# EQUALITY, DIVERSITY AND INCLUSION POLICY

| POLICY VERSION NUMBER | 1 |
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| MEMBER OF STAFF RESPONSIBLE FOR POLICY | Vice Principal - Transforming Equalities & Safeguarding |

| RECORD OF REVISIONS TO POLICY | |
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| DATE | DETAILS |
| March 2016 | Two week consultation period |
| April 2016 | Policy finalised and added to SharePoint |
| September 2017 | Updated with Dyslexia friendly adaptions |
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| Date of current policy | February 2016 |
| Date of corresponding Impact Assessment | 16 May 2016 |
| Policy review date | February 2019 |
| Review to be approved by | Corporation |

**Equality, Diversity and Inclusion Policy**

**1    Purpose and Scope**

Barnfield College aims to provide an environment that values individuals equally; where all are able to learn and work free from discrimination, harassment and victimisation on any grounds including the protected characteristics of: age, disability, gender re-assignment and identity, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Barnfield aims to ensure an environment which is inclusive, where our differences are celebrated and where each may contribute equally to our vibrant College Community.   Barnfield College is committed to advancing equality of opportunity between people who share a protected characteristic and those who do not and to fostering good relationships between all members of our diverse community.

The policy applies to all who work, study and engage in the Barnfield community, including governors, staff, students, volunteers, contracted, sub-contracted and agency staff.

The requirements of this Policy must be made known to external partners prior to the agreement of any proposed contract.  Barnfield staff who meet visitors and/or employ contractors and sub-contractors are responsible for making them aware of the College's Equality and Diversity Policy and must also ensure that such contractors or external partners have appropriate policies and procedures in place regarding equality and diversity.

**2    Rationale**

Barnfield College's Vision underpins this policy and is explicit in its intention to create:

'*… a fair, inclusive and diverse college that provides equality of opportunity for every student…'.*

The College's Values identify an individual responsibility to, *'Establish and maintain a fair working environment free from discrimination, bullying and prejudice';* and as an organisation*,' the creation of a safe, caring, transparent, disciplined and supportive environment where students reach their full potential and achieve as many goals as possible'.*

The Equality, Diversity and Inclusion Policy reflects the requirements of and complies with the Equality Act 2010 and pays due regard to the Public Sector Equality Act and the responsibility to advance equality, which involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low;
- tackling prejudice and promoting understanding between people from different groups.

## 3    Key Objectives

The broad purpose of the Equality, Diversity and Inclusion Policy is to embed consideration of equality and good relations into the day-to-day practice of the College.  By reflecting on how a function may affect different groups in different ways inequality and poor outcomes may be eliminated and core business strengthened by provision which genuinely responds to and meets the needs of all.

In addition to our commitment to meet our legal obligations, Barnfield College recognises that to be a successful College the culture and core values must reflect the diverse needs of all stakeholders and that each individual has a responsibility to work towards achieving this now and in the future.

Our commitment to working together as one strong cohesive body to ensure that all are treated fairly and with respect and dignity is our common goal on which all must focus in order to achieve the inclusive environment, where all feel safe and valued.

All applicants or College users will be treated fairly and without prejudice.  No-one will receive less favourable treatment, or be discriminated against.

It is our policy to provide equality to all, irrespective of the following protected characteristics:

Age, disability, gender reassignment (and identity), marriage and civil partnership status (conditions are detailed in the Equality Mainstreaming Report, Appendix E), pregnancy and maternity, race (including colour, nationality, ethnic or national origins), religion or belief, sex (formerly gender) and sexual orientation.

