

**DISABILITY EQUALITY
POLICY UPDATE 2021**

**PENDING
RATIFICATION
FROM THE FGB
07/07**



**SHOOTERS HILL
SIXTH FORM COLLEGE**

Inspiring Young People

Shooters Hill Sixth Form College HR Review September 2016

Adopted and ratified by the Governing Body on:	May 2021
Review Date:	May 2022
Accountability:	Governing Body
Responsibility:	Governing Body

1. Mission Statement

At Shooters Hill Sixth Form College we are committed to ensuring equality of education and opportunity for students, staff and all those receiving services from the college who have a disability &/or who have learning support needs.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability/additional needs and to participate fully in college life.

The recruitment, retention & achievement of students with disabilities and additional needs will be monitored and we will use this data to raise standards and ensure inclusivity.

We will anticipate and make reasonable adjustments to make sure that our college environment is as accessible as possible to all users of the college.

At Shooters Hill Sixth Form College, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Check list for college staff and trustees

- Is information collected on disability with regards to both students and staff? Is this information used to improve the provision of services?
- Is student recruitment, retention & achievement monitored by disability &/or learning support need? Are there any trends or patterns in the data that may require additional action?
- Are students with disabilities and additional learning needs encouraged to participate in college life? How is this shown through representation/ participation in college events such as award ceremonies, external trips & visits, enrichment activities & as student representatives?
- Is bullying and harassment of students and staff with disabilities monitored and is this information used to make a difference?
- Is disability and diversity of abilities and needs portrayed positively in college information, our annual prospectus, displays, marketing & promotional information and within student reps meetings?
- Does the college ensure that disability issues are actively highlighted/ promoted as part of our annual events cycle i.e. in our induction programme and events such as "Deaf Awareness Week" to raise awareness of disability?
- Is the college environment as accessible as possible to students, staff and visitors to the college? Are open evenings and other events which parents or carers attend held in an accessible part of the college?

- Is information available to parents, visitors, students and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent trustees open to candidates and voters who are disabled?
- Do all college developments automatically take account of disability/inclusive impact and opportunities, and is this reflected in process and documentation?

1. Aims

Our college aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require colleges to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Trustee board will:

Ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout the college, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis fall to the Principal

The equality link trustees are Mike Hage/**Mary** Karooma- Brooker. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full trustee board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees

The designated member of staff for equality Natalie Osborne will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link trustees every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All college staff are expected to have regard to this document and to work to achieve the objectives.

3 Eliminating discrimination

The college is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training annually.

The college has a designated member of staff for monitoring equality issues. The college also has an equality and diversity committee and an equality link trustee. The equality committee regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the college aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, LGBTQ students who are being subjected to homophobic bullying)

- Taking steps to meet the needs of people who have a characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of college curriculum and non-curriculum activities)

In fulfilling this aspect of the duty, the college will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

The college aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching PSHE in tutorial, British Values in all lessons and other relevant activities in curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Inviting external speakers to contribute to student/staff awareness of equality and diversity matters
- Working with our local community. This includes trips and activities based around the local community to highlight diversity.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the college. For example, our college council has representatives from different study programme groups and is formed of students from a range of backgrounds.
- All students are encouraged to participate in the college's activities, such as sports clubs. If appropriate, we will work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The college ensures it has due regard to equality considerations whenever significant decisions are made.

The college always considers the impact of significant decisions on particular groups. For example, when a college trip or activity is being planned, the college considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for all genders

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the trustees

Why we have chosen this objective is to ensure that our range of diversity is balanced and reflects our whole college community.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective to ensure staff at the college have equality of opportunity and access to all parts of college life.

Objective 3

Increase the representation of trustees and teachers with special characteristics so this group increases.

Why we have chosen this objective to ensure our trustees and staff are representative of the diverse college community.

Objective 4

Train all members of staff and trustees involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective to ensure recruitment is unbiased and is not just 'fair' but also gives equal opportunity to meet the outcome.

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the college workforce.

We have chosen this objective to encourage underrepresented groups to apply at our college

9. Monitoring arrangements

The equality and diversity committee and Principal, along with trustees and senior leaders will update the equality information we publish, at least every year.

This document will be reviewed by the equality and diversity group, Principal, link trustee and Senior Leaders at least every 4 years.

This document will be approved by the trustees, Principal and Senior Leaders.

Signed (Chair of Trustees):

Date:.....