



Commitment

The College is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of the College community is treated less favourably on grounds of gender and transgender, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Note: The College is only registered with the Department for Education to take students aged 15-19, as a result of this it is not possible for the College to accept students under the age of 15 or those who will be aged 20 or over at the end of their studies. Within this framework the College will not discriminate based on the age of applicants.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

The Equality Act 2010 makes it **unlawful** for any students or staff to be treated less favourably because of their age, gender, sexual orientation, special educational need or disability, race (colour, nationality, ethnic origin), religion or belief (or none), cultural or linguistic background or family circumstances, or academic or sporting ability. The College ensures that teaching does not discriminate against students in line with Part 6 of the Equality Act 2010.

Aims

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the College community.

We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community.

Equality of opportunity cannot be realised without the involvement and commitment of all members of the College community and a common understanding of the pivotal role of equal opportunities in the context of the college's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the College community are responsible for promoting the College's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Objectives

Through this Equality, Diversity & Inclusion Policy the College will:

- a. carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations);
- b. have a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- c. ensure all staff work together with a shared sense of purpose to meet the needs of every student;
- d. ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- e. ensure that complaints or evidence of failure to comply with the College's equal opportunities policy are dealt with promptly and fully investigated according to the relevant procedure (e.g. anti-bullying policy, disciplinary, or grievance policies)

All forms of discrimination by any person within the College's responsibility will be treated seriously as such behaviour is unacceptable.

NatMatSci promotes positive values by:

- promoting an ethos of acceptance and respect
- providing a curriculum free from stereotypes
- recognising of the value of all cultures
- asserting people's rights to equality
- taking action on behalf of the disadvantaged
- making reasonable adjustments for those with specific learning needs and disabilities

Rights and responsibilities

Harassment in all its forms is **unlawful and unacceptable**. Any behaviour, comments or attitudes that threaten or undermine an individual's self-esteem on these grounds will not be tolerated and our Behaviour and Anti-Bullying Policies contain clear procedures dealing with discrimination.

Therefore, students and staff have the right to:

- not be discriminated against
- make a complaint of discrimination
- know how to make a complaint and where to get help
- have their complaint listened to and dealt with promptly and in a sensitive manner
- not be victimised if they complain

and students and staff have the responsibility to:

- respect and appreciate one another as individuals
- not discriminate against others
- support other people who may be discriminated against
- report to someone responsible if they think discrimination is taking place
- not victimise anyone who makes a complaint of discrimination
- challenge offensive language and behaviour

and parents have the responsibility to:

- fully accept and support the College's ethos of acceptance and respect

Complaints should be made to a teacher, line manager or member of the senior leadership team.

Monitoring

The senior leadership team and all pastoral staff play an active role in the monitoring of the College's policy on equal opportunities and in responding promptly to any discriminatory behaviour.

Governors have a duty to:

- regularly review and monitor this policy
- evaluate its effectiveness in relation to complaints

Implementation

All members of the College community: students, staff, governors and parents are made aware of this Equality, Diversity & Inclusion Policy, which is published on the website. It should be read in conjunction with the College's Admissions Policy and other relevant policies such as the Anti-Bullying Policy, Behaviour Policy, Exclusions Policy, Shared Standards Policy and the Accessibility Plan.

The Equality, Diversity & Inclusion Policy reinforces the **pastoral aims** of the College and particularly as follows:

- To encourage students to fulfil their potential by providing:
 - a stimulating learning environment in which to grow
 - a wide range of educational opportunities in which to participate
 - a caring structured environment in which to thrive
- To prepare individuals to fill a developing and responsible role in society by encouraging self-discipline, self-respect, and respect for others, inter-personal relationships, courtesy and good manners, honesty and awareness of responsibilities to self and to others, mature mental independence.
- To develop self-esteem, resilience and promote physical and mental well-being
- To develop awareness and respect for the fundamental British values of democracy, the rule of Law, individual rights and freedoms.
- To develop an understanding of the importance of identifying and combatting discrimination and of challenging opinions or behaviours in college that are contrary to fundamental British values.
- To develop respect and understanding for persons of differing ability, gender and transgender, sexual orientation, race and background is regarded as a basis for the individual's personal and social development.
- To offer access to a broad pastoral curriculum specifically to ensure the avoidance of gender and transgender, ethnic and social stereotyping.
- To encourage mutual respect and acceptance of those with different views, faiths and beliefs.

The Promotion of the student voice is encouraged through a number of mechanisms within the College.

