Barnsley College

Single Equality Scheme

2019-2022

Braille

Large Print

The Scheme is also available in a variety of formats including large print.

Investors in Diversity

Positive About Disabled People

Investors in People

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matrix

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INTRODUCTION

We believe that all those who form the community at Barnsley College (governors, staff, learners, visitors and contractors) have a right to be valued equally and to have equality of opportunity.

We will promote shared values that include equality and diversity, valuing and involving our community, showing care and respect for others and demonstrating honesty and fairness in everything, we do. The delivery and promotion of equal opportunities underpins the College's Vision and Development Plan.

Barnsley College, as a public body, is subject to legislation to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations across the protected characteristics of:
    - Age.
    - Disability.
    - Gender reassignment.
    - Race.
    - Religion or belief.
    - Sex.
    - Sexual Orientation.
    - Pregnancy and maternity.
    - Marriage and civil partnership.

We aim to go beyond legislation to actively promote equality and value diversity across all areas of our community.

SECTION 1 – KEY PRINCIPLES
The purpose of this Single Equality Scheme is:

- To provide guidelines for good practice in all matters relating to members of the college community.
- To provide guidelines in the provision of, and access to, the facilities, benefits and services that the college provides.
- To highlight and keep updated on current legislation on equality.
- To raise awareness with regard to discrimination and ensure that all members of the community are aware of their responsibilities under this legislation.
- To develop and deliver the Single Equality Scheme Action Plan that ensures that the college is outstanding in all equalities matters.
- To ensure that all members of the college community are aware of equal opportunity issues.
- To ensure that all members of the college community are aware of the scheme and our action to promote choice, opportunity and progression for all.
- To create an inclusive environment underpinned by fair and equitable practices and procedures in which all members of the community can feel valued and respected.
- To ensure adherence to relevant college procedures.

SECTION 2 - STRATEGIC PRIORITIES
Listed below are the key strategic priorities for the college in 2018/19

Quality:

- To maintain Ofsted outstanding status.
- Consistently deliver whole college outstanding Teaching, Learning and Assessment.
- Enhance the quality of HE provision.

Sustainability:

- Income Growth.
- Income Maintenance.
- Retain and develop satisfied staff.
- Future proof the college's finances.

Reputation:

- Brand – Users.
- Brand – Non-users.
- Place setting/shaping.
- Reputation.

See **Appendix A** for further information on how we will achieve these priorities.

SECTION 3 - DEVELOPING THE SCHEME
Historically, we have consulted with college staff and learners to develop the race, gender and disability schemes, which underpin this initial Single Equality Scheme.

We developed the first Single Equality Scheme in 2009 and have continued to develop and update this to reflect legislative changes and feedback from learners, staff and stakeholders.

During 2011, we consulted with staff, learners and stakeholders to ensure that this document was fit for purpose, met the needs of the college community and to increase ownership. Comments and feedback have been incorporated into this scheme where possible.

We seek the view of learners on the Single Equality Scheme and Action Plan on an annual basis to ensure that we are focusing on issues and developments that are relevant and of benefit to the learners, mainly through the Learner Voice mechanism.

We will continue to use a variety of methods to consult with staff. We will ensure that staff are regularly updated and invited to comment on the Single Equality Scheme and Action Plan to ensure that it remains relevant and addresses any areas of concern.

We will continue to consult with the wider Barnsley community (employers, contractors and key stakeholders) to ensure that all of our partners are aware of our commitments and expectations in relation to equality and diversity.

SECTION 4 - MEETING OUR DUTIES

We will seek to ensure that Governors, staff, learners and stakeholders are aware of our Single Equality Scheme and the actions needed for its implementation and their own particular responsibilities in relation to the Single Equality Scheme. (See **Appendix B**)

SECTION 5 – EQUALITY ACT 2010

The Act came into operation on 1st October 2010, with further public sector duties, known as the equality duty, coming into force in April 2011. The College Single Equality Scheme and Action Plan were amended to reflect changes that affect the college staff, learners and others in the college community.

The Equality Act and its public sector duties cover all nine protected characteristics:

- Age.
- Sex.
- Disability.
- Gender Identity.
- Race, Religion & Belief.
- Sexual Orientation.
- Marriage and Civil Partnership.
- Pregnancy and Maternity.

The public sector equality duty requires public bodies to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

SECTION 6 - EQUALITY AND ELIMINATING DISCRIMINATION

At Barnsley College, we are committed to embedding good practice across all of the protected characteristics. We will aim to eliminate unlawful discrimination and break down institutional barriers before they can affect people. We will aim to remove any

barriers that we have not foreseen swiftly and sensitively as soon as they become apparent.