The Policy is more than a statement of good intentions; it must be acted upon, put into everyday practice, and regularly monitored. The College's commitment to equality of opportunity, process and outcome shall therefore be demonstrated through equality impact assessing College policies, procedures and relevant practices to ensure the College:

- Meets its statutory duties, as a public authority, under the Equality Act 2010    and relevant codes of practice.
- Removes barriers in order to maximise recruitment, selection, participation, retention and achievement of all the College's service users, in particular those from under-represented groups.
- Fosters respect for all groups and individuals.
- Promotes positive non-discriminatory behaviour.
- Ensures appropriate support for isolated individuals of groups within the College.
- Encourages links with the wider community.
- Promotes objective decision making in all areas based on merit and performance.
- Through meeting our statutory duties, we will publish our:
     equality outcomes and progress in achieving these outcomes;
     progress on mainstreaming EDI to deliver the general duty, informed by data analysis.

## 4.   Responsibility

All staff and students are responsible for their own conduct and should ensure that their behaviour does not make any other person feel uncomfortable. Every member of staff and every student has a responsibility to question their own prejudices and assumptions. It is the duty of all staff and

students to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy.

**Board of Governors**
The Board is responsible for ensuring that the College complies with the Equality Act 2010. Collectively, Corporation members are responsible for setting the policy framework for the College and for monitoring delivery against the policy.

**Principal and Chief Executive**
The Principal has overall responsibility for the operation of the Policy. Day–to-day responsibility is delegated to the Vice Principal Transforming Equalities and Safeguarding, who Chairs the College's EDI Committee and oversees the implementation of the College's Equality objectives.

**Equality, Diversity and Inclusion (EDI) Committee**
The EDI Committee is chaired by the Vice Principal Transforming Equalities and Safeguarding and has cross-college representation. The Committee's responsibilities include to:
- agree, implement and monitor the impact of the College's Equality Objectives and Equality Action Plan;
- contribute to the Equality Impact Assessment of Barnfield policies, procedures and practices;
- recommend initiatives for the promotion of equality, diversity and inclusive practice and the sharing of good practice;
- ensure the sharing of information and cascading of EDI practice within their area of responsibility;
- contribute to the Annual Equality, Diversity and Inclusion Report to the Board

**Head of Teaching Academy**
The Head of Teaching Academy is responsible for working with Heads of Department to agree and monitor EDI student targets. The Director is responsible for providing student data for monitoring purposes. The Head of Teaching Academy has overall responsibility for the embedding of equality, diversity and inclusion in teaching, learning and assessment, and the monitoring of these through quality assurance processes.

**Head of HR**
The Head of HR is responsible for monitoring employment data and advising on strategies to address identified equality gaps. The Head of HR is responsible for overseeing the adequacy and sufficiency of staff development related to EDI.

**Head of Student Engagement**
The Head of Student Engagement is responsible for identifying and implementing strategies and activities which develop students' understanding of and engagement in EDI and the promotion of British Values, including the tutorial programme and enrichment activities.

**Managers**
Every Barnfield College manager is responsible for ensuring their 'report tos' understand equality, diversity and inclusion issues. They are responsible for ensuring that complaints of discrimination or offensive behaviour are dealt with promptly and for ensuring appropriate challenge of any behaviour which is not in line with the College's values and this Policy.

**5. Equality Impact Assessment**

In accordance with our Public Sector Equality Duty we will review our policies, procedures and processes to ensure they do what they are intended to do – and for everybody.  To this end we will systematically assess the likely, or actual, effects of policies on people in respect of the protected characteristics.  In so doing, we will seek, wherever possible to remove or mitigate negative or adverse impacts and to look for opportunities to promote equality that may previously have been missed.  Should any negative or adverse impacts amount to unlawful discrimination, they will be removed.

**6.    Unacceptable Behaviour: Anti-Discrimination, Harassment and Victimisation procedure:**

The College will not tolerate College users being subject to discrimination, harassment and/or victimisation.

- Complaints of discrimination, harassment or victimisation will be dealt with rigorously through the following related procedures: Compliments and Complaints policy, Disciplinary Policy for Staff and Students, Grievance Policy for Staff.

- Copies of these procedures are available from Student Services, Human Resources, SharePoint and the College website.

