
EQUITY, DIVERSITY & INCLUSIVENESS POLICY

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| Person(s) Responsible: | Mrs S Marden |
| Governors' Committee: | Student Welfare and Community Committee |
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1. Introduction

Collingwood College is committed to developing, maintaining and supporting an inclusive culture and environment for the benefits of its employees, students and the community it serves.

The principles of equity, diversity and inclusiveness are at the heart of College life.

2. Purpose

The aims of this Policy are:

- To promote equity within the College by recognising and addressing the diverse needs of all members of the College community.
- To communicate the commitment of the College to the promotion of equal opportunities.
- To create and maintain an open and supportive environment which is free from discrimination.
- To foster mutual tolerance and positive attitudes so that everyone can feel valued within the College.
- To actively promote and safeguard the welfare of children, staff and others who come into contact with the College.

3. Scope

This Policy applies to all:

- Students of Collingwood College and their parents/carers.
- Employees and prospective employees (job applicants and prospective job applicants) of Collingwood College.
- Former employees with regards to the provision of an employment reference.
- All workers, contractors and sub-contractors; agency workers; governors and volunteers.
- Other members of the community which Collingwood College serves.

All of these groups are expected to adhere to the principles set out in this Policy.

4. The College Context

Collingwood College is a larger than average comprehensive secondary school located in Surrey. It is an Academy.

Vision and Values

The College's Vision is as follows:

Collingwood College is committed to developing responsible, independent and happy young people who have a strong moral code and contribute to society both economically and socially.

Students should have the self-belief to take a 'no-limits' approach to their learning and be the best that they can be. In all aspects of College life they can be proud of who they are, develop a growth mindset and become well-equipped to meet the challenges of the future.

In pursuit of this vision, each academic year the Governing Board approves a College Improvement Plan which sets the College's main strategic objectives for the year and is used to monitor improvement.

Values

Our core values guide our decisions and the way we behave:

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| Integrity | We have high standards for ourselves, are open, honest and do what is right, not just what is easy. |
| Aspiration | We are forward-thinking and committed to continuous improvement, innovation and acting on curiosity. |
| Perseverance | We work hard to overcome challenges, achieve, and exceed expectations. |
| Achievement | We celebrate successes and support everyone to reach their goals. Academic results are just part of the story – we strive for excellence in everything we do. |
| Inclusiveness | We believe that diversity of backgrounds, cultures and ideas strengthens our community – one in which everyone is treated with kindness, empathy and fairness. |

5. Legal framework

This Policy has due regard to statutory legislation, including, but not limited to, the following:

- The Equality Act 2010

This Policy also has regard to the Department for Education (DfE) guidance, including, but not limited to, the following:

- The Equality Act 2010 (specific duties) Regulations 2011.
- DfE 'The Equality Act 2010 and schools – Departmental advice for school leaders, school staff, governing bodies and local authorities' 2014.
- The most recent Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.
- Special educational needs and disability code of practice: 0-25 years (DfE, January 2015).

6. Rationale

This Policy outlines the underlying principles, aims and management of Equity, Diversity & Inclusiveness at Collingwood College. It is a working document designed to enhance our value of inclusiveness to promote positive relationships between students, adults working in the College, parents and other members of the wider College.

It is the responsibility of all stakeholders.

7. Protected Characteristics

The Equality Act (2010) requires all public sector organisations to promote equality across the full range of protected characteristics, namely:

- Disability
- Gender Reassignment

- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Pregnancy and Maternity
- Age
- Marriage and civil partnership

8. Taking into account students with Special Educational Needs and Disabilities (SEND) and other vulnerable students

The College will take full account of SEND and any circumstances that affect vulnerable students.

Relevant factors will be taken into consideration when applying the College's behaviour policy regarding in particular: race, religion and culture; SEND, disability and the circumstances of other vulnerable students.

In connection with dress codes and appearance, the College takes appropriate account of the cultural and/or religious needs of students. In drawing up or reviewing our policies, we reach a sensible compromise between the practices of minority groups and the need to ensure the health and safety of all students, effective teaching and learning, the promotion of a strong, cohesive College identity and harmony between the different groups represented in the College.

9. Curriculum

The College promotes a broad curriculum that aims to be inclusive of all.

