

Equality, Diversity & Inclusion Policy



Shooters Hill Sixth Form College

Adopted and ratified by the Governing Body on:	9th June 2021
Review Date:	June 2024
Accountability:	Governing Body
Responsibility:	Governing Body

Shooters Hill Sixth Form College

All members of the college have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes and prevent discrimination.

This policy underpins the ethos of the college and all other policies.

Equality, Diversity and Inclusion Policy

Shooters Hill Sixth Form College is committed to creating a culture where the whole community is valued, involved, supported and feels safe from discrimination. Shooters Hill Sixth Form College recognises the real benefits of having a diverse community and works tirelessly to maintain an environment which values diversity and promotes equal rights. Our ethos is built around the premise that everyone within our community is treated with dignity and respect and we acknowledge that discrimination affects people in complex ways. We are committed to challenging all forms of inequality. To this end, Shooters Hill Sixth Form College will aim to ensure that:

1. Individuals are treated fairly, regardless of their race; SEND; gender; gender identity; religion/belief; age; sexual orientation; economic status; social class; ability or disability.
2. unconscious bias is mitigated and to challenge stereotyping and prejudice against protected characteristics.
3. All individuals have the opportunity to fulfil their potential and according to their needs.
4. We promote an inclusive and supportive environment.
5. We recognise, value and celebrate the varied contributions to the achievement of Shooters Hill Sixth Form College made by individuals/students from diverse backgrounds and with a wide range of experiences

Key Principles

The key principles that underpin this policy are:

1. Everyone is entitled to a working/College environment which promotes dignity and respect for all.
2. No form of intimidation, bullying or harassment will be tolerated, and any such case will be fully investigated. Breaches of Shooters Hill's Equality, Diversity and Inclusion Policy will be regarded as misconduct and could lead to disciplinary hearings.
3. All individuals working for Shooters Hill Sixth Form College are required to assist the College in meeting its commitment to provide equal opportunities for all students, staff and stakeholders.
4. Shooters Hill Sixth Form College will provide training and induction in equality, diversity and human rights for all employees.

5. Shooters Hill Sixth Form College will avoid unlawful discrimination in all aspects of employment including but not limited to recruitment, promotion, opportunities for training, pay and benefits, discipline, performance management and selection for redundancy.
6. 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 disabled candidates. Employment and recruitment at Shooters Hill Sixth Form College are consistent with the race relations Code of Practice in Employment and founded on fair and non-discriminatory procedures.
7. Shooters Hill Sixth Form College will monitor the race; disability; gender; gender identity; religion/belief; sexual orientation and age composition of the existing workforce and of applicants for jobs where this information is given and will consider what action is appropriate to address any issues which are identified and as a result Shooters Hill Sixth Form College will continuously review its employment and working practices and procedures to ensure fairness, equality and inclusion.
8. To remove the possibility of any unconscious bias, to ensure equality, diversity and inclusion in all aspects of employment such as recruitment and promotion.

Actions to Support our Principles

Shooters Hill Sixth Form College will:

- Provide equality and excellence for all in order to promote the highest possible standards of achievement
- Work to produce an atmosphere of respect for, and courtesy towards, all family and cultural backgrounds of members of the College community.
- Ensure that every member of the College community feels safe, secure and valued
- Consistently challenge discriminatory or oppressive behaviour
- Encourage independence, self – respect, self-confidence and positive self- identity for everyone in our College in order to participate in today's diverse society.
- Ensure that all staff and students understand the meaning of prejudice, how discrimination occurs and how to take a stand against it.

Equal Opportunities

All students and adults within the College have a right to be treated with dignity and respect. This includes a right to:

- Study, learn and work.
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for their identity and culture.
- Freedom from discriminatory or sexual comments, harassment or inappropriate use of humour.
- The safety of their property.

- Equal opportunities in relation to course access, recruitment, access to extracurricular opportunities, work experience.

What is discrimination?

