

EQUALITY, DIVERSITY & INCLUSION POLICY

This Equality, Diversity & Inclusion Policy will apply to all staff, workers, volunteers and students at St Brendan's Sixth Form College

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Our mission is:

To serve the Catholic and wider community by providing post-16 education in a sixth form environment, underpinned by Christian values and ideas. The College strives for excellence in teaching and learning:

- *to act in the spirit of the Gospel*
- *by providing experience of a Christian community*
- *by supporting each individual as an unique creation of God*

I. Policy statement

- I.1 In line with our mission, the College is committed to ensuring the promotion of equality of opportunity for all members of its community. We are proud to be a Catholic College that:
- welcomes everyone
 - fosters the development of the whole person
 - helps everyone achieve their full potential
 - develops mutual respect and positive encouragement
- I.2 We are also fully committed to ensuring that we meet our public sector Equality Duties (PSED). The three aims of the Equality Duty are:
- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - foster good relations between people who share a protected characteristic and people who do not share it.
- I.3 We undertake to publish relevant information, at least annually, demonstrating our compliance with the Equality Duty and publish our equality objectives which are set at least every 4 years (see clause 9).
- I.4 We believe in respect for all individuals as a key value of our Catholic ethos. We recognise and celebrate the enrichment that diversity brings to us all. We welcome staff and students from diverse backgrounds, traditions and faiths including those from under-represented groups and minorities. We are determined to achieve a working and learning environment where all forms of discriminatory behaviour is challenged, including unconscious bias, diversity is celebrated and where we have a culture where both staff and students are encouraged to flourish and achieve their full potential. The college is keen to advance equality of opportunity for all and to ensure that this principle underpins

all our policies, procedures and opportunities. The college aims to foster good relations between all members of its community including between people who share a protected characteristic and those who do not.

1.5 St Brendan's is committed to providing equal opportunities in employment and learning. In full compliance with the Public Sector Equality Duty 2011, and as also defined by the Equality Act 2010, the college is opposed to all forms of discrimination whether direct, perceived, indirect or by association. The 'protected characteristics' under these regulations are:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race, (including colour, nationality, and ethnic or national origin),
- religion or belief, (including none)
- sex (gender)
- sexual orientation.

1.6 The college will ensure that no individual or group faces discrimination, harassment or victimisation because of a protected characteristic. The college will uphold a working and learning environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all are recognised and valued. Compliance with this policy will mean that no member of the college community commits an unlawful act of discrimination at any time.

2. Scope of the policy

The policy applies to our:

- students,
- staff,
- other workers,
- contractors,
- parents,
- visitors or other users* of the college facilities,
- governors,
- applicants for employment or study.

3. Exclusions from the policy (employment)

- 3.1 In schools and colleges with a religious character, it is permitted within existing statutory legislation for certain key posts, necessary to the objectives and activities of a particular religious ethos, to carry with them a “genuine occupational requirement”. Due to the catholic foundation of St Brendan’s Sixth Form College there are a number of ‘Reserved Posts’ whose post holders must always be practising Catholics. This is a genuine occupational requirement (GOC) for the Principal, Vice Principal, Leader of Catholic Ethos and the Chaplain of the college. This requirement ensures these key post holders can continue to preserve and develop the catholic religious ethos of the college. The Catholic Diocese of Clifton supports the appointment and selection process for these reserved posts at all stages. The Bishop must also formally consent to and confirm the appointment of any successful candidate into a reserved role.
- 3.2 All positions within the College are exempt from the provisions of the Rehabilitation of Offenders Act 1974. It is unlawful for the college to employ anyone who is barred from working with children or vulnerable adults. It is a criminal offence for any person who is barred from working with children or vulnerable adults to apply for a position at the college. The college does not unfairly discriminate against any applicant for employment based on conviction or other offending details they disclose. We use Disclosure and Barring Service (DBS) checks as part of our assessment of all applicants’ suitability for appointment at the college. Having a criminal record will not necessarily bar an ex-offender from working for St Brendan’s Sixth Form College, this will depend on the offence and the relevance of the offence in relation to the position applied for. We will always evaluate relevant information fairly, using a risk assessment process, before making a decision.

