such as building features, litter bins?	Y		n/a		
Is adequate seating provided along the route?	N		Not deemed necessary		
Are the drainage channels/gratings adequate?	Y		n/a		
Is there a ramp?	Yes	Second Entrance	n/a		
Is main entrance easy to find?	Y	Review signage so this is clear	Renew signs	Site Team	Summer 2016
Is the entrance distinguishable from the façade?	Y	As above			
Do the entry phones and security systems allow use by people with sensory or mobility impairments?	Y		n/a		
Is the opening of the main entrance door of an adequate width?	Y		n/a		
Can the door be opened with ease?	Y		n/a		
Is the threshold level or flush with surface flooring?	Y		n/a		

Are signs designated and positioned to inform those with visual impairments and wheelchair users with reduced eye level?	Y		n/a		
Are floor surfaces slip resistant?	Y		n/a		
Is there an induction loop fitted with signage to identify?	N	Plan for installation of induction loop	Health & Safety Committee to consider		To be reviewed
Is there a good mix of seating suitable for all disabilities?	Y	The seating is adequate, but it is a small waiting area			To be reviewed
Are the corridors free from obstructions and hazards for both wheelchair users and people with impaired vision?	Y		n/a		
Are there adequate visual signs to assist orientation?	Y		n/a		
Are direction or information signs (including means of escape) clearly visible from both a standing or seated position?	Y		n/a		
Are tactile signs available for use by people with impaired vision?	N	These are only present in the corridor outside the Conference Room			Keep under review
Are floor surfaces slip resistant?	Y	Fully carpeted throughout the building	n/a		
Are junctions between floor surfaces formed to prevent tripping hazards or visual confusion due to bold colours?	Y		n/a		

Is there a clear view into the lobby from all directions?	?				
Is the lighting adequate?	Y		n/a		
Are the floor surfaces firm for wheelchair manoeuvre?	Y		n/a		
Is the area free from obstructions and hazards for wheelchair users and people with impaired vision?	Y		n/a		
Are seating arrangements/spaces suitable for use by people with disabilities?	Y		n/a		
Are all areas for assembly equipped with an induction loop and signage?	N	Consider the requirement for this.	Health & Safety Committee		
Are fixtures and fittings within easy reach?	Y	Generally	Keep under review		
Are outlets, switches and controls easily reached?	Y	Generally	n/a		
Are nosings readily identifiable and unlikely to create a trip hazard?	Y		n/a		
Are adequate handrails provided to both sides, including tapping rails?	N	Consider the requirement for this.	Health & Safety Committee		
Are visual and tactile warnings provided at both the top and the bottom of the steps?	Y	This is only prominent in the South Block entrance, to accommodate a 6 th form student with visual impairment	Keep under review		
Is a portable ramp, stairlift or platform lift available?	Y		n/a		

Are the location of the stairs clearly indicated?	Y		n/a		
Are risers shallow enough and all of the same height?	Y		n/a		
Are landings long enough and provided at intermediate levels in long flights?	Y		n/a		
Is there a lift?	Y		n/a		
Can people on both sides of the door see each other and be clearly seen?	Y		n/a		
Is the opening of the door a sufficient width for wheelchair use?	Y		n/a		
Is there adequate space alongside the leading edge for a wheelchair user?	Y		n/a		
Is the door control at a height suitable for both standing and seated users?	Y		n/a		
Is the WC door easily negotiated?	Y	We have disabled toilet facilities	n/a		
Are the compartment door controls easily gripped and operated?	Y	As above	n/a		
Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?		See above	n/a		
Do the floors have a slip resistant finish?	Y		n/a		

Is provision made for wheelchair users?	Y	See above	n/a		
Are there changing facilities?	Y		n/a		
Is a shower compartment provided which is suitable for use by people with disabilities?	Y		n/a		
Have a tip-up seat and suitable handrails been provided?	Y		n/a		
Is there a dressing cubicle and does it comply with required size and layout?	Y		n/a		
Are lockers easily reached and operated?	N/A				

Access to Information

Curriculum ID	Compliant Y/N	Details/Future plan	Action	Who?	When?
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Y		n/a		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead	Y		n/a		

projections and describing diagrams?					
Do you have the facilities such as ICT to produce written information in different formats?	Y		n/a		

Policy on Equality, Diversity and Community Cohesion

Purpose.

