

David Game College Accessibility Plan

This plan, which applies to the whole College and is publicly available on the College website and on request a copy may be obtained from the College Office.

This policy which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with Part 3, The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: This document will be subject to continuous monitoring, refinement and audit by the Principal. There is a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. It is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed. A number of staff and students are involved in each annual review, which involves and is informed by an assessment of the impact and effectiveness of this policy over the previous year. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either a hard copy or electronically.

Reviewed: August 2025

Next Review: August 2026

Signed

David Game
CEO and Founder

John Dalton
Principal

This Policy subsumes the policies in the following areas: Disability; Race Equality; Equal Opportunities; and Equality and Diversity

The following appendices are attached to this policy:

Appendix A: Reasonable Adjustment Policy

Appendix B: Accessibility Plan

Appendix C: Race Equality Policy

Legal Status:

Prepared with regard to the Equality Act 2010 (inclusive of Schedule 10), the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989, the Special Educational Needs and Disability Act 2001 and the Education (Independent School Standards) (England) (Amendment) Regulations 2014 currently in force

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

Applies to:

- The whole College along with out of College care including extra-curricular activities and all other activities provided by the College, inclusive of those outside of the normal College hours
- All staff (teaching and support), students, visitors within the College, volunteers, executive and non-executive directors of David Game College, the advisory board, external contractors and providers hired by the College.
- **NOTE: the boarding house is new build as of 2022 – and is completely DDA Complaint (reassurance received)**

Related Documents:

- Admissions Policy, Anti-Bullying Policy, Behaviour Management, Discipline and Exclusions Policy
- Curriculum: Teaching and learning Policy, Educational visits and off-site activities
- First Aid and Special Medical Conditions, Health, Safety and Welfare Policy and Procedures and Risk Assessment Policy, Special Educational Needs and Disabilities (SEND) and Inclusion Policy
- Personal, Social, Health, Economic Education (PSHEE) Spiritual, Moral, Social and Cultural (SMSC) Development
- Safeguarding Children - Child Protection including E Safety and Safer Recruitment and Staff Code of Conduct

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by the Principal. The Advisory Board will undertake a full annual review of this policy and procedures. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronically.

Aims: The policy exists in order to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of David Game College. Our duties under the Equality Act 2010 include dealing with issues related to students with special educational needs/disabilities, and making reasonable adjustments for these students. This has implications for the College's Admission Policy. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. David Game College celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. Our key objective is to reduce and eliminate barriers to accessing the curriculum and to full participation in the College community for students, prospective students and adult users with a disability. Our aims and objectives reflect the requirements of the Duty and that is to have due regard to do the following:

- to continually aim to improve the inclusivity of the curriculum;
- promote equality of opportunity between Disabled People and non-Disabled People;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of Disabled People that is related to their impairment;
- promote positive attitudes towards Disabled People;
- encourage participation by Disabled People in public life;
- to support the ethos of the College as a community which respects the rights of disabled students to have equal access to the curriculum, extra-curricular and other services;
- to equally value and encourage all students;
- to foster positive attitudes towards disability within our community;
- to take steps to meet disabled people's needs, even if this requires more favourable treatment.

Schedule 10 of the Equality Act 2010: Schedule 10 of the Equality Act 2010 requires the Principal of David Game College to have an Accessibility Plan, in writing, which is kept over a prescribed period (2019 to 2021).

- Increasing the extent to which disabled students can participate in the College's curriculum,
- Improving the physical environment of the College for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the College, and
- Improving the delivery to disabled students of information which is readily accessible to students who are not disabled. The delivery must be within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan must be implemented by the Principal, who must have regard to the need to allocate adequate

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resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, revise it.

Definition of Disability: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.”

Special Educational Needs and Disability (SEND) Policy: David Game College SEND Policy includes:

- an explanation of how the individual needs of all students will be met (including how students who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made for them);
- the name of the special educational needs co-ordinator (SENCO);
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- how inappropriate attitudes and practices are challenged; and
- how the provision encourages students to value and respect others.

The Proprietor of David Game College, has a proactive approach, in ensuring that there is no discrimination against disabled students and prospective students in the provision of education and associated services in David Game College and in respect of admissions and exclusions. Improving access to education and educational achievement by disabled students is essential to the Proprietor’s policy of ensuring equality of opportunity, and full participation in society and the economy.