The college is a designated hate crime-reporting centre and will record hate crime reports from staff, learners and members of the public anonymously if necessary. All hate crimes will be reported to the multi-agency panel and police action may be taken where appropriate.

See **Appendix C** for full details of the college's specific commitments in relation to the nine protected characteristics.

Appendix L provides information relating to legislation across all equality strands.

SECTION 7 - HARASSMENT AND BULLYING

We aim to foster an environment in which all members of the college community can work and study effectively. Harassment and bullying is not acceptable, even if it forms part of an isolated incident. The college will eliminate all forms of harassment and bullying should they become apparent.

See **Appendix D** for definitions and brief guidance.

SECTION 8 – MONITORING AND REPORTING OUR PROGRESS

We will collect and analyse data to measure our progress towards the values set out in this Scheme.

Monitoring information will be distributed each term to members of the Equality and Diversity Strategy Group for information and planning purposes.

Appendix E details the information we will collect, analyse and monitor.

SECTION 9 – ROLES & RESPONSIBILITIES

The Principal and Vice Principal Curriculum are responsible for leading on equality & diversity across the College however; the whole college community has a duty and responsibility to abide by the key principles contained in this scheme.

See **Appendix F** for full details of roles & responsibilities across all activities.

SECTION 10 - GOOD PRACTICE IN STAFFING ISSUES

We will continue to ensure that all current and prospective staff are treated equitably, justly, fairly and without discrimination in their working lives by applying all equalities legislation to our Human Resources practices.

We will continue to screen our policies for equality impact, as appropriate and will take action where necessary.

Equality of opportunity is promoted through our recruitment procedures including the use of positive action and the monitoring of retention of staff.

Appendix G details our specific commitments to staffing issues.

SECTION 11 – TRAINING
Both compulsory and non-compulsory equality and diversity training programmes will be provided to support the Single Equality Scheme. This involves everyone throughout the college (Governors, learners, and all staff). Promoting equality and diversity will continue to form a part of induction for all new staff and learners. Training events for all will be publicised and monitored as part of the college's quality review of staff and learners' development.

SECTION 12 – EQUALITY IMPACT ASSESSMENTS
The college will consider the needs of all individuals (staff, learners and visitors) when shaping policy, delivering services and in relation to employment.

We must ensure that our decision-making is robust, transparent and that we have fully considered the impact of our proposal on all equality groups. Having a sound decision making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient and effective.

While the Equality Act does not explicitly require Equality Impact Assessments (EIA) to be conducted, we must consciously consider the three aims of the Equality Duty as part of the process of decision-making. Keeping a record of how we have considered the equality duties via an EIA is a simple way of evidencing that we have complied with the equality duties.

The following principles, (drawn from case law) explain what is essential in order for the Equality Duty to be fulfilled when making decisions:

- Knowledge – staff need to be aware of the requirements of the Equality Duty. Compliance with the Equality Duty involves staff knowing exactly what is expected of them and how they can achieve the expectations.
- Timeliness – the Equality Duty **must** be complied with before and at the time that a particular policy is under consideration or decision is taken – that is, in the development of policy options, and in making a final decision.
- Real consideration – consideration of the three aims of the Equality Duty must form an integral part of the decision-making process. We must prove that we have given the proposal serious and rigorous consideration and applied 'due regard.' We must also show that the process has influenced the final decision.
- Sufficient information – the decision maker must consider what information they have and what further information may be needed in order to give proper consideration to the Equality Duty.

The EIA is conducted by completing five main questions:

- Aims & objectives of the proposal.
- Outcomes and impacts of the proposal.
- Minimising the negative impacts.
- Maximising the positive impacts.
- Incorporating or disregarding feedback.

During the decision making process the writer or owner of the policy must ensure that they have:

- Not unlawfully discriminated.

- Engaged with stakeholders.
- Engaged in an evidenced based decision making process.
- Paid due regard to the Public Sector Equality Duties.
- Considered the impact of the proposal on equality groups.

See **Appendix I** – Equality impact assessment flowchart – approval process.

SECTION 13 - PUBLICITY AND AWARENESS OF THE SINGLE EQUALITY SCHEME

The college will ensure that all staff, learners' visitors, stakeholders, contractors and suppliers are made aware of our Single Equality Scheme and Action Plan. Reference to the Scheme will be incorporated within staff and learner handbooks. The Scheme will be drawn to the attention of learners and staff at induction and new staff will be expected to subscribe to it at the time of appointment. The college will continuously develop its methods of publicising the scheme to learners.

