



# Single Equality Scheme

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# Single Equality Scheme

## Context

This Single Equality Scheme replaces previous equality policies and covers all members of the College community. The document describes East Coast College's commitment in creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

## Our Values

The College believes in a set of values that facilitate a community based on integrity, happiness, being supportive, inclusive and inspiring. Our values support the wider promotion of British values which are embedded through our curriculum, support, quality and HR processes.

## Our Commitment

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the vision, mission and values of the College, but also because, by attracting and retaining the most diverse range of talented people as students, staff and partners, we will ensure the College's future success. This extends to taking a pro-active approach to seeking opportunities supporting the College's Equality and Diversity ethos.

We welcome students and staff from all backgrounds, we value and actively celebrate the benefits that diversity and difference bring to the College and our society.

The College raises awareness of equality, promotes diversity and strives to combat all forms of inequality, disadvantage, prejudice, unfair discrimination, harassment and mistreatment to parents/carers and within its communities. The College believes that all forms of prejudice and unfair discrimination are unacceptable. The College is committed to creating a safe environment for all, where everyone feels they are treated with respect and dignity.

We are keen as a college to not only fully fulfil our statutory duties but to promote equality of opportunity and avoid discrimination, placing the promotion of equality and diversity at the centre of our work, both as a provider and as an employer.

## Key Principles

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

- To outline the colleges approach to fulfilling its commitment to equality and diversity and make it clear to all parties what they may expect from the college and what the college expects from them
- 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 College community are aware of their responsibilities under the legislation via induction
- To develop and deliver the Single Equality Scheme Action Plan that promotes that the College is compliant in all equality matters
- To ensure that all members of the college community are aware of equal opportunity issues via HR and quality processes
- To ensure that all members of the college community are aware of the scheme and our actions to promote choice, opportunity and progression for all via internal and external communication channels
- To create an inclusive environment underpinned by fair and equitable practices and procedures in which all members of the College community can feel valued and respected
- To ensure adherence to relevant College procedures via HR and quality processes

### Strategic Priorities

- **Winning our market**  
Objective: participation in education and training
- **Student success, progression & wellbeing**  
Objective: academic excellence and improving wellbeing
- **Learning, development & wellbeing**  
Objective: continuous improvement and improving wellbeing
- **Improving our business**  
Objective: re-investing in the College's mission

See **Appendix A** for further information about our priorities.

### Statement of intent

We aim to go beyond legislation to actively promote equality, inclusion and value diversity across the community, including the following Protected Characteristics:

- Age
- Disability

- Sex
- Sexual orientation
- Gender reassignment
- Race
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership

### **Meeting our duties**

- Staff, students, contractors, suppliers and other 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 aim to present appropriate and positive messages with regards to the 9 characteristics
- 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 to encourage applications from under-represented groups
- Recruitment and promotion procedures are designed and implemented to minimise discrimination
- Staff development schemes are designed to meet the particular needs and enhance the skills of individuals of all under-represented groups
- To consult with staff and students through surveys, focus meetings and student voice forums
- To monitor and review all College policies for their impact on equalities for staff and students
- To actively engage in partnership arrangements with groups outside of the College to actively promote community cohesion
- To seek the views of students, staff and stakeholders on how the College is meeting its core values, and act on the findings
- Ensure the development of an effective and diverse workforce
- Continue to work in partnership with local, regional and national employers to identify future labour market demands to ensure the best possible progression opportunities are provided to all our students
- To monitor achievement gaps and ensure that the relevant strategies drive to reduce any possible inequalities

## Equality Act 2010

The act came into operation on 1 October 2010 with further public sector duties coming into force on April 2011. The College Single Equality Scheme and Action plan have been amended to reflect the current changes that affect the College staff, students and others in the College community.

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

The public sector equality duty requires public bodies to:

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

Other key legislation relating to equality are identified in the following:

- Human Rights Act 1998
- The Sex Discrimination (Gender Reassignment) Regulations 1999 (for incidents occurring wholly before 1<sup>st</sup> October 2010)
- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974 (updated guidance 2014)
- SEND code of practice: 0 to 25 years (last updated Jan 2015)

## Equality and Eliminating Discrimination

At East Coast College, we are committed to embedding good practice across all of the protected characteristics and creating an inclusive environment for all who learn and work in the organisation. We will aim to eliminate discrimination and break down barriers before they can impact on people. We will aim to remove any unforeseen barriers swiftly and sensitively as soon as they become apparent.

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

## 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. The College will investigate, in line with the College Disciplinary Procedures all claims of harassment including bullying should they become apparent.

The College promotes British values and works in close partnership with our local community to promote tolerance and empathy.