We are committed to Disability Equality and understand the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA), the Equality Act 2010 and the Public Sector Equality Duty 2011. Through a positive approach we actively work towards disability equality, with our students, parents/guardians and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the College culture and informs the way we apply the Duty. This policy and the Accessibility Plan contribute to the review and revision of related College policies.

Equality and Diversity Definition

- Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences. By respecting this everyone can feel valued for their contributions as beneficial not only for the individual but for the College.
- Equality and Diversity are not interchangeable but interdependent. There can be no equality of opportunity if difference is not valued and harnessed and taken account of.
- The College is committed to ensuring that its students are treated fairly in an environment which is free from any form of discrimination with regard to relevant characteristics as outlined by the Equality Act 2010, including disability, race (includes colour, nationality and ethnic origins), religion and sexual orientation.

The College must not treat students less favourably because of their **gender reassignment**. Gender reassignment is defined as applying to anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes. Accordingly, a student is protected even if they have not undertaken a medical procedure but are taking (or proposing to take) steps to live in the opposite gender.

Equality and Diversity

(Students) Purpose:

- The College is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the way we learn. The College aims to be an inclusive organisation, where diversity is valued, respected and built upon.
- The College is also committed to compliance with relevant equality legislation, the Equality Act 2010, Codes of Practice and relevant best practice guidance. This policy pursues and builds on the statutory position to ensure effective policies and practice of promoting equality.

● The College aims pro-actively to tackle discrimination or disadvantage and aims to ensure that no individual or group *David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.*

is directly or indirectly discriminated against for any reason with regard to employment or accessing its services.

- Issues regarding harassment and bullying are covered in the College's Anti-Bullying Policy.

Equality and Diversity (Staff) Purpose:

- The College is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the way we learn. The College aims to be an inclusive organisation, where diversity is valued, respected and built upon.
- The College is also committed to compliance with relevant equality legislation, the Equality Act 2010, Codes of Practice and relevant best practice guidance. This policy pursues and builds on the statutory position to ensure effective policies and practice of promoting equality.
- The College aims pro-actively to tackle discrimination or disadvantage and aims to ensure that no individual or group is directly or indirectly discriminated against for any reason with regard to employment or accessing its services.
- Issues regarding harassment and bullying are covered in the College's Anti-Bullying Policy.

Guiding Principles: David Game College is committed to a policy of equality of opportunity with respect to all its members. To this end, we take steps to ensure that students appreciate racial and cultural diversity, and avoid and resist racism. Fundamental to its life as a College community is the belief that all individuals, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation are of equal value. In order to ensure that our College community is one in which these values flourish, David Game College is guided by the following principles in relation to Equality. Personal, Social, Health, Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of College life.

Staff and students will be aware of disability and understand its effects and accept and support disabled students as part of College life. Appropriate staff Inset will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision. Other relevant policies of the College such as the Equal Opportunities Policy, Anti-Bullying Policy, Codes of Conduct, student and staff handbooks, reflect inclusiveness and the difficulties faced by disabled students to improve understanding and integration. The College will agree with parents appropriate regular means of communication with regard to any disabled student's progress, behavioural issues and the effects of any medication.

Principle 1

All learners are valued, and their contributions recognised: Learners are supported and encouraged to maximise their potential and to contribute fully in all areas of College life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes and annual Prize Giving. We aim to give every student a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity.

Mindful of our tradition within the Christian community of the British Isles, we are also fully committed to the fundamental ethical principles of:

- Consideration for others
- Awareness of the importance and celebration of each and every individual within the College community
- The need to respond generously to the needs of those less economically fortunate than ourselves.

College assemblies which can, at times, be taken by visiting religious leaders of various denominations and faiths, will cover themes of shared concern and are not biased in respect of any religion, denomination or gender. Just as cultural and religious diversity within the College community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of David Game College.

Principle 2

Diversity is recognised and respected: Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically. We aim to treat members of our College community with the utmost consideration and respect, and in doing so will approach their life situations, experiences
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and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

- Disability
- Ethnicity
- Sex
- Gender
- Religion, belief or faith background
- Sexual orientation
- Gender identity/assignment

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age
- Marriage/civil partnership

The Principal will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

David Game College fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the College's cultural and religious diversity. All members of the College (whether of the student body, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by children and young people or staff will not be tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these must be acknowledged and challenged. Racially abusive language by staff or children and young people will be a matter for disciplinary action.

Equal opportunities will be considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully (e.g. by attainment). Each child will be given opportunities to exercise responsibility within the classroom or the College, with care taken regarding stereotyping of roles. We see males and females as both carers and leaders. Male and females are mixed throughout the College. Special leave for religious reasons will not be unreasonably refused by the College. Applications for such leave should be made in writing to the Principal, giving at least a month's notice. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time if this would benefit the College.