Discrimination can be direct, indirect, intentional or unintentional. Each student or adult is the best judge of their own experience of discrimination and must be taken seriously. Actions that are clearly unacceptable and / or hurtful include:

- Derogatory and discriminatory name – calling, insults, comments and jokes
- Discriminatory graffiti or any other written insult
- Bringing materials such as leaflets, comics or magazines into College which are judged to be discriminatory
- Making threats against a person or a group
- Offensive or hurtful actions against a person or a group
- Invasion of personal space
- Physical assault against a person or a group
- Inappropriate comments or physical contact

For all of the Protected Characteristics below, we monitor and record all incidents. The Assistant Principal for Behaviour & Safeguarding has the overall responsibility for the monitoring and reporting of this. Students and adults within the College are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non-intervention will be viewed as agreement. Where appropriate, students and staff will have access to organisations (local and national), newsletters and information regarding equality. All racist incidents will be reported to the Royal Borough of Greenwich (Appendix D)

Race

Shooters Hill Sixth Form College recognises and welcomes the legal duties contained in the Race Relations (Amendment) Act 2000 and the Equality Act 2010. In particular, we:

- Celebrate the diverse nature of our community
- Are committed to ensuring race equality in all areas of our work
- Are determined to tackle racism in all its forms
- Ensure that refugees/asylum seekers joining the College community are given support to settle into the College

Gender

At Shooters Hill Sixth Form College, we challenge gender stereotypes and ensure all students reach their full potential. As a College, we recognise, and endeavour to

counteract, the pressures that exist which channel girls into “gender biased” subject choices. We will ensure that:

- All students are offered the opportunity to reach their full potential
- PHSE sessions will inform and lead to empowered decision making and encourage progression into further and higher education.
- Appropriate work placements will seek to avoid gender stereotyped experiences.

SEN and Disability

We recognise the many effects of discrimination against disabled students and those with a special educational need and are committed to ensuring that all students have the right of access to a full curriculum and will seek to provide this through mainstream provision and, when appropriate, to offer specialist provision to support the students’ learning.

Our inclusive college challenges students’ perceptions and attitudes in a positive manner.

Sexuality

We recognise the effect of homophobia on the College community and are aware that negative attitudes and prejudices lead to harassment and discrimination. Our College curriculum will strive to include challenges to the stereotypical conventions of relationship status and family circumstances. We actively work to challenge homophobia in all its forms and ensure our College community respects everyone’s identity and staff and students’ sexuality. We celebrate the diverse nature of our community.

In addition, we respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBTQ communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act.

Unconscious Bias

Unconscious bias is when we make judgments or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it.

Where unconscious bias is against a protected characteristic, it can be unlawfully discriminatory. Shooters Hill Sixth Form College, will therefore, aim to challenge stereotyping and prejudice openly and to mitigate this through:

- Staff being aware of unconscious bias;
- encouraging staff and students to work with diverse groups of people and getting to know them as individuals;
- wherever possible not rushing to make decisions and considering issues fully;
- justifying decisions based on evidence and recording the reasons for decisions, e.g. recruitment, promotion and disciplinary outcomes;
- focusing on positive behaviour of people and not the negative stereotypes; and

- implementing policies and procedures, which limit the influence of individual characteristics and preferences.

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBTQ people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality.

Religion and Faith

We respect the religious beliefs and practices of all staff, students and their parents, whilst promoting tolerance and mutual understanding. We will ensure the curriculum is delivered with sensitivity in regard to students' faiths and enable individuals to practice their faith in safety without fear of harassment or discrimination. This includes providing facilities for reflection, recognising religious festivals that might require students to be absent from College and allowing cultural/religious headress that complies with the College dress code.

Language

Prejudice can be formed and reinforced by language used by students and adults. Therefore, it is vital that we work together to encourage a use of language which is acceptable to all, avoiding patronising, stereotyping, excluding or making fun of individuals and groups. It is also important not to discriminate because of an accent or dialect. Written and spoken language must be accessible to all in the College. Language should be clear and presented in a way that supports our Dyslexia Friendly Status. Spoken language must be accessible to individuals who are hearing impaired and those who have visual impairments will need additional resources which use large print or tapes. (See Appendix B)

Teaching and Learning

The curriculum can provide a powerful framework to develop pupils' awareness of equality as well as a sense of their own rights and responsibilities. Individual teachers must ensure the classroom is an inclusive environment in which all students are valued and feel that their contributions are valued, teaching is responsive to different learning styles and student grouping is planned and varied. Resources and displays should reflect the experience and

background of students, promoting diversity and challenge stereotypes in curriculum areas (Appendix A).

Staff Development

The college is committed to ensuring that all new staff and governors are made aware of the Equality, Diversity and Inclusion Policy, as well as the requirements of the Race Relations Amendment Act and Equality Act. To this end, such information will:

- Be made available at the beginning of the academic year to new staff and governors, or at such time as they commence employment
- Form part of the staff and NQT Induction.
- Be available to all staff in the shared area on the College IT System.