**7.    Communication**

- The College's Equality, Diversity & Inclusion Policy will be widely communicated.

**8.    Monitoring and Review**

- Informed by evidence and involving equality groups and communities, the College will monitor this policy every three years.

- Where policy areas appear not to be working effectively, or there are legislative changes, these will be amended or removed accordingly.

**9.    Aims**

The Equality Act 2010 states the individual characteristics which are protected by law. The three Equality Duties apply to the following Protected Characteristics:

- Age

- Gender

- Disability

- Race

- Gender Reassignment

- Sexual Orientation

- Marriage or Civil Partnership

- Pregnancy and Maternity

- Religion or Belief

## 10. Protected Characteristics and non-protected characteristic monitored by Barnfield College

Within the overall equality objectives there are priorities which link specific to the different Protected Characteristics. These priorities will be monitored through the specific equality groups responsible and reported to the Equality, Diversity and Inclusion Committee.

**Age**

People of all age are protected, though for people under the age of 18 years, the Children's Act applies. People sharing the same age group share the same protected characteristic. It does allow however, for differences in ages when certain services and goods are being provided such as travel passes.

- Gather and analyse data for staff and students. Outcome: age profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

- Robust IAG for all age groups regarding accessibility to curriculum. Outcome: review curriculum planning to ensure equality of opportunity within educational constraints.

- EDIMs monitoring of RAS. Outcome: reduce RAS gaps between different age groups.

- Analysis of Staff Profile. Outcome: to identify gaps in employment and inequality of opportunity.

**Gender**

- Men and women are both protected. An example is equality in the work place which prohibits less favourable treatment between men and women in terms of pay and conditions of employment.

- Gather and analyse data for staff and students. Outcome: Gender profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

- EDIMs monitoring of recruitment. Outcome: break down stereotypical ideas of male and female jobs, careers, educational and professional pathways. Actively promote and encourage staff and students into industries and jobs associated with the opposite sex.

- Actively address student and staff recruitment through robust IAG. Outcome: Increase males and females into industries and jobs traditionally associated with the opposite sex.

- Actively support students and staff that may be of an underrepresented gender within their area of study or work. Outcome: Create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

- EDIMs monitoring of RAS. Outcome: reduce RAS gaps between different Gender groups.

**Disability (including learning needs such as dyslexia and literacy difficulties)**

A person has a disability if they have a physical or mental impairment which has a substantial and long term (usually more than 12 months) adverse effect on that person's ability to carry out normal day to day activities. A person does not have to disclose a disability therefore we should take the lead and always ask if there are any needs that need accommodating. It is unlawful to ask about a job candidates health before offering them work.  When addressing the needs of individuals who require additional learning support, including dyslexia and literacy difficulties, the rights of the student and where appropriate their parents will be carefully adhered to, to ensure that discrimination does not take place.

- Gather and analyse data for staff and students. Outcome: Disability profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

- EDIMs monitoring of RAS. Outcome: reduce RAS gaps between the groups of students receiving ALS support or where reasonable adjustment is made and groups where no support or reasonable adjustment is made.

- Improve disability disclosure rate of staff and students through targeted and appropriate IAG at recruitment and induction stages. Outcome: increased opportunity to make timely reasonable adjustment and raise awareness of disabilities with staff on a need to know basis to ensure health and safety compliance.

- Review accessibility of physical work and learning resources, services and facilities. Outcome: identify and address accessibility barriers which have a negative impact on learning or employment.

- Review curriculum timetabling and staffing consideration for students and staff with disabilities. Outcome: appropriate support and logistical access to services and facilities ensure increased RAS for students and increased staff morale and productivity for staff.

- Focus within teaching and learning on differentiation and positively promoting disability with society. Outcome: Increased equality of opportunity for all.

- Provide training materials and staff development for staff. Outcome: raise awareness of the barriers to learning and social development as a result of a range of disabilities. To understand the negative impact specific disabilities, have on learning and develop strategies to overcome learning and employment barriers by making reasonable adjustments.

- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly disability (though all are treated equally). Outcome:

eliminate discrimination and victimisation due to any form of disability.

**Race**

- The Equality Act 2010, "Race" refers to a group of people defined by their race, colour, nationality including citizenship and ethnic or national origins. Physical attributes can be classed as race, though culture which may be linked to a particular nationality is not protected for example, language, which may define the race but is not classed as "Race".

- Gather and analyse data for staff and students. Outcome: Race and Ethnicity profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

- EDIMs monitoring of RAS. Outcome: reduce RAS gaps between different ethnic groups and those from minority groups.

- Raise Awareness with staff and students of different ethnic groups and nationalities. Outcome: To break down barriers to learning, improve tolerance and acceptance between all. Foster good relations between different groups. Eliminate discrimination, victimisation and harassment through improved understanding and awareness of ethnic differences.

- Embed into teaching and learning diverse examples. Outcome: create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

- EDIMs monitoring of staff and student profile. Outcome: match the staff race profile to the student race profile. Increase the staff race profile to match the local community profile in order to increase the number of students into education from the underrepresented groups.

- Promote and celebrate nationality themes to match the staff and student profile within the College community. Outcome: visibly and actively embrace different nationalities to raise awareness amongst the student and staff body and to create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.

- To provide staff development on behaviour management. Outcome: to enable all staff regardless of role within the college the necessary tools and strategies to tackle inappropriate behaviours amongst colleagues and students with regard to any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.

Gender Reassignment

Gender reassignment refers to a person who has proposed, started or completed a process to change his or her sex. The person is protected by the Equality Act regardless of whether they are undergoing medical supervision. Gender reassignment does not apply to transvestites.

- See Gender bullet points

- Ensure facilities and services are accessible in an unobtrusive and respectful manner. Outcome: inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Sexual Orientation

This refers to a person's sexual orientation towards a person of the same sex, opposite sex or either sex.

- Actively promote LGBTQ groups within the College and local surroundings. Outcome: To create an inclusive environment where all students and staff regardless of their sexual orientation feel safe, included and supported.

- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly sexual orientation (though all are treated equally). Outcome: eliminate discrimination and victimisation due to sexual orientation. To raise awareness around trans/bi/homophobia and the negative impact this may have on an individual.

Marriage or Civil Partnership

The Equality Act protects employees who are in a civil partnership or married though only in relation to unlawful discrimination.

- Consideration of marital or civil partnership in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.

- Gather and analyse data for staff and students. Outcome: "Marital Status" profile and identification of equality issues regarding accessibility and discrimination. Identification of possible inequalities between single staff and staff who are married or in a civil partnership. The law does not protect single persons and inequality of treatment may occur towards single staff that are treated less favourably than those who are married or in a civil partnership, and therefore protected under the Equality Act 2010.

Pregnancy and Maternity

A woman is protected on the grounds of pregnancy and maternity. Maternity refers to the period after the birth, which reflects the period of a woman's ordinary maternity leave entitlement in the employment context.

- Consideration of pregnancy or maternity in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.

- Gather and analyse data for staff and students. Outcome: Pregnancy and Staff Maternity profile and identification of equality issues regarding accessibility and discrimination.

- Ensure Risk Assessment is carried out. Outcome: Put in place reasonable measures to ensure

equality of opportunity leading to reduced likely hood of health complications and increased likelihood of RAS for students and productivity and increased moral for staff.

<u>Religion or Belief</u>

- For a religion to be protected under the Equality Act, it must have a clear structure and belief system. Belief, on the other hand must be an important and significant aspect of human life and behaviour. Sustainability is an important element of belief, for example, Green belief. If belief is worthy of respect in a democratic society it too is protected, such as Political belief.

- Gather and analyse data for staff and students. Outcome: to identify the student and staff religion and belief profile and identification of equality issues regarding accessibility and discrimination.

