

## SALISBURY SIXTH FORM COLLEGE

### EQUALITY POLICY

<b>Approval by</b>	<b>HR</b>
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## **Equality Policy**

**(Covering: Age, Disability, Ethnicity, Gender (and transgender), Race, Religion or Belief, Sexual Orientation and Socio-economic inequalities)**

### **Introduction**

This document is informed by the general and specific duties set out in the Equality Act 2010 and all other pieces of legislation that preceded it. The principle of equality that underpins the **Equality Act 2010** is intended to promote and protect the dignity of all persons in society. **Equality** is all about making sure everyone is treated fairly and given the same life opportunities. It is not about treating everyone the same as they may have different needs to achieve the same outcomes. **Diversity** is about recognising and valuing individual differences and raising awareness about them. The legislation is clear that discrimination should not be either direct or indirect. **Direct Discrimination** – treating individuals differently because of their ethnicity, gender (and transgender), age, disability, sexual orientation, religion or belief. **Indirect Discrimination** – placing individuals at a disadvantage because of certain working practices or rules. Details of the individual acts of legislation are contained within the appendix.

### **The Context**

Salisbury Sixth Form College opened in September 2014 and in the next two years is anticipated to have a population of at least 400 students aged 16 – 19. The College offers level three courses with options to re-sit English or Mathematics. The overall student population is expected to be around 98% White British with the rest of the population being made up of a variety of other ethnic groups. Students are predominantly from the Salisbury area and most of our intake come from the Laverstock schools.

### **Our Vision**

We aim to be the Sixth Form College of choice for the young people of Salisbury and aim to develop confident and articulate students, respectful and respected, capable of independent and critical thought and appropriately prepared for higher-level achievement. Our core purpose is to create a world class learning community where all students can flourish both personally and academically.

### **Our Mission**

At S6C our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, to inspire and to motivate our students so they have the opportunity for greater choice in life.

### **Key Aims**

- To uncompromisingly pursue excellence for every student irrespective of Age, Disability, Ethnicity, Gender (and transgender), Race, Religion or Belief, Sexual Orientation and Socio-economic inequalities).
- To support and maximise learning, in a safe and caring environment.

### **S6C Commitments**

- The College will not tolerate any forms of less favourable treatment of individuals and/or groups, whether through direct or indirect discrimination, harassment, victimisation or segregation on the grounds of Age, Disability, Ethnicity, Gender (and transgender), Race, Religion or Belief, Sexual Orientation and Socio-economic inequalities).
- The College seeks to avoid stereotyping and will ensure that all people (staff, students and others) are treated as individuals in their own right.
- The College is committed to equality of opportunity via to a proactive approach, by identifying students' needs and supporting them, to ensure we narrow any achievement gaps.
- The College strives to ensure all students achieve their potential using challenging targets, in a supportive and caring environment.
- The College actively celebrates diversity and we aim to ensure that differences between people, groups and identities are understood, valued and respected, ensuring that any discrimination is identified and remedied.
- The College consults stakeholders (i.e. employees, students and others) and take account of relevant information, from a variety of sources including the Equality and Diversity Forum.
- The College ensures the policy is implemented, rigorously monitored and reported upon annually.

### **Outline of the Components of E & D at S6C**

- All students are interviewed prior to enrolment ensuring students receive support and pre-course guidance so they choose the right course combination for their future aspirations; this guidance is free from bias or prejudice.
- We are committed to ensuring that all students receive the best possible learning experience. Teaching is tailored to meet the needs of learners irrespective of their age, disability, ethnicity, gender (and transgender), race, religion or belief, sexual orientation and socio-economic inequalities).
- Staff and students are provided with a positive working environment and are protected from harassment, bullying or discrimination. Students have a Tutor as well as support and advice from all other members of staff to ensure they feel safe.
- Responsiveness to student voice – all tutorial groups have a representative on the Student Council.
- The College seeks to employ professionals who reflect the community values, because we value the individual contributions of all people. It trains staff so that they understand their roles and responsibilities in relation to equality and diversity. Promotion procedures are designed to eliminate any bias or discrimination.
- All S6C students follow a programme of study that includes A Levels, Tutorial and Enrichment which is free from bias and promotes equality and diversity. All students are supported to ensure they achieve their potential.
- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity. The tutorial system programme of study addresses this area directly.

