



## Single Equality Scheme

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## **1. Scope**

- 1.1 This Single Equality Scheme covers all members of the College community and 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. This is an expansion on the Equality, Diversity and Inclusion Policy and covers the College's approach to equality, diversity and inclusion in more detail. It should be read in conjunction with the Single Equality Scheme Action Plan.
- 1.2 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, diversity and inclusion ethos.
- 1.3 We welcome students and staff from all backgrounds and value and actively celebrate the benefits that diversity and difference bring to the College and our society.
- 1.4 The College raises awareness of equality and British values, promotes diversity and combats all forms of inequality, disadvantage, prejudice, unfair discrimination, harassment and mistreatment 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 students and staff.
- 1.5 We are keen as a college to not only fulfil our statutory duties but to promote equality of opportunity and avoid discrimination, placing the promotion of equality, diversity and inclusion at the centre of our work, both as a provider and as an employer.
- 1.6 As part of the development of the scheme we will consult with a range of stakeholders (for example):
  - Students
  - Parents
  - Staff
  - Governors
  - Employers
- 1.7 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.

## **2. Local Context**

- 2.1 East Coast College serves the East Anglian Coast as far north as North Walsham and to Southwold, Bungay and Halesworth in the south. Access to both campuses via public transport and rural road networks greatly influences the main catchment area, particularly for college based learning.

Unemployment in many areas served by the college is higher than the regional and national figures. Social mobility is linked to unemployment and aspirations, with 16-19 year old students tending to live within 10 miles of the nearest campus. These demographic factors, along with local and regional competition, poor transport networks and low aspirations at all levels (typical of most coastal regions in the country), emphasise the need to also enhance wellbeing and increase the economic, social and emotional health of our community.

## **3. Key Principles**

- 3.1 The purpose of this Single Equality Scheme is:

- To outline the college's approach to fulfilling its commitment to equality, diversity and inclusion 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
- To develop and deliver the Single Equality Scheme Action Plan that ensures that the College is compliant in all equality matters
- To ensure that all members of the College community are aware of equal opportunity issues
- To ensure that all members of the College community are aware of the scheme and our action to promote choice, opportunity and progression for all
- To create an inclusive environment underpinned by fair and equitable practices and procedures in which all members of the College community can feel valued and respected
- To ensure adherence to relevant College procedures

- 3.2 The scheme highlights how equality, diversity and inclusion is embedded into the college values:

- Winning our market
  - Partnership working to ensure all student have access to the support they need

- Ensure a positive transition into and out of the College which will meet individuals' needs
- Learning, development and wellbeing
  - Implementing wellbeing strategies to enable students to maximise their potential
  - Implementing staff wellbeing programme to promote personal and professional development
- Student success, progression and wellbeing
  - Ensuring students are accepted on the appropriate course for them and supported throughout their learning
  - Ensure responsive, student-centred support services
  - Ensuring all students achieve their personal career plan and goals
- Improving our business
  - Using an innovative approach to access services and ensure that student and staff needs are met

3.3 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.

3.4 Within our commitment to promoting choice, opportunity and progression we will:

- Ensure that we identify, where possible, the support necessary for applicants to achieve the agreed outcomes
- Advise and recruit without regard to: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- 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

#### **4. General Equality Duty**

4.1 The Equality Act 2010 came into operation on 1 October 2010 with further public sector duties coming into force on April 2011. The College Equality, Diversity and Inclusion Policy, Single Equality Scheme and Single Equality Action plan reflect the current local and national picture which affects the College staff, students and others in the College community.

4.2 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

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

- Human Rights Act

- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- SEND code of practice: 0 to 25 years (2014)

4.4 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

4.5 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.

4.6 Sex equality commitments:

- Eliminating discrimination, harassment and victimisation on the grounds of sex
- Advancing equality of opportunity and fostering good relations between different sexes
- 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

4.7 Race equality commitments (also includes ethnicity or nationality):

- 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

#### 4.8 Disability equality commitments:

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

#### 4.9 Marriage and civil partnership commitments:

- 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

#### 4.10 Age equality commitments:

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

#### 4.11 Sexual orientation equality commitments:

- 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

#### 4.12 Gender reassignment and identity commitments:

- Advancing equality of opportunity for transgendered and non-binary gendered people
- Fostering good relations
- 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
- Ensuring that a person who is undergoing gender reassignment is entitled to use the facilities (including toilets and changing facilities that are appropriate for their own gender identity)
- The wishes of the person undergoing gender reassignment will be taken into consideration in all cases