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 Safeguarding Group for information and planning purposes. The group

membership is not fixed, is purposely inclusive of all College teams across the full year and includes student involvement.

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

### **Roles and Responsibilities**

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

#### **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 Leadership 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 and quality is responsible for:**

- Co-ordinating work on equality and diversity
- Publishing and maintaining information through self-assessment
- Reviewing & developing the Single Equality Scheme and Action Plan
- Approving & monitoring Equality Impact Assessments
- Supplying accurate data and monitoring information prior to meetings and report deadlines
- Ensuring that the College staffing profile is reflective of sector averages
- 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 students who may be discriminating unlawfully
- Embedding equality and diversity in all aspects of their teams work

#### **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 students
- 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 and following the Single Equality Scheme and any equality conditions in contracts or agreements, including all work placements

### **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 and strategies for equality impact, as appropriate and we will take action where necessary.

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

Staff are expected to challenge prejudice if they encounter it in the course of their duties.

Posters and notices will be displayed in prominent locations to support staff to understand expectations and codes of conduct relating to discriminatory practice.

### **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

## Training

Both compulsory and non-compulsory equality and diversity Continued Professional Development will be provided to support the Single Equality Scheme. This involves everyone throughout the College (Governors, students and all staff). Promoting equality and diversity will continue to form 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.

## Equality Impact Assessments

The College will consider the needs of all individuals (staff, students and visitors) when shaping policy, delivering services and in relation to employment. This will be done by Equality Impact Assessments completed in liaison with staff, student and Governing Body representation.

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 Assessment Analysis 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 assessment 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:

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 expectations.
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 development of policy options, and in making a final decision.
3. Real consideration – consideration of the three aims of the Equality Duty which are:
  - Eliminate direct and indirect discrimination, harassment and victimisation
  - Advance equality of opportunity



- Foster good relations

These aims 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 assessment is conducted by considering the potential impact of the document/proposal based on the Protected Characteristics. During the decision making process the writer or owner of 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 F** – Equality Assessment Analysis flowchart – approval process

### **Quality Improvement**

Self-assessment and quality improvement have a strong focus on widening participation, inclusion and working towards excellence. Our Single Equality Scheme is considered to be an intrinsic part of equality of opportunity. Equality and diversity are embedded in the course review process which tracks students at risk of not achieving. Classroom observation process supports quality improvement through the identification of differentiation in teaching and learning. All Study programme students are interviewed and their learning and additional support needs are identified. Opportunities for Equality and Diversity are also monitored through the lesson observation process. Reports can be monitored on departments and individuals that demonstrate good practice or would benefit from targeted CPD.

### **Procurement**

We will:

- Aim to work with partners, contractors and consultants that 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 equality scheme
- Ensure that suppliers and contractors comply with the Colleges Single Equality Scheme, including through the tender process.
- Including equality clauses in all contracts and service specifications
- The College nominated Purchasers must at all times comply with all aspects of the College's Procurement policy and Procedure
- The College nominated Purchasers must at all times comply with the Code of Ethics, as listed in the Procurement policy and Procedure

## **Positive Action to Promote Choice, Opportunity and Progression**

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

We will also continue to promote equality of access to employment through the use of positive action where appropriate and within the scope of the Equality Act 2010.

## **Complaints relating to Equalities**

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, via Moodle, Offices and on the College website) and to any member of the College community on request.

All incidents and complaints of an equal opportunities nature, however informal, should be logged with the Quality Improvement Co-ordinator, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individual 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 and reception.

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.

## **Our commitment to promoting choice, opportunity and progression**

We will:

- Aim to identify, where possible, the support necessary for applicants to achieve the agreed outcomes
- Advise and recruit without regard to the protected characteristics
- Provide clear and simple information, for applicants and staff, on admissions requirements and processes for entry onto programmes
- Provide responsive and cross College information, advice and guidance to support admissions and ensure applicants enrol onto the right course

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

East Coast 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.

## **Consultation and communication**

As part of the development of the scheme we have consulted with a range of stakeholders (for example):

- Students
- Parents
- Staff
- Governors
- Employers

All of our stakeholders are 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.

## **Monitoring and evaluation of action plan**

The action plan is reviewed on an annual basis as part of the complete policy document, but monitored on a termly basis by the Senior Leadership Team. Each document is coded and flagged for annual revision. The Quality team prompts the author in advance of this date. On completion of the revision and ratification by the appropriate committee will be added to the website and intranet. This sits alongside the College's Equality and Diversity Policy.

