



Equality and Diversity Policy

Policy Number	New or Reviewed	Date of next Review	Responsibility
HCP014	June 2018	June 2020	Principal

Empowering learners to shape their future

HORIZONS COLLEGE

EQUALITY AND DIVERSITY POLICY

1. Introduction

- 1.1 Specific duties that Colleges must follow are outlined in the Disability Discrimination Act 2005 and the Equality Act 2010 (<http://homeoffice.gov.uk/equalities/equality-act/>) respectively and the accompanying regulations. This Equality and Diversity Policy sets out in detail how Horizons College intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the Horizons College approach to equality across the whole Horizons College community.

2. Purpose – Aims and values

- 2.1 Horizons College is committed to ensuring equality of education and opportunity for all members of Horizons College community – learners, staff, Governors, parents and community members. Horizons College aims to develop a culture of inclusion and diversity where everyone, irrespective of their race, ethnic or national origin or their citizenship, gender, age, sexual orientation, religious belief or disability feels welcome, valued and able to participate fully in College life.
- 2.2 Horizons College recognises its general responsibilities under the Race, Disability and Gender Equality Schemes Duties to have due regard to:
- a. Continue to strive to ensure that everyone in Horizons College is treated with respect and dignity.
 - b. Give fair and equal opportunities to each person in Horizons College to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.
 - c. Promote good race relations between persons of different racial groups and avoid racial discrimination, whether direct or indirect.
 - d. Actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as Horizons College works with learners, parents and the wider community.
 - e. Promote equality of opportunity between disabled and non-disabled people.
 - f. Eliminate discrimination and harassment.
 - g. Promote positive attitudes towards disabled people.
 - h. Encourage participation by disabled people in public life.
 - i. Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.
 - j. Promote equality of opportunity between the sexes.

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- 2.3 Horizons College will endeavour to create a community where learners are well prepared for life in a diverse, pluralist society.
- 2.4 Horizons College aims to ensure that no learners, staff, parents or carers or any other person through their contact with the Horizons College receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

3. Leadership, Management and Governance

- 3.1 The Trustees / Governing Body are committed to meeting their duties under equality legislation. It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.
- 3.2 The Governing Body will endeavour to ensure that all relevant policies reflect the Horizons College commitment to the principles of equality and that this commitment is reflected clearly in all its work. Horizons College ensures the involvement of staff and Governors and, where appropriate, takes steps to enable the contribution of learners and their parents / carers and other relevant parties.
- 3.3 Outcomes of monitoring and assessment will be reported to the Governing Body and other key partners. Members of the College community will be kept informed of Equality and Diversity initiatives being undertaken.
- 3.4 Horizons College adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance.
- 3.5 New staff are introduced to this document as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- 3.6 Staff receive ongoing support and appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

4. Leadership, Management and Governance

- 4.1 The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and needs of people living in a diverse society.
- 4.2 Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.
- 4.3 Horizons College will use monitored data, including that relating to disability, ethnicity and gender to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Including that relating to disability, ethnicity, and gender will be used to monitor the attainment, progress and the well-being of learners, and, where

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appropriate, targets will be set. Analysed results will be used to inform planning and decision-making.

5. Learning and Teaching

- 5.1 All learners have access to the curriculum in accordance with DofE guidelines.
- 5.2 Classroom staff ensure that the classroom is an inclusive environment in which learners feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that learners appreciate the value of working together. All learners are encouraged to question, discuss and collaborate in problem-solving tasks at an appropriate level.
- 5.3 Learner grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review.
- 5.4 Classroom staff encourage learners to become independent and to take appropriate responsibility for their own learning.
- 5.5 Staff challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

6. Curriculum

- 6.1 Curriculum planning takes account of the needs of all learners and considers them in relation to the various equality strands. Horizons College monitors and evaluates its effectiveness in providing an appropriate curriculum for College of all backgrounds.
- 6.2 The curriculum builds on learners' starting points and needs and is differentiated appropriately to ensure the inclusion of, boys and girls; levels of disability; learners learning English as an additional language; learners from minority groups; learners who are looked after by the local authority and learners who are at risk of disaffection and exclusion.
- 6.3 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all learners.
- 6.4 The content of the curriculum reflects and values diversity. It encourages learners to explore bias and to challenge prejudice and stereotypes.
- 6.5 Extra-curricular activities and special events, e.g. productions, film club, choir, Art club cater for the interests and capabilities of all learners. Horizons College will give due regard to parental preferences and concerns.
- 6.6 Teaching and curriculum development are monitored to ensure high expectations of learners from all groups.

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7. Admissions, Attendance, Behaviour, Discipline and Exclusion

- 7.1 The admissions process is monitored by the Trustees / Governors to ensure that it is administered fairly.
- 7.2 The Horizons College's procedures for disciplining learners and managing behaviour are fair and applied equally to all. However, it is recognised that social / cultural background and other personal factors may affect behaviour. Horizons College takes this into account when dealing with incidents of unacceptable behaviour. All staff apply consistent systems of rewards and sanctions, including 'behaviour support plans' where needed.
- 7.3 Attendance is monitored and effective action is taken to reduce gaps between different groups of learners. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.
- 7.4 Learners, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.
- 7.5 Appropriate provision is made for leave of absence for religious observance for learners and staff.

8 Attainment, Progress and Assessment

- 8.1 Staff have high expectations of all learners and they continually challenge them to reach higher standards. Horizons College recognises and values all forms of achievement.
- 8.2 The monitoring and analysing of learner performance by disability, gender, ethnicity and other social / cultural indicators enables the identification of groups of learners where there are patterns of underachievement. Horizons College ensures that action is taken to counteract this.
- 8.3 Staff use a range of methods and strategies to assess learner progress. Horizons College ensures, where possible, that assessment is free of gender, racial, cultural and social bias.
- 8.4 Self-assessment provides all learners with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all learners full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

9 Partnership with Parents and the Community

- 9.1 Horizons College endeavours to provide information material for parents in accessible, user-friendly language and formats and the College will endeavour to provide information in community languages, and alternative formats when requested.

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- 9.2 All parents are encouraged to participate at all levels in the full life of Horizons College. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are learners at the College.
- 9.3 Horizons College works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

Signed Principal

Signed Chair of Governors

Date