



MELBOURN VILLAGE COLLEGE PUPIL EQUALITY AND DIVERSITY

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Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Curriculum Teaching and Learning Uniform Pupil Discipline and behaviour Legislation: Equality Act 2010	Pastoral team Heads of Department, Heads of Year and Senior Leaders

Aims and Principles

At Melbourn Village College we value diversity and foster mutual respect and dignity, modelling and inspiring attributes in all of our pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have between all members of our college community, to ensure that “Everybody is Somebody”. Melbourn Village College is committed to providing outstanding educational opportunities for all of our pupils. We are proud of our diverse community of pupils, staff and stakeholders and we are dedicated to maintaining excellence in teaching and learning by ensuring there is equality of opportunity for all.

Each of our core principles within the CAM Academy Trust underpins an approach which promotes equality and values and celebrates diversity. Pupils will only achieve **excellence** if the barriers that promote unequal outcomes are successfully removed. Education can only be truly **comprehensive** if every pupil has an equal chance to thrive. This can only be achieved by effective **partnership** with key external organisations, and strong links throughout the local **community**. It is only with a genuinely **international** outlook that pupils will truly understand and value global diversity.

This policy aims to explain how our school will work towards our general aims and specific objectives. This policy should be read in conjunction with other policies including those concerning curriculum, teaching and learning, behaviour, SEND, accessibility, safeguarding and transgender.

As used within this policy, ‘equality’ means ensuring everyone is able to participate in all of our activities. ‘Diversity’ acknowledges there are differences between people, which should be recognised, respected and celebrated.

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Equality Act establishes 9 protected characteristics:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Age and marriage and civil partnership are 'protected characteristics' which apply in law only to employment, not to pupils in education. However, we have a duty to ensure that pupils understand what the law says in each of these cases, the consequences for our society and their responsibilities.

Equality and Diversity Objectives

Our specific objectives are:

- To develop an ethos which respects and values all people
- To eliminate discrimination, harassment and victimisation for pupils on the grounds of any protected characteristic
- To advance equality of opportunity between pupils who share a relevant protected characteristic and pupils who do not share it
- To foster good relations between pupils who share a relevant protected characteristic and pupils who do not share it
- To narrow the gap between the progress and attendance made by disadvantaged pupils and those of non-disadvantaged pupils nationally

A number of aspects of our school life are designed to ensure that these objectives are met, as detailed below.

1) Designing the curriculum.

Our curriculum at Melbourn Village College has been carefully developed across all subjects to ensure that we:

- Actively promote equality of opportunity
- Prepare pupils for life in a diverse society
- Explore issues related to identity and equality
- Promote good relations amongst people within the school community and our wider community and collaborate with community groups to access support and information
- Celebrate and value the diverse characteristics of pupils within the school community
- Deliver equality and diversity through our school policies, procedures and practice
- Ensure that all pupils understand the law and its implications in regard to equality.

Every subject that forms part of our curriculum, alongside our pastoral provision, aims to incorporate these ideas. There will be a particular focus on the teaching of equality and diversity for

all pupils during Religious Education (RE), Personal, social, health and economic education (PSHE) and Relationships and sex education (RSE) lessons, as well as through the varied Tutor Time Programme. All pupils are entitled to the best possible education that respects and addresses their individual learning needs. As such, there will be instances where additional support may be offered alongside the curriculum in a range of personalised methods varying from short-term, small group support sessions addressing specific topics, to alternative provision during certain aspects of the curriculum.

2) Removing barriers to learning.

The Pastoral Team and the wider staff body at Melbourn Village College will work to ensure that all pupils are given access to the curriculum. In doing so we will ensure that resources are utilised fairly for the equal benefit of all pupils. We will constantly strive to do our utmost, within available resources, to remove barriers which limit or impair access to school provision and activities and make reasonable adjustments for pupils with particular needs.

We recognise that racist language will properly be encountered in teaching materials, such as in literary texts and historical documents, as well as in the teaching of PSHE. It is important that this is contextualised and explained as part of pupils' education (both broadly and as an anti-racist education specifically). This applies likewise to terms used to demean other specific groups, for instance on grounds of gender, sexuality, religion, disability or background. However, we also acknowledge the offence that can be caused when these words are spoken aloud. For this reason, we will prepare pupils for encountering language on a page, but no member of staff will voice a slur designed to demean a specific group, in any context. Additionally, we recognise that images can cause offence and upset. In preparing teaching materials, we will consider carefully whether an image that has the potential to cause such a response is necessary for the teaching aim, or whether the same aim could be achieved through other means. Where inclusion of such an image is deemed to be necessary, we will introduce it carefully, paying due consideration to its potential impact on pupils, especially those with protected characteristics.

Our school uniform policy has been updated in consultation with our staff, pupils and parent body to eliminate the potential for discrimination (including on the grounds of economic and/or gender identity) or bullying, whilst still offering choice to pupils and promoting equality for all members of our community. We endeavour to counter inequalities in outcomes for all of our pupils. Single protected characteristic group teaching outside of PE and PSHE (specifically some RSE topics) will only take place in monitored situations with evidence of improved outcomes over time. Topics such as the menstrual cycle or sexual harassment may be taught partially in single-sex groups to give pupils confidence in asking questions, with potential further development in mixed group situations.