- The College produces equality impact assessments as part of the student monitoring process – so that the SLT can verify that all groups (gender, ethnicity, age, disability) are achieving their potential, and take action, if it is required. This will be monitored and evaluated. (The data that will be used will include; recruitment, retention, achievement, value added, success rates, progression destinations, disciplinary action, complaints and the student voice).
- The College produces an equality impact assessment for each subject on an annual basis to review the activities within the subject to promote equality, assess student feedback and look at ways for improving student experience with regard to equality and diversity in the future.
- The College produces an equality impact assessment for staff– so that the SLT can verify that all groups are treated equally (The data that will be used will include; grades of employment, job application rates, selection success rates, types of contracts, training and development, promotion application and success rates, disciplinary, grievance and capability proceedings and staff satisfaction surveys and exit questionnaires).
- The College works closely with Careers Advisers to monitor progression from College and ensure all students have a clear career plan and secure future work or higher education. The progression information will be reviewed and utilised to plan for future support for groups identified as having difficulties moving on.
- The College has been developing partnership links with broad range of other institutions and agencies to support Salisbury in achieving community cohesion help the College to understand the community we serve and strengthen the aspirations in the area.
- The College will move to a purpose built institution and we will ensure that all facilities (insofar as reasonably practicable) enhance the environment so everyone can learn and work without barriers.
- All stakeholders are aware of and consulted upon this policy and the identification of actions for its effective implementation and development. The policy is available on the VLE, in staff handbooks and is covered within the tutorial programme for students.
- All learners have access to appropriate additional learner support (if required).
- The College’s publicity materials present appropriate and positive images for all individuals in society.
- The Salisbury Sixth Form College strategic plan fosters a positive ethos with regard to Equality and Diversity. The operational plan for Equality and Diversity is produced, implemented and reviewed on an annual basis. This plan covers all the strands within Equality and Diversity.
- Information about how the College is celebrating and sharing news about Equality and Diversity with stakeholders will be announced via the College internet, displays and the website.

### **Responsibilities**

- All staff, students and governors have a personal responsibility for the practical application of equality policies.
- The Principal and the Governing Body have overall responsibility for meeting the legal requirements of the Equality policy and ensuring the policy is followed.
- The College Business Manager has responsibility for ensuring that fair and adequate arrangements are in place for helping to raise staff awareness of their responsibilities under equality legislation. Giving active support to the policy involves ensuring staff understand and implement the policy. The CBM will review, produce and implement the Equality and Diversity Operational plan and then report against the policy annually and review the policy at least every two years.

- The CBM has responsibility for ensuring that fair and adequate arrangements exist for the handling and recording of all aspects of the employment relationship, and for helping to raise Support Staff awareness of their responsibilities under equality legislation to ensure the policy is implemented effectively. Giving active support to the policy involves ensuring the Support Staff understand and implement the policy.
- All policy, practices, procedures or plan authors must conduct an equalities impact assessment at the time of writing and periodically at the point of policy review.
- Assistant Principals/subject leaders have a responsibility to ensure the policy is implemented effectively, by giving active support to the policy and ensuring curriculum area staff understand and implement it. They will also ensure their Curriculum Area is monitored, and any breaches of the Equality policy are identified, reported and remedied.
- The Student Services Manager has responsibility to work with the Student Council to ensure that any breaches of the Equality policy are identified, reported and remedied.
- All staff must be aware of the Equality policy and the operational plan and be guided by its principles in their teaching and interactions with all stakeholders at the College

### **Reviewing and Monitoring Equality and Diversity**

The College will complete a comprehensive review of all aspects of the policy on an annual basis, by monitoring progress against the college action plan and reviewing relevant data and stakeholder voice input. This information will be discussed at SLT and will help create action planning for future years. The documentation will also be reported to the Governing Body. Any follow up work will be conducted as appropriate. The CBM will take the lead on this.