SECTION 14 - POSITIVE ACTION TO PROMOTE CHOICE, OPPORTUNITY AND PROGRESSION

We will continue to ensure equality of access to the delivery of our programmes of learning. We will ensure that all members of the college community can learn, teach, train and succeed in a mutually supportive environment.

We will also continue to ensure equality of access to employment using positive action where appropriate and within the scope of the Equality Act 2010. For example, when we require new staff we will continue to use positive action to recruit females into Engineering and Construction and males into Early Years and Care, and Hair and Beauty.

Appendix H details our specific commitments to procurement.

See **Appendix J** for our specific commitments to promoting choice, opportunity and progression.

SECTION 15 – COMPLAINTS RELATING TO EQUALITIES

Staff and learners will be made aware of the complaints procedures via induction. Copies of the Single Equality Scheme and Complaints Procedure are made available around the College (in Receptions, LRCs, offices and on the college website) and to any member of the College community on request.

We will monitor the equality data of complainants, whenever possible and use this information to ensure that there are no discrepancies in the level or type of complaints from different equality groups.

An electronic copy of this document can be downloaded from:
http://www.barnsley.ac.uk/college-information/single-equality-scheme.

Please contact the college on 01226 216 216 for information on how to make a complaint or email us at info@barnsley.ac.uk.

See **Appendix K** for further information.

SECTION 16 - WHAT HAPPENS IF THE SINGLE EQUALITY SCHEME IS NOT ADHERED TO?
Barnsley College will not tolerate behaviour which breaches its Single Equality Scheme and will initiate action which may be of a disciplinary nature (where appropriate) against those who do not meet the standards of behaviour required. Where appropriate such action will be backed up by support and training.

Behaviour that includes:

- Acts of wilful, unfair and unjustified discrimination, victimisation, harassment or bullying against members of the College community.
- And /or acts of discrimination, harassment, victimisation or bullying by contractors, visitors to the College, members of the college community or members of the public.

SECTION 17 - CONSULTATION AND COMMUNICATION
As part of the development of the scheme, we consulted with a range of stakeholders (for example):

- Learners.
- Parents.
- Staff.
- Governors.
- Employers.

All of our stakeholders are informed of events, developments and initiatives as they arise. We have developed a number of specific events throughout the year which will help us to achieve our equality duties and gather feedback from our stakeholders.

Appendix A – Vision, Purpose, Values and Drivers

College Vision
Our Vision serves as the ultimate destination for the college; it frames our ambitions and expectations and provides a clear long-term goal.

Transforming Lives.

Purpose
Our Purpose defines what our staff do every day that they work for Barnsley College.

To ensure that all our learners:

- Have a great time.
- Pass their exams.
- & progress to work or higher education.

Values and Drivers
Our values and drivers serve as a compass for our actions and describe how we behave in the world.

College Values

- Aspirational – courage to shape a better future.
- Supportive – encouraging, compassionate and understanding.
- Caring – hearts and minds.
- Respectful – inclusive.
- Genuine – be clear, be real.

Appendix B – Meeting our Duties

Ensuring awareness of our Single Equality Scheme actions to ensure success:

- Staff, learners, contractors, suppliers and stakeholders are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the Scheme.
- Governors and staff have access to relevant and appropriate information which assists them to plan, implement and monitor actions to carry out their responsibilities under the Scheme.
- The college's publicity materials present appropriate and positive messages about age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity.
- Schemes of work, lesson content and teaching resources demonstrate sensitivity and positive promotion of age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity issues.
- All learners can access appropriate support and facilities.
- Applicants for employment are drawn from a wide pool with positive action to encourage applications from under-represented groups.
- Recruitment and promotion procedures are designed and implemented to eliminate unlawful discrimination.
- Staff development schemes are designed to meet the particular needs and enhance the skills of individuals of all under-represented groups.

Appendix C – Our Equalities Commitments

Sex Equality Commitments
We are committed to:

- Eliminating unlawful discrimination, harassment and victimisation on the grounds of sex.
- Advancing equality of opportunity and fostering good relations between men and women.
- Addressing the causes of any gender pay gap.
- Gathering and using information on how the college's policies and practices affect sex equality in the workforce and in the delivery of services to learners and staff.
- Consulting with stakeholders and taking account of relevant information in order to determine sex equality objectives.
- Assessing the impact of current and proposed policies and practices on sex equalities.

Race Equality Commitments (also includes ethnic or national origins, colour or nationality)
We are committed to:

- Eliminating unlawful discrimination, harassment and victimisation relating to race, ethnic or national origin, colour or nationality.
- Advancing equality of opportunity.
- Fostering good relations between persons of different racial or ethnic groups, national origins or nationalities.
- Putting in place arrangements for implementing this Scheme, publicising its contents and the results of its monitoring and effectiveness.
- Assessing the impact of its policies on learners and staff of different racial groups, ethnic or national origins, colour or nationality.

