



education  
training  
collective

# Single Equality Scheme

Date approved:	July 2021	Review Date:	July 2023		
Approved by:	Ben Robinson				
Relevant to (please P):	<input checked="" type="checkbox"/> SRC	<input checked="" type="checkbox"/> Bede	<input checked="" type="checkbox"/> RCC	<input checked="" type="checkbox"/> NETA	<input checked="" type="checkbox"/> Skills Academy & TVC
Signed (Lead Manager):	Ben Robinson				
Print Name:	Ben Robinson				

## **Introduction**

The Single Equality Scheme is a reflection of our Group's values and a demonstration of our commitment to our responsibilities under the Equality Act, 2010.

We believe that all those who form the community at The Education Training Collective (Etc.) (governors, staff, students, visitors and contractors) are treated with dignity and respect. We take opportunities to celebrate diversity and we do everything we can to ensure there are no barriers to equality of opportunity.

## **The Education Training Collective Values**

- ✓ High Performing but with Heart
- ✓ Quietly Confident with Absolute Focus on Success
- ✓ Building Real Skills for Real Jobs
- ✓ Proud to Serve our Students and Communities
- ✓ Aspirational but with Humility

## **Strategic Intent: Our Public Sector Duties**

The Equality Act 2010 outlines our responsibilities to:

- ✓ Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- ✓ Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- ✓ Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act brings together several pieces of existing legislation and expands the number of protected groups which are now categorised according to:

- ✓ Age
- ✓ Gender reassignment
- ✓ Marriage and Civil Partnership
- ✓ Pregnancy and Maternity
- ✓ Disability
- ✓ Race, including colour, nationality, ethnic or national origin
- ✓ Religion, belief and lack of religion/belief
- ✓ Sex
- ✓ Sexual orientation

This Single Equality Scheme describes our unified approach and strong commitment to equality, diversity and inclusion across the College community, our legal obligations and how we will achieve this.

The curriculum and Student Support & Wellbeing can contribute to some key aspects of the Equality Duty, particularly in regard to promoting and celebrating diversity as part of our responsibility under the Prevent Duty.

Please note that the term 'College' is used throughout this scheme, as a generic term that encompasses all organisations within The Education Training Collective; namely Stockton Riverside College, Redcar and Cleveland College, Bede Sixth Form College, NETA and Tees Valley Catering. The term 'staff' is also used as a generic term that encompasses all groups of staff in the College group.

## Key Principles

### The purpose of this Single Equality Scheme is:

- To provide guidelines for good practice in all equality, diversity and inclusion 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, diversity and inclusion
- 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 aspires to be outstanding in all matters relating to equality, diversity and inclusion
- To ensure that all members of the College community are aware of issues relating to equality
- 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 impartial practices and procedures, in which all members of the community can feel valued and respected
- To ensure adherence to relevant College procedures

## Developing the Scheme

We will seek the views of students on equality-related issues on an annual basis, to ensure that we are focusing on issues and developments that are relevant and of benefit to the students, mainly through the Learner Voice mechanism and through analysis of the data collected on student performance. Feedback from participants in equality, diversity and inclusion related events will also be considered.

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 equality related matters to ensure that it remains relevant and addresses any areas of concern.

We will continue to consult with wider communities across the group (employers, contractors and key stakeholders) to ensure that all of our partners are aware of our commitments and expectations in relation to equality, diversity and inclusion. The equality, diversity and inclusion strategy group will also continue to be a forum for determining the strategic direction of equality, diversity and inclusion related issues and membership is refreshed annually, to ensure that all objectives are met.

## Meeting our Duties

We will seek to ensure that Governors, staff, students 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 A.**

## Equality and Eliminating Discrimination

We will aim to eliminate unlawful discrimination and break down institutional barriers before they can impact on people. We will aim to remove any unforeseen barriers, swiftly and sensitively, as soon as they become apparent.

The College will record hate crime reports from staff, students and members of the public, anonymously, if necessary, and will report to external agencies e.g. the police, where appropriate.

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

**Appendix K** provides information relating to legislation across all equality strands.

### **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 C** for definitions and brief guidance.

### **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, Diversity and Inclusion Strategy Group for information and planning purposes.

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

### **Roles and Responsibilities**

The College Principal (Bede) and Group Head of Student Services are responsible for leading on equality, diversity and Inclusion across the Group; however, the whole College community has a duty and responsibility to abide by the key principles contained in this scheme.

