



Single Equity Duty Policy

ABOUT THIS DOCUMENT:

Purpose: This policy outlines how Creating Tomorrow College aims to be a fully accessible and inclusive setting

This policy is written to make all staff, parents, governors and trustees and other relevant stakeholders fully aware of the purpose and nature of Creating Tomorrow College's duties under The Equality Act 2010.

Gareth Ivett, November 2021

Agreed by Directors-

SIGNED

DATE

Review Date – November 2024

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - CIC (confidential counselling support available through Perkbox account).
 - The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info

AIMS

At Creating Tomorrow College we are an inclusive setting to support young people with learning difficulties. To ensure that we are able to continue to offer a broad and relevant curriculum for all our children, regardless of their background, culture or ability, we need to ensure all barriers to participation in the curriculum, access to the physical environment and access to information are removed.

Each student is valued for who they are and what they bring to the college. We appreciate and celebrate the richness of diversity within the college community as well as the wider community. Through the work we do across the college on developing values, we actively promote the importance of respect, resilience, community and tolerance. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

At Creating Tomorrow College we are a fully inclusive setting and through our vision and values is a clear commitment to equality of opportunity for all.

Our Vision

At Creating Tomorrow College

**Our students will be the preferred candidates for their chosen job role
and**

Employers will actively seek us out to meet their workforce needs

This policy aims to promote and embed Creating Tomorrow College's Core Values:

| | | | |
|----------------------|-------------------|-------------------|----------------|
| Determination | Aspiration | Resilience | Empathy |
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The plan will be made available online on the college website, and paper copies are available upon request.

Our college is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The college supports any available partnerships to develop and implement the plan.

Creating Tomorrow academies trust, are committed to equality, and as such are a Disability Confident Employer.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in college, this procedure sets out the process for raising these concerns.

This Single Equality Policy aims to:

- Work towards equality in all areas of our college life

- Provide a broad curriculum that is free of restricted expectations, prejudice or discrimination and which recognises, celebrates and values all cultures in the community; ensuring all students have access to an appropriate curriculum with accreditations / examinations to support them towards their aspirations and goals.
- Encourage young people to recognise their own value and the value of others.
- Help young people develop an understanding of the notion of inequality and develop skills to be able to combat it.
- To address and move obstacles that prevents students and adults from gaining access to appropriate learning opportunities and benefiting from them.
- To recognise the importance of the home environment and try to address barriers that may inhibit the participation of some groups of parents.
- Ensure that our equality objectives complement the Every Child Matters outcomes for children and support their Spiritual Moral Social and Cultural development
- Inform our College Development Plan
- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the college's core business both as a college and as an employer.
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- That the college is conducted in such a way that positively asserts people's rights to equality of consideration and opportunity

Definitions

Equality refers to outcomes, making sure that all benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

Discrimination: negative treatment that affects a whole group of people or an individual because they belong to a group.

- **Direct discrimination** occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.
- **Indirect discrimination** can occur when a college applies what is felt to be a general policy or practice which puts students sharing a protected characteristic at a particular disadvantage.
- **Associative discrimination** can occur when a person is treated differently because of their association with an individual who has a protected characteristic
- **Perceptive discrimination** can occur when someone is thought to have a protective characteristic, i.e. 'looks' or 'sounds'

- **Harassment** and **Harassment by 3rd party** is when unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading humiliating or offensive environment for them
- **Victimisation** is when someone is victimised because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination.

Legal Duties

We welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions

(We will not publish any information that can specifically identify any individual child or adult)

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as colleges. This will include the following functions:

- Attendance
- Progression
- Exclusions
- Prejudice related incidents
- Analysis of behavioural intervention
- Targets as part of Individual Education Plans

- Access to opportunities in the wider community

Our objectives will detail how we will ensure equality is applied, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

1. All learners are of equal value.
2. Creating Tomorrow College recognise, welcome and respect diversity.
3. Creating Tomorrow College foster positive attitudes and relationships, and a shared sense of belonging.
4. Creating Tomorrow College observe good equalities practice, including staff recruitment, retention and development.
5. Creating Tomorrow College aim to reduce and remove existing inequalities and barriers.
6. Creating Tomorrow College consult and involve widely
7. Creating Tomorrow College strive to ensure that society will benefit.

Addressing Prejudice Related Incidents

We are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. Creating Tomorrow College will work with students to build awareness of, and provide staff with an awareness of, the impact of prejudice and support students to be able to communicate concerns in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the college community:

Directors will:

Involve and engage the whole college community in identifying and understanding equality barriers and in the setting of objectives to address these.

The Directors will also agree the Equality Statement and objectives.

The College Strategic Lead will:

Promote key messages to staff, parents and students about equality and what is expected of them and can be expected from the college in carrying out its day to day duties.

Ensure that the whole college community receives adequate training to meet the need of delivering equality, including student awareness.

Ensure that all staff are aware of their responsibility to record and report prejudice related incidents and to promote equality of opportunity.

The Leadership & Management Teams will:

Support the College Strategic Lead as above.

Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Ensure that each term a number of assembly themes reflect equal opportunity dimensions. Visit classrooms to observe how equal opportunities are supported in the classroom.

Subject Leads and Teachers will:

Support the colleges' aims for equality through ensuring that the subject policy reflects the colleges' aims, schemes of work promote and support equality of opportunity, and resources available reflect an appropriate balance across the 'protected characteristics'.

Teachers will:

Support in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated.

Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.

Provide a communication friendly environment to ensure maximum opportunity for engagement

Administrative staff will:

Support the college and the directors in delivering a fair and equitable service to all stakeholders. Through embedded practice uphold the commitment made by the headteacher on how students and parents/carers can be expected to be treated. Support colleagues within the college community.

Ensure that they are aware of their responsibility to record and report prejudice related incidents.

The Whole College will:

Consider at all times that language and methods of communication used through the college does not preclude/over emphasise the role of a particular group.

Check that our references to adult home carers are appropriate to individual students.

Ensure that actions taken within the college development plan are supportive of equal opportunities

If acting in a reception capacity, be expected to meet all visitors and phone enquiries in a polite and helpful manner.

Provide regular newsletters, introduction to new teachers, home college booklets and various other publications to provide the greatest degree of information to parents.

Seek to ensure that by their behaviour and attitudes, they are supportive of equal opportunities.

Students will:

Support the college to achieve the commitment made to tackling inequality.

Uphold the commitment made by the headteacher on how students and parents/carers, staff and the wider college community can be expected to be treated.

Families will:

Take an active part in identifying barriers for the college community and in informing the college leadership and the directors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the college to achieve the commitment given to the college community in tackling.

Local Community:

Take an active part in identifying barriers for the college community and in informing the college leadership and directors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the college to achieve the commitment made to the college community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole college community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them via an Equality Newsletter and on the college website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other college policies are dealt with, as determined by the Chief Executive Officer or College Strategic Lead and directors.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our college profile. Our objectives will sit in our overall college improvement plan and therefore will be reviewed as part of this process.