



Single Equality Scheme

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Introduction

Calderdale College is committed to placing the promotion of equality and diversity at the centre of all our work. We believe that all those who form the community at Calderdale College (learners, staff, governors, visitors, employers, external providers, contractors and other stakeholders) have a right to be valued equally and to have equality of opportunity,

The Single Equality Scheme describes how Calderdale College will fulfil its statutory duties to promote equality of opportunity and avoid discrimination. It is based on the principle that we will take a proactive approach in promoting equality in all its aspects. We will demonstrate our commitment by maximising our systems to ensure they integrate actions for equality and diversity into all aspects of our work and define lines of responsibility e.g. via College Policies and Procedures, Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

This Single Equality Scheme subsumes our Disability Equality Scheme (2006), the Race Equality Scheme (2003) and Gender Equality Scheme (2007). It also takes into account the requirements of the Employment Equality Regulations relating to Religion or Belief, Sexual Orientation and Age along with other relevant legislation.

This Single Equality Scheme document therefore encompasses the College's commitments in relation to:

- Age
- Disability
- Sex (Gender)
- Gender Identity
- Race
- Religion or Belief
- Sexual Orientation
- Pregnancy and maternity
- Marriage and Civil Partnership

Section 1 – Key Principles

The purpose of this Single Equality Scheme is:

- To provide guidelines for good practice in all matters relating to the treatment of staff and learners and other members of the College Community and in the provision of, and access to, the facilities, benefits and services that the College provides
- To highlight current legislation on equality and tackle discrimination and to make all members of the community aware of their responsibilities under this legislation
- To develop and deliver a Single Equality Action Plan that ensures that the College is outstanding in all equalities matters
- To make members of the College community aware of equal opportunity issues including the issue of institutional discrimination and all other forms of discrimination
- To make all of the College community aware of the scheme and our action to promote choice, opportunity and progression for all learners and staff
- To create an inclusive environment underpinned by fair and equitable practices and procedures in which all members of the community can feel valued and respected
- To ensure adherence to relevant College procedures

Section 2 – The College Vision, Values and Strategic Priorities

Calderdale College aims to provide a safe and supportive environment in which everyone is able to study and work to achieve their goal. The College actively promotes inclusive learning.

We value and respect each learner and employee and aim to help every learner learn in a way that is best for them. Every effort is made to identify and meet individual support needs. All members of the College community have the right to be treated with dignity and respect.

Calderdale College’s mission statement is:

“Inspiring learners to succeed in life and in work”

We will deliver this by:

Recognising and bringing out the talents of our learners.

- Helping develop skills and achieving qualifications to increase the employability of all learners.
- Enabling learners to make a positive contribution to College life and the wider community.
- Developing learners’ commitment to their own learning and development.
- Working with employers and partners to enhance learning opportunities.

Vision

To be an outstanding College which is widely recognised for:

- Excellence in teaching, learning, support and progression to and in employment
- Working with employers on skills development designed to support business improvement.
- Integrity and creativity in partnership work to deliver local and regional priorities.
- Contributing to the prosperity and social cohesion of the communities it serves.
- Being a great place to work.

The College aims to do this by:

- Ensuring that our learners are central to every aspect of the College and treated as individuals.
- All staff have a high regard for learners and treat them with dignity and respect.
- Having high expectations concerning learners' achievement, coupled with realism and honesty.
- Provide sound advice, guidance and support
- Show commitment to a high quality learning experience
- Strive for excellence
- Be responsive and flexible
- Reflect the diverse nature of the community which we serve
- Take positive steps to ensure no form of unlawful discrimination occurs
- Ensure that all staff undertakes mandatory staff development on all aspects of equal opportunity legislations.

Section 3 – Strategic Aims of the Single Equality Scheme

Calderdale College is committed to the following aims:

- To develop an ethos which respects and values all individuals equally
- To eliminate all forms of discrimination
- To ensure that there are no barriers which limit or discourage access to College provision and activities;
- To ensure that all aspects of the College service, including curriculum delivery, avoid stereotyping based upon colour, culture, ethnicity, race, religion, disability, gender, sexuality or age;
- To promote good understanding of cultural, racial, ethnic and religious diversity, good race relations, disability, gender and age equality through the curriculum and the wider learning environment;
- To prepare learners for active citizenship in a multi-cultural society;
- To take positive action to encourage the development of a more diverse workforce.