## **Appendix A**

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## Vision, Values and Strategic Priorities

# OUR PLAN 2017-2020

### WINNING OUR MARKET:

Objective: Participation in education and training

- Increasing participation in Apprenticeships
- Increasing the number of students each year studying higher, technical and professional qualifications at Levels 3, 4 and 5
- Refocussing our adult curriculum on retraining for higher level employment and increasing take up of loan funded programmes
- Communicating our offer more clearly to our employers
- Shaping our curriculum offer by listening and responding to local and regional employers and recognising the priorities of New Anglia Local Enterprise Partnership
- Increasing our volumes of degree level and commercial technical training
- Develop a regional centre of specialism, recognised for excellence

### LEARNING, DEVELOPMENT & WELLBEING

Objective: Continuous improvement and improving wellbeing

- Implementing a wellbeing programme for staff to enhance and support resilience and personal development
- Developing an innovative staff development programme supporting leadership progression, industrial and professional practice
- Working collaboratively to signpost local support, helping staff and students feel safe and supported
- Increasing staff involvement by improving consultation and communication
- Ensure an ambitious leadership culture with high expectations, pursuing excellence
- Raise aspirations through sharing outstanding teaching practice and new initiatives
- Recognise potential and support career progression

### STUDENT SUCCESS, PROGRESSION & WELLBEING

Objective: Academic excellence and improving student wellbeing

- Working with local partners to reduce local NEET
- Ensuring that all students achieve their personal career plan goals and qualifications
- Implementing a wellbeing programme for students to enhance and support resilience and personal development
- Provide strong and effective tutorial programmes
- Ensure technological innovation enhances teaching and learning practices
- Ensure effect target setting for learners, including stretch, challenging and high grades
- Maintain consistent assessment for learning practices

### IMPROVING OUR BUSINESS

Objective: Re-investing in the College's mission

- Generating annual surpluses for reinvestment and debt servicing
- Implementing a clear and published capital investment strategy for accommodation and equipment renewal
- Developing and completing a 5-year Information Technology investment plan to adopt technology for all curriculum and integrate support systems
- Seeking and attracting new income streams through projects and partnerships
- Realigning our resources to strategic priorities and seeking annual efficiencies
- Improving the marketing and communication of the College to ensure growth and improving reputation

## OUR VISION:

To unlock potential through learning

## OUR MISSION:

To develop individual, local and regional prosperity and wellbeing

## OUR VALUES:

- Integrity
- Happiness
- Supportive
- Inclusive
- Inspiring

eastcoast  
COLLEGE

## Appendix B

### Our Equalities Commitments

#### Sex Equality Commitments

We are committed to:

- Eliminating discrimination, harassment and victimisation on the grounds of sex
- Advancing equality of opportunity and fostering good relations between all genders
- 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 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 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 strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons, thereby fostering good relationships.

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
- 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 students and staff

### **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

### **Age Equality Commitments**

We are committed to:

- Advancing equality of opportunity for people of all ages
- 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
- 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 reassignment and identity**

We are committed to:

- Advancing equality of opportunity for transgendered and non-binary gendered people
- Embedding systemic action to eliminate discrimination, harassment and victimisation related to gender identity and reassignment
- Promoting gender identity equality widely and consistently alongside other quality strands

- Working with other institutions, local communities and others to tackle gender discrimination and to encourage and promote professional practice
- A person who is undergoing gender reassignment will have access to all facilities to which they are entitled (including accessible toilets and changing facilities.)

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

We are committed to:

- Advancing equality of opportunity for people of different religions or beliefs
- 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 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 and to encourage and promote good practice
- Making available a room that can be used for prayer or contemplation 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 breast feeding (Including female student of any age)
- Eliminate discrimination harassment and victimisation related to pregnancy and maternity
- Providing a quiet room or facility for breastfeeding

## Appendix C

### Harassment, Discrimination and Bullying

#### Harassment

The Equality Act 2010 states that there are 3 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.

#### 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 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 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 close, intimidating stance, threats of violence	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, emails, phone conversations, text messages, comments, jokes, social media	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 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. The Equality Act 2010 extended the definition of direct discrimination based on association discrimination or perception discrimination, please see below.

**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 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 collect as a basic minimum and analyse the following information:

#### For students:

- Gender, disability, age and ethnic profiles of students
- 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 across all groups
- Disciplinary action relating to all groups
- Complaints by students or their sponsors
- Assessment appeals by all groups
- At risk status
- Vulnerable groups – Free College Meal Entitlement, Looked After Children and Care Leavers, In receipt of High Needs Funding or Bursary, Independent Liver under the age of 19, those who have received safeguarding or wellbeing support

#### 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 by percentage
- Disciplinary proceedings for all groups by percentage
- Grievances by group
- Satisfaction surveys by group
- The number of staff who cease employment by group