Meeting needs in the **curriculum**

Use is made of assemblies, PSHE, English and other lessons to:

- a. Promote acceptance of each other and respect for each other's position within the College community
- b. Promote positive images and role models to avoid prejudice and raise awareness of related issues
- c. Foster an open-minded approach and encourage students to recognise the contributions made by different cultures and to recognise bias
- d. Understand why and how we deal with offensive language and behaviour

Opportunities for personal development are influenced by ability, disability, gender and transgender, race, sexual orientation and background, so we meet these particular needs by:

Ability & Disability

- There is a comprehensive and coherent system of assessment and recording, which is an integral part of monitoring and evaluating students' specific learning needs.
- Systems are in operation to identify students' needs, allocate resources to meet these needs and to ensure that appropriate teaching and auxiliary aids are available.
- All students should have equal access to participating in all elements of the curriculum and co-curricular programme irrespective of disability. Where it is not possible to make reasonable adjustments, a suitable alternative will be provided.
- The College has an Accessibility Plan in place which can be found on the College website and a hard copy can be made available upon request. This sets out the College's plan to increase the extent to which disabled students can participate in the College's curriculum; improve the physical environment of the College for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the College; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

Gender and transgender

- All students have equal access to all elements of the curriculum irrespective of gender and transgender.
- Learning experiences are designed to develop co-operative working relationships between the different genders.
- Language used by all college staff and students gives equal value to all staff and students of all genders.
- Messages in college ensure that opportunities and life choices are not limited by a person's gender, for example in careers education.
- The college's model of tuition benefits all genders equally in terms of the quality of teaching and in terms of outcomes.
- Students may lawfully be separated by gender for 'gender-affected' competitive sports or activities. This applies where there is a differential in the average strength, speed and stamina of the genders at the relevant age and this is a significant factor in determining success or failure in the sport or activity. However, the College ensures provision of equivalent opportunities to play sport for all genders.

Race, Cultural or Linguistic Background

- Students are encouraged to understand that every human being is unique and that we share a common humanity.
- The College promotes the fact that everyone is entitled to equal rights and justice.
- Students are helped to appreciate that the achievements of other cultures and nations are of equal value to their own.
- Students should have knowledge of the history and development both of the cultural traditions to which they belong and of others to which they do not belong.

Sexual orientation

- The College aims to deal sensitively and supportively whenever students raise the issue of their sexual orientation.
- The College challenges homophobic remarks, which can be damaging to the self-image of students.
- If marriage is discussed in lessons teaching reflects the fact that marriage for all combinations of genders is part of the law in England and balanced views are presented about marriage. Students are encouraged to respect other people, even if they choose to follow a lifestyle that students may not choose to follow themselves.

Background

- The College deals sensitively with students of differing family backgrounds, encouraging students to create a caring environment around them.
- Equal value is placed on people of all economic circumstances.
- The College gives students the opportunity to consider the lives of others less fortunate than themselves, such as the homeless, the unemployed and those with other special needs, promoting their common humanity and enabling students to participate in charitable causes.

Religion

- The College respects the right and freedom of individuals to worship in accordance with any faith, or no faith, subject always to their respecting the rights and freedoms of the College Community as a whole and considerations of safety and welfare.
- Students should understand that the freedom to hold other faiths and beliefs is protected in law. Through PSHE lessons students develop an acceptance that people having different faiths or beliefs to themselves (or having none) should be accepted, and should not be the cause of prejudicial or discriminatory behaviour.

Politics & Controversial Issues

- Students are given opportunities to explore current conflicts and controversies through access to factual information from a range of sources to make them aware of the types of argument that characterise alternative viewpoints.
- The teaching of political issues in any subject or as part of the PSHE programme is presented in a non-partisan way. Information and opinion is presented as open to interpretation, qualification and contradiction.
- Where political issues are brought to the attention of the students whether in curricular or co-curricular activities the College aims to offer a balanced presentation of opposing views

- Opportunities such as general or local elections are used to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view.
- Visiting speakers are subject to a variety of safeguarding checks in accordance with the College's safeguarding procedures and prevent duty prior to their visit and during.

Requests for variation in the dress code

The college has a loose dress code, however the Principal will consider requests from parents and students for further variations in the dress code for reasons related to disability, gender identity and/or on religious grounds provided they are consistent with the College's policy on health and safety and it is reasonable in all the circumstances, including in light of the College's obligations under the Equality Act 2010.

Principal

Dr Andy Kemp

Date of Review: Jan 2024

Date of Next Review: Jan 2025