



EQUALITY AND DIVERSITY POLICY

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| Policy date | October 2018 |
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| Next Review Date | September 2019 |
| Lead for Review | Operations |

Mission Statement

CATS College Canterbury is committed to providing equal opportunities for all and welcomes:

- Applications for employment from those with a disability.
- Applications for places from students with disabilities.

Objectives

In accordance with the mission of the Disability Rights Commission, the college is committed to achieving full civil rights for disabled people, creating a culture and physical environment in which all disabled people can participate fully as equal citizens.

Definitions and Scope

Scope

The Special Educational Needs and Disability Act 2001 impose duties in respect of access to education, extending those obligations and rights, already applicable to employment and the provision of goods and services, to the education sector. The Act outlaws disability discrimination in relation to recruitment, terms and conditions of employment, promotion, training, transfers and other benefits, dismissal or other detrimental treatment. Case Law has shown disability to include, asthma, ME, MS, back injury, cerebral palsy and depression although this list is not exhaustive.

Statutory Duties See The Disability Discrimination Act 1995, as amended by The Special Educational Needs and Disability Act 2001 and The Equality Act 2010.

Discrimination occurs when - for a reason relating to the disability - a disabled person is treated less favourably than a person to whom that reason does not apply without reasonable justification. Whether particular steps are reasonable is contingent upon cost, effectiveness, size, resources available to the employer, extent of disruption and availability of financial or other assistance.

Definitions

Disability is defined as a physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out normal day-to-day activities.

Physical or mental impairment is defined as a well-recognised clinical illness but excludes addictions and various personality and social disorders.

Substantial is defined in terms of the time and way an activity is carried out as well as the cumulative effects of impairment.

Long Term Effect is defined as lasting or being likely to last for twelve months or the rest of the life of the person affected.

Normal Day to Day Activities are defined as mobility, manual dexterity, physical coordination, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception of risks of physical danger.

Employment is defined as employment under a contract of service.

Responsibilities

The college will ensure that all its employees and users of its facilities are made aware of the legal obligations and rights bestowed by the Equality Act 2010 legislation. All staff have a duty to observe the provisions of this Act.

From September 2002, it became unlawful to discriminate against disabled people or students by treating them less favourably than others. In addition, responsible bodies are required to provide certain types of reasonable adjustments (including the provision of auxiliary aids and services) to disabled students or other disabled people where they might otherwise be substantially disadvantaged, with the exceptions below.

From September 2005, responsible bodies will be required to make adjustments to physical features of premises where these put disabled people or students at substantial disadvantage.

The duty to make reasonable adjustments includes:

- Adjustments to premises.
- Allocating some of the disabled person's non-key duties to another employee.
- Transferring them to fill a vacancy.
- Altering the place of work or working hours.
- Acquiring or modifying equipment.
- Providing a reader or interpreter.
- Providing supervision.
- Allowing absence for rehabilitation, assessment or treatment.
- Providing training.
- Modifying procedures for testing and assessment.
- Modifying instructions/reference manuals.

Staff Awareness

As required under SENDA 2001, all staff will receive information and guidance on provision for disabled students, as it is recognised that those students may be found in any area of the college.

Staff Recruitment and Employment

The college's recruitment process ensures that applicants for posts are shortlisted on the basis of how their qualifications and experience match the person specification for the job.

The college recognises that some disabled people will need adjustments made in order for them to do the job. We will look at what changes could be made to the workplace or to the way work is done and make any changes that are reasonable.

If an employee develops a disability, the college will make every effort to retain his/her services by making reasonable adjustments to the workplace, the methods of working or by finding another suitable role for her/him.

When decisions are made about an individual, the only personal characteristics or circumstances taken into account will be those which are necessary for the proper performance of the work involved.

As part of the Performance Management process, disabled employees will be given the opportunity to discuss what can be done to develop and use their abilities.

Student Recruitment and Experience

Disabled students applying for a place at the college will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy and procedures.

When planning educational and other activities outside the school day, staff organising the events will carefully consider the types of activity and the adjustments that can be made so that disabled colleagues and students can take part fully.

The staff will regularly review the provision it makes for disabled staff and students and strive to continuously improve the facilities available.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010, CATS College Canterbury recognises its responsibilities to its staff, in respect of provisions covering disability discrimination, and actively encourages all students with learning difficulties and/or disabilities.

From time to time, students may feel that there is a problem or concern at the College and want to make a complaint about something.