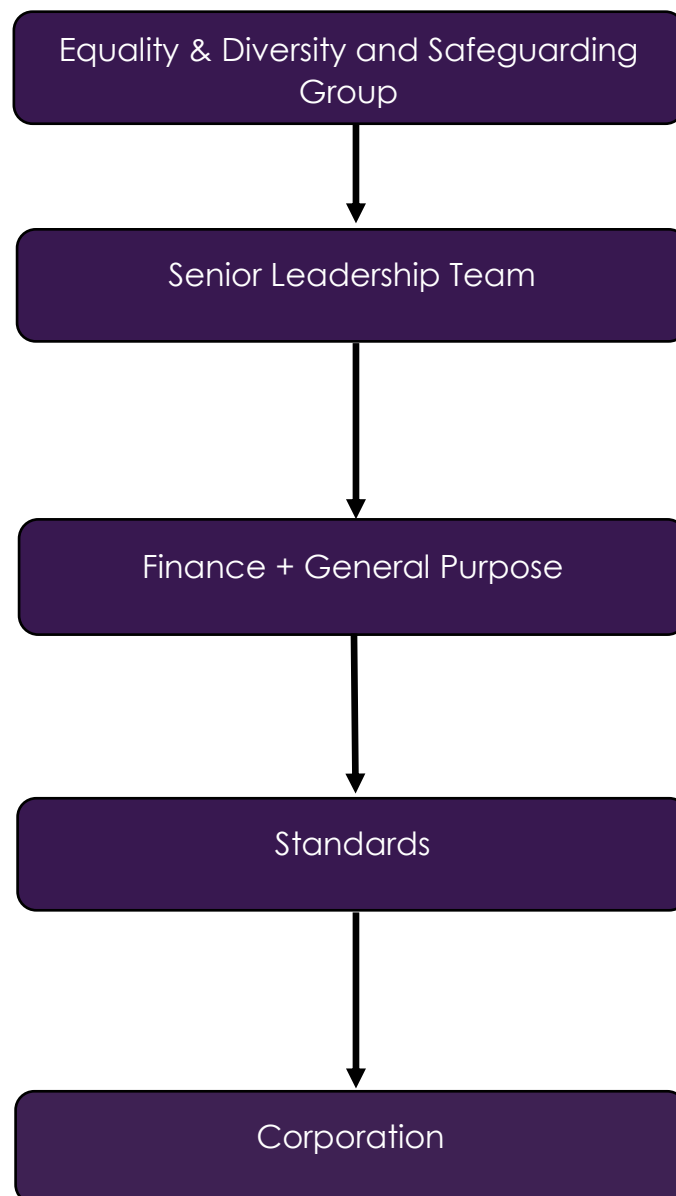
#### The information will be used to:

- Decide whether there are differences in the way different groups are treated and action accordingly
- Decide if there are any gaps in recruitment, attainment and success of different groups of students/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 & monitor the Equality and Diversity Action Plan

Compare College data to local and national statistics in order to identify success and areas for improvement linked to the quality improvement plan (QIP) and targets for improvement.

## East Coast College Equality and Diversity Reporting Structure



## Appendix E Equality and Diversity Impact Assessment Form

### Part 1

Department	
Policy	
Date of Assessment	
Panel Members	
Relevance to the College's Equality Duty? (disability, gender and race)	
	If <b>yes</b> , please cross reference with relevant scheme

### Part 2

	Groups	Likely Impact (positive or adverse)
a	Age	
b	Belief/Religion/Faith	
c	Socio-economic Status	
d	Disability (physical, sensory, learning, mental and physical health)	
e	Ethnicity/Race/Nationality	
f	Gender Re-assignment	
g	Sex	
h	Sexual Orientation	
i	Pregnancy and Maternity	

j	Marriage and Civil Partnership	
k	Any other groups/issues (unemployed, homeless, refugees or asylum seekers, migrant workers, rural issues)	

**Part 3**

a	Is the document subject to equality monitoring?	Yes / No
b	If yes, how is the data collected/disseminated and where will it be discussed?	
c	Has the document developer consulted with any groups or sought information from them? What are the sources of data to inform this document?	

