



CHRIST THE KING SIXTH FORMS

Equity, Diversity and Inclusion Policy

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole Sixth Form.

Introduction

Christ the King Sixth Forms (CTK) is committed to equity, diversity and inclusion. This aim is implicit in the Catholic ethos of the Sixth Form and made explicit in our mission statement. We affirm the unique value of each member of our community and recognise their individual dignity. We also recognise the diversity of the community to which we belong and require our community to be one which is free from discrimination, harassment or victimisation. We expect these values to be upheld and promoted by all members of our sixth form.

CTK is committed to ensuring equity of opportunity for every person in our community regardless of sex (including gender reassignment), disability, age, sexual orientation, pregnancy or maternity status, religion or belief and race. We have a zero tolerance of discriminatory behaviour of any kind.

Our mission and ethos, based on Catholic values, requires us to be a welcoming, secure and cohesive community where mutual respect and positive encouragement enable every individual to grow and flourish. Equal opportunity is not about treating everyone the same. We aim to meet individual needs, appreciating individual strengths and gifts. Dedicated to the education and development of the whole person, we are committed to providing

- the highest standards in all we do
- an education and development opportunities that realise the full potential of every individual
- learning programmes that support strong progression and encourage a positive contribution to society
- an environment in which everyone feels valued and achieves

Aims

CTK is a fully inclusive family of sixth forms that meet the individual needs of all our students and staff. We meet our obligations under the public sector equality duty by fulfilling:

our general equality duty to

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

our specific duties to

- publish information on how we are complying with the equality duty
- devise and publish our equality objectives

our specific duties as an employer of over 150 staff to

- publish information on how our activities as an employer affects staff in respect of protected characteristics

The aims are designed to support the key objectives as outlined above and are built into relevant policy and operational activity:

Planning, Monitoring and Evaluation

- CTK EDI commitment to all students and staff is embedded in its strategies and policies.
- EDI is embedded within the Sixth Forms structure and all its operations through coherent and robust planning and effective management.
- Systematic evaluation of progress towards providing for the needs of all students and staff is an integral part of the Sixth Forms planning and review cycle.

Pre-enrolment, Information Advice and Guidance (IAG), Enrolment and Induction

- CTK positively promotes its commitment to EDI through a supportive culture.
- Procedures for pre-enrolment, IAG, enrolment and induction are fully accessible to all students.
- Work closely with students, parents/carers, schools and relevant partners to assist the smooth transition for those who have identified needs or potential barriers, e.g. students with EHCPs or similar, students with pastoral issues, looked after children.
- EDI information disclosed about a student is recorded at the earliest opportunity on the Sixth Forms Management Information Systems, to ensure the best possible student experience.
- Comprehensive support is provided to all applicant students and new students to enable them to access the right courses, services and facilities wherever possible

Teaching, Learning and Assessment

- All students are given the opportunities to achieve their qualifications and develop the skills needed for their next steps

- An environment of high expectations, positive support and focus on outcomes and next steps will be experienced by all students
- Planning teaching for the needs of each student results in a high quality and supportive learning experience for all learners in order for them to reach their full potential.
- Teaching materials are planned well to ensure they are accessible to all students.
- Examination and assessment arrangements will be fair and accessible for all students.

Student Support and Guidance

- Students have access to appropriate support and guidance to remove any potential barriers to learning.
- Relevant support and advice encourages high aspirations to ensure students to reach their full potential.
- A well-planned 10:10 General RE I programme is in place which develops and supports students.
- The CTK Graces form an essential part of our student character and expectations which are well embedded. There are high expectations, a strong mission which students and staff respect.
- EDI permeates through CTK, and opportunities to increase awareness and celebrate diversity are well embedded.
- Students have the opportunity to provide feedback and know who to speak to if they have any issues or concerns.

People Strategy: Staff Recruitment, Employment and Development

Staff Recruitment

- The Sixth Forms positively promote its commitment to EDI and maintaining an associated culture which is underpinned by a staff and student defined set of values and behaviours.
- CTK promotes itself as an equality aware employer.
- All applicants receive fair treatment and are considered solely on their ability to do the job.
- All applicants with disabilities whose skills and experience meet the essential criteria of the person specifications are interviewed.