Principle 3

Everyone is welcomed and made to feel comfortable within our College community: Our policies and practices should work to ensure that relations between different individuals and identity groups within College are positive, cordial and tolerant.

This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.

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- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.

We welcome all applicants to join the College, whatever the background or physical disability of a child and will seek to ensure we can support applicants where reasonable adjustments can be made. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our College. We take all reasonable steps to ensure that the College environment gives access to people with disabilities. So, for example, all students have access to the full range of the curriculum, and regulations regarding College uniform will be applied equally to both male and female students. If a student's religion affects the College uniform, then the College will deal with each case sensitively and with respect for the student's cultural traditions.

We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Principle 4

David Game College follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment: All policies and practices adopted by David Game College should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships. Being a committed equal opportunities employer, the College will take every possible step to ensure that employees are treated equally and fairly with respect to these matters, be they staff or student, and the College challenges stereotyping and prejudice whenever it occurs. All students have equal access to the full range of educational opportunities provided by the College, and we are always striving to remove all forms of indirect discrimination that may form barriers to learning. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Principle 5

We will recognise and address inequalities and barriers that already exist: David Game College aims to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.

Anti-Racism: It is the right of all students to receive the best education the College can provide, with access to all of its educational activities. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our College welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the College. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our College be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The following are some ideas on how racism can be combatted:

- Students' names should be pronounced correctly and nicknames should be the prerogative of the nicknamed.
- Attention should be paid to spelling names correctly at all times.
- Literature in College should include names from a wide variety of cultures.
- Racist language must be categorically rejected.
- Racial stereotypes should never be used or allowed. Those in classical literature must be made explicit to students and contextualised.
- Bi-lingual students and parents must be allowed to nominate an interpreter when necessary.
- Lack of fluency in the English language should not be used as an indication of academic potential.

Sex:

- No student should be excluded from receiving the curriculum on the basis of their sex/gender.
- No privileges must be reserved for students on the basis of their sex/gender.

Class:

- Assumptions should not be made about students' home circumstances or potential based on social class.
- Students must be allowed to talk in their natural dialect as and when they need to.
- Direct speech in children's work may reflect dialect.

Principle 6

The wider community and society should benefit from our policies and practices: We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view David Game College as playing a part in the creation of such communities at a College, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived 'difference' is not tolerated.

Principle 7

On-going review and appraisal: David Game College is committed to regular review of its equalities policy, which will be evaluated and edited in the light of public research; individual comments and/or complaints; quantitative and qualitative information gathered by the College. David Game College is open to feedback and response on all matters related to its equalities policy from all stakeholders, including students, staff, parents, and the Advisory Board.

Procedures for addressing discriminatory behaviour

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The College will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the College looks to support any employee who is suffering from harassment. The College strives to provide a neutral working environment in which no-one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.

Unwanted Behaviour: If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, you are entitled to complain using the procedures set out below.

Informal Resolution

Stage 1: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.

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Stage 2: If the unwanted behaviour continues, you should ask the Principal to speak to the person concerned. If the person concerned is the Principal, you should ask a member of the Advisory Board to speak to the Principal.

Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure

Formal notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the College's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities: All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- highlight to the Principal any staff training or development that they require to carry out the above role and responsibilities;
- work to promote anti-bullying strategies; and
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Your Responsibilities

- Every employee is required to assist the Principal and the whole College to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- Employees should be aware that they can be held personally liable as well as, or instead of, the Principal for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the College's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Principal

- It is the Principal's role to implement the College's equal opportunities and anti-racist policy.
- It is the Principal's role to ensure that all staff are aware of the College policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Principal ensures that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal should promote equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of College life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the College.
- The Principal treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of Teachers and Support Staff: They will ensure that all students are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, the class teacher should pay due regard to the sensitivities of all members of the class and should not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, History topics in our College include examples of the significant contributions

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women have made to developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the College Behaviour Book, and draw them to the attention of the Principal.

Equality of Opportunity: Employment Code of Practice: David Game College is an equal opportunities employer, and aims to implement best practice in this area.

Recruitment: All newly created posts will normally be advertised externally on social media, and/or in local press, and/or in specialist journals as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, David Game College will also make clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our Child Protection commitments.