**Part 4**

a	Other diversity observations noted in this document?	
b	Language	
c	Format	

**Part 5**

Changes proposed by the panel (including any comments from document owner)	

**Part 6**

	Signature	Date
Chair (to confirm meeting)		
Owner (to confirm changes)		
Document Control (to confirm update)		

## Appendix F

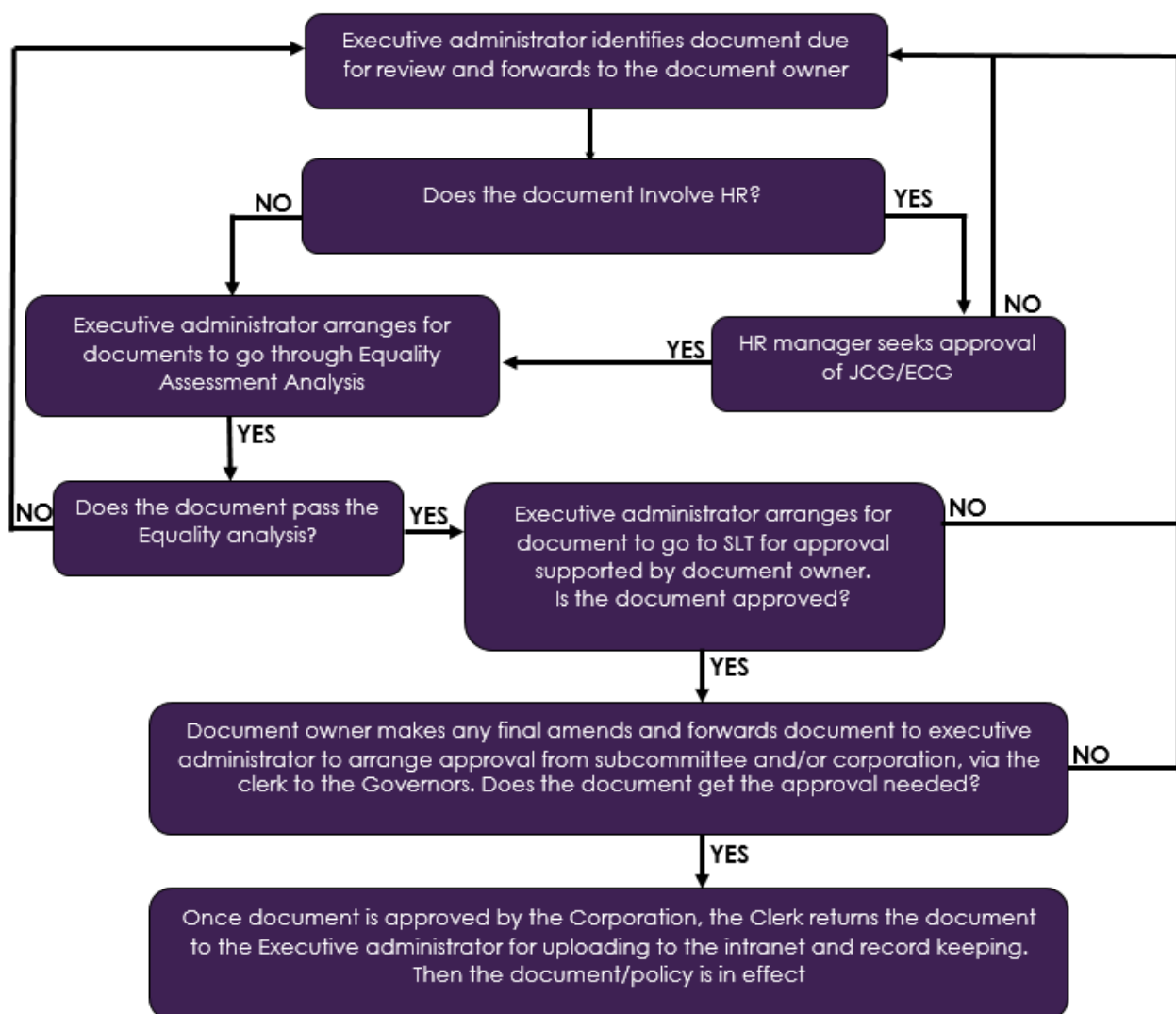
### Equality Impact Assessment flowchart Approval process

Strategies are to be approved by the Governors.

Equality Analysis is to be completed for each document. In some cases this can be completed by the document owner and for other documents, this will need to be submitted to a group or the Equality, Diversity and Safeguarding Group.

All HR documents are to be presented to JCC/ECG.

Documents are to be presented to the relevant Sub-committee or to the Corporation if there are significant changes or when documents becomes due for review.





## Appendix G

### Legislation - Types of Discrimination and additional key information relating to the Equality Act 2010

#### **Direct Discrimination**

This occurs when someone is treated less favourably than another person because of a protected characteristic.

#### **Associative Discrimination**

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic (for example, a mother of a disabled child).

#### **Perceptive Discrimination**

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

#### **Indirect Discrimination**

Indirect discrimination can occur when an employer has a condition, rule, policy or a practice in the company that applies to everyone but which particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if employers can show they acted reasonably in managing their business.

#### **Harassment**

Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

#### **Third Party Harassment**

The Equality Act makes employers potentially liable for harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients. Employers will only be liable when harassment has occurred on at least two previous occasions and they were aware that it has taken place but did not take reasonable steps to prevent it from happening again.

