



Westminster Tutors

EQUALITY POLICY

Why we have developed this Equality Policy

This Equality Policy for Westminster Tutors brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

This policy should be read in conjunction with our Admissions, Anti Bullying, Behaviour, CEG, Curriculum, Exam, Health and Safety, PSHCE, Safeguarding, SEN EAL & SMSC policies.

Our Equality Policy is inclusive of our whole school community - pupils/students, staff, parents/carers, visitors and partner agencies - whom we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups

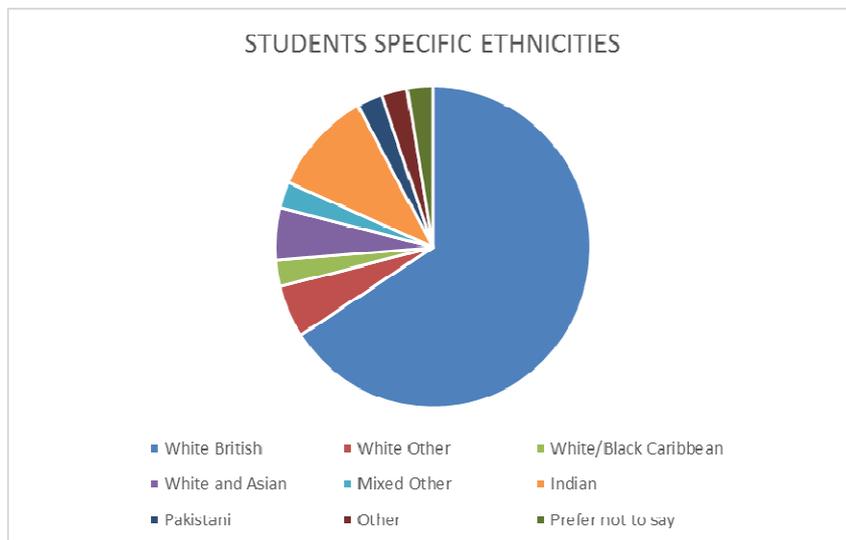
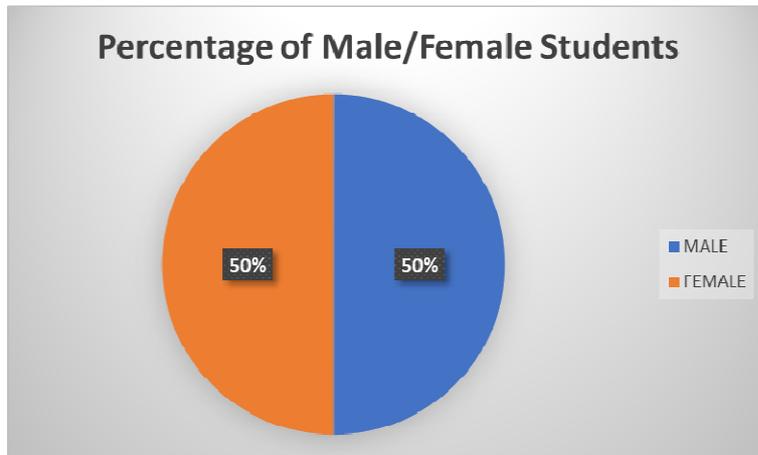
It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Westminster Tutors is a small independent college which primarily teaches at A level but also usually has a small GCSE cohort. Teaching provision is either one-to-one or in very small, well-matched groups. The college is located in an affluent area of London although its students came from a diverse range of locations within London and the South/ South East of the country. This year, the vast majority

of our students are British, although other nationalities (American, Canadian, Danish and French) are found. 66% of the students identified themselves as White British, but seven other ethnic groups (using UK Census criteria) are represented at Westminster Tutors. The breakdown for 2017 – 2018 is as follows:¹



SPECIFIC ETHNICITIES	STUDENTS	%
White British	25	65.8
White Other	2	5.3
White/Black Caribbean	1	2.6
White and Asian	2	5.3
Mixed Other	1	2.6
Indian	4	10.5
Pakistani	1	2.6
Other	1	2.6
Prefer not to say	1	2.6
TOTAL	38	100