The College aims to foster good relationships between those who share a protected characteristic and those who do not share it through a Curriculum that aims to:

- Promote tolerance and understanding of the protected characteristics across all subjects including, Philosophy, Culture and Religion, Personal Social Health and Economic Education, Sociology and the Citizenship courses.
- Raise awareness and understanding of those with the protected characteristics by providing opportunities for students and staff to be exposed to a wide range of literature through the Tutor Time Reading Programme. This programme explores a range of voices from those with the protected characteristics in both fiction and non-fiction texts.
- Address recent/relevant issues through the assembly programme.
- Utilise Diversity Week to educate and celebrate the protected characteristics through activities in the tutor time programme and in subject areas.

10. Relationship to other policies

This Policy should be read in conjunction with the following policies: Staff Anti-Harassment & Anti-Bullying Policy, Special Educational Needs and Disabilities Policy, Transgender Policy, Management of Behaviour Policy, Collective Act of Worship Policy, Promoting positive Mental Health & Wellbeing Policy, Personal, Social, Health and Economic Education (PSHE) Policy, Recruitment & Selection Guidance Policy and Sickness Absence Management Policy.

11. Roles and Responsibilities of Stakeholders

Collingwood College has overall responsibility for all matters which are subject of this Policy.

The College is aware of its duties under the Equality Act 2010 and the requirements of the Public Sector Equality Duty. This means in carrying out its functions, Collingwood College is required to have due regard to:

- Eliminate discrimination and other conduct prohibited by the Act.
- 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.

The Governing Board is responsible for monitoring and reviewing the Policy annually to ensure that the information and objectives are published and communicated throughout the College, including to staff, students and parents/carers. The Governing Board is also responsible for ensuring that the Public Sector Equality Duty (PSED) Objectives are reviewed and updated at least every 4 years.

The Equity, Diversity and Inclusiveness (EDI) Link Governor is responsible for liaising with the EDI Senior Leadership Team link to monitor the progress made in this area, and to discuss any issues that arise and how they are being addressed.

The Principal is responsible for the College's Policy and procedures and will ensure that all employees, students, and parents/carers are aware of this Policy, of its expectations and the reason why the Policy is in place. The Principal will delegate aspects of its day-to-day implementation and management to designated members of staff.

All Staff are responsible for complying with this Policy at all times, ensuring the Policy and procedures are consistently followed. Staff must act as positive role models in their approach to all issues relating to diversity, equality and inclusiveness, by modelling the behaviour and social skills that they expect students to use. Staff must support each other. Staff will challenge discrimination and prejudice incidence whilst maintaining mutual respect.

Parents/Carers are consulted on the Policy regularly and are kept informed through the College Prospectus, Newsletter and Home/College Agreement of any significant changes to the Policy. Parents are expected to support the College's policy in maintaining high standards of inclusiveness by signing the Home/College Agreement. There are opportunities for parents to discuss issues arising from the operation of this Policy. Parents/Carers are expected to report any prejudice behaviours via the Reportit@collingwood.surrey.sch.uk or tc@collingwood.surrey.sch.uk email accounts for investigation.

Students must take responsibility for their own behaviour on and off the College site and report any instances of prejudice. Students are taught and encouraged to use the Calling in and Calling out method to address prejudice behaviours, or report issues via the Reportit@collingwood.surrey.sch.uk email. Students are to address Equity and Diversity issues in the College Council meetings.

Visitors and Contractors are responsible for complying with the College's Equity, Diversity & Inclusiveness Policy. The Principal will deal with non-compliance.

12. Arrangements for Monitoring and Evaluation

The College regularly monitors, reviews and assesses the effectiveness of this Policy and procedures in the following ways:

- The College's self-evaluation and Improvement Planning processes.
- Reports to the Governing Board's Student Welfare and Community Committee in the termly Behaviour and Welfare Report.

- Analysis of data on the pattern and frequency of prejudice related behaviour reports/incidents monitored via MIS systems and reviewed by Student Support, Year Managers, Data Manager and Senior Leadership Team.
- Regular analysis and monitoring of data of student progress (including sub-groups) by heads of department (HODs), Progress Leaders, Senior Leadership Team and the Governor's Standards and Performance Committee.
- Regular analysis of attendance levels.
- Reviews with the 2015 Learning Partnership and other external agencies.
- Analysis of feedback from the Student Voice and College Council.
- Analysis of feedback from staff questionnaires and parental surveys.
- Analysis of staff welfare report.
- The Governing Board's annual review of the equality scheme and progress towards meeting the Public Sector Equality Duty (PSED) objectives by the Student Welfare and Community Committee.