We will take positive action to provide encouragement and support for individuals and groups whose progress has been limited by stereotyping and cultural expectations. This will include whole school education as well as targeted support for those affected. As part of this action, we fuse outside agencies and groups to facilitate support for groups of pupils with protected characteristics (e.g. LGBTQ+ pupils), and to deliver information to the wider pupil body. We accommodate the cultural, moral and spiritual needs of all pupils, such as ensuring that they can observe religious festivals without adversely affecting their attendance and access to education. Furthermore, we will actively seek to educate our school community on these events so that pupils' own experiences are understood by their peers. We recognise our role within the wider community to present a positive image of our pupils, recognising their abilities and achievements, and celebrating their diversity.

All reasonable and permissible adjustments to the fabric of the building and surrounding grounds are made to ensure a safe and accessible environment for all pupils, staff and visitors. Melbourn Village College will make all reasonable adaptations to maximise accessibility for all pupils, pupils and apprentices to all aspects of the curriculum and environment.

Appropriate provision will be made for pupils who are pregnant or have a child to continue to access their education and ensure they receive personalised and/or mainstream provision where appropriate. Specific adjustments for pupils with SEND will be supported as per the schools SEND policy.

3) Countering and challenging discriminatory behaviour, harassment and bullying.

It is our aim to eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour with appropriate actions, in line with our Pupil Discipline and Behaviour Policy as required. Our target is to actively challenge all discrimination (racist, sexist, homophobic or otherwise), harassment or bullying. All pupils and members of our school community should be free from discrimination, harassment or bullying, particularly in relation to their protected characteristics and we will use all available tools to ensure we achieve this.

Our pupils and members of our school community are responsible for respecting others in their language and actions and following all aspects of our Equality and Diversity policy and school expectations, which require pupils to be ready, respectful and responsible for their actions, learning and future.

All pupils and staff will be educated about these policies when starting at Melbourn Village College and regularly reminded through PSHE lessons, our Tutor Time programme and staff training. We will display our expectations around our school site for our pupils, staff and visitors to see. All pupils are given the opportunity to explore our policies and expectations and express their opinions and concerns as to how Melbourn Village College upholds its responsibilities with regard to equality in lessons, tutor time and via access to our pastoral team. Pupils will be taught about the school's procedures for dealing with prejudice-based incidents and know that they can expect appropriate support to be put in place and, where necessary, sanctions issued in the event of such an incident (see sanctions ladder in Behaviour Policy). This will be the case in the event of repeated failures to meet expected behaviour standards or in the event of one-off serious events. Support will take the form of education and restorative steps being put in place for the perpetrator, as well as appropriate care for any person or persons affected. Sanctions will be proportionate to the misconduct.

4) Staff

The diversity of our staff population is recognised, valued and celebrated and, are encouraged to make positive contributions to benefit individuals, pupils, and our wider community. All staff are expected to work within the framework of Melbourn Village College's Equality & Diversity Policy and to comply with the CAT Staff Equality and Diversity Policy (available on the Cam Academy Trust website). Appropriate support will be put in place or, if necessary, sanctions issued in the event of a breach of these. Staff will be expected to behave as role models for pupils and to reflect the aims and expectations of this policy at all times.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination
- Challenging any incidents of unfair discrimination or racial, sexual or other stereotyping, perpetrated by pupils or other staff

- Keeping up to date with equality legislation and participating in equal opportunities and diversity training
- Reporting any incidents of discrimination, harassment or bullying via the school system on Go4schools (discriminatory behaviour “event”) which is closely monitored by the pastoral team, Head of Years and senior leaders

The Senior Leadership Team and other support staff will ensure training needs for staff about equality and diversity are regularly assessed, and provision in the form of whole staff training and, where necessary, smaller group training or individual support and mentoring will be carried out. This will be a combination of in-house training as well as training from experts in specific areas. Training in equality and diversity forms part of our new staff induction process and there will be training and refresher training for all staff and governors annually as a minimum.

5) Evaluating the impact of policies and practice

We will:

- Monitor the implementation of equality and diversity within our school
- Collect and analyse data to ensure we are effectively monitoring both the successes and the achievement gaps between individual pupils, as well as between protected characteristics on an annual basis
- Set targets for improvement, and evaluate the impact of equality and diversity action in achieving our goals.

Objective	How this will be monitored and evaluated
To develop an ethos which respects and values all people	Senior Leaders and the Pastoral Team will maintain the Prejudice Related Incident Date Entry (PRIDE) report, documenting any prejudice-related incidents for all 9 of the 'protected characteristics', as identified in the Equality Act 2010.
To eliminate discrimination, harassment and victimisation for pupils on the grounds of any protected characteristic	Pupil survey to inform of discrimination, harassment and victimisation (including bullying) levels within the school.
To advance equality of opportunity between pupils who share a relevant protected characteristic and pupils who do not share it	Heads of Department, Heads of Year and Senior Leaders will work closely together using data and in-depth knowledge of their pupils to track individual progress and to ensure that important groups of pupils (including gender groups and pupils with SEND) are making the progress that they should
To foster good relations between pupils who share a relevant protected characteristic and pupils who do not share it	Pastoral team, Year teams and other support staff to have clear understanding of who these pupils are and their needs – notes on Go4schools highlight this and is shared in meetings.
To narrow the gap between the progress and attendance made by disadvantaged pupils and those of non-disadvantaged pupils nationally	Attendance and progress data of disadvantaged pupils evaluated as part of the pupil premium annual review

This Equality and Diversity Policy has been approved and adopted by the Governors and will be reviewed every three years to ensure it remains compliant with Equality and Diversity legislation. Any new legislation will be included in the policy as and when it is brought into the public domain.