4. Equality, Diversity & Inclusion and core values

As a Catholic College, we have a particular mission to tackle poverty and socio-economic disadvantage and to uphold the human rights and dignity of those who are marginalised in our society. Our own Catholic mission and ethos therefore fully encompasses the British values of:

- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith,
- the rule of law,
- individual liberty,
- democracy.

4.1. Respect

We will undertake to ensure all individuals and groups are treated fairly, courteously and with respect. The holding other beliefs, values and religious views or none will be respected and tolerance encouraged where individuals or groups may have differences. The college promotes, and will continue to raise awareness of, the need for respect of the rule of law and for the environment.

4.2. High aspirations

We will ensure that all members of our college community are encouraged, supported and have equal opportunities to achieve their best personal potential. We will acknowledge and celebrate our pride over individual achievements whenever this is appropriate.

4.3. Supportive community

All students will have equal access to support in their studies and pastoral help to ensure they can succeed. We welcome students who have a disability, specific learning difficulty or medical condition and will ensure we provide appropriate support. We also provide particular support for vulnerable groups such as young people in or leaving care and young carers. In line with our Preventing Bullying and Harassment (Student) Policy, we want to have a safe and inclusive environment for all our students. All student complaints about harassment and bullying will be taken seriously and dealt with quickly with due respect for all the individuals involved. We will not tolerate bullying or harassment and seek to tackle its harmful effects.

In line with our Dignity & Respect at Work Policy, we are committed to having a positive working environment for all our staff. We believe that every worker has the right to be treated with dignity and respect while in the workplace. We expect all our staff to contribute towards maintaining a supportive working environment and to foster a positive working culture. We require all our staff to understand and observe our core values, ethos and behaviours and have positive working relationships with each other.

4.4 Inclusive ethos

We value diversity and actively promote our inclusive community approach. The college will seek to ensure that individuals understand and value the differences in others and that we have equality of access to available activities and opportunities for all groups. In the spirit of democracy, the college actively seeks opinions from its stakeholders and, where appropriate, acts on that feedback. We will continue to tackle the potential for unconscious bias through awareness raising, information and discussion.

5. Equality, Diversity and Inclusion in employment

- 5.1 The college will avoid unlawful discrimination in all aspects of its employment practices including recruitment and selection, promotion, pay and benefits, dealing with grievances and discipline, dismissal, redundancy, leave for parents, flexible working and access to any opportunities for training or continuing personal development (CPD). It may consider the use of appropriate legal methods, including lawful positive action, to address under-representation of any group in particular types and levels of job.
- 5.2 Job descriptions and person specifications will be limited to those requirements and qualifications that are necessary for the effective performance of the job. Candidates for employment, or promotion, are assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability, personal or family commitments will not inform any of our employment related decisions except in exceptional circumstances (as permitted under the Equality Act) where a role might require specific attendance patterns or physical fitness criteria to be met.
- 5.3 The college will consider any possible indirectly discriminatory effect of its working practices,, including the number of hours to be worked, the times at which these are to be worked and the place at which work is to be done, when considering 'flexible working' requests permitted by law and any other request for a variation to standard working patterns. The college will comply with its obligations in relation to statutory requests for flexible working and will decline such requests only in accordance with the statutory procedure.
- 5.4 The college will also seek to overcome barriers caused by disability by adjusting working patterns the number of hours worked, the times at which they are worked and the location where work is to be done where this is operationally viable. The college holds the DWP tier 2 accreditation of 'Disability Confident' and welcomes applications from those with disabilities. We can currently evidence that we attract, recruit and retain disabled workers with our supportive practices.