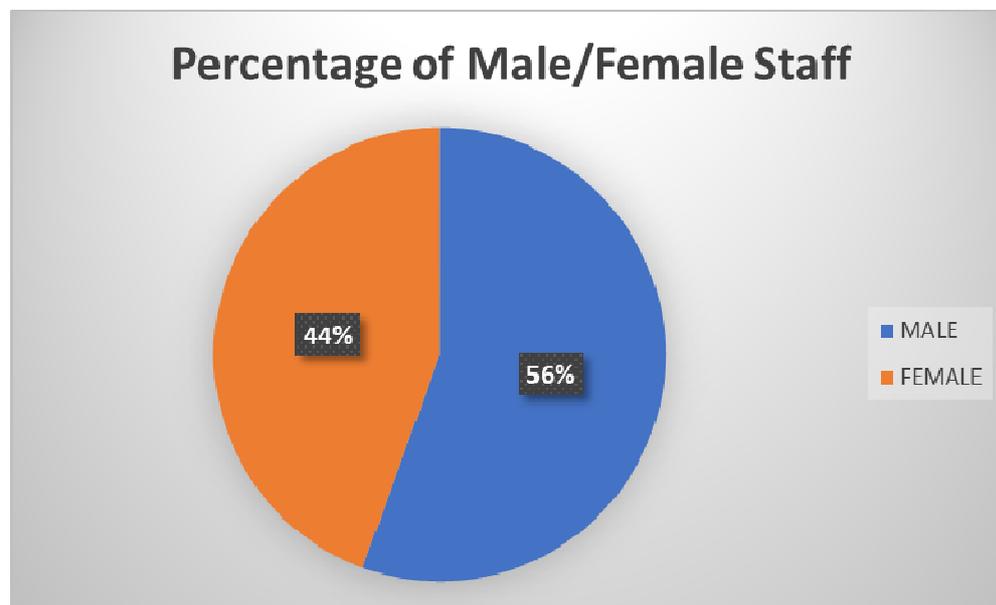
¹ These figures have been updated with data from the 2017-2018 session. As part of the annual review of this policy, the figures will be updated accordingly.

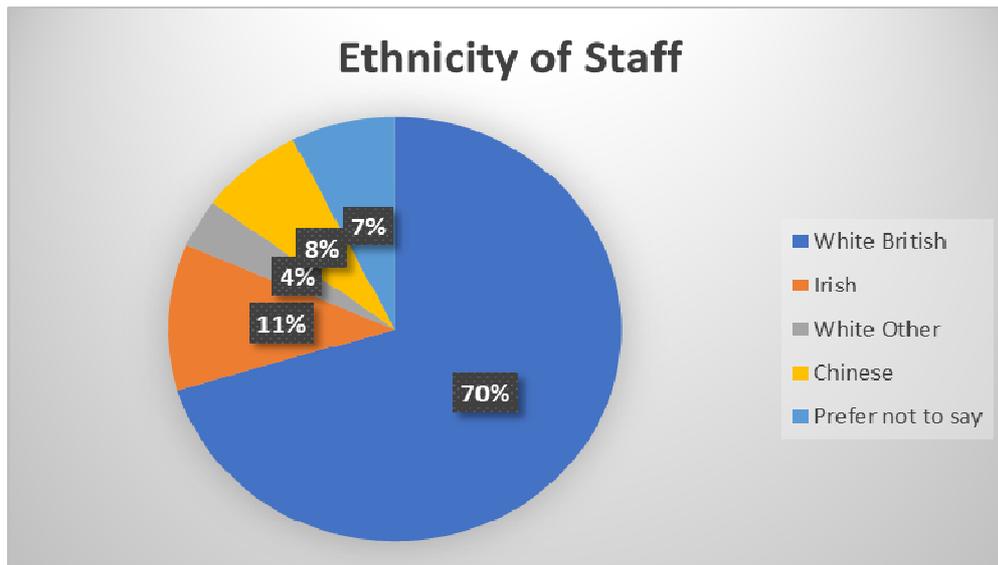
As Westminster Tutors is a fee-paying college, none of our students are eligible for free school meals.