See **Appendix E** for full details of roles and responsibilities across all activities.

### **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 also continue to promote equality of opportunity through our recruitment procedures, including the use of positive action and the monitoring of retention of staff.

**Appendix F** details our specific commitments to staffing issues.

## **Training**

Both compulsory and non-compulsory equality, diversity and inclusion training programmes will be provided to support the Single Equality Scheme. This involves everyone throughout the College (Governors, students, and all staff). Promoting equality, diversity and Inclusion will become a part of induction for all new staff and students. Training events for all will be publicised and monitored as part of the College's quality review of staff and students' development.

See **Appendix H** for further information.

## **Implementing the Equality Duty**

The College will consider the needs of all individuals (staff, students and visitors) when shaping policy, delivering services and in relation to employment.

We will 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 will consciously consider the three aims of the Equality Duty as part of the process of decision-making.

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Keeping a record of how we have considered the equality duties via an EDIA is a simple way of evidencing that we have complied with the equality duties.

The following principles explain what is essential in order for the Equality Duty to be fulfilled when making decisions:

1. **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 College's expectations of them.
2. **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.
3. **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.

4. **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:

1. Aims and objectives of the proposal
2. Outcomes and impacts of the proposal
3. Minimising the Negative impacts
4. Maximising the positive impacts
5. 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

### **Publicity and Awareness of the Single Equality Scheme**

The College will ensure that all staff, students, visitors, stakeholders, contractors and suppliers are made aware of our Single Equality Scheme and Equality, Diversity and Inclusion Action Plan. The Scheme will be drawn to the attention of students 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 students.

### **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 through the use of positive action, where appropriate, and within the scope of the Equality Act 2010. Applicants for posts at the College are asked prior to interview if special adaptations to enable participation are required; those applicants with a protected characteristic are guaranteed an interview for a post if they meet the essential requirements.

**Appendix G** details our specific commitments to procurement.

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

### **Complaints relating to Equality, Diversity and Inclusion**

Staff and students will be made aware of the complaints procedures via induction. Copies of the

Single Equality Scheme and Complaints Procedure will be made available around the College (in Receptions, LRCs, Offices and on the College websites) 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 the College websites.

Please contact the College on 01624 865 400 for information on how to make a complaint or email us at [info@stockton.ac.uk](mailto:info@stockton.ac.uk)

See **Appendix J** for further information regarding complaints.

### **What happens if the Single Equality Scheme is not adhered to?**

The Education Training Collective will not tolerate behaviour which breaches its Single Equality Scheme and will initiate action which may be the provision of support and training, or action of a disciplinary nature (where appropriate) against those who do not meet the standards of behaviour required.

Behaviour which breaches the Single Equality Scheme may include:

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

### **Consultation and Communication**

As we continue to develop the scheme we will consult with a range of stakeholders (for example):

- Students
- Parents
- Staff
- Governors
- Employers
- ✓ Community and voluntary groups

Our stakeholders will be informed of events, developments and initiatives, as they arise. We will develop 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 - Meeting our Duties

### Ensuring awareness of our Single Equality Scheme to ensure success and responsibilities

- ✓ Staff, students, contractors (including subcontractors), suppliers and stakeholders are aware of the value placed upon equality of 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 students can access appropriate support and facilities
- ✓ Applicants for employment are drawn from a wide pool, with positive action, where appropriate, 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 B - 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
- ✓ Monitoring any gender pay gaps and taking action, as appropriate
- ✓ 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 students 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 students 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 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 a person's 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 students 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 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 everyone is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity.

### **Faith, Religion or Belief Equality Commitments**

We are committed to:

- ✓ Advancing equality of opportunity for people of different religions or beliefs, or of no belief
- ✓ Fostering good relations
- ✓ Eliminating discrimination, harassment and victimisation related to religion or belief, or non-belief
- ✓ Actively tackling discrimination regarding religion or belief/non-belief, whether overt, covert or by omission
- ✓ Eliminating religious harassment (unwanted behaviour based on religion and 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/non-belief and to encourage and promote good practice
- ✓ Providing a quiet /prayer room facility for use by all faiths and none

### **Pregnancy and 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 are breastfeeding (Including a female student of any age)
- ✓ Fostering good relations
- ✓ Eliminating discrimination, harassment and victimisation related to pregnancy and maternity
- ✓ Providing a quiet room or facility for breastfeeding

### **Marriage and Civil Partnership**

We are committed to:

- ✓ Treating 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 C - Harassment, Discrimination and 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 the table below for examples).