6. Equality, Diversity and Inclusion in teaching & learning and student services

- 6.1 The college will analyse the outcomes of processes for different groups of students (e.g. success, retention, achievement, disciplinary and attendance) and will take lawful positive action to address any gaps, barriers or disparities identified.
- 6.2 The college will constantly review both its provision and supportive services to ensure they are taking into account the specific needs of any minority or disadvantaged groups.
- 6.3 Academic Mentors raise awareness of equality, diversity and inclusion to students as part of the tutorial programme. In addition, the Religion, Philosophy and Ethics programme addresses equality, diversity and inclusion issues including community cohesion and religious and cultural diversity.
- 6.4 A range of inclusive enrichment activities is available (both college-wide, and in specific curriculum areas), which promote good relations between students from different backgrounds and support community cohesion.
- 6.5 Teaching and learning meets our equality, diversity and inclusion principles with an awareness of cultural and linguistic diversity. Teaching approaches take account of our students varied backgrounds, abilities and learning styles. The curriculum for all areas is rich and varied, and regularly reviewed to ensure that lesson plans, lesson content and teaching and learning resources demonstrate sensitivity to issues of equality and diversity; raise awareness of equality issues and reflect the interests and backgrounds of our students.
- 6.6 All our teachers should use materials, resources and learning activities that are free from discriminatory assumptions, images and language, challenge stereotypes, are sensitive to diversity and promote equal opportunities. The College will take swift action when made aware of any inappropriate materials that could be discriminatory, or work against community cohesion.
- 6.7 The equality, diversity and inclusion approaches used within our teaching and learning is monitored through the college's quality assurance processes as well as through the equality, diversity and inclusion strategy group (see 9.5).

7. Implementation and awareness raising

- 7.1 We train all new staff on equality, diversity and inclusion practices during their initial induction with the college and regularly update this for all staff. This commitment includes raising the awareness of managers and informing all employees about their rights and responsibilities under this equality policy. This is to ensure that our staff can help us ensure we are providing equal

opportunities in employment, and actively seek to prevent bullying, harassment, victimisation and unlawful discrimination.

- 7.2 We obtain commitments from third parties working with the college, such as contractors and supply agencies, that they are fully compliant with the Equality Act 2010.
- 7.3 The college will seek to ensure that leaders, staff, students and other members of the college community (e.g. work placement providers) are aware of the equality, diversity and inclusion policy and its expectations.
- 7.4 The student induction programme will emphasise the college's commitment to equality and diversity, highlighting the expectations of student behaviour, and the consequences for engaging in inappropriate conduct.
- 7.5 The college's commitment to equality and diversity will be referenced in all college publications and the policy itself will be available on the college's external website.

8. Access to premises and facilities

- 8.1 College facilities will be assessed and reviewed regularly to ensure that the needs of particular groups receive attention, and the views of students and staff from different interest groups will be taken in relation to any proposed changes.
- 8.2 The College will cater for the different religious and cultural needs of its students e.g. providing for particular dietary requirements where possible, providing prayer and meditation space.
- 8.3 The College will continually review access to its buildings, information, curriculum and environment to ensure it complies with the law and is accessible to the widest range of disabled people as possible, and will publish information about its access arrangements.
- 8.4 The College will ensure that displays, photos and other artefacts reflect the diversity of the College and promote community cohesion.

9. Records, monitoring and publication

- 9.1 The college will routinely monitor the make-up of the existing workforce, student population and applicants for jobs taking account of information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in this equality diversity and inclusion policy. The data used will be anonymised and handled in full compliance with the requirements General Data Protection Regulations 2016 and in line with our relevant privacy notices for these processing purposes. The college will consider and take any appropriate action to address any issues identified through the monitoring process.