As Westminster Tutors offers personalised programmes of study and much teaching is one-to-one, we are particularly well-placed to accommodate students with special educational needs, including those with weak working memory, ADHD, dyspraxia, dyslexia and Asperger's Syndrome. Annually around 30% of our students have a special educational need as defined by the SEND code of practice 2015. In 2017 - 2018, 29% of students have some form of educational need as identified by an educational psychologist, and 53% are entitled to examination access arrangements according to JCQ guidelines for this academic year. One student has an education, health and care plan as supported by their local authority.

Finally, the majority of the students leave or join the college at points which differ from the standard admissions phases at the ages of 11, 13 and 16. We do not generally provide teaching at Keystage Three although this is possible in special circumstances where a child may not be in a regular mainstream school. Instead student admissions are fluid and ongoing with students being enrolled at the beginning of Years 10 or 11, or at some point during Keystage Four; and again at the beginning of Years 12 or 13, or at some point during Keystage Five. In addition, the college also enrolls students for A level retakes at the ages of 18-19 years, and these students join and leave at different points during the academic year according to when it is possible for them to resit examinations. This leads to a highly dynamic and diverse student body as noted above. This in turn provides both opportunities and constraints which are unique to Westminster Tutors.

Our staff present different demographic trends from our students (56% male and 44% female) and a larger White British contingent, although ethnic minorities are above national norms. Our staff profiles also demonstrate an above average educational attainment with over 30% of the staff from Oxbridge, and 60% with postgraduate degrees. This disparity reflects the high standards Westminster Tutors requires from its teachers, which is driven by our underlying ethos.





Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life. The Equality Policy draws from the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes².

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community

² <http://www.unicef.org/crc/>

- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Westminster Tutors aims to incorporate all of the above into every aspect of college life. Given our personalised approach to students' learning, we aim to foster a culture of tolerance and inclusiveness where students of diverse backgrounds, ages and abilities are all made to feel equally welcome as members of our college community. As shown by the college characteristics outlined above, the student body is extremely diverse meaning that there are many opportunities for valuing difference. Our Curriculum Policy outlines our commitment to academic rigour and our PSCE course is underpinned by the principle of promoting the idea of shared values.

Our vision statement about Equality

Westminster Tutors seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all³.

Our equality duties are also guided by the United Nations Convention on the Rights of the Child⁴. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school
- school policies
- interaction with peers
- opportunities for assessment and accreditation

³ See *Appendix A* for further information about legislation

⁴ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, visits to the local museums or to theatres
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Principal will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the proprietor college on the effectiveness of the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- ensure that the objectives arising from the policy are part of the college development plan
- support the Principal and Proprietor in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years
- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy

Our students will:

- be involved in the development of the Policy and will understand how it relates to them
- be expected to act in accordance with the Policy

- be encouraged to actively support the Policy

Our parents and guardians will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

Student views are collected through the PSHCE programme as well as annual anonymous questionnaires. Furthermore, the students' views are conveyed via their representatives, namely the elected Head Boy/Girl.

- Our staff

We consulted with our teachers and support staff through the medium of formal staff meetings. Open discussion is encouraged. Furthermore, email correspondence among the staff members regarding the policy was prevalent.

- Our college proprietor

A formal meeting was held with the proprietor.

- Parents/carers

An annual questionnaire is sent out to parents/guardians asking for their opinions. In addition, because of the small size of the college, we maintain regular and ongoing direct contact with parents and guardians, with the Principal being the main point of contact if and when concerns of any kind are raised. This enables us to be highly responsive to any issues relating to equality which may arise.

- Minority, marginalised and potentially vulnerable groups

We aim to take care of our SEN students so we encourage direct communication with the students. However, for some students this level of social interaction could be problematic so we aim to garner opinions with the aid of the parents/guardians through the methods illustrated above, in addition to liaising with educational psychologists, and therapeutic and health professionals who may also be supporting the students' learning.