#### **Victimisation**

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because

they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

### **Failure to make reasonable adjustments**

The duty to make reasonable adjustments comprises three requirements for service providers and those exercising public functions, these requirements are:

- Where a provision, criterion or practice puts disabled people at a substantial disadvantage compared with those who are not disabled, to take reasonable steps to avoid that disadvantage
- Where a physical feature puts disabled people at a substantial disadvantage compared with people who are not disabled to avoid that disadvantage or adopt a reasonable alternative method of providing the service or exercising the function
- Where not providing an auxiliary aid puts disabled people at a substantial disadvantage compared with people who are not disabled, to provide that auxiliary aid

### **Discrimination arising from disability**

Treating disabled people unfavourable when using their services for a reason connected with disability. A person is disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

### **Positive Action**

As with previous equality legislation, the Equality Act allows employers to take positive action if they think that employees or job applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic, or if their participation in an activity is disproportionately low.

### **Pre-Employment Health-Related Checks**

The new Equality Act limits the circumstances when employers (or agencies) can ask health-related questions (of the applicant or in a reference request letter) before they offer an individual a job. Now, before a job offer, employers can only ask health-related questions that help them:

- Decide whether they need to make any reasonable adjustments, for the person, during the selection process
- Decide whether an applicant can carry out a function that is essential ('intrinsic') to the job
- Monitor diversity among people making applications for jobs

## **Extension of Employment Tribunal Powers**

Under previous legislation, an employment tribunal could make a recommendation that an employer must eliminate or reduce the effect on the claimant of any discrimination. The Act extends this power so that it will now be possible for a tribunal to make recommendations that an organisation takes steps to eliminate or reduce the effect of discrimination on other employees, not only on the claimant (even if the claimant has left their employer). For example, the tribunal might specify that an employer needs to train all staff about the organisation's bullying and harassment policy. This power does not apply to equal pay cases.

## **Equal Pay – Direct Discrimination**

The Equality Act retains the previous framework that was in place. This means that in most circumstances a challenge to pay inequality and other contractual terms and conditions still has to be made by comparison with a real person of the opposite sex in the same employment.

However, a change in the Equality Act allows a claim of direct pay discrimination to be made, where no real person comparator can be found. This means that a claimant who can show evidence that they would have received better remuneration from their employer if they were of a different sex may have a claim, even if there is no-one of the opposite sex doing equal work in the organisation. This would be a claim under sex discrimination.

## **Pay Secrecy**

The Act makes it unlawful for an employer to prevent or restrict their employees from having a discussion to establish if differences in pay exist that are related to protected characteristics and outlaws pay secrecy clauses in contracts of employment. An employer can require their employees to keep pay rates confidential from some people outside the workplace, for example a competitor organisation.

## **Procurement**

The Equality Act contains a specific measure on procurement, making provision: "to enable duties to be imposed in relation to the exercise of public procurement functions". The Act: "makes it clear public bodies can use procurement to drive equality" and creates a more explicit connection between procurement and the new Public Sector Equality Duty.

Local authorities are explicitly permitted to take non-commercial matters into account during the procurement process, when they consider it is 'necessary' or 'expedient' to do so. This is in order to comply with the Equality Duty.

## Appendix H Exam Arrangements

### Access arrangements and reasonable adjustments

The College has adopted the JCQ policy on examination arrangements and reasonable adjustments below:

The College agrees to:

- Ensure that it will recruit with integrity with regard to both general and vocational qualifications
- Ensure that learners will have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs. The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments
- Ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed by the head of centre
- Have a written process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly Promoting positive attitudes towards disabled persons
- Assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved
- Submit any applications for access arrangements or reasonable adjustments by the published deadline ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. For GCSE and GCE qualifications, a JCQ Centre Inspector will sample a centre's applications
- Ensure that for GCSE and GCE qualifications, a file is presented by the SEND lead which must contain for each application the downloaded approval for the respective arrangement(s), supporting evidence of need (where required) and a signed data protection notice. This information must be available for inspection at the venue where the candidate is taking the examination