Disability Equality Commitments
The college has adopted the social model of disability, which promotes the right of a disabled person to belong, to be valued, to choose and to make decisions. In adopting this model, we accept that we will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons.

We are committed to:

- Eliminating discrimination harassment and victimisation of disabled persons that is related to their disability, including treating a person unfairly due to disability related sickness absence.
- Advancing equality of opportunity for disabled people.
- Fostering good relations.
- Promoting positive attitudes towards disabled persons.
- Encouraging participation by disabled persons in public life.
- Ensuring that all reasonable adjustments are made in accordance with the Equality Act 2010.
- Taking steps to take account for persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

- Gathering and using information on how the College's policies and practices affect the educational opportunities available to, and on the achievements of, disabled learners and staff.

Age Equality Commitments
We are committed to:

- Advancing equality of opportunity for people of all ages.
- Fostering good relations.
- Eliminating discrimination harassment and victimisation related to age.
- Creating a working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable.
- Actively tackling age discrimination whether overt, covert or by omission.
- Eliminating any criterion, provision or practice that disadvantages people of a particular age, unless it can be objectively justified.

Sexual Orientation Equality Commitments
We are committed to:

- Advancing equality of opportunity for people of all sexual orientations.
- Fostering good relations.
- Eliminating discrimination, harassment and victimisation related to sexual orientation.
- Working with other institutions, local communities and other partners to eliminate discrimination based on a person's sexual orientation and to encourage and promote good practice.

Gender Identity Equality Commitments
We are committed to:

- Advancing equality of opportunity for transgendered people.
- Fostering good relations.
- Embedding systemic action to eliminate discrimination, harassment and victimisation related to gender identity.
- Promoting gender identity equality widely and consistently alongside other equality strands.
- Working with other institutions, local communities and others to tackle gender discrimination and to encourage and promote good practice.
- Ensuring that a person who is undergoing gender reassignment is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity. The wishes of the person undergoing gender reassignment will be taken into consideration in all cases.

Faith, Religion or Belief Equality Commitments
We are committed to:

- Advancing equality of opportunity for people of different religions or beliefs.
- Fostering good relations.
- Eliminating discrimination harassment and victimisation related to religion or belief.

- Actively tackling discrimination regarding religion or belief, whether overt, covert or by omission and promoting equality.
- Eliminating religious harassment (unwanted behaviour based on religion, which includes proselytising i.e. seeking to convert others to a particular religion or sect).
- Working with other institutions, local communities and others to tackle discrimination regarding religion or belief and to encourage and promote good practice.
- Providing a quiet / prayer room facility for use by all faiths and none.

Pregnancy & Maternity equality commitments
We are committed to:

- Advancing equality of opportunity for women who are pregnant or have given birth in the last 26 weeks or is breastfeeding (including a female student of any age).
- Fostering good relations.
- Eliminate discrimination harassment and victimisation related to pregnancy and maternity.
- Providing a quiet room or facility for breastfeeding and a midwife led service at the college Health and Wellbeing Centre.

Marriage & Civil Partnership
We are committed to:

- Treat civil partners in the same way as married people in employment and training. Any benefits given to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

Appendix D – Harassment, Discrimination & Bullying

Harassment
The Equality Act 2010 states that there are three types of harassment that are unlawful:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Harassment occurs when a person is subjected to unwanted behaviour, which is related to one or more of the protected characteristics, which has either the purpose, or the effect of:

- Violating a person's dignity.
- Creating an intimidating, hostile, degrading or offensive environment.
- Unwanted, unwelcome or uninvited behaviour.

A person does not have to say that they object to the behaviour for it to be unwanted.

Behaviour associated with harassment can take many forms and is defined as unwelcome physical, verbal or non-verbal conduct. (See table below for examples)

Harassment related to a protected characteristic
Harassment related to a relevant protected characteristic means harassment based on: Age, disability, gender, gender identity, sexual orientation, race, and religion or belief.

Related to, means and includes situations where people who are subjected to the unwanted behaviour do not share the protected characteristic themselves but there is a connection between the behaviour and the protected characteristic.

For example:
A learner might complain of harassment, in a classroom setting, because a member of staff comments that 'all men are useless', even if the comments were not directed at that learner.

Sexual Harassment occurs when a person is subjected to unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

It is also unlawful to treat a person less favourably because they either submit to or reject sexual harassment or harassment related to their sex.

