



## **SINGLE EQUALITY SCHEME**

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**VERSION**

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## Introduction

Calderdale College is committed to placing the promotion of Equality, Diversity and Inclusion (EDI) 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. We will advance opportunity and foster relationships between those with protected characteristics and those without. This scheme is based on the principle that we will take a proactive approach in promoting equality in all its aspects. We take our responsibilities very seriously and endeavour to ensure EDI is embedded into the practices of everyone throughout the College including senior management and governors. We will demonstrate our commitment by maximising our systems to ensure they integrate actions for Equality, Diversity and Inclusion 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 considers 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 the nine protected characteristics, as identified in the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

## **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 equality 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 and harassment
- To make all 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 can 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:

**“Excellence in skills training for students and employers”**

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.

Calderdale College's vision is to be

**“The best vocational college in the country”**

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.

**College Values**

- We put customers first

- We strive for excellence
- We are innovative in our thinking and our actions
- We enjoy and celebrate our success
- We are fair, open and respectful
- We excel in partnerships and team working
- We are inclusive, diverse and welcoming

### **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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- To promote good understanding of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation diversity through the curriculum and the wider learning environment;
- To prepare learners for active citizenship in a multi-cultural society and understanding of the concept of British values
- 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
- 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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- 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
- Ensuring that access arrangements and reasonable adjustments where required, are applied for and effectively implemented for learners with disabilities, special needs and learning difficulties enabling them the same assessment and examination opportunities as those who have not.
- 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 Festival of Cultures, Armistice Day, Holocaust Memorial Day and World Mental Health day, amongst others.

## **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 are 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 race, 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 race, 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

This data is published on the EDI page of our College website and reported Annually to our Board of Governors.

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

### **Gender Pay Gap Reporting**

Government legislation has introduced a requirement for all organisations with over 250 employees to publish data in relation to gender and pay. From March 2018 this information will be published on our website and on the central government portal. For full details please refer to [Gender Pay Gap Report 2019](#) (available on Calderdale College equality diversity and inclusion webpage).

### **Monitoring and Planning EDI promotion**

The Equality, Diversity and Inclusion Coordinator will monitor and plan the effective promotion of Equality, Diversity and Inclusion 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 forums.

All the above will be considered when the Equality, Diversity and Inclusion Coordinator completes 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, Diversity and Inclusion.

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

All action plans and progress are reported to the following;

- The Equality, Diversity and Inclusion Coordinator
- 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:**

- Ensuring due regard is given to the requirements of the Public Equality duty
- 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
- Ensuring they embed EDI practices into their daily work.

### **The College Leadership Management Team is responsible for:**

- Ensuring due regard is given to the requirements of the Public Equality duty
- 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
- Ensuring they embed EDI practices into their daily work

### **The Equality, Diversity and Inclusion Coordinator is responsible for:**

- Working with governors and CLMT to ensure due regard is given to the requirements of the Public Equality duty
- Co-ordinating work on equality, diversity and inclusion
- 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:**

- Either being aware of our Single Equality Scheme or having one of their own
- Following the Single Equality Scheme and any equality conditions in contracts or agreements
- Ensuring that they and their suppliers/sub-contractors have ethical business practices and are committed to driving out the use of Modern-day slavery within its practices. The College will not support or deal with any business knowingly involved in slavery or human trafficking. This will be monitored through the Procurement process.

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
- Ensure all management staff are trained in Safe and fair recruitment practices to avoid Unconscious Bias and unfair appointments
- 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 everyone
- Collect information and Monitor the composition of staff and job applicants across the College and in each department/service by protected characteristics. Act 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.

Compulsory online training in equality, diversity and inclusivity is expected of all employees, and has to be completed upon employment in the college and every three years following. Training events for all will be publicised and monitored as part of the College's Professional Learning Framework for curriculum staff.

The Staff Development Officer is responsible for ensuring that a comprehensive, inclusive and accessible staff development programme is always in place 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.

The College will ensure that all its suppliers and contractors understand what is expected of them and their responsibilities about EDI. They are expected to either have their own EDI policy or adopt ours. This has been built into to all paperwork and Tender materials.

The College also states that it will not knowingly conduct business with any organisation that uses Modern Day Slavery or trafficking in its Supply chain.

