



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

Equality information and objectives

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Last reviewed on: 2018	
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1. Aims

Soar Valley College aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

This policy applies to the whole college community including: all staff, students, visitors, governors, contractors and stakeholders.

The college aims to fulfil its general and specific duties in relation to equality of opportunity and actively demonstrates due regard to the need to **eliminate discrimination, advance equality of opportunity, and foster good relations between different people** when carrying out their activities, in all strands as identified in the Equality Act 2010, these being:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity/**parental leave**
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes absence of belief
- Sex, Sexual orientation and identity
- Marital status/civil partnerships

We recognise that our college has a responsibility for educating students who will live and work in a country that is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We will treat all employees, students and other members of the college community with respect and dignity, and seek to provide a safe and positive working and learning environment, free from discrimination, harassment or victimization.

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: The Equality Act 2010 and schools.

It is also linked to the requirements of -

- *Special Education Needs and Disability Act (2001)*

- *Work and Families Act (2006)*
- *Human Rights Act 1998. (This list is not exhaustive)*

3. Roles and responsibilities

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on equality as part of their induction, and all staff receive refresher training regularly within the planned CPD training. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

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 which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Produce and analyse attainment data each academic year showing how students with different characteristics are performing
- Identify key strategies in order to close gaps between these key groups and the general population where these gaps have been identified.

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 some assemblies and we may also invite external speakers to contribute

- Encouraging and implementing initiatives to help foster positive relations between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work closely with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. 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 pupils with disabilities
- Has equivalent facilities for boys and girls.

8. Equality objectives

Soar Valley endeavours to:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Signed: J Robinson (Principal)

January 2022

To be reviewed every 4 years.