### Harassment Related to a Protected Characteristic

Harassment related to a relevant protected characteristic means harassment based on: age, disability, sex, gender identity, sexual orientation, race, marriage or civil partnership, pregnancy & maternity and religion or belief.

“Related to” means and includes situations where a person who is subjected to the unwanted behaviour does not share the protected characteristic themselves but there is a connection between the behaviour and the protected characteristic.

For example:

A student 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 student.

**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 close, intimidating stance, threats of violence.	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, offensive emails, phone conversations, text messages, comments or jokes	Sexual jokes, emails or comments
Non-Verbal	Hostility, display of offensive pictures and photographs	Pornographic photographs or drawings

All members of the College community, staff and students 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/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 doesn't 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 D - Monitoring Our Progress

To inform the setting of targets and the measurement of our progress in achieving them, we will collect as a basic minimum and analyse the following information in 2019/20:

### For students:

- ✓ Gender, disability, age and ethnic profiles of students (Group Director of Quality)
- ✓ Applications and conversion rates for admission to programmes across any groups (Group Marketing Director)
- ✓ Retention rates across all groups (Group Director of Quality)
- ✓ Achievement rates of all groups (Group Director of Quality)
- ✓ The progression rates of all groups (Group Marketing Director)
- ✓ Work placements across all groups (College Principal- Bede)
- ✓ Behaviour management action relating to all groups (Group Head of Student Services)
- ✓ Complaints by students or their sponsors (Group Director of Quality)
- ✓ Assessment appeals by all groups (Group Director of Quality)

### For staff: (Director of Human Resources)

- ✓ Disability, gender, age, ethnic profiles of staff in post, by grade and type of work
- ✓ Applications for employment, appointments, training and promotion
- ✓ 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
- ✓ Grievances by group
- ✓ The number of staff who cease employment by group
- ✓ Gender pay gaps (See Appendix L)
- ✓ Gender pay action plan

### 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 students
- ✓ Decide if there are any gaps in recruitment and pay for 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

## Appendix E - Roles and Responsibilities

The Governing Body is responsible for:

- ✓ Making sure the College 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 Equality, Diversity and Inclusion Governor<sup>1</sup> is responsible for:**

- ✓ Updating the Governing Body on strategic equality, diversity and inclusion matters and providing a link role for communication
- ✓ Challenge and hold to account the Equality, Diversity and Inclusion “management teams”
- ✓ Attendance at meetings of the Equality, Diversity and Inclusion Strategy Group
- ✓ Participating in the formulation of strategy relating to Equality, Diversity and Inclusion

**The Principal and Chief Executive Officer and Senior Management Team is responsible for:**

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

**The Strategic Lead is responsible for:**

- ✓ Co-ordinating work on equality, diversity and inclusion
- ✓ Publishing monitoring information and the Annual Report
- ✓ Reviewing and developing the Single Equality Scheme and Action Plan
- ✓ Approving and monitoring Equality Impact Assessments

**The Group Director of Quality:**

- ✓ Supplying accurate data and monitoring information, including reports relating to student achievement and supporting monitoring and report creation

**The Director of Human Resources is responsible for:**

- ✓ Ensuring that the College staffing profile is more reflective of sector averages, where reasonable and appropriate
- ✓ Producing reports detailing staffing information relating to demographic profiles, including staff profile, pay gaps, grievances and disciplinary action
- ✓ Co-ordinating equality, diversity and inclusion related training for staff
- ✓ The use of positive action in recruitment, when 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 students who may be discriminating unlawfully

**All staff are responsible for:**

- ✓ Dealing with equality, diversity and inclusion incidents and being able to recognise and tackle bias and stereotyping
- ✓ Consistently challenging any inappropriate language or behaviour of staff and students
- ✓ Promoting equal opportunities, eliminating discrimination and fostering good relations
- ✓ Taking up training and learning opportunities as advised

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<sup>1</sup> Who is, currently, also the link governor for safeguarding matters

- ✓ Ensuring that they report any incidents that contravene this scheme to their manager or other appropriate member of staff