#### 4.13 Faith, religion and belief equality commitments:

- Advancing equality of opportunity for people of different religions or beliefs
- Fostering good relations
- Eliminating discrimination harassment and victimisation related to religion or belief
- Actively tackling discrimination regarding religion or belief, whether overt, covert or by omission and promoting equality
- Eliminating religious harassment (unwanted behaviour based on religion 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
- Providing a quiet / prayer room facility for use by all faiths and none

#### 4.14 Pregnancy and maternity equality commitments:

- 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)
- Fostering good relations
- Eliminate discrimination harassment and victimisation related to pregnancy and maternity
- Creating an environment where breastfeeding is welcome with the provision of a private or quiet room if needed
- Working closely with specialist midwife and parenting support groups
- Gender-neutral baby-changing facilities

4.15 As an expansion of our general equality duty we also have made a commitment to positively impact the socio-economic prospects and social mobility opportunities for our communities. We will recognise our community impact in a number of ways. These include:

- Increase in average qualification level
- Reduction in crime and anti-social behaviour
- Increased levels of employment
- Reduction in mental health need
- Reported increase in health equality
- Economic development
- Average wage increase
- Evidence of involvement in community cohesion

4.16 The college will aim to widen participation and strengthen links with all sections of the community which it serves through the following activities:

- Analysis of the demographic profile of its local and neighbouring areas in order to inform planning regarding the needs of all groups in the community, and to assess the relevance of current provision
- Networking with statutory, voluntary and private organisations and partners to secure the provision of learning in the community
- Continued development of opportunities to work with community organisations
- Ensuring links with local and regional employers effectively support curriculum planning to provide opportunities for students to progress

## **5. Harassment and Bullying**

5.1 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 does not tolerate, and in line with the College Inclusion and Disciplinary Procedures, will strive to eliminate all forms 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.

5.2 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

5.3 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



- 5.4 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.
- 5.5 Behaviour associated with harassment can take many forms and is defined as unwelcome physical, verbal or non-verbal conduct. A person does not have to say that they object to the behaviour for it to be unwanted.
- 5.6 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.
- 5.7 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.
- 5.8 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.
- 5.9 Examples of harassment

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	Sexual jokes, emails or comments
Non-Verbal	Hostility, display of offensive pictures and photographs	Pornographic photographs or drawings

- 5.10 All members of the College community (staff, students and visitors) 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.

- 5.11 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.
- 5.12 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.
- 5.13 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.
- 5.14 Bullying is unjustified and inappropriate behaviour which is threatening or humiliating.
- 5.15 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.
  - **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.
  - 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.

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

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

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

## **6. Ensuring awareness of our Single Equality Scheme, actions to ensure success and responsibilities**

6.1 The college will aim to ensure awareness in the following ways:

- Staff, students, contractors, 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 all aspects of diversity including 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 diversity including age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity
- 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 eliminate 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

## **7. Monitoring and Reporting Our Progress**

7.1 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.

7.2 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 – including 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

7.3 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
- The number of staff who benefit or suffer detriment as a result of performance assessment procedures e.g. including appraisal, capability proceedings by group
- Grievances by group
- Satisfaction surveys by group

- The number of staff who cease employment by group

7.4 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 Single Equality Scheme 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.

7.5 The action plan is reviewed on an annual basis but monitored on a termly basis by the Senior Management 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, Diversity and Inclusion Policy.

## **8. Roles and Responsibilities**

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

8.2 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
- Ensuring there is no unfair discrimination
- Acting positively where appropriate to ensure legal duties are met
- Ensuring that all employees are aware of their equality, diversity and inclusion duties and responsibilities
- Promoting the College and its ability to respond appropriately to the needs of a diverse student body, the wider community it serves and those of its employees
- Ensuring no unfair or unlawful discrimination takes place on grounds of any protected characteristic and to recognise that they will be liable for the discriminatory acts of employees

- Ensuring college policies, procedures and action plans comply with anti-discrimination legislation and are not unlawfully discriminatory
- Taking responsibility for eliminating discrimination, harassment and victimisation and any other conduct which is prohibited under the Equality Act 2010
- Promoting and advancing equality of opportunity and fostering good relations between all college users
- Acting positively where necessary to redress any unjustified disparities in equality in the fields of education, training and employment
- The campus is physically accessible to all

### 8.3 The Principal and Senior Leadership 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 college community
- Making sure the Single Equality Scheme and its procedures are followed
- Ensuring advice and support in respect of childcare and other caring responsibilities is available
- Ensuring there is provision for meeting religious, cultural and dietary needs