- Ongoing:

In monitoring and reviewing the policy, we encourage students and parents to open direct communication with the management staff. The Policy in its finalised form will be circulated and comments encouraged. We will provide the facility to give anonymous comments as well as by email or verbal communication. PSHCE sessions will also provide the opportunity for students to discuss key issues relating to the policy.

How we developed our Policy - Using information

We have gathered information from informal discussions, parental and student questionnaires, and via the PSHCE course. We intended to conduct an Equality Impact Assessment (EQIA) this school year, but we have suspended this due to strong indications from the government that the EQIA will no longer be compulsory. We nevertheless feel at Westminster Tutors that given our small size, collegiate atmosphere and close relations to parents and students, that a formal EQIA will not add to the data already presented in this document. We believe that the system of feedback already in place more than adequately ensures that there is no unlawful discrimination against certain individuals or groups, that the positive duties are promoted, that we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We collect data on our GCSE and A level students, looking at gender, ethnicity and age groups. We have an effective incident reporting system, as well as a robust feedback facility. Each student is allocated a personal tutor who will provide guidance and support throughout his or her time at Westminster Tutors, and the close relationships with parents and students enable us to collect up-to-date information that ensures that our Equality Policy is a dynamic policy.

Ofsted inspectors visit us regularly and report on equality issues during our inspection. Even though not required by Ofsted, we carry out self-evaluations on the school's performance. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender. We are nevertheless pleased to state that in the past five years we have not had a reported incident of bullying or discrimination on any of the above grounds.

We also value more qualitative information which may be given to us through learner voice mechanisms, less formally and also anonymously through the annual student and parent evaluation questionnaires.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. For example, as part of the PSHCE programme, we have forged links with 'The Challenge' (www.the-challenge.org.uk) which encourages students aged 16-17 to get involved in local community projects, with a broader aim of fostering citizenship and community spirit. Additional support has also been arranged so that students with social communication disorder such as Asperger's syndrome are also able to participate and benefit from the programme.

Commissioned services (buying in services)

We work to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers and administration staff) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made, and job applicants do not complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and wellbeing of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. While we are constrained by the physical environment (no lift access on a multi-storey building), we can provide as much access as possible via David Game College. In other words, if a prospective staff member meets the criteria of a particular job, then physical access can be provided at our sister college.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development. With our regular staff meetings, any training is disseminated to the staff.

Specific policy considerations with respect to staff:

- *Altering working hours*, for example: making reasonable adjustments to the timetable; implementing a phased return after a period of absence for treatment or rehabilitation;
- *Changing the person's place of work*, for example: ensuring that a teacher with mobility difficulties which makes it difficult for him/her to use the stairs can hold all his/her lessons in classrooms on the first floor;
- *Allowing absences during working hours for rehabilitation, assessment or treatment*, for example: allowing a disabled employee time off during work to receive physiotherapy or other treatment;
- *Examining the duties allocated to a disabled member of staff* to see where additional support may be required, for example: allocating an assistant to help in preparing classroom materials;
- *Supplying additional training*, for example: training in the use of particular pieces of equipment unique to the disabled person; re-training a teacher in a new subject area so that they can continue teaching;
- *Acquiring or making changes to equipment*, for example: providing a visible fire alarm system, or an adapted telephone;
- *Providing a reader or signer*, for example: reading information to a visually impaired person at particular times during the day;
- *Altering premises*, for example: moving classroom or corridor furniture; altering lighting; or providing a quiet room;
- *Transferring the person to fill an existing vacancy*, for example: if a teacher becomes disabled and there is no reasonable adjustment that can enable them to continue in their current post, they might be considered for another suitable post.

Our Students

A key part of our duty of care towards the students is to ensure that the college aims to:

- Increase access for disabled children and young people to the school curriculum
- Improve access to the physical environment of schools, and
- Improve the delivery of written information to disabled children and young people

The size and nature of the college, and the fact that our educational and welfare provision is always adapted to the needs of individual students means that we have distinct strengths in providing for pupils

with hidden impairments such as dyslexia, dyspraxia, and forms of autism; minor mental health problems; and various medical conditions which may have affected or interrupted the student's previous studies.

