



# Castle Donington College

## Equality Duty and Objectives 2020-2024

Date agreed by the Full Governing Board

12<sup>th</sup> May 2020

Date for review

May 2024

Signed by Chair of Governors

*This College follows Guidance and Advice given by the Local Authority and Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.*

# Contents

## Part A: Equality Duty

	Page
Introduction	3
Protected Characteristics	3
General and Specific Duties	4
General Equality Duty	4
Specific Duties	5
Positive Action	6

## Part B: Equality Objectives

Equality Objectives for 2020-2024	7
-----------------------------------	---

## Appendices

Appendix 1: Responsibilities	8
Appendix 2: Response to Inspection Framework	9
Appendix 3: Some Exploratory Questions to Help Promote Best Practice (ASCL May 2020)	10

## Part A: Equality Duty

### Introduction

The Public Sector Equality Duty (PSED), known as the 'equality duty', was introduced by the Equality Act 2010 (the Act). The Act brought previous equalities law under one umbrella, replaced existing race, disability and gender equality duties and extended protection to further 'protected characteristics'.

The equality duty applies to all types of schools and colleges across all phases and places duties on leaders, trustees and governors.

At Castle Donington College, the equality duty is integrated into the way that the College carries out all of its functions. The duty provides a framework to help focus attention on the impact of decisions and policies on particular groups to identify priorities and strategies to tackle them. We believe that promoting equality is the whole College's responsibility.

College leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

### Protected Characteristics

The Equality Act extended previous race, gender and disability equalities legislation to cover the wider 'protected characteristics' listed:

1. sex
2. age\*
3. race
4. disability
5. religion or belief
6. sexual orientation
7. gender reassignment\*\*
8. pregnancy or maternity

\*age: a relevant characteristic considering a school or college's duties as an employer but not in relation to pupils.

\*\* Gender reassignment: there has been some confusion about the application of the duty for children identifying as Trans, particularly in single sex schools. The Equality Human Rights Commission (EHRC) is soon to publish guidance for schools on how to apply the law.

The College is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of

prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and record them.

## **General and Specific Duties**

The equality duty has two main parts: a 'general' equality duty and 'specific duties'.

### **General Equality Duty**

The equality duty requires schools to think about the interests of and effects on all pupils, staff and the whole community in everything that it does, including decision making and all policies.

At Castle Donington College, we act in a way, which is fair, non-discriminatory, and does not put individuals or groups at a disadvantage. We develop strategies to rectify situations where particular groups are at a disadvantage in order to meet the different needs of all learners.

The duty makes clear that this will not always be about treating all people exactly the same. Castle Donington College will consider where there is a need to overcome existing inequalities.

Discretion lies with the Principal to decide if the College has enough information about pupils with different protected characteristics to meet their equality duty.

The Equality Duty has three main elements which we give 'due regard' to in carrying out our functions as a public body. 'Due regard' means giving 'relevant and proportionate consideration to the duty' and actively consider the equality implications for pupils and staff with protected characteristics in all aspects of its policy development and decision making.

Across all the protected characteristics, Castle Donington College will:

#### **1. Eliminate discrimination, harassment and victimisation or any other unlawful conduct in the Equality Act 2010**

**Discrimination** can be direct and indirect. Direct discrimination is when someone is treated less favourably than someone else because of their protected characteristic(s). Indirect discrimination is when a provision that applies to everyone particularly disadvantages particular groups.

**Harassment** is unwanted conduct with the purpose or effect of violating a person's dignity or which creates an intimidating, hostile, degrading, humiliating or offensive environment.

**Victimisation** is when a person is subjected to a detriment because they have carried out a 'protected act' such as:

- complaining about harassment
- bringing a claim under the Act

- getting involved in another person's complaint

We will take clear actions that will endeavour to redress any harassment and victimisation of children, young people or adults that has changed their ability to function in the school environment in their usual way.

## 2. The Duty to Advance Equality of Opportunity

This extends to advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Castle Donington College will remove or minimise disadvantages for persons with protected characteristic(s), take steps to meet the different needs of different groups, and encourage participation for particular groups when it is disproportionately low.

Castle Donington College will identify issues, shape policies and make decisions around the needs of all learners and staff.

We will ask whether and how a policy/decision impacts on people with particular protected characteristic(s), whether they need to adopt different approaches for particular groups, and how they can encourage those with protected characteristics who are underrepresented to become more involved in the opportunities available to them.

## 3. The Duty to Foster Good Relations

Castle Donington College will consider whether a policy or decision promotes understanding between groups of pupils, parents and staff with particular protected characteristics and applies to relations between those who share a protected characteristic and those who do not. The duty encourages close working between the College, parents/carers and local community, including looking at how to improve education and opportunities.

We will draw on and emphasise our common purposes in order support, develop and achieve harmonious relationships across the whole College community.

