

# SAFFRON VALLEY COLLEGIATE

## EQUALITIES POLICY



Date policy agreed: 21 June 2022

Review date: Summer 2 2025

### **Mission Statement**

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the re-engagement of the young person with education.

### **EQUALITIES STATEMENT:**

All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all of its forms.

These values are explicit to the ethos of the PRU and implicit in all policies and practices.

## **Introduction**

The Collegiate aims to ensure that diversity is seen as a positive advantage and not feared or derided. We recognise that both within school and outside school some groups and individuals may suffer negative discrimination and limiting expectations. We have therefore developed this Equality Policy, taking responsibility as set out in the Equality Act 2010, to challenge all forms of discrimination and prejudice.

In all aspects of its work the Collegiate will be mindful of the 9 protected characteristics (appendix).

In line with the vision of the Collegiate, our Equality Policy commits us to:

- providing a fully inclusive approach to education in which every student has equality of access to a high quality education and is enabled to achieve their full potential both academically and personally
- creating a community based on the shared values of respect, concern, compassion, and responsibility for each other's well being and happiness
- celebrating the unique talents, strengths, achievements and contributions of both every individual and every section of our diverse school and wider community.

Every member of staff and every member of the Management Committee has the responsibility to uphold the Collegiate's Equality Policy, even where it may be in conflict with their own beliefs and values.

## **Our Rights**

In line with this policy every member of the school community has the right to:

- feel welcome, safe, valued and respected;
- grow, change and learn free from harassment, bullying or discrimination;
- object to and/or reject language or behaviour which is demeaning, offensive or intimidating;
- seek support/advice/action in cases where they experience or witness discrimination
- a curriculum that meets their needs;
- query, question, or challenge institutional structures or practices that may be discriminatory.

## **Our Responsibilities**

Every member of staff and every member of the Management Committee has the responsibility to:

- challenge unacceptable language, actions or expressed beliefs that encourages discrimination on any of the grounds outlined above;
- treat others with respect;
- report any incidents or concerns about damaging behaviours or language;
- provide an environment in which no individual is made to feel of less value or worth.

### **Attitudes and environment**

SVC operates in a climate which celebrates diversity. The School promotes positive approaches to difference, fostering respect for all. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, will not be tolerated.

- all forms of discrimination, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies students, staff and parents are aware of procedures should incidents of discrimination arise;
- staff receive training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to Equality, Diversity, Inclusion and Belonging (EDIB). Adults in School take care to lead through example, demonstrating high expectations of all students.

The **curriculum** should:

- allow for recognition of the achievements and contributions of all groups. For example, teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- challenge negative, limiting or demeaning stereotypes which damage lives and opportunities;
- use a variety of groups and individuals as examples of good work and positive behaviour;
- use teacher and student resources which present positive images of diversity.

The Collegiate has the responsibility to monitor the impact of its policies on the wellbeing and achievement of different groups within the school including students with Special Educational Needs and disabilities, ethnic minority groups, pupils of all genders and sexual orientation, students who receive free school meals and looked after students.

## The 9 Protected Characteristics