See table for examples of unwanted behaviour of a sexual nature.

Behaviour	**Example**	**Sexual nature**
Including but not limited to:		
Physical	Assault, pushing, standing too closely, intimidating stance, threats of violence.	Inappropriate touching, sexual assault, coercion of sexual acts.
Verbal	Shouting, emails, phone conversation, text message, comments, jokes.	Sexual jokes, emails, comments.
Non verbal	Hostility, display of offensive pictures and photographs.	Pornographic photographs or drawings,

All members of the college community, staff and learners alike, by their own behaviour and their response to others, are legally responsible for helping to ensure that individuals do not suffer any form of harassment and that they are encouraged and supported in making complaints.

Difficulty in deciding what constitutes harassment should not deter anyone from complaining of behaviour that they find offensive or distressing. The college will, however, take wilfully false allegations very seriously and may take disciplinary action as a result. The Equality Act states that it is not necessary for a person to immediately say that the behaviour that they object to is unwanted for the behaviour to be construed as harassment.

Some behaviour, that causes offence or distress, may be conscious or deliberate or may arise from thoughtlessness or insensitivity. In either case, the person causing harassment should be given a clear signal that his or her behaviour is unacceptable. This may be done directly or through a suitable third party. No one should be deterred from complaining of behaviour, which distresses him or her, by embarrassment, intimidation or fear of publicity. The need for confidentiality will be respected wherever possible.

Bullying is unjustified and inappropriate behaviour which is threatening or humiliating.

Discrimination is any action, which deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.

Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

Discrimination based on association also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a student less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception also occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity)**.**

Discrimination because of pregnancy and maternity is the treatment of a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman less favourably because she is breastfeeding a child, who is more than 26 weeks old.

Discrimination arising from disability is treating a disabled person unfavourably because of something connected with their disability when this cannot be justified**,** and failing to make reasonable adjustments for disabled people.

Indirect discrimination occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage. It does not matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic.

‘Disadvantage’ within the College could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

Indirect pregnancy and maternity discrimination are not covered under the equality act although it could be included in the definition of direct sex discrimination.

Institutional Discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their protected characteristics.

Appendix E - Monitoring Our Progress

We introduced the monitoring of sexual orientation and religion or belief for staff and learners in 2012/13. To inform the setting of targets and the measurement of our progress in achieving them, we collect as a basic minimum and analyse the following information:

For learners:

- Gender, disability, age and ethnic profiles of learners.
- Applications and success rates for admission to programmes across any groups.
- Retention rates across all groups.
- Achievement rates of all groups.
- The progression rates of all groups.
- Work placements/experience across all groups.
- Disciplinary action relating to all groups.
- Complaints by learners or their sponsors.
- Assessment appeals by all groups.

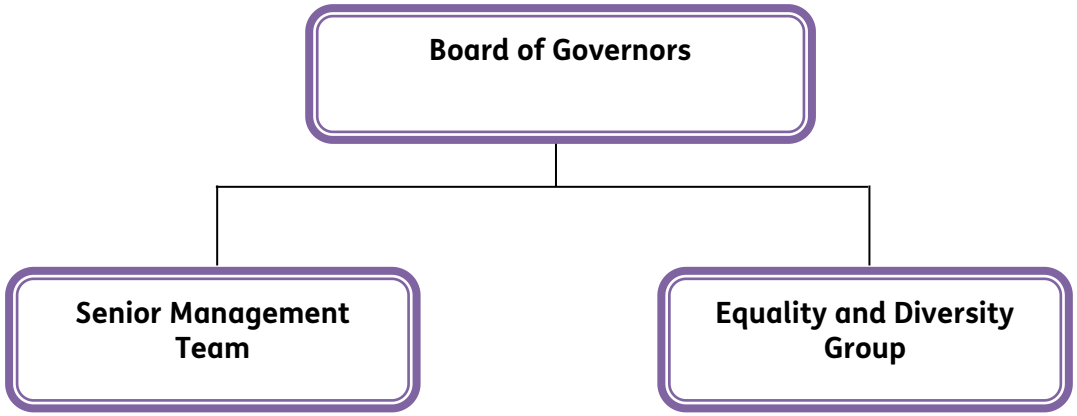
For staff:

- Disability, gender, age, ethnic profiles of staff in post by grade and type of work.
- Applications for employment, appointments, training and promotion.
- Selection success rates.
- Type of contract (permanent, temporary) by group.
- Training application and take up rates of all groups.
- Promotion rates of all groups.
- Disciplinary proceedings for all groups.
- The number of staff who benefit or suffer detriment because of performance assessment procedures e.g. including appraisal, capability proceedings by group.
- Grievances by group.
- Satisfaction surveys by group.
- The number of staff who cease employment by group.