13. Protocol for Investigating Prejudice Incidents

Sanctions are required to deal with inappropriate and unacceptable behaviour. The focus is always on the behaviour rather than the individual and the victims. Please refer to **Appendix 1 – Guidance/Protocol for investigating prejudice incidents.**

If a prejudice incident is suspected or reported it will be dealt with promptly by a member of staff. Students and staff can report instances of prejudice either in person or electronically via the Reportit@ email account.

14. Public Sector Equality Duty (PSED) Objectives

The following objectives will be monitored and evaluated annually, by the Senior Leadership Team and the Governing Board. These objectives are to be updated every 4 years and are published on the College website.

Objective 1

For students and staff to always promote a culture of respect, under the value of inclusiveness, within our College community, and to promote a feeling of safety for all.

Objective 2

To ensure consistent recording, reporting and sanctions by staff following incidents of discriminatory language and behaviour.

Objective 3

To improve the progress and attainment for specified sub-groups.

Objective 4

To promote cultural understanding and awareness of The British Education System for staff, students and parents from overseas.

15. Training

The College will ensure that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff, trainee teachers and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.

The level of training and frequency of training depends on the role of the individual member of staff. The College maintains written records of all staff training.

16. Record Keeping

All records created in accordance with this Policy are managed in line with the College's Data Retention and Destruction Policy.

All reported breaches of this Policy will be recorded. This record will be reviewed annually by Principal for breaches related to students, and the Chief Financial and Operating Officer for staff.

The information created in connection with this Policy may contain personal data. The College's use of this personal data will be in accordance with data protection law. The College has published privacy notices on its website which explain how the College will use personal data.

This Policy is reviewed annually.

APPENDIX 1

Guidance/protocol for investigating Incidents of prejudice

Prejudice related category:

- Race
- Religion or Belief
- Gender
- Sexual orientation
- SEN & Disability

Rationale: Why?

- Consistent approach across all year groups
- Reinforces our commitment as a school value to Inclusiveness
- Complies with Prejudice-Related Incidents Monitoring

Staff who may be involved

- Support Staff
- Student Facing Staff
- Classroom Teacher
- Learning Support Assistant
- Head of Department (HOD)
- Year Manager (YM)/Pastoral Assistant (PA)
- Progress Leaders (PL)
- Safeguarding Team
- Senior Leadership Team (SLT)

Staff Procedures

Investigation: Protocol

• Immediate Actions

- Check if anyone is hurt and where they get treatment for any injured party.
- Separate students, preferably house them under supervision in office/s.
- Take initial statement from individuals involved asking to name witnesses, in serious incident witnesses may also be asked for immediate statements.
- Contact home of aggressor/victim. This is merely a courtesy call to notify them that we are investigating the incident and we will get back to them within two working days. *(Be aware of both parents needing to be notified in the event of parents being separated).*

• During the Investigation it may/will be necessary to:

- Take statements of necessary third parties. This should where possible be a balanced view of 'both sides'.
- Use a victim-centred approach and have in mind the victim's wishes, safety and well-being.
- Seek and/or view CCTV footage where possible (if very serious seek this immediately)
- Record pertinent information including photos of any injuries suffered.
- Seek PL/Assistant Principal (AP) recommendations regarding sanctions.

- Act upon sanctions decided immediately. These invariably prevent students being in circulation.
- Potentially isolate student and prevent them being in circulation the following lesson/day.
- Inform students that a sanction has been put in place.
- In serious cases, include the students pending further investigations.
- Feedback to home as early as possible after the decision. If a decision has been made this must not be left to the following day. On the occasions where you are unable to please refer to your YM, PL or AP. In the event of being unable to speak to parent in person, please leave a message and send an email referring to the message. With more serious incidents make notes of the initial conversation that has taken place between the College and the parent, so that it can be accessed if required.
- Conduct any restorative justice that may be required with parties involved at the earliest juncture possible post-sanction.