

VOYAGE LEARNING CAMPUS



EQUALITY STATEMENT AND EQUAL OPPORTUNITIES POLICY

This policy has been adopted by the Management Committee on:

Date adopted:	12 th November 2014
Signed:	<i>Red Bell</i>
Next review due:	November 2018

Voyage Learning Campus (VLC) Equality Statement and Equal Opportunities Policy

1. Voyage Learning Campus (VLC) welcomes its duties under the Equality Act 2010 to:
 - Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
 - Foster good relations between persons who share a relevant protected characteristic and those who do not share it.
- 1.2 We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
- 1.3 Therefore the campus will promote the rights of all individuals to respect and equality through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a multi-cultural society.
- 1.4 We recognise that a protected characteristic under the 2010 Act covers the groups listed below:
 - Age (for employees not in service provision)
 - Disability
 - Ethnicity
 - Gender
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual identity
 - Marriage and Civil Partnership (for employees)
- 1.5 We:
 - Believe that all learners are of equal value.
 - Recognise, welcome and respect diversity.
 - Foster positive attitudes and relationships and a shared sense of belonging.
 - Observe good equalities practice, including staff recruitment, retention and development.
 - Aim to reduce and remove existing inequalities and barriers.
 - Consult and involve widely about our practice and when making significant change.
 - Strive to ensure that society will benefit from our work.
- 1.6 Therefore the campus will, through its ethos, processes and curriculum, attempt to ensure that all students and employees overcome challenges, thrive and succeed.

- 1.7 The campus will implement national agreements and guidance on equal opportunities, race relations, sex discrimination, equal pay, disability discrimination and child protection.

2. ETHOS

2.1 We will strive for the campus to:

1. Protect and safeguard children.
2. Be welcoming, secure and comfortable for all members and visitors.
3. Challenge the notion of fixed abilities and promote the development of the untapped potential of all.
4. Celebrate the achievement of all students.
5. Understand the significance of progress from starting points as key performance indicators.
6. Display the work of students of varying aptitudes and backgrounds.
7. Promote the equal opportunities policy in assemblies, meetings and displays.
8. Create a sense of belonging and involvement for all students, parents, carers, staff and external agencies.
9. Deploy resources to secure equality of opportunity.
10. To eliminate all forms of racism and racial discrimination.
11. To promote equal opportunities regardless of race, ethnicity or religion
12. Seek to educate students in a manner which promotes community cohesion in a multi-cultural society.

3. CURRICULUM

1. We believe that all students have the potential to achieve highly and learn effectively.
2. The curriculum will be both broad and balanced. A range of core learning will be experienced by all students together with personalised learning.
3. The curriculum will, through its range of experiences, promote respect and understanding of diverse and different cultures and religions.
4. The campus curriculum is inclusive. The campus will provide support, within its available resources to;
 - Ensure access and achievement in core and personalised learning for students who have Special Educational Needs or find difficulty with certain aspects of their learning programmes.
 - Provide language development tuition for those students who have English as an additional language. These students will access the full school curriculum on a staged basis commensurate with their capacity to learn effectively in English.

- Ensure that gifted and talented students are challenged in lessons, experience curriculum enrichment and, like all our students, have their particular attainment monitored on a regular basis.
- Support the progress of vulnerable students with cognisance of the particular needs of students who are; looked after, asylum seekers, young carers, from a background of social deprivation. Have anxiety or medical needs.

4. CHALLENGING PREJUDICE, DISCRIMINATION AND HARASSMENT

1. Equality issues will be raised in a clear and consistent way with students enabling them to challenge prejudiced attitudes and behaviour.
2. The pastoral needs of all sections of the campus community will be understood and responded to.
3. Clear procedures will be implemented to deal with racial, sexual or other harassment or bullying.
4. Incidents will be recorded and monitored in order to ensure and continually improve the effectiveness of action.
5. These procedures will be informed by and inform campus behaviour and anti-bullying policies.
6. Staff will strive for consistency in handling both the promotion of positive behaviour and responding to abusive behaviour.
7. Challenging discrimination and harassment will, when appropriate, include sensitive discussing addressing of deep rooted prejudices of perpetrators.

5. STUDENTS AND PARENTS

The campus will strive to:

1. Develop a strong sense of self esteem and robust self confidence in all students.
2. Recognise and celebrate the achievement of all students.
3. Promote understanding of value added and ipsitive methods for evaluating achievement.
4. Promote students' and parents' understanding of our equality policies and practices and secure their commitment to them.
5. Disseminate our equal opportunities philosophy to parents and carers.
6. Promote parental involvement in their children's education and encourage their regular participation of all parents and carers in celebrations of success, student reviews and planning meetings.

7. Develop and implement a range of methods to gather student, parent and carers opinion and take serious consideration of the trends and ideas expressed.

6. STAFF

1. The Principal and senior leaders will promote key messages to staff, parents/carers and pupils about equality, what is expected of them and can be expected from the campus.
2. The Principal will ensure that the whole campus community receives adequate training to meet the needs of delivering equality.
3. The campus appointment and human resource procedures will implement all aspects of good practice in equal opportunities, safer recruitment and safeguarding.
4. There will be particular attention paid to ensure that all candidates for positions have equal access to selection criteria and to ensure useful feedback for all candidates who desire it.
5. The Principal and Management Committee will monitor the campus's current staffing profile with regards to ethnicity, gender and disability.
6. All staff are expected to demonstrate a commitment to the principles and implementation of the campus's equal opportunities policy. This includes a responsibility to record and report prejudice related incidents. This may be probed in the staff selection process.

7 MANAGEMENT COMMITTEE ROLE

1. Overall responsibility for implementation of all policies through the offices of the Principal and staff.
2. Will involve and engage the whole campus community in identifying and understanding equality barriers and setting objectives to address these.
3. Supports and monitors the campus's contribution to the development of community cohesion.
4. Should monitor the diversity of its own composition and consider action to ensure it reflects the diversity of the local community.
5. Should ensure its involvement in school self evaluation, the campus development plan and vision for the future.
6. Will ensure its sub committees incorporate equal opportunities priorities into their work.

7. Should ensure regular liaison between themselves and all groups in the campus who are addressing or should address equal opportunities concerns.
8. Holds responsibility for the campus's compliance with the Equality Act 2010 (as it did for the, replaced, Race Relations Act, Sex Discrimination Act and Disability Discrimination Act) and should ensure, through monitoring, that this is the case.