The information will be used to:

- Decide whether there are differences in the way different groups are treated.
- Decide if there are any gaps in recruitment, attainment and success of different groups of learners/staff.
- Investigate the underlying reasons for any differences.
- Identify areas where specific action could be taken and ensure that it is taken.
- Highlight any unfairness, disadvantage or possible discrimination and take action where appropriate.
- Develop and monitor the Single Equality Scheme Action Plan.
- Compare college data to local and national statistics in order to identify success and areas for improvement.

Barnsley College Equality & Diversity Reporting Structure



Appendix F - Roles & Responsibilities

The Governing Body is responsible for:

- Making sure the institution complies with the Single Equality Scheme and meets all public sector equality duties.
- Making sure the Single Equality Scheme and its procedures are followed.

The Principal and Senior Management Team is responsible for:

- Giving a consistent and high profile lead on all equality and diversity issues.
- Promoting equality and diversity inside and outside the institution.
- Making sure the Single Equality Scheme and its procedures are followed.

The Vice Principal Curriculum is responsible for:

- Co-ordinating work on equality and diversity.
- Publishing monitoring information and the Annual Report.
- Reviewing and developing the Single Equality Scheme and Action Plan.
- Approving and monitoring Equality Impact Assessments.
- Work with the Head of HR to source and deliver Equality and Diversity related training for staff.
- Coordinate college wide equality related activities for learners.
- Supporting all departments to develop Equality and Diversity Action Plans that lead to outstanding targeted activities.
- Reporting and Monitoring on progress of action plans to the Equality and Diversity Strategy Group.
- Ensuring that the college is up to date with all legal and ethical aspects of equality and diversity.
- Support and monitor curriculum areas in relation to embedding Equality and Diversity in the curriculum **(with the Vice Principal Quality and Student Experience).**
- Supporting staff and learners with Equality and Diversity related issues and activities where appropriate.
- Coordinating & reporting on the activities of college wide diversity groups.

The Vice Principal Funding, Data and Compliance is responsible for:

- Supplying accurate data and monitoring information prior to meetings and report deadlines
- Producing and supplying reports detailing any gaps in recruitment, attainment, success and retention of learners to the equality and diversity strategy group and through performance review.

The Vice Principal Corporate Services is responsible for:

- Ensuring that the College staffing profile is reflective of sector averages.

- Producing reports detailing staffing information relating to demographics profiles including staff profile, pay gaps, grievances and disciplinary action.
- Coordinating Equality and Diversity related training for staff.
- The use of positive action in recruitment where appropriate.

Managers are responsible for:

- Putting the Scheme and its strategies and procedures into practice.
- Making sure that all staff know their responsibilities, and receive support and training in carrying these out.
- Following the relevant procedures and investigating staff or learners who may be discriminating unlawfully.

All staff are responsible for:

- Dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping.
- Consistently challenging any inappropriate language or behaviour of staff and learners.
- Promoting equal opportunities, eliminating discrimination and fostering good relations.
- Taking up training and learning opportunities as advised.
- Ensuring that they report any incidents that contravene this Scheme to their manager or other appropriate member of staff.

All contractors and service providers are responsible for:

- Being aware of our Single Equality Scheme.
- Following the Singe Equality Scheme and any equality conditions in contracts or agreements.

Appendix G – Staffing

We will:

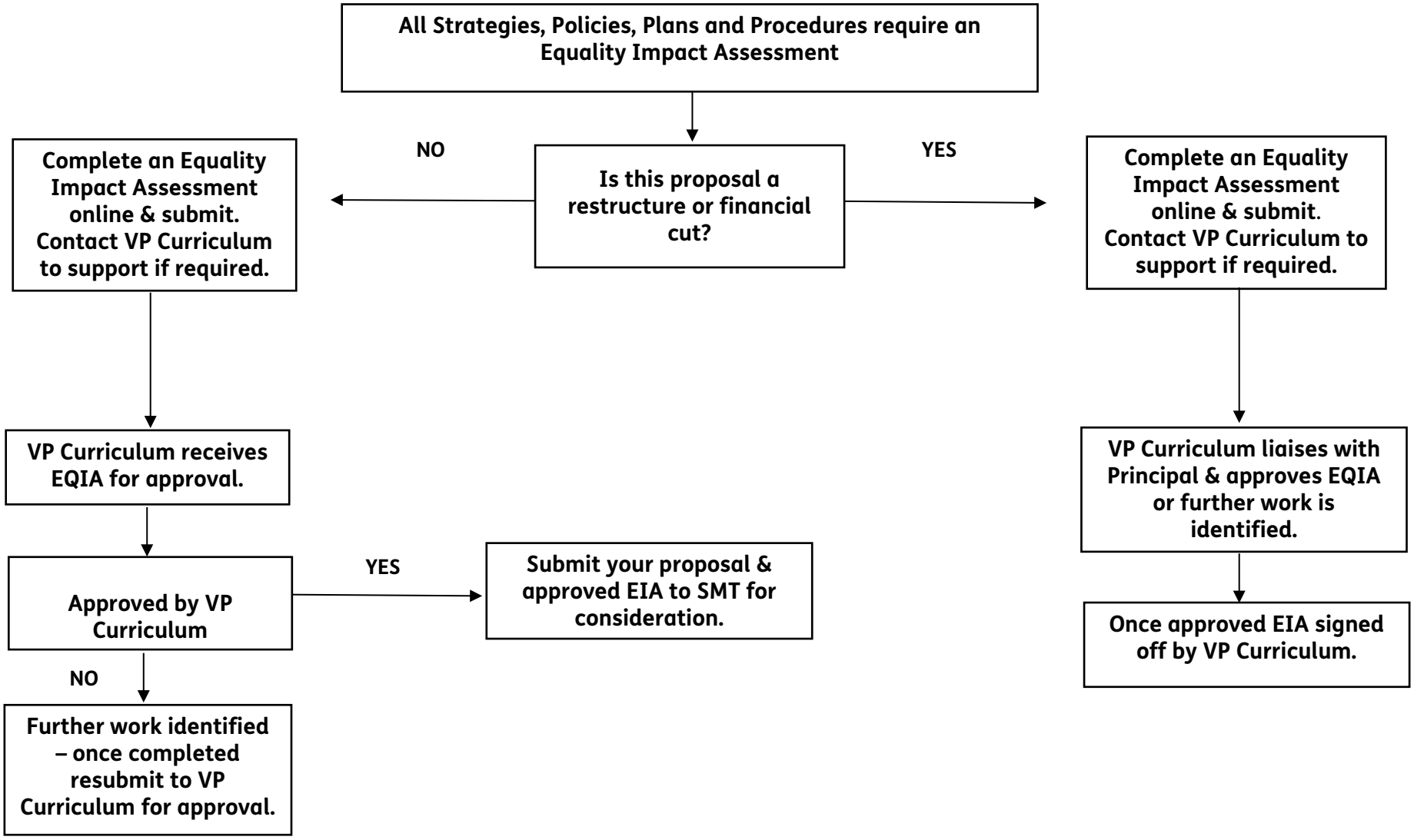
- Operate a recruitment process that is based on equality of opportunity for all.
- Advertise all vacancies in the appropriate medium as determined by HR and having regard to the staff profile and its imbalances in terms of age, disability, gender and ethnicity.
- Ensure a consistent approach on the interpretation of staff documentation (e.g. contracts of employment) and implementation of policies and procedures across the college.
- Monitor and review, through our quality assurance processes that equal opportunities during employment are adhered to.
- Treat all staff with dignity and respect, valuing the contribution of each member of staff.
- Monitor the composition of staff and job applicants across the college and in each department/service by gender, ethnicity, age and disability and address identified imbalances and under representation.
- Use positive action where appropriate.
- Ensure there is no direct or indirect discrimination in all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal, references and pensions.
- Monitor and report on the equality information of staff leaving employment.

Appendix H – Procurement

We will:

- Ensure that all partners, contractors and consultants are committed to equality and diversity in service provision.
- Ensure our procurement policy does not exclude smaller groups and that consultants and contractors demonstrate good practice and sign up to the organisation's policies.
- Ensure that suppliers and contractors are aware of and comply with the Colleges Single Equality Scheme, including through the tender process.
- Include equality clauses in all contracts and service specifications.

Appendix I – Equality Impact Assessment flowchart – Approval process



Appendix J - Our commitment to promoting choice, opportunity and progression.

We will:

- Operate an Admissions Scheme which is based on the ability to succeed and does not involve unduly restrictive conditions or requirements.
- Review the information that we provide about our programmes to ensure that it is clear, contains relevant facts and is easily understood by all potential learners.
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials which reflect a wider range of experience and culture.
- Monitor the composition of the learner body in each curriculum area by gender, ethnicity, age and disability and address identified imbalance and under representation.
- Monitor the achievement of learners by gender, ethnicity, age and disability and seek to address identified imbalances.
- Ensure, through our quality assurance policies, that equal opportunities issues are addressed in the design and delivery of learning programmes.
- Review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community.
- Reserve the right to refuse admission to our premises or any of our courses on the grounds of security, safety or breach of the Single Equality Scheme.