In this respect, Westminster Tutors is in far a better position to take a more proactive, more explicit, more involved and more comprehensive approach to promoting disability equality for pupils than typical schools or colleges, and a sizeable proportion of our student population (around 30%) enrol with Westminster Tutors for this reason. It is a distinctive aspect of the college's ethos to be able to provide for such pupils and their parents, and Westminster Tutors is committed to maintaining and improving the quality of our provision. Indeed, our personalised approach when devising programmes of teaching and learning enables the college to be highly adaptable to the individual needs of our students.

Overall, the college aims to improve both physical and curriculum access to the college. This is reflected in our academically non-selective admissions criteria (see the Curriculum Policy for details) opening up Westminster Tutors to any student. While there are certain constraints with respect to physical access on the main college premises, namely the lack of a lift in the building, Westminster Tutors can provide both physical and curriculum access at David Game College. In this way, we aim to fulfil our non-discriminatory duty.

As noted above, an integral part of our ethos is the ability to provide individualised plans for each student. This process begins with the admissions interview where the SLT will undertake a careful analysis of the student's needs. The Principal will also undertake a detailed risk assessment of the main college premises for any student with significant disability. This risk assessment will also take account of the other pupils and staff members in the college. The individual plan will take account of the following:

- Educational access (eg teaching provision, timetabling requirements, access arrangements for public examinations)
- Physical access arrangements (eg the use of specific rooms or facilities)
- Welfare provision and the allocation of appropriate support staff (eg personal tutors, additional monitoring or support from administrative staff)
- Liaison with external agencies (eg educational psychologists, medical and allied professions)

If, upon completion of the above procedure, it is not reasonably possible to provide physical access at either the main college premises in South Kensington or at David Game College, Tower Hill, then the student will be refused enrolment. However, any such student has the right to appeal directly to the Proprietor, David Game.

Upon acceptance at Westminster Tutors, every reasonable effort will be made to provide disabled students with an educational experience which is equal to that of their peers. The college, due to its close, daily communication between the Principal, tutors, support staff, parents and pupils, is able to offer very high levels of individual contact with pupils and their parents/guardian, and will respond quickly and effectively to any changes in circumstances or needs. Furthermore, we aim to provide for disabled students, where appropriate, the following:

- Promoting the inclusive and tolerant atmosphere which is a distinctive aspect of the college's ethos
- Providing tutors with necessary information and resources, and training through INSET and CPD
- Increasing access to the curriculum by improving resources wherever reasonable adjustments are possible
- Increasing the length and/ or frequency of personal tutorials as required
- Liaising with external agencies and the examination boards where specific and specialist examination access arrangements are required, and ensuring the Examinations Officer provides information on any special considerations
- Arranging informal buddying where there are older students with similar disabilities, as this is seen to be beneficial to both students
- Arranging mentoring with a senior student or an additional member of staff
- Arranging extra-curricular activities which are inclusive and accessible
- Promoting disability awareness amongst the student body
- Preventing bullying through the Anti-Bullying Policy
- Promoting access to higher education by providing pupils and parents with information and advice on the Disabled Students Allowance (DSA) and liaising with individual universities and other higher education institutions

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. As noted above, we have so far had no incidents at the college. Nevertheless a robust process is laid out in our Anti Bullying, Behaviour

Sanctions and Safeguarding Policies and our Complaints Procedure. If any hate incidents are reported, they are dealt with via our internal procedures.

Implementation, monitoring and reviewing

This policy was published on May 2012. It will be actively promoted and disseminated. The policy will be published on the school's website and a hard copy maintained at reception at the college.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups. Communication is maintained via our website and feedback questionnaires.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 3 years. See Section 2.