Selection of Candidates: We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position. Interviewing and short-listing will be carried out in a consistent and fair manner across all positions and departments within the College, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position. Interviewing must only be carried out by suitably qualified and prepared staff.

Existing Workforce: The College will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

Job Applicants Equality Profile: David Game College will regularly monitor the ethnic/gender/age/disability profile of job applicants applying to the College throughout the main stages of recruitment (application, short-listing, and interview) using the information voluntarily provided by applicants in the personal information section of the job application form. This is the responsibility of the Principal.

Employee Training and Development: David Game College is committed to equality of opportunity in terms of access to CPD and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their professional potential.

Grievances Following Termination of Your Employment

Procedure: If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the College's Grievance Procedure.

Appendix A: Reasonable Adjustment Policy

DAVID GAME COLLEGE DISABILITY ACCESS AND REASONABLE ADJUSTMENTS POLICY

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

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Applies to:

- All students at the College along with all activities provided by the College, including those outside of the normal College hours.

Availability

- This policy is made available to parents, staff and students in the following ways: via the College website and onrequest a copy may be obtained from the College Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal undertakes a formal annual review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Introduction: David Game College is committed to treating its students and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled students and applicants are not put at a substantial disadvantage by comparison with students and applicants who are not disabled. We are also concerned to ensure that applicants with special educational needs are treated fairly and appropriately.

This policy is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled students and the factors the College will take into account when considering requests for adjustments. The College shall endeavour to make reasonable adjustments to aid a prospective or existing pupil. Such adjustments may include (but are not limited to):

- Installing low gradient ramps for easy access on the ground floor
- Allocating an appropriate classroom.
- Specialist seating or any other relevant classroom resources or equipment.

When does the duty arise? The College has a duty to make reasonable adjustments for students and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with students and applicants who do not have disabilities. A student or applicant is disabled if (s)he suffers from a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty? David Game College seeks to ensure that disabled students and applicants are not put at a substantial disadvantage by making reasonable adjustments to our policies, criteria and practices (i.e. the way we do things) and by providing auxiliary aids and services (i.e. additional support or assistance). There is no standard definition of an auxiliary aid or service. Examples include:

- Resources (equipment and staffing)
- Readers and note-taking
- induction loops
- audio-visual fire alarms
- assistance with guiding.

What is not covered? The College is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students. Similarly, the College does not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the College.

Entry tests: We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a *David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.*

reasonable adjustment.

Admissions

Parents/guardians of prospective students must notify the College of any disabilities in advance of registration and must discuss with the College what adjustments could reasonably be made to accommodate their child. The College may request a report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the College will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The College also expects all of its students to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

Existing Students

- The College recognises that medical and psychological conditions can develop in existing students which may require adjustments to be made to the way in which the curriculum is delivered.
- Parents/guardians must, as soon as possible, disclose to the College in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the College Principal shall set up a consultation process that interim measures can be put in place to support the student, and that longer term requirements may be determined
- The College will, to the best of its ability, make such adjustments as are reasonably practicable to allow a student to continue at the College.

Learning Difficulties: The College shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amount to a 'special educational need'. The College staff are not, however qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. Should this be suspected the parents would be notified of the concerns and it would be the parents/guardians responsibility to arrange specific tests/screening to determine the diagnosis; the College can then help with the continuing support.

Withdrawal of a Pupil: If, the College cannot provide adequately for the student's disability or special education needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the College to assist in finding a suitable placement in another College. The College will handle such matters with the upmost sensitivity.

How do I request an adjustment? David Game College may not always think of all possible adjustments and we want to work with parents to think as creatively as possible about such matters. If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that we could make that would overcome this, you may write to our SENCo, setting out in full the adjustment and (if necessary) how the College could put this into practice.

The College's response: In some cases, the College will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the College to take. In these cases, the College may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the College decide whether an adjustment is reasonable? When considering whether it would be reasonable to make the adjustment, the College will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the College's resources;

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- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

Confidentiality and Personal Information: personal information provided to the College regarding a pupil's disabilities shall be treated in strictest confidence and only used in accordance with current GDPR data protection regulations. You (or your child if the College believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the College.

Outcome: Once the College has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the College's decision? If you are not happy with the College's decision about the reasonableness of the adjustment, you may lodge a complaint using the College's Complaints Procedure.

Improving the Curriculum Access

The College is dedicated to ensuring that no individual is discriminated against in terms of accessing our educational facilities. Under the umbrella of reasonable adjustment, the College has an accessibility plan that reviews accessibility and what new adjustments and changes can be made to allow students who have physical, emotional or special educational needs.