Section 4 – Meeting our Duties

Calderdale College will eliminate unlawful discrimination by:

- Communicating the key messages from the Single Equality Scheme to learners, staff, governors, partners, stakeholders and visitors to the College by:
 - Embedding fully into the curriculum
 - A range of activities designed to raise awareness
 - Management of disciplinary procedures and codes of conduct
 - Risk assessing all policies and strategies
 - Use of informational Z-cards
- Ensuring that all parties understand their rights, responsibilities and accountabilities under this scheme through Inductions. Tutorials, online programmes and regular staff development updates to reinforce the key messages
- Having in place clear and effective complaints and disciplinary procedures for dealing with direct and indirect discrimination
- Monitoring, reviewing and reporting on the effectiveness of these procedures to College Leadership Management Team (CLMT) and governors
- Regularly reviewing all College policies and procedures to ensure that they do not impact adversely on any aforementioned group.
- Ensuring that the College's publicity materials present appropriate and positive messages about age, disability, gender identity, gender, race, religion or belief, sexual orientation and cultural diversity
- Having recruitment and promotion procedures which are designed and implemented to eliminate unlawful discrimination

Calderdale College will promote equality of opportunity by:

- Ensuring that all staff and governors understand their responsibilities and accountabilities for promoting equality of opportunity
- Consulting with learners and staff from all protected characteristics (where known) to obtain feedback on their experience in College and using outcomes to guide further action
- Making College welcoming to all giving barrier-free access to resources
- Drawing applicants for employment from a wide pool to encourage successful applications from under-represented groups
- Identifying and removing barriers, within the College's control, which hinder or prevent learners from achieving their full potential
- Taking positive action to provide individual encouragement and support to all learners and staff
- Sharing best practice through Learning Groups and peer observations

- Ensuring that all curriculum teams actively seek opportunities within their programs to celebrate cultural diversity, widen learners' cultural understanding and prepare them to be effective citizens in a diverse society
- Using schemes of work, lesson content and teaching resources to demonstrate sensitivity and positive promotion to issues of age, disability, gender identity, gender, race, religion or belief and sexual orientation
- Training and developing all staff to ensure that they have the skills needed to promote equality of opportunity within the Single Equality Scheme.
- Ensuring that learners can access appropriate support and facilities
- Designing staff development schemes to address the particular needs of all under-represented groups
- Promoting the awareness of National and International Equality, Diversity and Inclusion events including the annual One Festival.

Section 5 – Harassment and Bullying

Calderdale College aims to foster an environment in which all members of the College community can work and study effectively. Harassment and bullying is not acceptable in any circumstances.

Refer to the separate Anti-Bullying policy for further information for learners - or Staff Intranet – Policies and procedures for staff.

Section 6 – Monitoring and Evaluation

To inform progress towards the Single Equality Scheme and Action Plan, Calderdale College will collect and analyse certain information.

For Learners:

The ethnicity, gender, disability including learning difficulties and age for:

- Application to and enrolments on programmes
- Attendance rates
- Retention rates
- Achievement rates
- Success rates
- Work Based Learning success rates, participation rates, satisfaction rates and progressions
- Disciplinary action
- Complaints by learners

For Staff

The ethnicity, gender, disability including learning difficulties and age for:

- Profiling by grade and type of work
- Job application and appointment rates
- Selection success rates
- Type of contract of employment
- Staff development applications
- Promotion
- Disciplinary action
- Performance assessment procedures
- Grievances

Impact of the Single Equality Scheme will also be evidenced through the Staff Satisfaction Survey and Learner Voice reports.