Appendix K - Complaints

All incidents and complaints of an equal opportunities nature, however informal, should be logged with the Director of Quality and Standards, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not "wish to make the matter formal". The College will monitor all complaints on a regular basis.

For those who wish to make a formal complaint, full details of how to do this can be found in the College's Complaints Procedure, which is available on the College's Intranet, at receptions and within offices.

Appendix L – Legislation

The Equality Act 2010
The Equality Act updates, simplifies and strengthens the previous equality legislation (Appendix M). It covers employment, facilities, goods, services and education, including the admission and treatment of learners.

The Act makes it unlawful to discriminate against people based on nine protected characteristics

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual Orientation.

Age
The act defines age by reference to a person's age group. An age group can be:

- People of the same age or a range of ages.
- Wide such as 'people under 25'.
- Narrow such as people born in 1976.
- Relative such as 'a person older than me' or 'younger than me'.
- Linked to an actual or assumed physical appearance.

Disability
A person is a disabled person under the Act if they have 'a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'

There is no need for the person to have a medically diagnosed cause for their impairment. What matters is the impairment and not the cause.

Colleges have a duty to make reasonable adjustments for people with disabilities, and cannot unlawfully discriminate, harass or victimise you because of your disability.

Aids & HIV
Aids and HIV is a health issue that often attracts widespread publicity and high levels of stigma because of misinformation, fear and prejudice.

The College will regard AIDS in the same way as any other serious illness or disability. The College will ensure that staff and learners are well informed about HIV/Aids through the work of the Health and Wellbeing Centre, tutorials and effective partnership work. The College will support

those individuals who have AIDS or HIV infection through the provision of medical and welfare advice.

Gender reassignment

Gender reassignment is defined as a personal rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

A person will be protected because of gender reassignment where they:

- Make their intention know to someone.
- Propose to undergo gender reassignment surgery (even if it is not completed).
- On starting gender reassignment surgery.
- Start or continue to dress, behave or live according to their gender identity.
- Undergo any treatment related to gender reassignment.
- Receive gender recognition under The Gender Recognition Act 2004.

Trans Equality

A transsexual person is someone who proposes to, starts or has completed a process (or part of a process) to change his or her sex from their 'birth' sex. This process can be referred to as 'Gender Reassignment'. Transvestites (sometimes known as 'cross-dressers') are not transsexual because they do not intend to live permanently in the gender opposite to their birth sex and, therefore, are not protected by The Equality Act. However, they would be protected from direct discrimination and harassment if this were experienced because someone thinks that they are transsexual, even if that is not the case.

The college is committed to preventing discrimination and harassment, in addition to advancing and promoting equality for Trans persons. This commitment extends to individuals that are perceived to be Trans when in fact they are not (discrimination by perception), and to individuals that are associated with a Trans person (discrimination by association).

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' and be legally married. Civil partnerships and same sex marriages must be treated no less favourably than heterosexual married couples.

All employees are protected against discrimination on the basis of marriage or civil partnership. However, being married or in a civil partnership is not a protected characteristic for Further Education colleges.

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.

Race
The Act defines race as a person's:

- Colour.
- Nationality.
- Ethnic or national origin.
- Racial group – a group of people that share a colour nationality or ethnic or national origin.

Religion or belief
The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. For a religion to be protected it must have a clear structure and belief system.

Belief means any religious or philosophical belief and includes lack of belief. For a belief to be protected under The Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on the information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights or others.

Sex
Unlawful sex discrimination happens when someone is treated unfairly because of their gender. Women, men and transsexual people can all experience sex discrimination.

Sex discrimination also includes treating someone less favourably because they are married or in a civil partnership: for example, by not hiring married women.

Sexual Orientation
The law protects people from discrimination on the grounds of sexual orientations towards people of the same sex, people of the opposite-sex, or people of both sexes. This means they protect lesbian women, gay men, bisexual people and heterosexual people in employment, services, and education.

Positive action provisions
Learners with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions, which enable education providers to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) education providers to take proportionate action to remedy the disadvantage faced by particular groups of learners. Such action could include targeted provision, resources, or putting in place additional or bespoke provision to benefit a particular disadvantaged student group.

It is never unlawful to treat disabled learners (or applicants) more favourably than non-disabled learners (or applicants).

Law allows employers, to take positive action to help redress any imbalances that may have arisen in the workplace because of past discrimination or disadvantage. The aim of positive action is to ensure that people from previously excluded groups have the opportunity to compete on equal terms with other applicants.