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Applies to:

- The whole College along with the out- of- College care including extra curricula activities and all other activities provided by the College, inclusive of those outside of the normal College hours.
- All staff (teaching and support staff), the proprietor, students on placement and volunteers working in the College.

Related Documents:

- Admissions Policy
- Behaviour Management
- Curriculum Policies
- Single Equalities Policy (which includes Equal Opportunities, Racial Equality and Anti-bullying)
- Health and Safety
- Inclusion Policy
- Reasonable Adjustment Policy
- Safer Recruitment
- College Improvement/Development Plan
- Special Educational Needs and Disability Act (SENDA)

Availability:

This policy is made available to parents and staff on our website or a copy can be requested from the College. David Game College has been specifically designed to provide an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The purpose of our accessibility plan is to ensure that we remain at the cutting edge of best practice with regard to the physical environment and also the quality of education and care relevant to the needs of our children. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

David Game College is committed to Disability Equality and understands the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA) and the Equality Act 2010.

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

Through a positive approach we actively work towards disability equality, with our Students, parents and staff. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the College culture and informs the way we apply the Duty. The College's ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole College community to make its proper contribution to society. This policy and the Accessibility Plan will contribute to the review and revision of related College policies as follows:

- College Improvement Plan
- Staff Development Plan
- Special Educational Needs and Disability Act (SENDA)
- Equality and Diversity Policy (Equal Opportunities, Racial Equality and Anti-bullying)
- Curriculum Policies
- Admissions Policy
- Inclusion Policy
- Learning Outside the Classroom

Definition of Disability: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities."

Our Aims and objectives for Disability Equality

- **Our key objective is to reduce and eliminate barriers to access the curriculum and to full participation in the College community for Students, prospective Students and adult users with a disability.**
- **Our aims and objectives reflect the requirements of the Duty, and that is to have due regard to do the following:**
 - promote equality of opportunity between Disabled People and non-Disabled People;**
 - eliminate discrimination that is unlawful under the Disability Discrimination Act;**
 - eliminate harassment of Disabled People that is related to their impairment.**
 - promote positive attitudes towards Disabled People;**
 - encourage participation by Disabled People in public life;**
 - take steps to meet Disabled People's needs, even if this requires more favourable treatment.**

Principles

Compliance with the DDA is consistent with the College's aims and equal opportunities policy, and the operation of the College's SEN policy. The College recognises its duty under the DDA:

- not to discriminate against disabled Students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled Students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, the Proprietor will have regard to the DRC Code of Practice (2002). The College recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The College will notify placing authorities, where this applies, of any extra aid required for students. The College provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students in the light of their assessed needs and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenge;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individual and groups of students.

Accessibility for Disabled Children

- **At David Game College we have taken every step to ensure that staff, parents, Students and visitors with a**

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disability have the same access to our environment, education and other associated services as non-disabled people.

- As far as resources allow, we ensure disabled children have the same opportunities as non-disabled children in their access to education.
- We do not treat disabled children less favourably for a reason related to their impairment.
- We will make reasonable adjustments for Disabled Students, so that they are not at a substantial disadvantage.
- We do not discriminate against a disabled pupil in relation to admission to our College. Applications will be considered in line with the admission arrangements for all children.

An applicant's disability will not prevent him/her from being offered a place and integrated into the College unless:

- the content, structure and delivery of the curriculum are such that the children would be prevented from fulfilling a major part of it; or
- the College would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our Curriculum to be met.

We have an ongoing commitment to disability equality within our College and through a positive approach, actively work alongside the Proprietor, parents, staff and students of the College and engage with the local disabled community to monitor and review our existing resources and continue to revise, enhance and improve accessibility for disabled people. We will work towards:

- increasing the extent to which disabled students can participate in the College curriculum and associated services;
- improving the physical environment of the College in order to increase the extent to which disabled Students are able to take advantage of education and the associated services offered by our College;
- improving the delivery to disabled students of information that is provided in writing to non-disabled students by ensuring that a range of different formats and communication aids are used where necessary ensuring all information is accessible to everyone within our College.

There are several very important concepts within the above definitions of discrimination. These include:

Disability

The definition of disability is the same as for disability discrimination in the employment field. In brief, a disabled child or prospective child is someone who has a physical or mental impairment that has a substantial, long term and adverse effect on his or her ability to carry out normal day-to-day activities. Disabilities may, for example, include epilepsy, learning and behavioural difficulties, as well as the "traditionally" recognised disabilities. There are, however, specific exclusions for substance dependency, seasonal allergies, and tendencies to steal, start fires or physically/sexually abuse.

