

Inclusion Policy (Equalities and Diversity)

1. Introduction

At Frome College we are committed to ensuring equality of education and opportunity for all our students, for their parents/carers, for staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background or other characteristics. We believe that diversity is a strength – for our school, its community and Britain as a whole - and we will work proactively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued.

2. The Law

2.1 The General Duty

The Equality Act 2010 contains a Public Sector Equality Duty that applies to public bodies, including schools, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

This duty has three main elements. In carrying out our functions, we are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 share it.

This means:

- We must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- We should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and to keep them under review on a continuing basis.
- The duty has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

2.1 Specific Duties

The specific duties require schools:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and

(b) to prepare and publish equality objectives.

Schools have to update the published information at least annually and to publish objectives at least once every four years.

3. Implementation

- As a College we regularly analyse and discuss the progress of all students and take steps to proactively ensure they have access to opportunities. We compare students from different groups to ensure that each individual student is successful and fully prepared to play his/her part in our British society.
- We publish information about this annually on our website
- We have an Accessibility Plan with targets for future improvements
- The information we have gathered has been used to establish our key priorities for the next four years. These will be reviewed regularly and amended as necessary.

4. Monitoring and Evaluation

All governor committees review progress against targets on an annual basis
Students, Families and Community Committee has overview



Appendix 1 Objectives

Objectives:

- To ensure all staff and governors are aware of the duty and their duty when making decisions
- To narrow the gap in levels of progress between girls and boys across the curriculum.
- For **all** students to feel safe and free from bullying.
- To improve the gender balance of students participating in physics, biology, textiles and product design