### 8.4 The Deputy Principal Curriculum and Quality is responsible for:

- Co-ordinating work on equality, diversity and inclusion
- 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, diversity and inclusion related training for staff
- The use of positive action in recruitment where appropriate
- Ensuring there is implementation of Equality, Diversity and Inclusion Policy and monitoring of performance

### 8.5 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, diversity and inclusion in all aspects of their teams work
- Equality, diversity and inclusion are incorporated into strategic and operational planning, and are effectively monitored against national and local benchmarks

- Ensuring college policies and procedures are the subject of 'Impact Assessment' reviews where required
- Aiming to ensure that curriculum provision is responsive, accessible and flexible in meeting students' diverse needs
- Ensuring there are positive action measures in place to address any issues of staff and/or learner under-representation
- Aiming to ensure there is a programme of effective support measures for both students and staff which promotes a culture of inclusivity and reinforces positive values and codes of behaviour consistent with a policy of non-tolerance of all forms of discrimination

#### 8.6 Curriculum staff are responsible for:

- Effectively planning learning to embed equality, diversity and inclusion themes within lessons and the curriculum
- Promoting equality, diversity and inclusion themes within lessons and through assessment opportunities
- Ensuring teaching and learning provides opportunities to promote and embed equality, diversity and inclusion themes
- Promoting British values and College values

#### 8.7 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
- Ensuring that they report any incidents that contravene this scheme to their manager or other appropriate member of staff
- Conducting themselves at all times in a way that shows consideration for all members of the College community and is not detrimental to the reputation of the College
- Observing College regulations
- Showing respect for the College environment and encourage others to do the same
- Treating everyone with respect and in line with British and College values
- Utilising naturally occurring opportunities to challenge and enhance equality, diversity and inclusion in learning
- Supporting students to promote diversity and prepare students to live in the diverse society that is modern Britain

#### 8.8 All contractors, service providers and partners 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

- Adhering to policies, procedures and behaving in line with British and College values

8.9 Students have a responsible role to play in supporting the college in delivering this Equality, Diversity and Inclusion Policy. The College Respect Campaign and Inclusion and Disciplinary Policy sets out what students can expect of the college and also what the college expects of its students including that they:

- Conduct themselves at all times in a way that shows consideration for all members of the college community and is not detrimental to the reputation of the college
- Observe college regulations
- Show respect for the college environment and encourage others to do the same
- Do not behave in any way which is offensive to others
- Treat everyone with respect and in line with British and College values

## **9. The Curriculum**

9.1 Curriculum development and delivery will address the variety of experiences, backgrounds, skills and needs which students bring to their learning. The curriculum will aim to meet student and employer needs and support all students to progress.

9.2 The college will aim to ensure:

- Teaching and learning methods and materials are non-discriminatory
- Equality, diversity and inclusion is promoted within teaching, learning and assessment and through the tutorial programme
- Where relevant, employers are involved in the design and delivery of the curriculum and provision of appropriate work placements in a way that challenges stereotypes
- Appropriate programmes of study are provided to enable all students to make progress
- Good practice and resources with regard to equality, diversity and inclusion in the curriculum is shared and celebrated by staff through sharing best practice
- Course teams/tutors regularly review assessment methods, teaching styles and materials to ensure students make good progress, irrespective of individual characteristics
- Identification and assessment of learning support requirements for all students resulting in strategies which meet student need
- Data is used to monitor and improve participation and achievement of students across all groups with the result that achievement gaps are narrowed
- Provision which meets the needs of community/outreach groups is developed and reviewed to improve accessibility
- We identify demand and aim to provide accessible delivery of programmes which takes account of students' commitments



## **10. Promotion of Equality, Diversity and Inclusion in Teaching and Learning**

10.1 Within teaching and learning sessions, staff will actively promote equality, diversity and inclusion, and will prepare students for when they leave college and enter the world of work or further study.

10.2 The college will aim to ensure:

- Teachers effectively plan learning to embed equality, diversity and inclusion themes within lessons and the curriculum
- Teachers promote equality, diversity and inclusion themes within lessons and through assessment opportunities
- Teachers and all staff supporting students utilise naturally occurring opportunities to challenge and enhance equality, diversity and inclusion in learning
- Teachers and all staff supporting students promote diversity and prepare students to live in the diverse society that is modern Britain and to understand the role of British and college values.

## **11. Staff Selection, Recruitment and Development**

11.1 The college will take positive action to ensure that under-represented groups are encouraged to apply for vacant posts at different levels and in different areas of the college's work. College procedures will aim to ensure that there is neither direct nor indirect discrimination in staff recruitment, selection or development.