Admissions, Education and Associated Services

David Game College has a duty not to discriminate within the parameters of our published admission policy. "Admissions" refers to the criteria set out within the published admissions policy including the terms on which admission is offered. This extends in reverse to exclusions. "Education and associated services" means effectively all aspects of College life including preparation for entry, the curriculum, classroom organisation, time-tabling, access to David Game College facilities, extra-curricular activities, College policies including discipline and off site activities.

Less Favourable Treatment

This means treating a child, for a reason relating to the child's disability, less favourably than David Game College would treat a child without such a disability. For example, in the case of a child with epilepsy, if David Game College refused to admit the child on the grounds that the child would have fits, then the comparison to be made would be with a child who meets similar criteria for admission but does not have epilepsy.

Assuming here that the other child would not be barred from admission, the disabled child in this example would be the subject of less favourable treatment.

Reasonable adjustments

David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

David Game College takes steps that are reasonable to ensure that enrolled and prospective disabled children are not placed at a substantial disadvantage in comparison with non-disabled children. David Game College understands that it will be treated as discriminating against such a child if it fails *without justification* to take such reasonable steps, to the child's detriment. Although as stated above, the duty to making reasonable adjustments does not (in the education context) extend to the provision of auxiliary aids or services or the make of physical alterations to buildings, wherever possible and practical it is the policy of our College to make such arrangements.

Without justification

Treating a disabled child less favourably or failing to make a reasonable adjustment is discriminatory unless there is *justification*, which may include financial considerations. David Game College operates its admission criteria objectively.

We are committed to making reasonable adjustments to broaden equality of opportunity such as:

- Special training of staff and liaison with nurse practitioners to assist children with various disabilities and medical conditions to monitor their condition and take medication.
- Review of support staff/teaching assistants' duties to allocate extra support to areas of greatest need.
- Allocation of different classrooms to year groups to provide easier access to students with restricted mobility.
- Review of anti-bullying strategies and invitation of guest speakers to conduct discussions to raise awareness of disability and equal opportunities issues in order to prevent bullying.
- Review of PESSC activities to ensure that children with restricted mobility benefit from inclusion through 'IAF' plans.

Confidentiality Request

With regards to the Equality Act 2006, in relation to a person, if a "confidentiality request" is made to the College, we need to decide whether or not it is reasonable for us to act upon a 'confidentiality request'. This means a request which asks for the nature, or asks for the existence, of a disability to be treated as confidential and which complies with new regulations. We will only consider this request if it is made by that child's parent. However, considering the age of our children we would not accept a child's request for confidentiality without parental consent.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Proprietor undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

TARGET	STRATEGY	OUTCOME	TIMELINE
Training for staff pertaining to Awareness of Disability Issues	Discuss current perception of issues with staff to determine the current status of the College; staff need to be more involved in thinking about how to improve access to the curriculum.	All staff, parents and students are aware of issues relating to Access. Communication between the College and key stakeholders on the issue of accessibility and the curriculum.	May 2024

Organisation of the College to promote the independence of all students	Review and implement a layout of furniture and equipment to support the learning process throughout the College and in classrooms	The lessons begin on time and adjustments to furniture do not need to be made to accommodate needs of individual students	Ongoing
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Planning of out-of-College activities are completed in a method which allows for participation of the full range of children	Review the out-of-College documents and visits and transport sheets we use to ensure they comply	Out-of-College visits will be taken in inclusive environments where legislative requirements are in full compliance	Completed, but reviewed annually
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Accessibility Plan: January 2023-2025

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMELINE	ACHIEVEMENT
Make College information, newsletters and prospectus available in an alternative format for parents as per their preference. Need to re-examine the accessibility of the website in accordance with Equality Act 2010	The College will generate a list of alternative methods for possible conveyance of information for disabled persons in ways other than written form; to review how to increase accessibility to website	Information will be made available in other formats to those who request; design of website and or mobile format to be reviewed.	Ongoing	Improved delivery of information which is available in other forms ; technology solutions
Present written materials and resources in other ways to suit the disabled person, e.g. provide electronically	Review of resources and staffing strength available for presentation of materials in forms other than writing	The College will have methods, other than written, available for delivering information when required	Completed, but reviewed as needed	Information delivered in a more suitable format for the individual
Specialist Dyslexic Provision	Whole staff training to increase awareness	Staff better able to support students	Ongoing	Better understanding for staff - SEN
Specialist Dyslexic Provision	Parents Information Evening planned: 'Maximising Learning'	Parents better able to support their children.	March 2023	