**Single Equality Scheme Action Plan 2017-18** to be reviewed annually

	<b>Equality objective</b>	<b>Outcome success criteria</b>	<b>Actions to achieve objective</b>	<b>Person responsible</b>	<b>Measured by</b>	<b>Success monitoring and evaluation</b>	<b>Success criteria achieved?</b>
1	Ensure E&D is consistently embedded in teaching, learning and assessment practice	<p>There are no significant gaps in the student achievement rates for the protected characteristics we measure of age, gender and disability</p> <p>Observation feedback will demonstrate good, respectful behaviour</p> <p>There are no upheld student complaints towards staff relating to Equality and Diversity</p>	<p>E&amp;D is consistently embedded in teaching, learning and assessment practice and observed and commented on through audit and observation</p> <p>Regular training provided to staff to increase the promotion of Equality and Diversity and confidence to challenge inappropriate behaviours and views</p>	<p>Deputy Principal Curriculum, Quality &amp; Learning</p> <p>Head of HR</p> <p>Head of Student Wellbeing &amp; Support</p>	<p>Performance data</p> <p>Observation feedback</p> <p>Ofsted</p> <p>Reporting of CPD activity and its impact to standards Committee</p> <p>External review</p>	<p>Achievement gaps for different groups of students are not statistically significant</p> <p>A culture of good, respectful behaviour college wide both in and out of lessons</p>	

		Issues of bullying that are presented are well managed					
2	Create a learning culture of 'Respect'	<p>Issues of bullying that are presented are well managed</p> <p>Values are embedded into staff and student life</p> <p>College faith and belief calendar is a routine part of college life</p>	<p>Identify and reinforce 'Our Culture' through all aspects of the student's journey to include interview, induction and tutorial and feedback from students belonging to the college alumni</p> <p>Ensure awareness is raised through an effective cross College theme week calendar</p> <p>Displays that promote Equality and Diversity and reinforce the 'Respect' Culture</p> <p>Training provided to staff to increase and update the promotion of Equality and Diversity and confidence to challenge</p>	<p>Head of Student Wellbeing &amp; Support</p> <p>Head of Student Wellbeing &amp; Support</p> <p>Head of HR</p>	<p>Student Survey data</p> <p>Student Forums</p> <p>Performance data</p> <p>Observation feedback</p> <p>Statements in course reviews/self-assessment that relates to personal development and wellbeing</p>	<p>96% of student's state they are happy to be studying at ECC (QDP Survey)</p> <p>95% of students agree that they feel safe at College (QDP Survey)</p> <p>Achievement gaps for different groups of students are not statistically significant and match or surpass national provider averages</p> <p>Respectful behaviour both in and out of lessons is observed and commented on through self-assessment</p>	

		'Student voice' strategies and structures are in place where they have opportunities to contribute towards developing an 'inclusive college culture'	inappropriate behaviours and views			Students are able to articulate their understanding of E&D and safeguarding etc. and that is it part of the 'learning language'	
3	Provide high quality training and learning opportunities for all students	The Quality Improvement Strategy is fully embedded and supports an increasing success and progression rate  The Student Careers and progression	Ensure progression pathways exist from entry level through to Higher Education  Develop and provide programmes for disadvantaged groups  Continue to broaden the modes of study, delivery methods and assessment practice	Deputy Principal Curriculum, Quality & Learning  Assistant Principals Curriculum & Quality	Annual review of curriculum offer  Monitored through student retention and achievement  ProMonitor and Moodle	Destination data demonstrates 90% of positive destinations for students  Achievement gaps for different groups of students are not statistically significant and match or surpass	

		Strategy is embedded	to enable the needs of different groups of students to be met  Ensure support funds are enhanced to support those most in need	Head of Student Wellbeing and Progression	usage statistics  Monitoring the use of LSF, high needs ALS funding and hardship fund records	national provider averages  Recruitment of different groups of students is at or above target	
4	Enable all staff to understand their roles and responsibilities in relation to Equality and Diversity	Students both ready to progress to their next levels and to positively contribute to their communities	All staff use standardised systems that support individual development and enables transparency in supporting student success  Introduce online training for E&D to ensure maximum coverage for all staff and stakeholders and students	Deputy Principal Curriculum, Quality & Learning  Head of HR	ProMonitor audit  Student feedback/ student voice and involvement  Observation feedback	96% of student's state they are happy to be studying at ECC. (QDP Survey)	
5	Achieve high success rates and effective progression by all students	Students both ready to progress to their next levels and to positively contribute to	Regular review of performance for different groups of students, through self-assessment and performance review	Deputy Principal Curriculum, Quality & Learning	Performance data	Performance gaps for different groups of students are not statistically significant	



		<p>their communities</p> <p>The aspirations, success and achievement of different groups of students are monitored and objectives set to inform curriculum development to address any achievement gaps</p>	<p>Implementation and monitoring of actions to close gaps where they have been identified through the quality improvement planning (QIP) process</p>	<p>Deputy Principal Curriculum, Quality &amp; Learning</p>	<p>QIP progress</p>	<p>Destination data demonstrates 90% of positive destinations for students</p>	
6	<p>Enable all students to access learning facilities, resources and support</p>	<p>Timely identification of support needs through effective transition arrangements and preparation for college</p>	<p>Timely initial and ongoing assessment from recruitment to induction and on course to identify individual support requirements</p> <p>Student support information is transferred onto Individual Learning Plans in a timely way</p>	<p>Head of Student Wellbeing and Support</p>	<p>Student feedback Performance data</p>	<p>96% of student's state they are happy to be studying at ECC (QDP Survey)</p> <p>Performance gaps for different groups of students are not statistically significant and match or surpass national provider averages</p>	

