



# Equity, Equality, Diversity and Inclusion Policy

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<b>Approving Body:</b> Corporation	<b>ELT contact:</b> Executive of Curriculum, Quality and Student Experience
<b>Date Approved:</b> September 2023	<b>Author:</b> Student Experience Manager

\*This procedure may need to be reviewed before the review date stated, to reflect changes in government and other agencies' advice, guidance and legislation

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## 1. Introduction

City College Plymouth (the 'College') is a leading provider of vocational, professional and technical training in the South West, that strives to provide a learning environment and organisational culture that impacts positively on the health, wellbeing and sustainability of our community, to enable all our students and staff to achieve their full potential.

The term 'College Community' includes all staff, governors, students, parents/carers, volunteers and visitors.

### Our vision:

- To be the learning destination of choice.

### Our core values:

- Respect
- Ownership
- Integrity.

## 2. Policy Statement

The purpose of this policy is to state the College's policy on Equity, Equality, Diversity and Inclusion and to set out how this Policy is implemented throughout the College Community. Appendix 1 gives information about equality legislation and Appendix 2 gives explanations for specific terms.

City College Plymouth will challenge any form of inequality and discrimination, advancing equality of opportunity and promoting good relations amongst the college community and beyond. The College seeks to ensure that this commitment is reflected in everything that it does and that all Corporation members, staff, students, partners, visitors, contractors and subcontractors working on behalf of the College share this commitment. We promote respect for others through a culture of shared values in behaviour and attitudes and we value, welcome and actively celebrate the benefits that diversity and difference bring to the College and our community.

### ***We celebrate diversity and inclusion and the breaking down of barriers to success***

The College is committed to recognising the dignity and unique nature of each individual and will strive to create a safe environment for all, promoting equality of opportunity so that all students and staff can thrive together. Students and staff play a positive role in creating an environment that values and nurtures differences, in which all forms of prejudice, unfair discrimination, bullying and harassment are never tolerated.

We aim to promote an inclusive and welcoming environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy, and are committed to ensuring that staff integrate and embed Equity, Equality, Diversity and Inclusion in processes and practices across the organisation.

Tackling inequality through education is essential if we are to achieve a fairer and equal society. City College Plymouth aims to promote a positive and respectful culture in which staff know and care about learners. The College aims to raise awareness of equality and human rights; it will uphold and promote fundamental values to help prepare our students for the

challenges work and life in the modern British community will bring. We will underpin the key values of democracy, rule of law, individual liberty, mutual respect and tolerance. Our teaching, learning and assessment will promote equality and celebrate diversity; furthermore, we are committed to challenge all forms of discrimination including but not limited to, Direct and Indirect discrimination, discrimination arising from disability, victimisation, harassment, stereotyping, radicalisation, racism, sexism, homophobia and bullying.

### **3. Implementation**

#### **Marketing**

All marketing, display and course information will promote equity, equality, diversity and inclusion and is free from explicit or discrimination and promotes positive imagery.

#### **Teaching and Learning**

- Staff producing teaching and learning materials will ensure that they are checked by their curriculum Manager, Head of Teaching and Learning and or the equity, equality, diversity and inclusion committee.
- Written entry criteria and procedures will be free from any form of negative discrimination.
- Impartial guidance will be provided for all applicants to ensure their placement on courses that offer them success and progression
- The curriculum will meet the needs and reflect the diversity of our learners and communities and learners will be enrolled based on ability, aptitude and suitability for the course.
- All assessment strategies and materials will be fair and reliable.

#### **Personnel**

- The recruitment procedure for staff appointments will actively support equality of opportunity from the start of the recruitment process.
- Each employee's written terms and conditions of employment will include a statement that commits the employee to compliance with all College policies and that failure to do so may result in disciplinary action.
- As part of their induction all staff and students will be made aware that harassment will not only be a breach of College regulations but may also be a breach of civil or criminal law.
- Line Managers will demonstrate a commitment to accommodate employees' preferred work pattern.

#### **Procedures**

- Advice and guidance will be available for the alleged victims of harassment, discrimination, prejudice, racism and abuse, including guidance on opportunities for action and seeking redress.
- Student informal complaints and concerns are to be referred to the Learner Support Manager and curriculum managers.
- Staff informal complaints and concerns will be monitored by their line manager, or their line manager's manager.
- Formal Complaints and concerns by students will be monitored by the Executives and form part of the annual review of formal complaints.

- The College Grievance Policy and Harassment Policy (details of both these policies are available on Staff Central and People Management) outlines the procedure for staff wishing to raise a complaint or concern.
- Support to staff is available through People Management as well via normal line management.

#### **4. Roles and Responsibilities**

Each member of the College community is responsible for following and supporting this policy. The guidance applies to all staff, students, governors, contractors, volunteers and visitors. We expect all members of our college community to follow our vision and values for equality, diversity and British Community values.

##### **The College's Corporation**

The College's Corporation is the responsible body for ensuring that City College Plymouth complies with the Equality Act 2010. Corporation members are responsible for their behaviour, oversight of the management and conduct of the College's Equity, Equality, Diversity and Inclusion policies and for the advancement of Equity, Equality, Diversity and Inclusion within the organisation. They will:

- set and maintain strategic direction for equality, diversity, British and Community values
- monitor performance and targets through regular reports and respond to recommendations on how the Corporation and its Committees should ensure that Equity, Equality, Diversity and Inclusion issues and policies are implemented and monitored appropriately.
- undertake training relating to Equity, Equality, Diversity and Inclusion.

##### **Students**

Students are responsible for their behaviour and attitude and must abide by the College Charter, Code of Behaviour and Conduct, and Equity, Equality, Diversity and Inclusion Policy.

All students will:

- undertake a student induction led by a member of the teaching team for their course. Equity, Equality, Diversity and Inclusion forms a key part of the induction programme and clear messages to students that discrimination, harassment, bullying and victimisation will not be tolerated.
- Engage in the tutorial process where issues of Equity, Equality, Diversity and Inclusion will be discussed.
- Challenge or report any incidents involving Discrimination, Harassment, Bullying and Victimisation, inside or outside the learning environment.
- Treat everyone with respect, fairly and with understanding.

##### **Executive Leadership Team**

The Executive Leadership Team has overall operational responsibility for Equity, Equality, Diversity and Inclusion, British and Community values through:

- proactively championing equality, diversity, British and Community values

- carrying primary responsibility for ensuring all aspects of this policy are carried out effectively
- ensuring that measurable equality targets are set to accomplish the duties of the legislation
- ensuring regular reports and recommendations are made to Corporation who will monitor progress and performance

## **Staff**

Staff are responsible for their behaviour and attitude and for the advancement of Equity, Equality, Diversity and Inclusion both in their learning environments, work areas and on all areas of college estate. All staff will:

- Attend, a college staff induction and complete all mandatory training associated with Equity, Equality, Diversity and Inclusion
- Undertake additional Equity, Equality, Diversity and Inclusion training where appropriate to their role
- Challenge Discrimination, Harassment, Bullying and Victimisation
- Report all incidents involving College students or staff where discrimination, harassment, bullying or victimisation has occurred relating to the protected characteristics of others, be this on or off College premises
- Intervene where they feel this does not put them at personal risk/harm

## **Delivery and Support Teams**

Course teams, programme areas, Student Journey and the College as a whole are responsible for implementing and monitoring the progress of all students, particularly those with protected characteristics and taking appropriate action to advance Equity, Equality, Diversity and Inclusion. Delivery and support teams will:

- Take every opportunity to embed Equity, Equality & Diversity into curriculum delivery
- Deliver tutorial workshops that challenge students

Workshops cover issues such as:

1. physical assault against a person or group because of their race, ethnicity, nationality, disability, religion, sexual orientation or gender
2. Use of derogatory names, insults and jokes
3. Racist, sexist, homophobic or discriminatory graffiti
4. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
5. Bringing discriminatory material into College
6. Verbal abuse and threats
7. Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
8. Promote Behaviour and Attitudes that foster a culture of respect and a sense of community
9. Raise awareness of issues around radicalisation and extremism as part of the PREVENT duty.

## **Equity, Equality, Diversity and Inclusion Committee**

The Equity, Equality, Diversity and Inclusion Committee has a responsibility for raising equality and diversity awareness. The Committee meets on a monthly basis and welcomes all staff and students. The committee will discuss any issues that may arise and ideas and suggestions to promote the Equity, Equality and Diversity and Inclusion agenda.

## **External Partners**

External partners with which the College works must comply with the College's Equity, Equality, Diversity and Inclusion Policy and share the College's commitment to Equity, Equality, Diversity and Inclusion, as set out in its Vision and Value Statement. External partners must ensure they have appropriate policies and procedures in place regarding Equity, Equality, Diversity and Inclusion. When drawing up agreements or contracts with external partners, the College must ensure that external partners are made aware of the College's Equity, Equality & Diversity & Inclusion policy and must assure itself that the external partner has appropriate policies and procedures in place regarding Equity, Equality, Diversity and Inclusion.

## **Visitors, Contractors and Subcontractors**

Visitors, contractors and sub-contractors must comply with the College's Equity, Equality, Diversity and Inclusion Policy. College staff meeting/employing visitors, contractors and sub-contractors are responsible for making them aware of the College's Equity, Equality, Diversity and Inclusion Policy. If the visitors, contractors and subcontractors fail to respect the inclusive values of the College, the supervising staff member is to kindly ask them to leave the premises and raise a risk proof incident to inform the relevant internal authorities so that the correct investigation can take place.

## **5. Monitoring and Evaluation**

The personal data of students and staff are collected and used in line with GDPR.

Course teams and programme areas monitor enrolment, retention, achievement and success data at appropriate points throughout the academic year. They evaluate this data in their CPR, PPR and self-assessment reports and where there are differences in the data for different groups of people, identify actions to eliminate these differences. The actions are then included into quality improvement plans and monitored regularly.

The Leadership team will evaluate the full range of data in the College's self assessment report and identify actions to eliminate these differences. These actions are inserted into the College quality improvement plans and are monitored regularly. The College will also regularly measure, review and reinforce the effectiveness of the Equity, Equality, Diversity and Inclusion Policy through:

- The Equity, Equality, Diversity and Inclusion Annual Report
- Staff and student surveys and data analysis
- Formal complaint monitoring
- Reporting to governors
- Collecting and sharing examples of good practice through TLA forums. · Strategic Plan/Operational Plan monitoring activities
- Mandatory training statistics – Safeguarding, Equity, Equality & Diversity, Prevent, Health & Safety and additional CPD related to Equality / Diversity.

## 6. Dates of Review

First issue	July 2008
Reviews	September 2009 – 2019 - 2020 - 2022
Next review	September 2026

## 7. Appendix

### Appendix 1 – Legislative Framework

#### 1 The Equality Act 2010

The Equality Act 2010 provides the key legislative requirements relating to Equality, Diversity and Inclusion. Within this piece of legislation, nine protected characteristics are identified: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act outlaws unfair discrimination against an individual because of a protected characteristic and includes the following types of discrimination:

- direct discrimination - when you treat a person less favourably than you treat another person because of a protected characteristic
- indirect discrimination - when a practice has the effect of putting people sharing a protected characteristic within the general group at a disadvantage
- harassment – when someone behaves in a way that creates an offensive, hostile, degrading, humiliating or intimidating environment for a person · victimisation - if you treat someone badly because they have been involved in a claim or complaint about discrimination
- discrimination arising from disability - when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment
- failure to make reasonable adjustments – when an organisation fails to make reasonable adjustments for a person with disabilities
- to avoid the disabled person being placed at a substantial disadvantage compared to person without disabilities

#### 2. The Public Sector Equality Duty

Came into force in April 2011 (s.149 of the Equality Act 2010). Each year, as part of this duty, the College publishes a report that summarises and demonstrates:

- the extent to which the advancement of Equity, Equality, Diversity and Inclusion is evident within our College
- our strong commitment to a culture of fairness, tolerance and respect · our pledge to provide inclusive educational provision that respects and responds to the diverse needs of our local community

- the progress we have made towards our equality objectives

### 3. The Equality Act 2010

(Gender Pay Gap Information) Regulations 2017 The College continues to publish gender pay gap information within its Equity, Equality, Diversity and Inclusion Annual Report. Since March 2018, as part of the Public Sector Equality Duty, the College has published its gender pay gap data together with a written statement on the public-facing College website.

### 4. The Counter Terrorism and Security Act 2015 and the Prevent Duty

This places a duty on the College to have "due regard for the need to prevent people from being drawn into terrorism" and to challenge vocal or active opposition to fundamental British and Community values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

We recognise that we play a vital role in keeping our students safe from harm, including from the risks of extremism and radicalisation. College staff are expected to exemplify key British and Community values within their general behaviours, leadership and management. Promoting key values of our society alongside building students' confidence to both question and challenge extremist beliefs and ideologies will help to develop resilience.

All staff are required to undertake mandatory training linked to the Prevent Duty, Staying Safe and College Guidance on the Lockdown Procedure.

## Appendix 2 - Definitions

**Diversity** Diversity is about acknowledging, respecting and valuing differences between individuals and groups of people.

**Equality** - Equality is about making sure people are treated fairly and given fair chances. Equality is not about treating everyone in the same way, but it recognises that their needs are met in different ways. Equality is the framework that enables opportunity, access, participation and contribution that is fair and inclusive.

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

They are age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex and sexual orientation. (See Appendix 2, item 5 for details.)

**Direct Discrimination** - Someone is treated less favourably than another person because of a protected characteristic.

**Direct Discrimination by Association** - Someone is treated less favourably because they associate with another person who has a protected characteristic.

**Direct Discrimination by Perception** - Someone is treated less favourably than another person because others think they have a particular protected characteristic.

**Indirect Discrimination** - A rule or policy that applies to everyone, but disadvantages people with a particular protected characteristic.

**Harassment** - Someone behaves in such a way that their conduct has the purpose or effect of creating an environment that is offensive, hostile, degrading, humiliating or intimidating, even if this behaviour is not directed at the person making a complaint.

**Victimisation** - Someone is treated badly because they have made/supported a complaint or grievance under the Act.

**Discrimination arising** - A disabled person is treated less favourably from a disability because of something connected to their impairment.

**Reasonable Adjustment** - The duty to make reasonable adjustment comprises three requirements. For education providers, these requirements are to take reasonable steps to:

1. avoid the substantial disadvantage where provision, criterion or practice puts disabled students at a substantial disadvantage compared to those who are not disabled.
2. Remove or alter a physical feature or provide a reasonable means of avoiding such a feature where it puts disabled students at a substantial disadvantage compared to those who are not disabled.
3. Provide an auxiliary aid where disabled students would, but for the provision of such an auxiliary aid, be put at a substantial disadvantage compared to those who are not disabled.

**Appendix 3**

<b>Internal Supplementary Documentation</b>
<ul style="list-style-type: none"><li>● Adoption Leave Policy</li><li>● Challenging Behaviour Guidelines</li><li>● Data Protection Policy</li><li>● Flexible Working Policy</li><li>● Gender Pay Gap Report</li><li>● Grievance Policy</li><li>● Harassment Policy</li><li>● Maternity Leave Policy</li><li>● Menopause Policy</li><li>● Multi Faith Prayer &amp; Contemplation Room Use Guidelines</li><li>● Paternity Leave Policy</li><li>● Sexual Harassment Policy</li><li>● Staff Anti Bullying &amp; Harassment Policy</li><li>● Student Anti Bullying &amp; Harassment Policy</li><li>● Staff Code of Conduct</li><li>● Staff Disciplinary Policy</li><li>● Student Disciplinary Policy</li><li>● Talkback Procedure</li><li>● Whistleblowing Policy and Procedure</li></ul>