



WRIGHT ROBINSON COLLEGE

EQUAL OPPORTUNITIES, DIVERSITY & INCLUSION POLICY

POLICY STATEMENT

Wright Robinson College seeks to promote and ensure equal opportunities for all members of the college community, irrespective of their race, gender, religion, sexual orientation background or learning difficulties.

The ethos of the College seeks to support the development of self-respect, pride and self esteem in all pupils, staff and the community we serve. We regard all members of our community as important and we will always treat them as individuals.

We recognise the value of having a diverse community and feel that our College community is much richer for the contributions which individuals from different cultures bring. At Wright Robinson, we are opposed to all forms of prejudice and discrimination. We consider that it is the responsibility of all staff to educate against any form of prejudice and to ensure that their conduct with pupils, colleagues and visitors to the College, reflects this duty at all times.

This policy should be read in conjunction with the College's Race Equality Policy.

In accordance with this policy we will:

- Ensure that representation of particular groups with regard to exclusions and attendance is monitored and any significant patterns investigated.
- Ensure that differences in student's attitudes to work and their attitudes towards each other are monitored and any significant patterns investigated.
- Ensure that issues such as sexual or racial harassment, bullying and hostile behaviour are raised with staff and students and procedures for reporting of incidents are well publicised.
- Ensure that incidents of sexual or racial harassment, bullying and hostile behaviour are monitored systematically and responded to effectively.

Procedures

Teaching:

Teachers are responsible for ensuring that:

- Teaching style, methods, language questioning and classroom management include and engage all students.
- There are equal and high expectations of all students.
- Suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds.
- Stereotypes and stereotypical activities are effectively challenged.
- Teaching strategies are reviewed in relation to variations in learning and attainment and in light of known good practice.

Curriculum and Assessment

The Curriculum Consultative Committee is responsible for ensuring that:

- Positive attitudes are promoted through the curriculum.
- There is equal access to curriculum, courses and extra curricular activities.
- Equal access is integral in curriculum planning, content and assessment procedures.
- Student involvement is monitored across the range of activities.

Leadership and Management

The Leadership Team is responsible for ensuring that:

- The different needs of different students are met and that the performance of different groups of students is monitored and evaluated.
- There is a response to different patterns of attainment and progress, behaviour or attitudes, attendance.
- Strategies are implemented to raise performance, aspirations and self-esteem. Policy for equal access and opportunities is monitored and reviewed.
- Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement of all students.
- The school affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good practice, community and race relations.

Gender

The College and its entire staff will ensure that:

- There are opportunities to discuss personal and family relationships and learn about the skills of parenthood.
- Gender issues are considered when preparing for and following up work experience placements.
- Guidance is given on academic choices and careers encouraging students to consider non-stereotypical opportunities.
- Account is taken of positive role models when inviting speaker and representatives into College to promote specific initiatives.

Minority Ethnic Groups including Refugees

The school and its entire staff will ensure that:

- Home College links are made to involve parents/carers directly in the work of the College.
- Interpretation and translation services are made available.
- Links are established with the wider community.
- The College works effectively with other local services, agencies.
- The impact of additional support on standards achieved is evaluated.
- Account is taken of positive role models when inviting speaker and representatives into College to promote specific initiatives.
- The College complies with its duties under the Equality Act 2010 and Human Rights Act 1998.

Travellers

The College will ensure that:

- Travelling children are integrated into the College successfully and that there is effective liaison with the Travellers Education Service.
- Where necessary, distance learning packs are used to support continuous learning.
- Travelling children with special educational needs receive their entitlement to support.
- Gypsy and Travellers cultures are affirmed to share and broaden experiences of all children through provision of spiritual, moral, social and cultural education and appropriate resources and information.
- There is partnership with parents and the community.
- If available extra funds are used efficiently and effectively to provide extra support for the travelling children and their families.

Disability

Where students have physical or learning difficulties the College and its staff will ensure that:

- Whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum.
- The College works effectively with local services and agencies, providing coherent support.
- Account is taken of positive role models when inviting speaker and representatives into College to promote specific initiatives.

Policy to be reviewed in Spring 2020