ND June 2012

Reviewed ND Jan 2016

Updated VM, TL, JM Jan 2018

Section 2

EQUALITY OBJECTIVES: 2016 – 2019

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	PSHCE course incl. discussions on moral dilemmas and political extremism. Please see PSHCE Scheme of Work for details. Staff meeting will disseminate the knowledge to teachers	Senior Leadership Team	Dec 2015 – Dec 2019	2015 - 16: 4 relevant PSHCE sessions
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Data collection and analysis on staffing issues Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Implement data collection, monitoring and presentation of equality information relating to staff including the collection of ethnicity data. Consider the collection of ethnicity data from students to ensure students are correctly represented	Senior Leadership Team	Dec 2015 – Dec 2019	2015-2016: continued presentation of data in updated policy and providing a census of the school population (started 2014-2015)
Eliminate unlawful	Sexual Orientation/Race/Gende	To prevent and respond to all hate incidents and	Students feel safer as reported in safer	Whole school and specifically BME	To review and update existing	SLT	Dec 2015 – Dec 2019	PSHCE session on Homophobia and bullying

discrimination, harassment and victimisation	r identity/Disability/Religion or belief	prejudiced based bullying	schools survey as feel incidents will be dealt with. Increased staff confidence Accurate reporting rates.	/LBGTU/SEND pupils/students or those from a Faith background	<p>policies and practice relating to bullying</p> <p>Educare Equality and Diversity 2016 online course for all staff.</p> <p>Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia</p> <p>Promotion of hate incident recording to students.</p> <p>PSHCE course</p>			<p>(2017-2018 session)</p> <p>Anti-Bullying Policy updated as per new DfE guidance</p> <p>Educare Keeping Children Safe in Education online course – compulsory for all staff.</p> <p>Creation of e-safety policy to reflect government guidelines (Sept 2015)</p>
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils/students to handle difficult situations.	Pupils/students with SEMH	<p>To review the SEN policy</p> <p>To ensure that all teachers are aware of the SENs of each student (where appropriate)</p> <p>Development of the PSHCE curriculum to embed these concepts</p> <p>Educare SEND Code of Practice (11-18) online training course for SLT</p>	SENCO + SLT	Sept 2016 – Dec 2019 (PSHCE curriculum reviewed yearly)	

					1 -2 -1 training for new Headboy/ Headgirl to ensure that out of school trips are planned with all students needs are met			
Advance equality of opportunity	Disability/ All	To assess and improve access to the college for both students and staff	Improved access to job opportunities and teaching at Westminster Tutors Evaluation of reasonable steps that can be taken to improve physical access to the main premises	Students with disabilities + staff with access issues	To complete an assessment of the physical space (yearly) To discuss links with the David Game College A yearly assessment of the building. A yearly evaluation of the college's institutional capacity to provide sufficient support to SEN students ensuring that the current students requirements are not prejudiced by the enrolment of new students	SLT	Jan 2016 – Dec 2019 (reviewed yearly) Bi-annual fire alarm and lighting testing Ongoing – Creation of PEEP's for students May 2016 – consideration of a permanent SENCO post to the college	Provision of curriculum access at WT and physical access at DGC, NH.
Advance equality of opportunity	Disability	To assess and improve lesson delivery	Improved lesson delivery to reflect each students' specific circumstances	Students with disabilities/ staff members	Provide training to staff on teaching to SEN students Provide up to date ed. psych reports with suggested teaching techniques	SLT	Ongoing – each year at the staff meeting plus upon admission of each student with specific needs	Staff meeting Sept 2017 – core techniques presented to staff

Advance equality of opportunity	Disability	To assess and improve examination access arrangements	<p>Improved exam access arrangements according to each students' specific circumstances</p> <p>External candidates are to be assessed on a case-by-case basis – If the college has the administrative capacity and/or the candidate has their own Form 8, then applications will be viewed favourably</p>	Students with special educational or psychological/ emotional needs	Total review of all students' educational psychologists' reports/ medical reports in line with revised JCQ exam access criteria	SENCO, Exams Officer, Lead Invigilator, plus liaison with subject teachers, parents/ guardians and educational psychologists / health professionals	Dec 2016 to Dec 2019 – to be reviewed on an annual basis	

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Appendix B

Process chart for the development and review of Equality Policy and action plan

