



Equality & Diversity Policy

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FINAL

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**Impact Assessment
Completed**

Yes

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Equality Impact Assessment Form

The completion of the Equality Impact Assessment (EIA) will help us to ensure that our policies, procedures and practices do not discriminate or disadvantage people and also improve or promote equality.

In relation to: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

1. Please explain if you identified any inequalities or possible discrimination in the policy, procedure or practice?

No inequalities or areas of discrimination identified.

The Equality and Diversity Policy features key requirements of the Equality Act 2010. The College will make all staff, learners, Corporation members, partners, visitors, contractors and sub-contractors working on behalf of the College aware of the commitment and responsibilities contained within this policy.

2. If identified, how have you changed the policy, procedure or practice to remove or mitigate the inequality or discrimination?

Not applicable.

3. Any follow up actions required?

Not applicable.

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1. Policy Statement

- 1.1. Shipley College is committed to offering equality of opportunity and tackling discrimination. The College seeks to ensure that everyone is treated justly, regardless of age, disability, economic status, caring responsibility, pregnancy, marital status or civil partnership, race; colour, ethnicity or nationality, religion or belief, gender, transgender or sexual orientation.
- 1.2. The College will make all Corporation members, staff, learners, partners, visitors, contractors and subcontractors working on behalf of the College aware of this commitment and ensure compliance, details of which are contained within this Policy.

2. Purpose of the Policy

- 2.1. The purpose of this policy is to state the College's intent and actions on Equality and Diversity and how this Policy is implemented throughout the College.

3. Scope of the Policy

- 3.1 The College seeks to ensure that its commitment of advancing equality of opportunity, promoting good relations for all and tackling discrimination is reflected in everything that it does and that all Corporation members, staff, learners, partners, visitors, contractors and subcontractors working on behalf of the College share this commitment.

4. Key Principles

- 4.1 The College considers all forms of prejudice and discrimination to be unacceptable, and will:

- Oppose any form of discrimination;
- Continuously monitor practices and procedures to improve access to college services;
- Analyse data to identify trends, measure impacts and implement improvements;
- Offer a curriculum which meets the needs of the diverse community it serves
- Ensure publicity material positively promotes equality and the diversity of staff and learners;
- Consult with staff, learners, governors and partners on key matters related to equality and diversity.

- 4.2 Equality Principles related to employment:

- Ensure that no employee or job applicant is disadvantaged or treated less favourably because of conditions or requirements that are not related to the job;
- Make all reasonable adjustments to ensure equality of opportunity for employees or potential employees who have particular needs or who are disabled;
- Ensure equality issues are embedded into all the College policies, practices

and procedures;

- Seek to employ a diverse workforce which reflects the diversity of the community it serves and the student population;
- Information and support to employees is available through Human Resources and line manager;
- Ensure staff have access to Equality and Diversity training.

4.3 Equality Principles related to teaching and learning:

- Make courses accessible to as wide a range of learners as possible and to ensure where set, entry requirements are relevant, appropriate and transparent;
- Provide equal access to assessment for all learners and to ensure effective assessment and verification appropriate to the type of programme;
- Teaching, learning and training will have all reasonable adjustments made to take account of the individual needs of learners through differentiated activities which inspire and provide stretch and challenge to enable learners to reach their potential.
- Provide equal access to the highest quality teaching, learning or training for all learners and to ensure effective methods and appropriate support is used to meet the needs of the learner;
- Teaching, learning and training will make use of learning resources and delivery methods which are free from stereotyping and where appropriate, supports cultural and linguistic needs of learners;
- A positive and high quality learning experience is underpinned by impartial information, advice and guidance;
- Learners with Special Educational Needs and Disability (SEND) encouraged to self-disclose, and where learning needs identified, appropriate level of support is provided;
- Pastoral support is offered to help learners deal with personal issues and help with mental health and wellbeing concerns to assist learning.