Accessibility Plan

Improving the Physical Access

ACCESS ITEM	TASK	TIMELINE	COST	NOTES
Access into college from street level	Wheel chair lift installed in 2019; lift also available to all floors	Completed – Wheel Chair lift Completed – Lift to all floors	£5,000 (Wheel Chair) £20,000 (lift)	Under maintenance contract Annually reviewed Consideration being given to place a disabled stair lift to allow access to Cass side of the building and classrooms on ground floor
Toilet facility with disabled access -	New disabled toilet fitted on ground floor - opposite security post	January 2019	£5900	Lift also available from ground floor – will take one wheel chair
Disabled chairlift	New disabled chairlift on ground floor	January 2023	£19000	Completed
Optimise the accessibility with IT packages, such as Windows				Ongoing
Boarding is disabled compliant in all areas				ongoing
ESL students	Ensure that all students with ESL have more specific subject help in accessing the curriculum	September 2024	£17,000	Co-ordination between Head of GCSE and the various English Language and ESL teachers, plus subject specialists

AI programme	adjustments, e.g. text to speech, magnification and many other accessibility tools e.g. processing speeds and memory issues.	September 2024-25	£200,000+	Principal and IT team , plus developers
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The nature of the building and given that it has a Grade II listed status, means that we are unable to make all the adjustments that may be required. As such, this Plan should be read and understood in conjunction with our Reasonable Adjustment Policy. Access to all levels in the college is possible from the ground floor via a lift. Obstacles still remain, but are not insurmountable. Further developments are being considered in how we can use technology to make the curriculum more accessible to those with a form of disability. As such an Equality Group will be established at the College to explore risk issues and make recommendations.

Appendix C: Race Equality Policy

Legal Status:

- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children’s Act 1989 and Special Educational Needs and Disability Act 2001 and the Education (independent School Standards) (England) (Amendment) Regulations.

Applies to:

- The whole College including extra-curricula activities and all other activities provided by the College, inclusive of those outside of the normal College hours.
- All staff (teaching and support staff), the Proprietor, students on placement and volunteers working in the College.

Related Documents:

- Equalities Policy
- Anti-Bullying Policy
- Admissions Policy
- Inclusion Policy
- Behaviour and Discipline Policy
- Curriculum Policy

Availability

This Policy is made available to parents and staff in the following ways: via the College website, on the Staff shared drive, in the College reception area, and on request a copy may be obtained from the College Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal undertakes a formal review of this policy for the purpose of monitoring of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for our College community. At David Game College we will continuously strive to ensure that everyone in our College is treated with respect and dignity. Each person in our College will be given fair and equal opportunities to develop their full potential with positive regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy, maternity, marital status, sexual orientation, religion and belief).

This policy reflects the general and specific duties of Colleges as detailed in The Equality Act 2010, and the Public Sector *David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.*

Equality Duty 2011. This legislation is inclusive of The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. Our policy needs to be read in conjunction with other related College policies including the Equality and Diversity Policy, Anti-bullying, Equal Opportunities, and Disability Discrimination. In our College we comply with the Public Sector Equality Duty 2011 which has the following three aims under the general duties for College:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not. The specific duties require us to:
 - prepare a written policy on racial equality and assess the impact of our policies, including this policy, on students, staff and parents of different racial groups including, in particular, the impact on attainment levels of these students and,
 - monitor the operation of our policies through the impact they have on such students, staff and parents, with particular reference to their impact on the attainment levels of such students.

David Game College will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality. We aim to achieve this by:

- treating all those within the whole College community (e.g. students, staff, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- creating a College ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone within our College community to gain a positive self-image and high self-esteem;
- having high expectations of everyone involved with the whole College;
- promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly;
- identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all and
- monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

The College has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity. All racist incidents are now recorded and reported to the Principal.

ROLES AND RESPONSIBILITIES

This policy outlines the roles and responsibilities of everyone involved and connected with David Game College so that each individual knows what is expected of them. Promoting race equality and raising the achievement of all students is the responsibility of the whole College staff, including support staff. Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the College. College induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Proprietor

The Proprietor has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan bi-annually. The Proprietor will be informed of any incident immediately and will investigate. The Proprietor has responsibility for monitoring this policy, acting as designated director for race equality.