			All learning support and assistive technology (resources) are in place in a timely way following induction to maximise their impact on student success				
7	Working with employers (stakeholders) and equitable partnerships	The college is viewed as education provider of choice for vocational, professional and technical training	Through the development of a programme of business breakfast that provide legal and professional updates that support a wider understanding of equality issues for local stakeholders  Fresher's fair and regular community input into student wellbeing events to ensure specialist help is available to the college community	Commercial Director	Evidence of attendance and feedback from events, both from employers and community partners	Attendance rates at breakfast events  Feedback from partners	
8	Ensure students to understand their roles and responsibilities in relation to good citizenship	Students both ready to progress to their next levels and to positively contribute to	Through CPD (for staff) and the tutorial process for students – ensure all members of the college community understand and	Deputy Principal Curriculum, Quality & Learning	Training records  Tutorial records	Performance gaps for different groups of students are not statistically significant and match or surpass	

		<p>their communities</p> <p>Structures are in place to identify, prevent and deal with bullying and harassment to ensure all students are treated with dignity and respect</p>	<p>support the implementation of the college strategic plan and support both College and British values and the PREVENT agenda</p>	<p>Head of Student Wellbeing and Support</p> <p>Head of HR</p>	<p>Student feedback</p> <p>Performance data</p> <p>Observation feedback</p>	<p>national provider averages</p> <p>Participation rates in social action</p> <p>Respectful behaviour both in and out of lessons</p>	
	<p>Leaders commit to improving equality outcomes for students and staff</p>	<p>A single equality scheme is in place to strategically address equality and diversity</p> <p>A workforce strategy developed to</p>	<p>All staff understand their responsibility to deliver equality</p>	<p>Deputy Principal Curriculum, Quality &amp; Learning</p> <p>Head of Student Wellbeing and Support</p>			

		<p>identify key equalities, considerations and objectives which link to employment procedures and comply with equalities legislation and employer codes of practice</p> <p>Mechanisms are in place for measuring the impact of policies and practices linked to the single equalities scheme</p>	<p>outcomes – reflected in the appraisal system</p>	<p>Head of HR</p>			
	<p>Senior leadership commits to developing community cohesion and inclusion strategies</p>	<p>Plans are in place to improve the participation of vulnerable and underrepresented groups (staff and students)</p>	<p>Take into account the changing profile of the community when reviewing college provision and the curriculum</p>				

	<p>Commissioning and procurement processes take account of Equality and Diversity requirements</p>			<p>Deputy CEO</p>			
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# Equality and Diversity Impact Assessment Form

## Part 1

Department	
Policy	Single Equality Scheme inc Equality Statement
Date of Assessment	23 <sup>rd</sup> March 2017
Panel Members	Equality and Diversity Committee
Relevance to the College's Equality Duty? (disability, gender and race)	
	If <b>yes</b> , please cross reference with relevant scheme

## Part 2

	Groups	Likely Impact (positive or adverse)
a	Age	n/a
b	Belief/Religion/Faith	n/a
c	Socio-economic Status	n/a
d	Disability (physical, sensory, learning, mental and physical health)	n/a
e	Ethnicity/Race/Nationality	n/a
f	Gender Re-assignment	n/a
g	Sex	n/a
h	Sexual Orientation	n/a
i	Pregnancy and Maternity	n/a

j	Marriage and Civil Partnership	n/a
k	Any other groups/issues (unemployed, homeless, refugees or asylum seekers, migrant workers, rural issues)	n/a

**Part 3**

a	Is the document subject to equality monitoring?	Yes / <del>No</del>
b	If yes, how is the data collected/disseminated and where will it be discussed?	E&D committee
c	Has the document developer consulted with any groups or sought information from them? What are the sources of data to inform this document?	Legislation – Gov.uk Colleagues with specific E&D experience for contribution

**Part 4**

a	Other diversity observations noted in this document?	
b	Language	
c	Format	

**Part 5**

Changes proposed by the panel (including any comments from document owner)
All changes proposed at the meeting have been made to create document in final and clear impact assessment

**Part 6**

	Signature	Date
Chair (to confirm meeting)	<i>Mare</i>	23.3.17
Owner (to confirm changes)	<i>Mare</i>	23.3.17
Document Control (to confirm update)	Louise Carway	23.3.17