### **Breaches of the Policy**

Breaches of the Equality policy will be dealt with under staff or student disciplinary procedures as detailed in the Student Disciplinary Policy and Staff Disciplinary Policy (as applicable).

## **How we will deal with Complaints**

### **The College will:-**

- Preserve, as far as possible, the confidentiality of the complainant.
- Respond promptly (within one working week).
- Ensure the complainants have the right to representation and the right to appeal.
- Protect individuals from malicious or unwarranted complaints.
- Monitor of and report on all complaints or grievances made by students or staff.

### **How to make a complaint:-**

**Students** should follow the complaints procedure and contact their Tutor, who must record this information and forward it to the Student Services Manager.

**Staff** should refer to the Grievance Procedure.

### **Parents or Members of the Public**

Parents/carers should feel free to contact their son/daughter's Tutor or can email: [principal@s6c.org.uk](mailto:principal@s6c.org.uk)

## **Appendix**

### **Summary of the legislation**

The principle of equality that underpins the **Equality Act 2010** is intended to promote and protect the dignity of all persons in society. This involves, where appropriate, dealing with the specific needs of persons with particular protected characteristics. In some cases this may involve balancing different needs associated with different characteristics.

The College will be assisted by having a clear complaints procedure which sets out the requirement for (and right to) dignity and respect to which employees and students alike may have recourse. The protected characteristics which the Equality Act 2010 concerns are: age, disability, ethnicity, gender (including reassignment), race, religion or belief, sexual orientation and socio-economic inequalities. This act aims to bring together all the existing legislation to provide a coherent approach to tackling Equality and Diversity across all the various strands.

### **Equality Act 2006**

The drive behind this piece of legislation is not just to achieve coherence and clarity but also to support social cohesion and inclusively. As a public body the College is expected to play its part by providing opportunities for all learners, enabling them to fulfil their potential and contribute effectively to society. This piece of legislation requires the college to:

- To prepare and publish an equality scheme, showing how it will meet its general and specific duties.
- To gather and use information on how its policies and practices affect equality in the student body, staffing and delivery of services.
- To consult stakeholders and take account of relevant information in order to determine its equality objectives.
- To assess the impact of its current and proposed policies and practices on equality.
- To implement the actions set out in its scheme, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme regularly.

### **Race Equality**

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000 places a general duty on public authorities to promote race equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity for all races
- promote good relations between people of different racial groups.
- seek to avoid unlawful discrimination before it occurs
- address lack of knowledge and raise awareness of different cultures
- have and maintain a written scheme for promoting race equality, have a three year action plan, and assess its success

### **Disability Equality**

The Disability Discrimination Act 2005 - referred to here as the DDA 2005 – places a general duty on public authorities to promote disability equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA
- eliminate harassment of disabled people that is related to their disabilities

- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

## **Gender**

The Equality Act 2006 sets out a new positive duty on public bodies to promote gender equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act
- promote equality of opportunity between men and women.

In addition to the legislation referred to above, the following Regulations inform our approach to Equality:

- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006
- Special Educational Needs and Disability Act 2001
- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Gender Reassignment Regulations 1999
- Gender Equality Duty 2007
- Employment Equality Regulations - Sexual Orientation 2005
- Race Relations Act 1976
- Human Rights Act 1998
- Employment Equality Regulations Religion/Belief 2005
- Data Protection Act 1998

Those Employment related regulations do not impose a positive duty to promote equality, but they do apply to employment and to the provision of further education. We must, therefore, ensure through our functions, policies and practices that we do not discriminate on any of these grounds