- 9.2 Monitoring will include assessing how the Equality, Diversity and Inclusion Policy and any supporting action plan, are working in practice, reviewing this annually, and considering and taking action to address any emerging issues.
- 9.3 The college will also review its employment and recruitment practices and procedures when necessary, to ensure equity and fairness, and update these to take account of any changes in the law.
- 9.4 Equality, Diversity and Inclusion reports will be produced annually for the following forums:
- Equality, Diversity and Inclusion Strategy Group
 - Senior Management Team
 - Relevant governor committees
- 9.5 The specific remit of the Equality, Diversity and Inclusion Strategy Group will be to monitor the implementation of this policy and make recommendations for change or development to the Senior Leadership Team and Governing Body. The Steering Group will produce regular minutes of its meetings, make an annual report and, as required by the Governing Body, will set equality targets, develop action plans, analyse the statistics produced through routine monitoring, propose action where necessary.
- 9.6 The college undertakes to publish this Equality, Diversity and Inclusion Policy on its external website, the college intranet for staff (SharePoint) and the Virtual Learning Environment for students (Moodle).
- 9.7 The college undertakes to publish its specific Equality, Diversity and Inclusion Objectives on its external website, the college intranet for staff (SharePoint) and the Virtual Learning Environment for students (Moodle) at least every four years.
- 9.8 The college undertakes to publish its annual Gender Pay Gap report on its external website and the college intranet for staff (SharePoint) as well as on GOV.UK.
- 9.9 The college undertakes to publish its annual Equality, Diversity & Inclusion Report on the Workforce on the college intranet for staff (SharePoint).
- 9.10 The college undertakes to publish its annual Student Equality, Diversity and Inclusion Report on its external website, the college intranet for staff (SharePoint) and the Virtual Learning Environment for students (Moodle).

10. Dealing with breaches of this Equality, Diversity and Inclusion Policy

- 10.1 The college will take very seriously any reported instances of noncompliance with this Equality, Diversity and Inclusion Policy by staff, students or other members of the college community. All instances will be investigated and appropriate disciplinary action taken against the learner or staff member.
- 10.2 Staff should report any acts of discrimination, bullying, victimisation or harassment they experience or witness to their line manager, Human Resources and/or a member of the Senior Leadership Team, who will take appropriate action.
- 10.3 Students should report any acts of discrimination, bullying, victimisation or harassment they experience or witness to their academic mentor, a member of staff in whom they feel they can confide or a member of the Senior Leadership Team, who will take appropriate action.

11. Related Policies & Procedures

- Recruitment Policy (Employment)
- Safer Recruitment process
- Rehabilitation of Offenders Policy statement
- Dignity & Respect at Work (Staff) Policy
- Gender Pay Gap Report Summary (Staff)
- Preventing Bullying and Harassment (Student) Policy
- Data Protection Policy
- Grievances Policy (Staff)
- Compliments, Concerns & Complaints Policy (Students)
- Disciplinary Policy (Staff)
- Code of Conduct (Staff)
- Positive Behaviour Management Policy (Students)
- Whistleblowing Policy (see specific protections for a 'whistleblower')
- Pay Policy (Teachers)
- Pay Policy (Support Staff)
- Admissions Policy (Students)
- Marketing Strategy
- Bursary & Free Meals Policy
- Transport Policy
- Community Use Policy

DISTRIBUTION OF SPECIFIC RESPONSIBILITIES

The **Governing Body** is responsible for ensuring that:

- The membership of the Governing Body reflects the diversity of the communities served by the College
- The College's strategic plan includes a commitment to EDI and actions to implement any development and improvement.
- They consider the equality impact of any planning or review of provision
- They are aware of the governing body's statutory responsibilities in relation to EDI
- They ensure that managers and other staff receive adequate briefing to be aware of, and able to meet, their Public Sector Equality Duties
- They receive and respond to the monitoring information relating to students and staff
- They scrutinise reports analysing complaints and grievances in relation to equality and discrimination

The **Principalship** is responsible for:

- Giving a consistent and high profile lead on EDI issues
- Promoting EDI inside and outside the College
- Ensuring that the EDI Policy and Equality Scheme are implemented
- Ensuring that all college policies and procedures meet the requirements of the EDI Policy and public sector Equality Duty
- Ensuring that they have read and understood the Dignity & Respect at Work Policy for staff
- Ensuring that they have read and understood the Preventing Bullying and Harassment (Student) Policy
- Ensuring that they consider the equality impact of any new or revised policy and procedure
- Collating and analysing data for publication to show our compliance with the EDI Policy and public sector Equality Duty
- Setting and achieving specific EDI Objectives at least every four years.