The Equality, Diversity and Inclusion Steering Group will monitor and plan the effective promotion of equality and diversity across all College functions by;

- Providing a forum for discussion of Equality, Diversity and Inclusion issues
- Actively promoting and monitoring the progress of equality, diversity and inclusive learning across the College
- Monitoring equal opportunities in the college as outlined in the Single Equality Scheme and report to CLMT
- Reviewing, making recommendations and updating the Single Equality Scheme and associated policies and procedures. Recommending changes to CLMT to ensure compliance with the Equality Act 2010
- Developing links with appropriate external agencies
- Developing strategies for action including making recommendations to other committees and to College Management on issues raised through the Committee

All of the above will be considered when the Equality, Diversity and Inclusion Coordinator complete the SAR and any required actions will form the basis of the action plan. Where appropriate actions will also be taken from other Business areas and the Curriculum SARs and added to the action plan for Equality and Diversity.

If issues requiring action arise outside of the SAR process, the Equality and Diversity Manager will either amend the current QIP or create a new action plan in order that immediate action is taken.

All action plans and progress is reported to the following;

- The Equality, Diversity and Inclusion Steering Group
- CLMT
- Governors

This Single Equality Scheme is subject to an annual progress report and is valid for 3 years from date of publication.

Section 7 – Roles and Responsibilities

Although the Equality, Diversity and Inclusion Coordinator is responsible for leading on equality, diversity and inclusion across the College, the whole College community has a duty and responsibility to abide by the key principles contained within this scheme.

The Governing Body is responsible for:

- Making sure that the College complies with the Single Equality Scheme and meets all its duties
- Making sure that the Single Equality Scheme and its procedures are followed

The College Leadership Management 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 Campus
- Making sure the Single Equality Scheme and its procedures are followed

The Equality, Diversity and Inclusion Coordinator is responsible for:

- Co-ordinating work on equality, diversity and inclusion
- Making sure that each department identifies a member of staff to be responsible for co-ordinating their equality, diversity and inclusion work
- Publishing the monitoring information and annual report
- Reviewing the Single Equality Scheme and Action Plan as appropriate
- Supplying accurate data and monitoring information prior to meetings and report deadlines
- Monitoring and reviewing the Single Equality Action Plan
- Monitoring equality, diversity and inclusion through Learner Voice
- Agreeing the content of staff training in relation to equality, diversity and inclusion

- Supporting all departments to develop equality, diversity and inclusivity objectives that lead to outstanding activities
- Developing a whole College approach to equality, diversity and inclusion
- Ensuring that the College is up to date and complies with all legal and ethical aspects of equality and diversity

Curriculum and Unit 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 learners who may be discriminating unlawfully

All staff are responsible for:

- Dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and avoiding unlawfully discriminating against anyone
- Taking up training and learning opportunities as advised

All contractors and service providers are responsible for:

- Being aware of our Single Equality Scheme
- Following the Single Equality Scheme and any equality conditions in contracts or agreements

The College expects that all contractors and service providers have their own Schemes in place and training is provided. If this is not the case, the College will deliver training.

Section 8 – Good Practice in Staffing Issues

Calderdale College will 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 (HR) practices.

We will;

- Operate a recruitment process that is based on equality or opportunity for all
- Advertise all vacancies in the appropriate medium as determined by HR and having regard to the staff profile and its imbalances in terms of protected characteristics.

- Ensure a consistent approach on the interpretation of staff documentation (e.g. contracts of employment) and implementation of policies and procedures across the College
- Monitor and review, through our quality assurance processes, that equal opportunities during employment are adhered to
- Treat all staff with dignity and respect, valuing the contribution of each individual
- Collect information and Monitor the composition of staff and job applicants across the College and in each department/service by protected characteristics. Take action to address identified imbalances and under representation
- Ensure there is no direct or indirect discrimination in all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal, references and pensions

Section 9 - Training

Both compulsory and non-compulsory equality, diversity and inclusion training programmes will be provided to support the Single Equality Scheme. This will involve everyone through the College including Governors, learners and all staff.

Promoting equality, diversity and inclusion will continue to form a part of induction for all new staff and learners. Training events for all will be publicised and monitored as part of the College's quality review of staff and learners development.

The Staff Development Officer is responsible for ensuring that a comprehensive, inclusive and accessible staff development programme is in place at all times to support;

- Knowledge and understanding of the principles of the scheme
- Good practice in relation to applying the policy in all areas of the College's work
- Embedding the policy into all Curriculum and Service departments
- Developing the curriculum to ensure inclusivity and positive promotions to issues of all protected characteristics

Section 10 – Publicity and Awareness of the Single Equality Scheme

The College will ensure that all staff, learners, employers, external providers, contractors and suppliers are made aware of our Single Equality Scheme and Action Plan. Reference to the Scheme will be incorporated within staff and learner handbooks.