All staff have access to high quality CPD and are able to identify their own developmental needs through the Performance Management structure.

Monitoring and Evaluation

The following data is collected and analysed in the following categories - ethnicity, Looked after Children, SEN and G&T, and against national figures for girls where appropriate:

- Examination results
- Attendance
- Bullying
- Exclusions – both internal and external

Responsibilities

The governing body maintains an overview of the implementation of the policy and has race equality as a regular item at governor's meetings to ensure the policy is followed/reviewed on a regular basis. All college policies reflect a commitment to equal opportunities, including race equality. The Principal is responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and that relevant training and support is provided through the staff development programme. To this end, she is supported by the Vice Principals and other members of the Leadership Group. The Principal is responsible for taking appropriate action in the case of unlawful discrimination.

All staff are expected to read, understand and implement this policy.

Review

This policy will be kept under review by the Equality, Diversity & Inclusion group with the governor link in terms of changes to legislation and information arising from equalities monitoring. We will also undertake a formal review of this policy and its associated procedures and guidance documents on a rolling one-year basis.

Equal Opportunities in the Classroom

The Equality, Diversity and Inclusion policy is based on a recognition of the particular needs and potential of students from all ethnic minorities within a whole curriculum approach which will widen the horizons of all students and help them to understand the multi-racial world in which we live and the interdependence of individuals, groups and nations.

The curriculum should reflect:

- The nature of a pluralist society
- The need to teach through world examples
- The benefits of cultural diversity
- The full recognition of the contributions made by all genders to advancing frontiers of knowledge
- The full recognition of linguistic diversity and positive support for bilingualism
- The full recognition and celebration of cultural and religious differences
- The elimination of any form of disadvantage resulting from cultural, religious or gender differences
- The value of reason to resolve differences in an amicable way
- The elimination of all forms of prejudice and discrimination

Classroom strategies

All staff should be aware of the role they play in creating an atmosphere (physical and verbal) and grouping students to encourage those from different cultural backgrounds to work together.

Resources

Resources should be carefully monitored to reflect and represent the full range of cultures within a society and the contributions made by all genders to its development. Racist and sexist language should not be used – except as examples of racism and sexism.

Language

Staff are expected to acquaint themselves with the linguistic repertoires of students and recognise the validity of dialect in an appropriate context.

While bilingual students have the right to explore meaning and express themselves in their heritage language, their entitlement to additional support in English Language and English as a tool for learning must be met

Staff should be aware that language expresses power and powerlessness and be sensitive to the fact that the words we use may unconsciously reinforce the prejudices we should seek to challenge.

Display

Display, publications and exhibitions should actively promote the positive value of our diverse society.

Glossary: ITT – Initial Teacher Training

Racist Incident Form - On completing this form, please refer to the following points:

1. Try and keep the description of what happened brief and to the point.
2. When describing where it happened, give the exact location if possible.
3. Ask whether the complainant had any previous contact or knowledge of the suspect.
4. If another agency has been told of the incident, include when and to whom (if known) the report was made.
5. Agree the next steps, with the complainant and any continued contact how outcome will be agreed/communicated, whether the incident requires referral to another agency, e.g. formal police referral.

When did it happen?

Date: _____ Time: _____ am/pm

Where did it happen? (Place in college/other)

What happened? (Brief details)

Names of Witnesses:

(Witnesses should write, sign and date a statement)

Agreed action to be taken as a result of complaint:

Legally, all racist incidents have to be reported to the Borough.

Complainant Details

Name: _____ Tutor Group/Directorate _____

Role: _____

Contact Names:

Telephone No.

Age: _____ Gender: _____

2001 Census Categories

Victim Perpetrator

White British Pakistani White British Pakistani
White Irish Bangladeshi White Irish Bangladeshi
Other White Other Asian Other White Other Asian
Background Background Background Background
White & Black Caribbean White & Black Caribbean
Caribbean Caribbean
White & Black African White & Black African
African African
White & Asian Other Black White & Asian Other Black
Background Background
Any other mixed Chinese Any other mixed Chinese
Background Background
Indian Any other ethnic Indian Any other ethnic Background/ Religion:

Has the incident been reported to the police? YES/NO (delete as applicable)

Details of perpetrator (if known)

Person reporting (if different to complainant)

Name: _____

Tutor Group/Faculty/Dept. _____

Contact Names:

Telephone no.

When reported Date: _____

Time: _____ am/pm

Name and post held of person completing form:
