



Equality, Diversity and Inclusion Policy

Reviewed: Sept 2020	Next review due: Sept 2021
Approving Body: Corporation	SLT contact: Deputy Principal
Policy/Document approved by Corporation 11th December 2020	

EXECUTIVE SUMMARY:

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

Vision and values

City College Plymouth is committed to be the learning destination of choice and promotes a culture that is:

- Nurturing a passion for teaching and learning
- Enriching our community through knowledge, experience and skills
- Enabling every student to be the best that they can be

Our core values of, Respect, Ownership and Integrity are at the forefront of promoting a Equality, Diversity and inclusion throughout the college.

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 difference, 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 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 modern British community will bring. We will underpin the key values of democracy, rule of

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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.

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 Equality, Diversity and Inclusion policies and for the advancement of 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 Equality, Diversity and Inclusion issues and policies are implemented and monitored appropriately.
- undertake training relating to 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 Equality, Diversity and Inclusion Policy.

All students will:

- undertake a student induction led by a member of the teaching team for their course. 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 Equality, Diversity and Inclusion will be discussed.
- Challenge or report any incidences involving Discrimination, Harassment, Bullying and Victimisation, inside or outside the learning environment.
- Treat everyone with respect, fairly and with understanding.

Senior Leadership Team

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

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- 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 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 Equality, Diversity and Inclusion
- Undertake additional 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 Equality, Diversity and Inclusion. Delivery and support teams will:

- Take every opportunity to embed Equality & Diversity into curriculum delivery
- Deliver tutorial workshops that challenge students, 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
- Promote Behaviour and Attitudes that foster a culture of respect and a sense of community
- Raise awareness of issues around radicalisation and extremism as part of the PREVENT duty.

External Partners

External partners with which the College works must comply with the College's Equality, Diversity and Inclusion Policy and share the College's commitment to Equality, Diversity and Inclusion, as set on in its Vision and Value Statement.

External partners must:

- Ensure they have appropriate policies and procedures in place regarding Equality, Diversity and Inclusion. When drawing up agreement or contract with external partners, the College must ensure that external partners are made aware of the Colleges Equality & Diversity policy and must assure itself that the external partner has appropriate policies and procedures in place regarding Equality, Diversity and Inclusion.

Visitors, Contractors and Sub-contractors

Visitors, contractors and sub-contractors must comply with the College's Equality, Diversity and Inclusion Policy. College staff meeting/employing visitors, contractors and sub-contractors are responsible for making them aware of the College's Equality, Diversity and Inclusion Policy.

Monitoring and Evaluation

The personal data of students and staff are collected and used in line with the 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 Equality, Diversity and Inclusion Policy through:

- The 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, Equality & Diversity, Prevent, Health & Safety and additional CPD related to Equality / Diversity.

Dates of Review

First issue	July 2008
Annual Reviews	September 2009 – 2019 - 2020
Next review	Sept 2021

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 in to 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 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 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 and 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 from a disability impairment.	A disabled person is treated less favourably because of something connected to their impairment.
Reasonable Adjustment	<p>The duty to make reasonable adjustment comprises three requirements. For education providers, these requirements are to take reasonable steps to:</p> <ol style="list-style-type: none">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.

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Equality impact assessment record

Name of strategy, policy, procedure, practice or provision	Equality, Diversity and Inclusion Policy
Name of the person responsible for this assessment This should be the person able to make changes to the strategy, policy, procedure, practice or provision	Name: Bob Hunter
	Role: Director of student Journey
	Team: Student Journey
	Telephone: 5888
	E-mail: rhunter@cityplym.ac.uk
Is this a new or existing strategy, policy, procedure, practice or provision?	Existing policy and procedure
Are there any related strategies, policies, procedures, practices or provision that need to be assessed alongside this screening? If so which ones?	<p>Yes</p> <ul style="list-style-type: none"> • Safeguarding Children, Young People and Adults at Risk Policy • Safeguarding Children, Young People and Adults at Risk Procedure • Student Anti-Bullying & Harassment Policy and Procedure. <p>Already submitted to HR for SLT approval</p>
1. Briefly, what is the purpose of this strategy, policy, procedure, practice or provision?	
<p>The College has a statutory duty placed on it by Keeping Children Safe in Education 2020 and Working Together to Safeguard Children 2018 to have in place arrangements with regards to safeguarding and promoting the welfare of young people and vulnerable persons. This is further supported by the Education Act 2011 and the Children Act 1989. In order to comply with this duty of care, staff, students, partners, visitors, contractors and subcontractors must be aware of the lines of communication and levels of responsibility, procedures which exist to ensure that matters of safeguarding, can be dealt with. The policy and procedure outlines the college's policy and procedure for meeting these requirements.</p>	

2. Who will implement this item?

All staff, students, partners, visitors, contractors and subcontractors.

3. Who is likely to be affected by it?

Staff, students, partners, visitors, contractors and subcontractors.

4. Who has been consulted on this, how and when?
(eg meetings, interviews, email, questionnaire or any other method)

Group	Method	Date
Students		
Staff Forum	Discussion with Student Journey Management team	6/11/2020
Corporation		
Trade Union	Email review by UCU Union E&D rep Kieron Hurrell	5/11/2020
SLT		

5. Please give a summary of the views of the groups consulted on the issues involved

Generally minor changes to include the new college core values of Respect, Ownership and Integrity.

Draft seen and commented on by Kieran Hurrell the UCU E&D representative.

Changes to the discrimination statement were made based on feedback from UCU representative.

6. What evidence have you used in assessing the impact of this item on disadvantaged groups?

Consider internal and external data

Where this is a review of an existing item, have there been any complaints concerning this item?

Department for Education guidance

Keeping Children Safe in Education 2020

Working Together to Safeguard Children 2018

Other FE providers.

Mental Health Charter

7. In what areas are there concerns that the item could have a different impact on different equality groups? Consider:

- Who benefits?
- Who doesn't benefit and why not?
- Who should be expected to benefit and why don't they?

If there is no impact identified put None

Equality Group	Impact
Age	Positive
Disability	Positive
Ethnicity	Positive
Gender	Positive
Religion/belief	Positive
Sexual orientation	Positive
Gender identity	Positive
Pregnancy and maternity	Positive
Marriage or civil partnership	Positive

8. What changes/modifications will now be made to this item in the light of this impact assessment?

If any negative impact is identified could it be minimised or removed?

If there is no evidence that the item promotes equal opportunities or fosters good relations between equality groups could it be adapted or amended so that it does?

Changes reflect the college new core values of Respect, Ownership and Integrity.

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9. How will this item be monitored, evaluated and reviewed?

Subject to an annual policy review.

Please complete the record form, sign it, and send it to your SMT lead to be countersigned.

Signed:



Date:

9/11/2020

Name: Bob Hunter

Countersigned:

Date:

Name:

Role:

An electronic copy must be sent to Deputy Principal (Student Experience) and will be published on the College website available from each page via the footer "Equality and Diversity/Accessibility". The original signed paper copy and an electronic copy of both this record should be kept by the post-holder leading on the policy.