Staff Employment Policies and Procedures

- The Sixth Forms employment policies and procedures are continually reviewed to ensure there is a barrier-free environment for all staff
- The work environment and working practices does not constitute unnecessary barriers which may prevent employees participating fully in the life of the Sixth Forms
- The welfare and wellbeing of staff is a key factor within the Sixth Forms People Strategy and supporting activities.
- Staff are positively encouraged to engage and inform relevant developments and to provide feedback. There are a number of staff forums established to ensure a strong employer staff relationship.

Staff Development

- All staff can access staff development and resources that raise awareness of issues relating to equity, diversity and inclusion.
- All staff have access to appropriate activities that aid develop their skills and helps them reach their full potential.
- All staff who teach students with disabilities or face other barriers to learning have access to appropriate training and / or information that assists them in their support activity.

- There is on-going training on equity, diversity and inclusion as an integral part of the Sixth Forms staff development programme, including compulsory training during induction.

Environment

- There is a positive and supportive environment for all which is defined by our Mission and CTK Graces. These values and behaviours have been agreed collaboratively by governors, staff and students
- All buildings and facilities are accessible.
- Access issues are considered within the Property Strategy, whether new build or refurbishment projects

Legislation and Guidance

Our Equity, Diversity and Inclusion (EDI) Policy 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 schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The EDI Policy takes account of guidance from The Department for Education and The Equality and Human Rights Commission.

Fostering Good Relations

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

- holding regular discussion opportunities for staff, facilitated by staff and external speakers, providing secure forums in which staff can share experiences and promote understanding
- tackling prejudice and promoting tolerance through different aspects of our curriculum. This includes teaching in our 10:10 programme and through subject curriculum areas and the celebration of a wide range of awareness and celebration events
- holding meetings to deal with relevant issues – students and staff are encouraged to take a lead and expert external speakers are invited to contribute
- working with our local community. This includes working with parents, schools, local groups, employers and universities and through work with Local CTK Boards
- encouraging and implementing initiatives to deal with tensions between different groups of students. This includes community days, sports and enrichment activities
- holding regular awareness/ training which focuses on increasing awareness of protected characteristics

Advancing Equality of Opportunity

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

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- taking steps to meet the particular needs of people who have a particular characteristic that are different from the needs of persons who do not share it.
- encouraging people who have a particular characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

In order to fulfil this aspect of the duty, CTK:

- analyses attainment data each academic year showing how students with different characteristics are performing
- analyses the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- makes evidence available identifying improvements for specific groups
- publishes information on staff professional development (CPD)

Eliminating Discrimination

CTK is aware of its obligations under the Equality Act 2010 to eliminate discrimination (including direct discrimination, indirect discrimination, intersectional discrimination and associative discrimination), harassment, victimisation and any other conduct that is prohibited by or under the Act. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act through meetings and CPD.

New staff receive training on the EDI as part of their induction, and all staff receive refresher training every year.

CTK has a designated Assistant Principal who is responsible for monitoring equality, diversity and inclusion issues. The EDI committee meets regularly, reporting to Governors, SLT, staff and students. The EDI committee is supported by two working groups:

- CPD, students', staff, Governor and Alumni Voice working group
- Curriculum & 10:10 Programme working group

Acts of discrimination, harassment, victimisation or any other unacceptable conduct are taken seriously. All incidents should be reported, and an investigation will ensue. The investigating officer will make a recommendation of whether there is enough evidence to substantiate the complaint and appropriate action will be taken. Help, support and counselling will be given as appropriate to all those involved.

Roles, Responsibilities and Monitoring Arrangements

This policy is monitored annually. CTK reports on equality and diversity within its annual self-assessment report.

Governors are responsible for:

- ensuring that CTK meets all of its legislative duties, including the general and specific duties of the Equality Act 2010 and all subsequent legislation
- reviewing progress on CTKs equality objectives on a regular basis
- monitoring equity, diversity and inclusion reporting

The Executive Principal, Deputy Principal (s), Assistant Principal (s) and wider Senior/Centre Leadership Team are responsible for:

- taking the lead in the promotion of an inclusive culture of awareness ethos understanding and respect
- implementation of the Equality Act 2010 including the general and specific duties and all subsequent legislation, and of the EDI Policy
- monitoring and reviewing equality information
- ensuring staff understand their responsibilities and are given appropriate support and training to enable them to carry out their duties

The Equity, Diversity and Inclusion (EDI) Committee is responsible for:

