

FEATHERSTONE TECHNOLOGY COLLEGE

A SINGLE EQUALITY, DIVERSITY, HUMAN RIGHTS AND COMMUNITY COHESION POLICY

4.1 The College

Information of the college profile is available in various formats – website, college profile etc.

4.2 The College Commitment

At Featherstone Technology College, we promote equality for all and embrace any challenges that this may bring as an asset to the college that welcomes positive change and respects all of its community.

A PLACE that CARES

P eople feel valued and supported

Upgrading the Dining room
Strengthening the Student Council

L earning is rewarded

Upgrading the Rewards System Used consistently ?
Rewards for Learning / Progress as well as Achievement

A chievement is celebrated

Introduction of College Magazine
Use of photographs and electronic presentations ?

C onsideration for others is paramount ?

Tighter Behaviour Management Procedures
Emotional Intelligence lessons

E nterprise and responsibility are encouraged

Peer Mentors
Pupil requests for more recycling

C hallenges are set for successful learning

Focus on Learning Objectives
Target Setting for Individual Pupils ?

A ll students and staff potential is maximised

Clearer (developing) expectations for all of us
A culture of inter-dependance

R elationships are nurtured with wider community

New format for KS3 Parents Evening
Developing stronger links with business and the LEA

E xpectation is consistently high

Clearer expectations for pupils ?

S pecific individual needs are met by the college

Greater use of pupil data, from Learning Support
A more valid curriculum ?

4.3 College Single Equality Policy Objectives

The college ensures that equality, diversity, human rights and community cohesion are embedded in the Raising Attainment Plan and that this policy complements the five outcomes of the Every Child Matters agenda

1. Staying Healthy
2. Staying Safe
3. Enjoying and Achieving
4. Making a Positive Contribution
5. Achieving Economic Well Being

As reported to Governors on an annual basis.

The Single Equality Policy supersedes the following policy documents:-

- Equal Opportunities
- Disability Discrimination
- Special Education Needs
- Community Cohesion

The documents are included for detail.

4.5 Consultation

This policy is based on consultation with stakeholders including governors as a whole, staff, parents and students (making use of current systems such as community discussions, Investors in People programme and Kirkland Rowell questionnaires. This consultation is also used to develop our Raising Attainment Plan and Technology Raising Attainment Plan.

4.6 Equality Impact Assessments

When developing the policy we looked at existing policies and the monitoring of impact for children and young people, parnt/carers, staff and the wider community.

4.7 Roles and Responsibilities

To ensure we are clear about our contributions to the policy, responsibility for key roles are being exemplified below, although these are not exhaustive as the spirit of the principles of quality and fairness permeate all our work.

The Principal will:

- a. ensure that the Governing Body, staff, students and parents/carers are informed about and have the Single Equality Policy readily available.
- b. ensure that all aspects of the policy are implemented effectively
- c. management any day to day issues arising from the policy whether in relation to governing bodies, staff, students or parents/carers.
- d. ensure staff are able to access any training required to enable them to implement the scheme
- e. seek advice from external agencies regarding the policy so that the college's actions are in line with the best advice available
- f. monitor the effectiveness of the policy
- g. report to the Governing Body on the effectiveness of development planning
- h. ensure that relevant parties are kept up to date with any development affecting the policy/action plan arising from the policy
- i. monitor any incidents of harassment or discrimination encountered and provide appropriate support to those involved

The Governing Body will:

- a. ensure that the action plans arising from the policy are integrated into the Raising Attainment Plan

- b. monitor the operation and impact of the relevant sections of the Raising Attainment Plan
- c. support the principal in implementing any actions necessary
- d. ensure that parents/carers are consulted and informed about the policy
- e. review and evaluate this policy in line with the college's policy review document and amend it as necessary
- f. ensure that the outcomes of such reviews are reflected in the college's SEF

The Senior Leadership Team will:

- a. support the principal and other staff in implementing this policy
- b. provide a lead in the dissemination of information relating to the scheme
- c. source good quality resources and continuing professional development opportunities to support the policy
- d. support the principal in dealing with any incidents/issues
- e. assist in implementing reviews of this policy as detailed in the raising attainment plan

Parents/Carers will:

- a. have access to the policy and be encouraged to share ownership and support the policy
- b. be invited to attend any relevant meetings/awareness raising sessions related to the policy
- c. be informed of any incident related to this policy which could directly affect their child

College staff will:

- a. accept that this is a whole issue and support the single equality policy
- b. be aware of the single equality policy and how it relates to them
- c. model good practise and be able to recognise and deal with bias and stereotyping
- d. promote equality and good race relations avoiding discrimination against parents, carers and other staff on the make known any queries or training requirements
- e. access any required training opportunities

Students will:

- a. be made aware of any relevant part of the policy, appropriate to age and ability
- b. be expected to act in accordance with all relevant parts of the policy

Visitors and Contractors will be made aware of relevant documents as and when appropriate and be required to follow them.

4.8 Monitoring, Reviewing and Assessment impact

Given the importance of Community Cohesion to the college, the review planning and evaluation link to Community Cohesions is attached as an example of this policy in practice.