- Ensure students at all sites have access to multi-faith facilities. Outcome: To create an inclusive environment where students and staff are shown respect for their different religions and beliefs resulting in raised staff morale and productivity and student RAS.

- Investigate local places of worship and community links. Outcome: improved support for students and staff of different religions and faiths, particularly minority faiths.

- Provide materials and training opportunities for staff. Outcome: To raise awareness of the impact of specific religions and faiths on teaching and learning, residential living and employment.

- In addition, the following College activities will help achieve the equality duties. These include:

- Ensuring the accessibility to materials, facilities, products, services and resources for all students, staff and stakeholders, including the impact of College policies on individuals or groups.

- Ensuring the diversity of students is positively recognised and supported through embedding differentiation and equality of opportunity into teaching and learning and curriculum planning, reducing the differences in outcomes of learners.

- Developing a staff development programme in order to raise awareness of equality and diversity and how everyone can contribute to achieving the equality duties.

- Ensuring that the diversity of staff is positively recognised and supported and that equality and diversity is embedded into the staff recruitment and promotion procedures enabling all to participate and benefit.

- Developing student resources and materials which promote and celebrate differences and diversity in order to raise awareness and increase tolerance towards each other.

- Encouraging student engagement through participation and contribution to College activities such as attending the Learner Voice Conferences, Equality, Diversity and Inclusion Committees, facilitating and taking part in groups such as Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) and the College Chaplaincy.

- Data capturing and monitoring of key information, throughout the year will be carried out by the appropriate College departments and reported on each term to the Equality, Diversity and Inclusion Committee, Senior Leadership Team and Governing Body.  Progress against the Equality Duties and Equality Objectives will be published within the Equality and Diversity Annual Report.

- Achieving Investors and Leadership in Diversity by involving a range of stakeholders in the process through survey, working groups and action plans.

Barnfield College is positively committed to creating an inclusive environment which is free from discrimination and where there is mutual respect and equality for all.

The college is dedicated to promoting values which help to develop a strong sense of community and social and moral responsibility by:

- Creating environments which are free from discrimination, intolerance, and hate

- Challenging prejudice and stereotyping

- Strengthening relationships by enabling and understanding of people and communities beyond our own immediate experience

- Allowing people to be who they are without prejudice

- Ensuring students understand the importance of respect and leave the college fully prepared to live and work in modern Britain and the world as responsible citizens.

The Department of Education has published guidance on promoting British values in education. British values are defined as:

**Democracy**

Everyone has a role in influencing decision making, at national, local and community level.  At Barnfield College this could include students exercising their democratic influence through forums, student council, or feedback mechanisms. Students have influence for example on which charities to support, or on developing procedures to improve their experience whilst at college.

**The Rule of Law**

This relates to an understanding of the importance of having laws and the consequence of breaking them, accepting that no one is above the law. It is about individuals having an understanding of their rights and responsibilities, as students, employees, consumers, service users and citizens in society. At Barnfield College this could include encouraging students to accept responsibility for their behaviour; enabling them to distinguish right from wrong and to respect the civil and criminal law of the country.

**Individual Liberty**

This relates to rights and responsibilities as citizens; the right to act, believe and express oneself in a manner of one's own choosing. This requires an understanding of the balance between freedom of speech and expression and the potential negative impact on others. At college this could include enabling students to understand the impact of their own behaviour on others and encouraging students to become responsible individuals who actively participate in their own development.

**Mutual Respect and Tolerance for Others (such as people who hold different faiths)**

This concerns accepting that other people have different faiths or beliefs which should not be the cause of prejudicial or discriminatory behaviour. This aspect applies also to people of all backgrounds, cultures, ages, sexual orientations, genders, and abilities. Each person has the right to be treated with dignity and respect with regard to any aspect of their identity.

These values underpin the work we do and are promoted through our systems, practices and procedures and all aspects of the student journey.