Churchill Community College has a long-standing commitment to equality of opportunity. This policy links with the stated values of the College as well as other policies including those on inclusive learning, creating a climate for learning, anti-bullying and dealing with sensitive issues. This Policy is linked with the work of the Disability and Equality Group at the College and sections of the College Improvement plan about race, diversity and disability.

The purpose of the Policy is to:

- Support College improvement by enabling an ethos and climate to be established to enable all students and staff to give of their best;
- Enable the College Governing Body to respond to national legislation.
- Ensure that the College Policy supports the Local Authority's strategy for Equality and Diversity as well as other recent Council initiatives relating to equality of opportunity; and
- Provide a clear framework for action to promote equality of opportunity, promote good race relations and tackle discrimination.

Scope

The scope of this policy covers race, religion and belief, ethnicity, gender, marital status, sexuality, age and disability. All students and staff are entitled to be treated equitably irrespective of these issues.

Commitment and implementation

Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential. Consequently, equality of opportunity implies that:

- Equality of access exists for all;
- Individual choices are widened and everyone is treated fairly and with respect;
- Everyone is unique and has different needs and will be provided with a differentiated provision to meet those needs (equality of opportunity is underpinned by the idea of equity, and equity implies not sameness of service but diversity to meet diverse needs);
- No one experiences disadvantage or discrimination;
- Stereotypes are challenged;
- All forms of bullying and harassment are challenged;
- Change is managed for the benefit of all;
- Individual and community needs are responded to in a sympathetic and imaginative manner; and
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.

The Curriculum:

In relation to the formal curriculum the College Governing Body sees equality and diversity issues as a cross-curriculum dimension which should be woven through the life and work of the College and enlighten every area of the curriculum. Equality and diversity is a whole College issue and is the responsibility of everyone who works within the College.

Equality and diversity should permeate all aspects of the curriculum and be promoted by all who work in the College. There is no subject or programmes of study that cannot be approached in a manner sympathetic to the aims of equality and diversity, although Religious Education, Personal Social Health and Citizenship Education make a significant contribution. The curriculum and resources should reflect the diversity of society and portray members of all groups, and particularly those groups most likely to encounter disadvantage and discrimination, in ways which are positive and non-stereotypical.

Whole College Issues:

Students learn from the informal as well as from the formal curriculum. Consequently the College will strive to ensure that:

- Inclusive learning is promoted
- Accurate information is kept about the ethnic origin, first language, religious affiliation and special needs and disabilities of all students;
- Assessment procedures are adequately resourced to take account of the specific needs of 'looked after' children, minority ethnic students, and of students with disabilities and learning difficulties;
- Underachieving students are given the support and encouragement required to enhance their performance without the performance of other students being affected detrimentally;
- Gifted and talented students are given the support and encouragement required to enhance their performance without the performance of other students being affected detrimentally;
- Strategies are put in place to motivate and reintegrate disaffected students for example through the AEN department;
- Reliable and effective means exist to inform all parents and primary carers of their children's progress;
- As far as practicable, all students are given opportunities to meet their individual religious needs, especially when important festivals occur;
- As far as is practicable, the dietary needs of all students are met;
- All students are welcomed, valued and encouraged to play an active role in the life of the College.
- All incidents of bullying and harassment are dealt with in an effective and consistent manner and LA procedures/guidelines for recording, reporting and responding to racist incidents are followed.

Recruitment, Selection, Promotion and Retention of staff:

The College will ensure that all job applicants are treated fairly and are not discriminated against. Appointments will be made on the basis of merit. Those involved in leading the recruitment, short listing, interviewing and appointment/ promotion of staff will be aware of their responsibilities under current employment and equal opportunities legislation.

Monitoring and Evaluation:

Monitoring of the impact of this policy will be linked to the established self evaluation processes Churchill Community College Action planning for equality, diversity and disability issues, as well as the evaluation of the impact of such planning, will take place as part of the annual cycle policy review This is the responsibility of a member of the College Leadership Team. Attainment data for different groups within the College (eg ethnic groups and gender) is collated and analysed as part of the usual cycle of exam analysis and target setting. Other opportunities to monitor will be sought through the 'student voice'. (For example, the evaluation of any suspended timetable activities related to promoting equal opportunities.) As appropriate, members of staff will avail of Professional Development opportunities to evaluate policy and practice. The log of racist incidents, parental concerns and any exclusions related to equal opportunity issues will also be used to monitor the impact of this policy.