5. Monitoring and reporting

5.1 Annual Equality and Diversity report will be provided to the Corporation, including progress of Equality Objectives. The report will:

- Monitor curriculum to ensure that college policies, processes and practice are not discriminatory, and achieve equality of achievement for all.
- Provide learner retention and achievement rates disaggregated by ethnicity, gender and disability
- Provide employee analysis on workforce composition, recruitment and selection.
- Develop equality action points to advance specific areas of work to further promote equality and diversity.

5.2 The Equality and Diversity Annual Report will be published on the College website.

5.3 Equality and Diversity Policy will be reviewed and updated in line with legislative developments.

6. Positive Action

6.1 Positive action measures are allowed by law to rectify disadvantages in employment or education provision revealed by monitoring.

6.2 Positive action, allows the College to:

- Provide services to staff (in the form of training, education or welfare) in order to promote a more diverse workforce, particularly where certain groups are underrepresented in particular areas of work;
- Encourage applications from groups that are underrepresented in particular areas of work.

7. Complaints Procedure

- Any student, potential student, job applicant or member of staff may raise, either informally or formally, complaints of unfair and/or discriminatory treatment. The College will deal with all complaints fully and sensitively.
- Complaints from learners can be raised through the Complaints Procedure or by contacting Student Services.
- Complaints from staff can be raised with the Human Resources Manager, via Line Manager or by contacting the Principal's Secretary.

8. Responsibility for implementing the policy

8.1 Everyone has a responsibility to ensure:

- The Policy is understood and implemented;
- Their behaviour at all times takes into account the sensibilities of others;
- They treat everyone with respect and dignity;
- They Challenge behaviour in breach of the Equality and Diversity Policy
- Compliance with any agreed Equality and Diversity actions.

8.2 Specific responsibilities:

- The SMT, managers and governors have responsibility for promoting and monitoring the Equality and Diversity Policy and ensuring actions agreed are implemented;
- Staff are responsible for their behaviour and conduct, and for the advancement of equality and diversity both in the classroom/work areas and on premises used by the College;
- Staff have responsibility for the implementation of any agreed equality objectives;
- All new staff must complete the mandatory online equality and diversity training, and then complete refresher training as stipulated;
- All staff must report all incidents, to their line manager, involving learners or staff where discrimination, harassment, bullying or victimisation has occurred relating to Protected Characteristics of others, be this on or off premises used

by the College;

- Visitors, contractors, subcontractors and external partners, must comply with the College's Equality and Diversity Policy and share the College's commitment to equality and diversity;
- Managers evaluate the equality data in relation to key groups to identify actions and eliminate differences in achievement, participation, access, etc;
- The Corporation to review the Annual Equality and Diversity Report and Equality Objectives to ensure that equality and diversity issues and policies are implemented and monitored appropriately by the Senior Management Team, managers and staff.

9. Related policies, procedures or supporting information

- Access Arrangements Policy
- Acceptable Use Policy for IT
- Additional Learning Support (ALS) Policy
- Admissions Policy and Procedure
- Appraisal Policy and Procedure
- Assessment & Verification Policy
- Charity Fundraising Policy
- Compliments & Complaints Procedure
- Data Protection Policy
- Exams Policy
- Fee and Remission Policy
- Flexible Working Policy and Procedure
- Freedom of Expression Policy
- Procedure on Personal Consent required regarding the Use of Digital Photography and/or Video Recording
- Learner Financial Support Policy
- Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy
- OTLA Policy and Procedures
- Policy and Procedure for Events Involving External Speakers
- Positive Behaviour Policy and Student Disciplinary Procedure
- Probationary Policy and Procedure
- Recruitment and Selection Policy and Procedure
- Safeguarding Policy and Procedure
- Sickness Absence Policy and Procedure
- Staff Appraisal Policy and Procedure
- Staff Development Policy and Procedure
- Student Handbook
- Positive Behaviour Policy & Student Disciplinary Procedures
- Teaching and Learning Policy
- Whistle Blowing Policy and Procedure
- Quality Policy and Strategy