The Scheme will be drawn to the attention of learners 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 Learners.

Section 11 – Positive Action for learners to Promote Choice, Opportunity and Progression

Calderdale College will continue to ensure 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.

We will 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.

We will;

- Operate an Admissions Policy which is fully inclusive and does not involve unduly restrictive conditions or requirements
- Review the information that we provide about our programmes to ensure that it is clear and easily understood by all potential learners and contains relevant facts
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods. Encourage and support them in developing curriculum materials which reflect a wider range of experience and culture
- Monitor the composition of the learner body in each College Sector by protected characteristics where known and address identified imbalance and under representation
- Monitor the achievement of learners by protected characteristics where known and seek to address identified imbalances
- Ensure through our quality assurance policies that equal opportunity issues are addressed in the design and delivery of learning programmes
- Review our portfolio of programmes to ensure the range of opportunities provided reflects the needs of all sections of the community
- Reserves the right to refuse admission to our premises or any of our courses on the grounds of security, safety or breach of the Single Equality Scheme

Section 12 – Complaints relating to Equalities

Details on how staff and learners can make a complaint can be found in the College's Complaints Procedure which is available on Student Moodle, from Student Services and at Reception. Copies of the Single Equality Scheme and Complaint Procedure will be made available around the College (Student Services, reception and on Student Moodle) and to any member of the College community on request.

All incidents and complaints of an equal opportunities nature, however informal, will be logged with the Quality Unit. This can be done anonymously if necessary but should show the nature of the complaint. These will then be referred to the Equality, Diversity and Inclusion Coordinator for action and any outcome updated to the database. A record should be kept even if the individual concerned did not wish to raise the matter formally. The College's Equality, Diversity and Inclusion Steering Group will monitor all complaints on a regular basis.

Section 13 – What happens if the Single Equality Scheme is not adhered to?

Calderdale College will not tolerate behaviour which is seen to breach the Single Equality Scheme. This includes acts of wilful, unfair and unjustified discrimination, victimisation, harassment or bullying against or by members of the College community.

Any breach may result in disciplinary action and/or additional support and training.

Appendix A – Legislation

The Equality Act 2010

The Equality Act updates, simplifies and strengthens the previous equality legislation. It covers employment, facilities, goods, services and education, including the admission and treatment of learners.

The act makes it unlawful to discriminate against people based on 9 protected characteristics;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Age

The act defines age by reference to a person's age group. An age group can mean;

- People of the same age or a range of ages
- Be wide such as 'people under 25'
- Be narrow such as 'people born in 1976'
- Be relative such as 'a person older or younger than me'
- Be linked to an actual or assumed physical appearance.

The College aims not to discriminate against any individual on the basis of age. For staff and students this means a focus on the individual's skills to undertake either a programme of study or employment.

Default retirement age (formerly 65) has now been phased out, meaning most people can now work for as long as they want to. Retirement age is now when an employee 'chooses' to retire. If an employee chooses to work longer they cannot be discriminated against.

However, some employers may set a compulsory retirement age but only if they can clearly justify it. It's an employee's responsibility to discuss when and how to retire with their employer. This could include phasing retirement by working flexibly. Members of our occupational pension schemes need to discuss with the pension scheme administrators what impact a change in working hours or income might have on their pension, whether the scheme supports phased retirement and working beyond the scheme's normal pension age.

Disability

A person is a disabled person under the act if they have ‘a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry our normal day to day activities.’

There is no need for the person to have a medically diagnosed cause for their impairment. What matters is the impairment and not the cause.

Colleges have a duty to make reasonable adjustments for people with disabilities and they cannot unlawfully discriminate, harass or victimise because of the disability.