**All contractors and service providers, including subcontractors, are responsible for:**

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

## Appendix F - Staffing (Director of Human Resources)

### 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 the Human Resources team and having regard to the staff profile and its imbalances in terms of age, disability, gender and ethnicity
- ✓ Ensure a consistent approach to the interpretation of staff documentation (e.g. contracts of employment) and implementation of policies and procedures across The Group
- ✓ 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 group 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 G - Procurement (Executive Director, Planning and Infrastructure)**

### **We will:**

- ✓ Ensure that all partners, contractors and consultants are committed to equality, diversity and inclusion 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 College's Single Equality Scheme, including through the tender process
- ✓ Include equality clauses in all contracts and service specifications

## **Appendix H - Training (College Principal (Bede) and Group Director of Human Resources)**

Training will be developed to allow maximum flexibility and to be reactive to departmental need, changes in legislation and external events. It will be comprised of a range of specialist training events, underpinned by an online, certificated “Advancing Equality and Diversity” programme featuring a mandatory mainstream module and assessment, followed by training in 3 from 5 optional modules and assessments.

At the end of each academic year the content of relevant courses will be reviewed and a further detailed plan will be developed.

### **Monitoring**

All approved staff training is recorded via Human Resources. Attendance at core modules will be recorded and monitored through HR.

## **Appendix I - 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 students
- ✓ 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 student body in each curriculum area by gender, ethnicity, age and disability and address identified imbalance and under representation
- ✓ Monitor the achievement of students 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 J - Complaints (Group Director of Quality)**

All incidents and complaints of an equal opportunities nature, however informal, should be logged with the Group Director of Quality, 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 K - Legislation

### The Equality Act 2010

The Equality Act updates, simplifies and strengthens the previous equality legislation. It covers employment, facilities, goods, services and education, including the admission and treatment of students.

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

- ✓ Age
- ✓ Gender Reassignment or Gender Identity
- ✓ Marriage and Civil Partnership
- ✓ Pregnancy and Maternity
- ✓ Disability
- ✓ Race, including colour, nationality, ethnic or national origin
- ✓ Religion, belief and lack of religion/belief
- ✓ Sex
- ✓ Sexual orientation

### Age

The Act defines age by reference to a person's age group. An "age group" can:

- ✓ Refer to people of the same age or a range of ages
- ✓ Be wide, such as 'people under 25'
- ✓ Be narrow, such as people born in 1976
- ✓ Be relative, such as 'a person older than me' or 'younger than me'
- ✓ Be 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 matter 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 people because of their disability.

### Aids and HIV

Aids and HIV is a health issue that often attracts widespread publicity and high levels of stigma as a result 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 students are well informed about HIV/Aids through the work of 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 meet at least one of these

- 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
- They 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'.

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'. Civil partners must be treated no less favourably than 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 and/or 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 everyone regardless of sexual orientation in employment, services, and education.

### **Positive action provisions**

Students 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 group of students, 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 students. Such action could include targeted provision or resources or putting in place additional or bespoke provision to benefit a particular disadvantaged student group.

Employers are allowed by law, to take positive action to help redress any imbalances that may have arisen in the workplace as a result 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.

### **Other British and European Legislation and Directives**

Legislation and case law in the area of Equality of Opportunity is constantly changing. Other key documents include:

- The Working Time Directive
- The Employment Rights Act 1996
- Health & Safety at Work Act 1974
- The EEC Equal Treatment Directive
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- Part Time Workers (prevention of less favourable treatment) Regulations 2000
- Protection from Harassment Act 1997

- Public Interest Disclosure Act 1998

## **Appendix L - Gender Pay Gap Reporting**

**NOTICE : [www.gov.uk](http://www.gov.uk) (as at 23<sup>rd</sup> February 2021)**

### **Six month suspension to the enforcement of gender pay gap regulations**

**Due to the impact of Coronavirus (COVID-19), the Equality and Human Rights Commission (EHRC) have announced that enforcement of gender pay gap reporting for the 20/21 reporting year (which uses a snapshot date of 31 March 2020 and 5 April 2020) will not begin until 5 October 2021. The EHRC is encouraging employers to report ahead of the usual deadlines (30 March 2021 and 4 April 2021) wherever possible, but no enforcement action will be taken providing they report by 5 October 2021.**

### **Accessibility of the Scheme**

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