Academic and Curriculum Support

Any student with a disability, who, after an assessment by members of the Special Educational Needs (or Additional Learning Support) staff, is thought to need the assistance of a facilitator, is supplied with one.

Examination Arrangements

Students who require special arrangements or additional support during examinations will be highlighted during testing at the college and special arrangements for examinations will be applied for where appropriate.

BUILDING SPECIFIC CONSIDERATIONS

The educational and social aim is for all users with disabilities to enjoy the college facilities with the minimum of specialist equipment and separation. To achieve this aim, a number of alternative approaches were researched and assessed by the college.

Appendix

The CATS College Canterbury Policy on Equality and Diversity reflects the college's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

The policy is written in the context of:

- Race Relations Act 1976 [as amended in 2000].
- Disability Discrimination Act 1995 [as amended in 2005].
- Children Act 2004.
- Equality Act 2006 and 2010.
- Education and Inspections Act 2006.
- Duty to Promote Community Cohesion, Education and Inspections Act 2006.
- Every Child Matters. 2003.
- National Healthy Schools Programme 1999.
- 'Prevent' and KCSIE.
- The CEG Equality Policy.

The college is committed to the principle of inclusion. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, CEG, agents and members of the wider community.

At CATS College Canterbury, we aim to promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We ensure there is equality and respect given with regard to the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientations.

We aim to:

- Provide a secure environment in which all young people can flourish and achieve all five outcomes of 'Every Child Matters' [be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being].
- Provide a learning environment, where all individuals develop a sense of personal identity and feel a sense of belonging.
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- Work with parents and the wider college community to promote equality of opportunity for all.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Ensure that students are admitted to the college without regard to ability, disability, gender or ethnic group.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.

- Use all available information to set suitable learning challenges for all.
- Respond to students' diverse needs and overcome any potential barriers to learning.
- Have high expectations of behaviour which demonstrates respect to others.

CATS College Canterbury is committed to:

Being proactive in promoting good relationships and equality of opportunity across all aspects of college life and the wider community.

Encouraging, supporting and enabling students and staff to reach their potential and make a positive contribution.

Working in partnership with parents, agents, the Local Authority [LA] and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

It is the Governing Body's responsibility to:

- Ensure the college complies with Equality legislation.
- Ensure that the college's policy and its procedures and strategies are carried out and monitored with appropriate reviews feeding into the College Development Plan.
- Scrutinize the recording and reporting procedures at least annually.
- Ensure that the Admissions Policy is fair and equitable in its treatment of all groups.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Be involved in dealing with serious breaches of policy.

It is the Principal's responsibility to:

- Implement the policy and its strategies and procedures.
- Ensure that all staff receives appropriate and relevant continuous professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with any reported incidents of harassment or bullying in line with guidance.
- Ensure that all visitors and contractors are aware of, and comply with, the college's Equality and Diversity policy.

It is the responsibility of all staff to:

- Be vigilant in all areas of the college for any type of harassment and bullying.
- Be mindful of responsibilities under 'Prevent' and Female Genital Mutilation and complete online training provided covering this.
- Be aware of policies to deal with discriminatory and derogative language including homophobic, racist and disability discriminatory language.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the college's culture.

- Promote equality and good relations, and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole college ethos which reflects our diverse society.
- Keep up to date with Equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Monitoring and quality assurance

- Each student's progress and attendance is monitored and tracked. The resulting data and performance data is analysed in respect of gender, race, ability or additional needs.
- Lesson observations record evidence of differentiation.
- Texts are reviewed to ensure appropriateness and inclusivity.
- Data collected is used to inform further college planning, target-setting and decision-making.
- Where appropriate staff provide assistance to eat, in a manner that promotes dignity and choice.

The Equality Act 2010

The Equality Act 2010 introduced new laws and measures aimed at ending discrimination against disabled people. The Act was amended in 2010, to incorporate much of the Disability Discrimination Act 2005, although the main provisions remain the same. Chapter 15 – “It is an Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities.” The Act gives disabled people new rights in the areas of:

- Employment.
- Access to goods, facilities and services.
- The management, buying or renting of land or property.

In addition, the Equality Act 2010:

- Requires schools, colleges and universities to provide information for disabled persons.
- Allows the Government to set minimum standards so that disabled persons can access public transport.
- Sets up the Disability Rights Commission to advise the Government on discrimination against the disabled.