11.2 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.

11.3 The Equality Act 2010 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

- Take positive action to assist disabled people and assure themselves that a candidate has the disability where the job genuinely requires the jobholder to have a disability
- Once a person has passed the interview and has been offered a job then it is permitted for the employer to ask appropriate health-related questions.

11.4 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 Equality Act 2010 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.

11.5 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.

11.6 As part of this good practice we will aim to ensure that:

- We operate a recruitment process that is based on equality of opportunity for all
- All vacancies are advertised in the appropriate medium as determined by the People Team and having regard to the staff profile and its imbalances in terms of age, disability, gender and ethnicity
- There is a consistent approach on the interpretation of staff documentation (e.g. contracts of employment) and implementation of policies and procedures across the College.
- Through our quality assurance, monitoring and review processes equal opportunities during employment are adhered to
- All staff are treated with dignity and respect and we value the contribution of each member of staff
- Composition of staff and job applicants across the College and in each department/service and level is monitored in relation to the Equality Act 2010 and identified imbalances and under representation are addressed

- We use positive action where appropriate including that staff vacancy details are drawn to the attention of under-represented groups
- 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
- Staff recruitment, retention and progression is monitored and corrective action taken where necessary
- Staff recruitment and selection documentation and procedures are non-discriminatory and inclusive in content and format
- Members of recruitment and selection panels are trained in Equality, Diversity and Inclusion
- Consideration is given to candidates' views of the recruitment process and that feedback is offered
- A complaints procedure is followed in cases of alleged discrimination or unfair treatment
- Family friendly working practices are developed for staff, and where possible for students
- Staff person specifications and advertisements will reflect the objective requirements of the job

## **12. Training**

12.1 Both compulsory and non-compulsory equality, diversity and inclusion 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, diversity and inclusion 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.

## **13. Exam Access Arrangements and Reasonable Adjustments**

13.1 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

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

- 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
- 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 ALS Support and Inclusion Co-ordinator 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 examinations.

## **14. College Environment and Facilities**

14.1 The college will aim to provide a welcoming, safe environment which encourages access and participation by all sections of the community to high quality learning and support facilities.

14.2 The college will aim to ensure:

- Environment is welcoming, accessible to all and appropriate for learning
- An Estates strategy that seeks to develop the best possible learning environment and resources
- Student support services which enhance students' total learning experience
- An environment in which all users are able to observe individual needs
- An environment in which all users should feel safe, secure and free from bullying, harassment and discrimination

## **15. Procurement**

- 15.1 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.
- 15.2 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.
- 15.3 We will aim to ensure that:
- All partners, contractors and consultants are committed to equality, diversity and inclusion in service provision
  - 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
  - Suppliers and contractors are aware of and comply with the Colleges Single Equality Scheme, including through the tender process.
  - We include 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

## **16. Equality Impact Assessments**

- 16.1 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.
- 16.2 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.
- 16.3 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.
- 16.4 The following principles, (drawn from case law) explain what is essential in order for the Equality Duty to be fulfilled when making decisions:
- Knowledge – staff need to be aware of the requirements of the Equality Duty. Compliance with the Equality Duty involves staff knowing exactly what is expected of them and how they can achieve the expectations.

- Timeliness – the Equality Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken – that is, in development of policy options, and in making a final decision.
- Real consideration - 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. There must be 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
- 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.

16.5 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

16.6 Strategies are to be approved by the Governors.

16.7 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 Community Committee.

16.8 All documents owned by the People Team are to be presented to the Joint Negotiating and Consultative Committee

16.9 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.

## **17. Quality Improvement**

17.1 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, diversity and inclusion are embedded in the course review process. This tracks students at risk of dropping out and within the classroom observation process 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 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.

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

18.1 The College will ensure that all staff, students' visitors, stakeholders, contractors and suppliers are made aware of our Equality, Diversity and Inclusion Policy, Single Equality Scheme and Single Equality 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.

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

19.1 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.

19.2 We will continue to ensure that 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.

19.3 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.

## **20. Grievances and Complaints relating to Equalities**

20.1 East Coast College's Grievances and Complaints procedure is available to any staff member, student or visitor who feels they have been discriminated against. In addition, the Bullying and Harassment policy is available if any person feels they have been bullied or harassed.

20.2 Those raising concerns in good faith will not be victimised or discriminated against for raising a concern. All concerns will be dealt with in confidence and as soon as possible in line with the appropriate procedures.

20.3 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.

20.4 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.

20.5 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.

20.6 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.

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

21.1 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.

21.2 Behaviour as described in 16.1 includes:

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