Castle Donington College will separately consider each of the three elements of the duty (eg eliminating discrimination must be considered separately from fostering good relations)

### Specific Duties

The specific duties require Castle Donington College to publish relevant, proportionate information demonstrating their compliance with the Equality Duty, and to specific, measurable equality objectives. Castle Donington College will:

1. **Publish information on how we are complying with the equality duty** to demonstrate compliance with the equality duty.

Published information will be updated at least annually

We will not publish any information that can specifically identify any child.

2. **Devise and publish their own equality objectives.**

Castle Donington College equality objectives will be clearly defined, measurable

commitments, agreed with the governing board.

They will be kept under review and will be updated at least once every four years.

The published information and objectives will help the College to:

- focus on what their current issues are, becoming more attuned to the needs of different groups
- determine and demonstrate what it is already doing and what it is planning to do
- promote transparency and increase accountability
- be used a resource for decision making within the College

The published information for Castle Donington College will be accessible to those in the College community and the public through the College website.

### **Positive Action**

In some circumstances, Castle Donington College will decide that meeting the needs of pupils to ensure that they receive the same standard of education and opportunities as everyone else, will require different approaches for different groups.

The Act permits this proportionate approach in order to help overcome disadvantages connected to protected characteristics. To be lawful, actions must be based on need, disadvantage or low participation and must not be excessive.

## **Part B: Equality Objectives**

When setting objectives the College will follow DfE advice

- To set as many objectives as we believe are appropriate to our size and circumstances;
- Objectives should fit the College's needs and be achievable.
- To consider why objectives have been chosen, including any relevant consultation and engagement, plans to achieve each objective and how we will demonstrate success.
- It is good practice to report on progress towards meeting each equality objective

### **Equality Objectives for 2020- 2024**

1. To reduce and ultimately eliminate any incidences of discriminatory behaviour towards people with a protected characteristic
2. To improve consultation and involvement of pupils with a protected characteristic through increased opportunities for the representation of their views. For example, on the Pupil Council, Ambassador Programme, pupil surveys
3. To establish projects/initiatives aimed at fostering ever improving relationships between those who share a protected characteristic and those who do not

## Appendix 1: Responsibilities

College Community	Responsibility
College/Governing Board	Involving and engaging the College community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal	As above including: Promoting key messages to staff, parents and pupils 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 staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
Senior Leadership Team	To support the Principal 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.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the College and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Principal on how pupils and parents/carers can be expected to be treated. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Pupils	Supporting the College to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how pupils and parents/carers, staff and the wider community can be expected to be treated.

## **Appendix 2: Response to Inspection Framework**

At Castle Donington College, we expect all learners to receive a high-quality, ambitious education. We will comply with the relevant legal duties as set out in the Act and in relation to the Ofsted framework as outline below:

### **Quality of Education**

- College Leaders have created a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- The College has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.

### **Behaviour and attitudes**

- Relationships among learners and staff reflect a positive and respectful culture. College Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

### **Personal development**

Castle Donington College prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- 

### **Leadership and Management**

- Leaders at the College have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- College Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.
- College Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.
- The Governing Board ensure that Leaders at the College fulfil their statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding and promoting the welfare of learners.

### **Appendix 3: Some Exploratory Questions to Help Promote Best Practice (ASCL May 2020)**

1. Are we confident that we are actively promoting equalities?
2. Have we published information on how we are complying with the equality duty, and set and published our equalities objective/s? How are we doing against our objective/s? How do we evidence this?
3. Are we regularly considering and recording the assessment we have made about the equalities impact of our key decisions and policies? Do we need to assess any recent decisions against the equalities duty?
4. How do we deal with incidences of bullying, peer-on-peer abuse or discrimination and what processes do we have to learn from these experiences and to monitor the impact in respect of protected characteristics?
5. Have we considered the equalities impact of our curriculum and the activities we offer?
6. Are we monitoring the way that exclusions and behaviour sanctions impact on learners with respect to protected characteristics?
7. Do we have any concerns that in our commitment to be sensitive to the community we serve, we may be breaching curriculum breadth and/or compromising our equality duty?
8. If/where we have chosen to segregate lessons, assemblies or other activities on the basis of, for example, gender, can we justify this on secure educational grounds? Do pupils understand the educational reasons for any segregation?
9. Is our uniform policy (including policies on hair) sensitive to the needs of all pupils and do we act reasonably to accommodate these needs, without compromising important policies, such as safety or discipline?
10. Are we confident that our religious education curriculum is appropriate, complies with the local SACRE (for non-faith schools), and prepares pupils for life in a diverse world?
11. Do we prepare pupils for life in modern Britain? Do we develop their understanding of fundamental British values? Do we develop their understanding and appreciation of diversity? Do we celebrate what we have in common and promote respect for the different protected characteristics?