Gender reassignment

Gender reassignment is defined as a personal rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

A person will be protected because of gender reassignment where they;

- Make their intention known to someone
- Propose to undergo gender reassignment surgery (even if it is not completed)
- On starting gender reassignment surgery
- Start or continue to dress, behave or live according to their gender identity
- Undergo any treatment related to gender reassignment
- They receive gender recognition under the gender recognition act 2004

Marriage and Civil Partnership

The Marriage (Same Sex Couples) Act 2013, was passed on 17 July 2013. All employees are protected against discrimination on the basis of marriage or civil partnership. The College recognises the law for employees who are married or in a civil partnership. The College will not discriminate against individuals – employees or students on the basis of their marital status or civil partnership.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

The act defines race as a person's;

- Colour and/or
- Nationality
- Ethnic or national origin
- Racial group – a group of people that share a colour, nationality, ethnic or national origin

Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. For a religion to be protected it must have a clear structure and belief system.

Belief means any religious or philosophical belief and includes lack of belief.

For a belief to be protected under the equality act;

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on the information available at the moment
- It must be a belief as to a weighty and substantial aspect of human life and behaviour
- It must attain a certain level of cogency, seriousness, cohesion and importance
- It must be worthy in a democratic society
- It must be compatible with human dignity and not conflict with the fundamental rights of others

Sex

Unlawful sex discrimination happens when someone is treated unfairly because of their gender. Women, men, transgender people can all experience sex discrimination.

Sex discrimination also includes treating someone less favourably because they are married or in a civil partnership e.g. not hiring married women.

Sexual Orientation

The law protects people from discrimination on the grounds of sexual orientations towards people of the same sex, people of the opposite sex or people of both sexes. This means they protect lesbian women, gay men, bisexual and heterosexual people in employment, services and education.

Positive action provisions

Learners with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable education providers to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular learner group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) education providers to take proportionate action to remedy the disadvantage faced by particular groups of learners. Such action could include targeted provision or resources or putting in place additional or bespoke provision to benefit a particular disadvantaged learner group.

It is never unlawful to treat disabled learners (or applicants) more favourably than non-disabled learners (or applicants).

Employers are allowed by law to take positive action to help redress any imbalances that may have arisen in the workplace as a result of past discrimination or disadvantage. The aim of positive action is to ensure that people from previously excluded groups have the opportunity to compete on equal terms with other applicants.

Special Educational Needs and Disability Act 2001

This Act came into force in September 2002 and states that it is unlawful to discriminate against disabled learners by treating them less favourably than others by failing to make reasonable adjustments. The law applies to the whole range of learner services.

Learners who feel that they have been unfairly treated can take their case to court. If colleges are found liable they will incur heavy financial costs. The Governing Body is responsible for meeting the requirements of the Act.

Other British and European Legislation and Directive

Legislation and case law in the area of Equality of Opportunity is constantly changing. Other key documents include:

- The Working Time Directive
- The Employments Rights Act 1999
- Health & Safety at Work Act
- The EEC Equal Treatment Directive
- The EU Social Chapter
- Part Time Workers Directive
- Protection from Harassment Act 1997
- Public Interest Disclosure Act 1998
- Human Rights Act 1998

Appendix C – Glossary and abbreviations

CLMT – College Leadership Management Team

Disability

According to the Equality Act 2010, a person has a disability if –

- “The person has a physical or mental impairment”, and
- The impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”

Ethnicity

According to the Information Authority’s Ethnicity Data Standard, “an ethnic group is one whose members share a distinct awareness of a common cultural identity, distinguishing them from other groups around them.”

Gender

‘Gender’ can refer to two related aspects –

- Gender identity which is a person’s internal perception and experience of their gender and
- Gender role which is the way that the person lives in society and interacts with others based on their gender identity

HR – Human Resources

LGBT – Lesbian, gay, bisexual and trans

QIP – Quality Improvement Plan

SAR – Self Assessment Report

Learner Voice – Student/Learner Perception of College

Trans/transgender

‘Trans’ and ‘transgender’ are umbrella terms for people whose gender identity and/or gender expression differs from their birth sex. These may include but are not limited to transsexual people and others who define as gender-variant. Trans people may or may not choose to alter their bodies hormonally and/or surgically. Known as gender reassignment or transition, this is usually a complex process that takes place over a long period of time.ⁱ

ⁱ Definition paraphrased from Equality and Human Rights Commission, <http://www.equalityhumanrights.com/your-rights/transgender/>