Senior Management Team

The various senior management teams will demonstrate through their personal leadership the importance of this policy. They will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

Race Equality Co-ordinator

The race equality co-ordinator, Mr Mansoor Kaveh, is involved in action planning and policy development and David Game College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment.

monitoring and evaluation. The role includes keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Teachers

Teachers must familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative and Support Staff

All staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students

Students will share in the development of race equality at David Game College and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

COMPLAINTS PROCEDURE

If anyone in the College feels that this policy is not being followed then they should raise the matter with the Principal who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the College's Complaints Policy will be used.

IMPLEMENTING THIS RACE EQUALITY POLICY

This race equality policy is linked to our College Development Plan for promoting race equality and to other action plans the College produces.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the College

This race equality policy reflects the ethos of David Game College and is explicit in all the College's policies. The College has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents. Steps are taken to ensure that everyone associated with David Game College is kept informed about this racial equality policy and procedures, and abides by them. The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the College community. Reflection of all ethnic groups should be included in all marketing strategies.

Student achievements and progress

Students' attainment and progress in individual subjects is monitored. The College will develop strategies for tackling differences in the attainment and progress of particular ethnic groups. Targets will be set for individual students, so teachers will be aware of the ethnic background of each child. The College values the achievements and progress of students from all ethnic groups. All students have equal access to extra-curricular activities and every student is offered the support and guidance they need. Staff challenge racism and stereotyping, and promote racial equality in education, employment, training and career choice and steps will be taken to ensure that students on work experience are not subjected to racism or racial harassment.

Curriculum, teaching and learning (including language and cultural needs)

David Game College promotes an inclusive curriculum that reflects the multi-ethnic nature of our society. We promote racial equality and ethnic diversity and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all students and all staff provide guidance and examples of good practice for colleagues. The College monitors and evaluates its effectiveness in providing an appropriate curriculum for all students. Our College allocates students to teaching groups and optional subjects that are fair and equitable to students from all ethnic groups. Assessment outcomes are used to: identify the specific needs of all students, inform policies, and plan the allocation of resources.

Teaching methods and styles take account of the needs of all students and encourage positive attitudes to ethnic

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difference, cultural diversity and racial equality whilst taking active steps to ensure that resources in all areas of the curriculum are inclusive. We promote a greater understanding of cultural diversity and racial equality and acknowledge the importance of challenging racism and racial discrimination in all areas of College life.

Guidelines on working with students who have English as an Additional Language (EAL)

David Game College recognises, encourages and values Bilingualism. The language and learning needs of and bilingual students are clearly identified and appropriate support is identified and used. At David Game College, we reflect and develop students' and communities' languages and cultural backgrounds through resources and displays throughout the College. We will draw on the skills of parents and local communities in producing resources to support the teaching and learning of our students.

Student behaviour, discipline and exclusion

The College's procedures for managing behaviour and disciplining students are fair and applied equally to all students, irrespective of ethnicity. We identify and adopt good practice strategies in order to reduce exclusion of any pupil irrespective of ethnicity. Our College's process for disciplining or excluding a pupil is fair and equitable to all students.

Racism and tackling racial harassment

There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which are understood by everyone in the College community. The monitoring system used by the College enables the College to report regularly to the Board on all issues relating to racism and harassment.

Any incident of racial harassment is unacceptable in our College. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or refusal to co-operate in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other students, tell them why it is wrong;
- report the incident to the Principal and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor. The incident will be recorded.
- inform both sets of parents, if appropriate.

Admissions and transfer procedures

The Admissions Policy for admission to David Game College ensures that the process is fair and equitable to students from all ethnic groups. At David Game College we monitor all pupil attendance to develop strategies to address poor attendance. We ensure provision is made for students to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice. Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation. Everyone involved in recruitment and selection adheres to this Code. The College monitors the employment and professional development of all staff. We take proactive steps to identify, support and provide opportunities for the professional development of staff and Board members in areas of racial equality. Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms. At David Game College we take active steps to ensure that selection for redundancy, should that ever arise, avoids racial discrimination.

MONITORING THE RACE EQUALITY ACTION PLAN

David Game College will monitor the impact of this policy and action plan on all students, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of all our students.

To monitor our students' attainment, we will collect information about student performance and progress and analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an impact on student attainment such as:

- exclusion;

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- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- parental involvement;
- working with the community and
- support, advice and guidance

Assessing the impact of policies

As a College we will assess the impact of this and other policies on students, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of students from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other College policies.