Line Managers are responsible for ensuring that:

- They are aware of the College's public sector Equality Duty and Equality Act in relation to EDI issues.
- They are aware of the College's relevant policies and procedures that support and enhance the EDI Policy.
- They have read and understood the Dignity & Respect at Work Policy for staff.
- They have read and understood the Preventing Bullying and Harassment (Student) Policy
- The EDI Policy is actively promoted within their team(s) making sure that all staff are aware of their responsibilities and receive informative briefings and management support to be able to carry them out.
- They maintain a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- They provide opportunities for training, development and progress to be available to all their staff, to help and encourage them to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the college.
- Performance in relation to EDI analysis is included in the self-assessment review (SAR) process and actions taken as appropriate.
- That any breaches of the EDI Policy whether staff or students are reported appropriately and actions taken.

All staff, volunteers, agency workers, peripatetic tutors and coaches are responsible for ensuring that:

- They are aware of the College's and their own individual statutory duties in relation to EDI.
- They do not discriminate against anyone for reasons of disability, age, ethnicity, colour, race, gender, gender reassignment, marriage or civil partnership, maternity or pregnancy, religion and belief, sexual orientation, social background, class or trade union membership/affiliation.
- They understand they can be held personally liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment/voluntary work, against students, colleagues, visitors, volunteers, contractors or others in the College.

- They engage with mandatory EDI awareness training whether provided as part of new staff induction or as part of their own Continuing Professional Development.
- They have read and understood the Dignity & Respect at Work Policy for staff.
- They have read and understood the Preventing Bullying and Harassment (Student) Policy
- They challenge and report discrimination or inappropriate language or behaviour by students, colleagues, visitors, volunteers, contractors or others in the College
- They promote community cohesion, and good relations between students/staff from different backgrounds and groups
- They report any breaches of the EDI Policy whether by students, colleagues, visitors, volunteers, contractors or others in the College (e.g. bullying, harassment or victimisation) appropriately.
- Demonstrate sensitivity to issues of EDI in all their working practices including in schemes of work, materials, resources, images, presentations and examples.

All students are responsible for ensuring that:

- They promote EDI and community cohesion
- They engage with EDI awareness training provided as part of the tutorial programme and the Religion, Philosophy and Ethics programme which includes community cohesion and religious and cultural diversity.
- They have read and understood the Preventing Bullying and Harassment (Student) Policy
- They do not discriminate against anyone for reasons of disability, age, ethnicity, colour, race, gender, gender reassignment, marriage or civil partnership, maternity or pregnancy, religion and belief, sexual orientation, social background, or class.
- They report any breaches of the EDI Policy whether by students, staff, visitors, volunteers, contractors or others in the College (e.g. bullying, harassment or victimisation) appropriately.

External contractors, third party agencies, temporary staff agencies and Partner Service Providers are responsible for ensuring that:

- They follow the College's EDI Policy and any EDI conditions in executing contracts or agreements.
- That they can provide evidence of an EDI Policy being in place for their own organisation.
- That when onsite their employees do not discriminate against anyone for reasons of disability, age, ethnicity, colour, race, gender, gender reassignment, marriage or civil partnership, maternity or pregnancy, religion and belief, sexual orientation, social background, or class.
- They understand their employees can be held personally liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against students, college staff, visitors, volunteers, colleagues or others in the College.