Appendix 1 – Definitions

Key word	Definition
Diversity	Diversity is about acknowledging, respecting and valuing differences between individuals and groups of people.
Equality	Equality is about making sure people are treated fairly and given fair chances. Equality is not about treating everyone in the same way, but it recognises that their needs are met in different ways. Equality is the framework that enables opportunity, access, participation and contribution that is fair and inclusive.
Protected Characteristics	Protected characteristics are definitions for groups of people given protection under the Equality Act 2010. They are age, disability, gender reassignment, marriage and civil partnership pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Direct Discrimination	Someone is treated less favourably than another person because of a protected characteristic.
Direct Discrimination by Association	Someone is treated less favourably because they associate with another person who has a protected characteristic.
Direct Discrimination by Perception	Someone is treated less favourably than another person because others think they have a particular protected characteristic.
Indirect Discrimination	A rule or policy that applies to everyone, but disadvantages people with a particular protected characteristic.
Harassment	Someone behaves in such a way that their conduct has the purpose or effect of creating an environment that is offensive, hostile, degrading, humiliating or intimidating, even if this behaviour is not directed at the person making a complaint.
Victimisation	Someone is treated badly because they have made/supported a complaint or grievance under the Act.
Discrimination arising from a disability	A disabled person is treated less favourably because of something connected to their impairment.

Reasonable Adjustment	<p>The duty to make reasonable adjustment comprises three requirements.</p> <p>For education providers, these requirements are to take reasonable steps to:</p> <ul style="list-style-type: none"> ● Avoid the substantial disadvantage where a provision or practice puts disabled learners at a substantial disadvantage compared to those who are not disabled ● Remove or alter a physical feature or provide a reasonable means of avoiding such a feature where it puts disabled learners at a substantial disadvantage compared to those who are not disabled ● Provide an auxiliary aid where disabled learners would, but for the provision of such an auxiliary aid, be put at a substantial disadvantage compared to those who are not disabled.
EHRC	<p>The Equality and Human Rights Commission has duties to promote human rights and equality and to provide advice about the law so that discrimination is avoided. It also has powers to enforce discrimination law in some circumstances.</p>
EDIMs	<p>Equality and diversity impact measures are actions an organisation takes to advance equality and diversity.</p>
Equality Impact Assessment	<p>This is a process whereby a policy, procedure or practice is reviewed, and if necessary amended, to ensure that it does not discriminate against any group or individual with a protected characteristic.</p>

Appendix 2 – Definitions

The Equality Act 2010

The information below is guidance from the Equality and Human Rights Commission (EHRC)

The Equality Act 2010 brought together separate pieces of legislation into one single Act. The Act simplifies, strengthens and harmonises the current legislation to provide a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. The College's policies and procedures are updated in line with the Equality Act.

Protected Characteristics

Protected characteristics (previously called "strands") are definitions for groups of people given protection under the Equality Act 2010.

1. **Age** - A person belonging to a particular age (eg 16 year olds) or range of ages (eg 16 - 25 year olds).
2. **Disability** - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Long-term means that the disability has lasted or is likely to last for at least 12 months. Substantial means more than minor or trivial.
3. **Gender Reassignment** - This is the process of transitioning from one gender to another. This transitioning process is a personal process, rather than a medical process, ie it does not require someone to undergo medical treatment in order to be protected. Transsexual refers to a person who has the protected characteristic of gender reassignment. It is important not to confuse gender reassignment with sexual orientation. A transsexual person can be a gay man, lesbian, heterosexual or bisexual.
4. **Marriage and Civil Partnership** - Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
5. **Pregnancy and Maternity** - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
6. **Race** - Race refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.
7. **Religion or Belief** - Religion means any religion and includes a lack of religion. A

religion need not be mainstream or well-known to gain protection as a religion. However, it must have a clear structure and belief system. Belief means any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

8. **Sex** - A male or a female.
9. **Sexual Orientation** - A person's sexual attraction towards persons of the same sex (ie a gay man or a lesbian), persons of the opposite sex (ie heterosexual) or persons of either sex (ie bisexual).