- agreeing and monitoring objectives and the annual action plan
- overseeing compliance under the Equality Act 2010 and Public Sector Equality Duty to ensure fulfilment of CTKs statutory, legal and regulatory obligations in respect of EDI matters
- take forward approaches to equality, diversity and inclusion, ensuring that all staff and students are treated fairly and empowered to reach their full potential
- creating and developing strategies to embed equality, diversity, inclusion and British Values within all areas of the Sixth Forms and ensure effective communication to all
- promoting a working and learning environment that values diversity, promotes inclusion and is committed to ensuring equality for all students, staff, visitors and stakeholders
- establishing appropriate working groups who will focus on targeted actions
- preparing information required under the Public Sector Equality Duty including an annual staff and student EDI report
- ensuring that staff attend relevant CPD and have the information, support and guidance to enable them to fulfil their responsibilities with respect to equality, diversity & inclusion which demonstrate and promote best practice
- reviewing and making recommendations for change to the EDI policies and practice to ensure they are up to date and show best practice
- ensuring the curriculum and 10:10 delivery promotes and fosters positive relationships and makes clear expectations with respect to equity and diversity
- maintaining and promoting the accredited standards and professional affiliations in equity and diversity
- reporting at staff meetings, student council meetings and at Governors meetings, and the production of an annual report

Staff are responsible for:

- the promotion of an inclusive culture of awareness, understanding and respect
- challenging inappropriate or discriminatory behaviour and behaviour that does not encourage anti discriminatory practices
- contributing to self-assessment reporting through service and course reviews demonstrating how equity, diversity and inclusion are promoted in their areas
- educating, promoting and taking forward views and resources that recognise and promote equity, diversity and inclusion
- regularly reviewing the promotion of equity, diversity and inclusion in all we do at CTK

Students are responsible for:

- working and socialising together with mutual respect and positive encouragement
- the promotion of an inclusive culture where concern for others is shown by awareness and understanding
- behaving in a way which does not discriminate against, bully or harass any individual or group
- contributing to the promotion of equity, diversity and inclusion throughout the sixth form
- reporting incidents of discrimination, bullying or harassment and providing feedback on good practice through student and other forums

Other stakeholders (for example, parents & carers, contractors, visitors, work placement) are responsible for:

- behaving in a way that does not discriminate against, bully or harass any individual or group
- complying with CTKs Equity, Diversity and Inclusion Policy
- reporting incidents of discrimination, bullying or harassment

Publishing Information

Our arrangements for equity, diversity and inclusion and progress in meeting the legislative requirements of the Equality Act 2020 are published on our website. This includes:

- Our EDI objectives (reviewed annually) and associated action plan
- Our Staff Development Policy and plans

EDI Objectives

Our EDI objectives are clearly defined, measurable commitments which are agreed with the governing body. They determine and demonstrate what CTK is doing and plan to do to promote EDI across the college. An action plan has been created to show how the objectives will be achieved and progress with actions is kept under review by the EDI committee. These objectives have been chosen as they help us to focus on current issues, enabling us to become more attuned to the needs of different groups and because they promote transparency and increase accountability

Objective 1: Promote equity of opportunity and challenge stereotypes across all areas of CTK

Objective 2: Promote EDI through the curriculum and the 10:10 programme so that students have an opportunity to discuss and take forward views in a supportive environment

Objective 3: Ensure CTK provides an inclusive, welcoming and vibrant culture so that all students feel valued, respected and engaged

Each objective is taken forward through a series of tasks, details of which are included in the EDI Objectives action plan.

EDI Employer Activities

As an employer with over 150 employees, CTK must consider how its activities as employers affect staff in respect of protected characteristics. CTK must not discriminate against potential employees or existing employees in respect of benefits, facilities and services it offers, including training opportunities, promotion or dismissal (there are specific exceptions to the religion or belief provisions of the Act for CTK as it has a religious character).

CTK is not required to hold information about all of the protected characteristics of staff to fulfil this duty. Indeed, any data about a staff member's race, ethnicity, religion, health or sexual orientation is defined as 'sensitive' data and requires permission of the staff member to be stored by the college. Data pertaining to sex and age is not deemed to be sensitive and can be held without consent.

The governing body and its committee's review and monitor information including:

- the make-up and responsibility pay scales of our overall workforce
- the profile of the Governing Body, leaders and managers
- recruitment and retention rates for staff in respect of protected characteristics where information is held
- applications for flexible working and outcomes for staff
- applications for promotion and outcomes for staff
- CPD and other learning opportunities for staff
- grievances and disciplinary issues for staff

Published information includes details of our policies, training and programmes designed to address within the workforce alongside any other information.

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Next Review Due: February 2027