## **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 using 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 Coordinator and Quality Systems Manager & Quality Nominee 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 2010 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 based on 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 out 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 based on 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 based on 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 now.
- 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 act to tackle the disadvantage, different needs or disproportionately low participation of a 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 groups of learners. Such action could include targeted provision, resources, or putting in place additional or bespoke provision to benefit a 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 because 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 B – Glossary, Definitions and Abbreviations**

### **Age**

(1) In relation to the protected characteristic of age—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular age group;

(b) a reference to persons who share a protected characteristic is a reference to persons of the same age group.

(2) A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages.

### **Disability**

(1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2) A reference to a disabled person is a reference to a person who has a disability.

(3) In relation to the protected characteristic of disability—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability;

(b) a reference to persons who share a protected characteristic is a reference to persons who have the same disability.

(4) This Act (except Part 12 and section 190) applies in relation to a person who has had a disability as it applies in relation to a person who has the disability; accordingly (except in that Part and that section)—

(a) a reference (however expressed) to a person who has a disability includes a reference to a person who has had the disability, and

(b) a reference (however expressed) to a person who does not have a disability includes a reference to a person who has not had the disability.

### **Gender Reassignment**

(1) A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

(2) A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

(3) In relation to the protected characteristic of gender reassignment—

(a) a reference to a person who has a particular protected characteristic is a reference to a transsexual person;

(b) a reference to persons who share a protected characteristic is a reference to transsexual persons.

### **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.

### **Marriage and civil partnership**

(1) A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

(2) In relation to the protected characteristic of marriage and civil partnership—

(a) a reference to a person who has a particular protected characteristic is a reference to a person who is married or is a civil partner;

(b) a reference to persons who share a protected characteristic is a reference to persons who are married or are civil partners.

### **Pregnancy and maternity**

the protected characteristic of pregnancy and maternity applies to people who are pregnant or expecting a baby and during the period after the birth.

In the Act 'maternity' is linked to maternity leave in the employment context, and in the non-work context protection against maternity discrimination is for 26 weeks after giving birth, including treating someone unfavourably because they are breastfeeding.

### **Race**

(1) Race includes—

(a) colour;

(b) nationality;

(c) ethnic or national origins.

(2) In relation to the protected characteristic of race—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular racial group;

(b) a reference to persons who share a protected characteristic is a reference to persons of the same racial group.

(3) A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.

(4) The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

### **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."

### **Religion of belief**

(1) Religion means any religion and a reference to religion includes a reference to a lack of religion.

(2) Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

(3) In relation to the protected characteristic of religion or belief—

(a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief;

(b) a reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.

### **Antisemitism**

"Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and

religious facilities.”

[Working Definition of Antisemitism | IHRA \(holocaustremembrance.com\)](http://www.holocaustremembrance.com)

### **Sex**

In relation to the protected characteristic of sex—

- (a) a reference to a person who has a particular protected characteristic is a reference to a man or to a woman;
- (b) a reference to persons who share a protected characteristic is a reference to persons of the same sex.

### **Gender**

‘Gender’ can refer to two related aspects –

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

### **Sexual orientation**

(1) Sexual orientation means a person's sexual orientation towards—

- (a) persons of the same sex,
- (b) persons of the opposite sex, or
- (c) persons of either sex.

(2) In relation to the protected characteristic of sexual orientation—

- (a) a reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation.
- (b) a reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

**CLMT** – College Leadership Management Team

**HR** – Human Resources

**QIP** – Quality Improvement Plan

**SAR** – Self Assessment Report

**Learner Voice** – Student/Learner Perception of College

**LGBT** – Lesbian, gay, bisexual and trans

Definitions of protected characteristics taken from [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)

## Appendix C – Data

### Learners

#### ***Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.***

The College has clear policy and codes of conduct for learners in relation to equality and diversity. Feedback from learners, including complaints, is analysed and reported.

#### **Satisfaction of Learners**

Calderdale College surveys learners in the first term to assess their satisfaction with all College functions. This information is disaggregated according to protected characteristics. Key findings from Entry Survey 2019/20 indicate that:

- **1090** learners completed the survey
- Overall, **91.8%** of learners are satisfied with their experience at Calderdale College
- **92.74%** of learners are satisfied with the Teaching, Learning and Assessment they have experienced, **91.57%** are satisfied with the support they have received, and **92.88%** are satisfied with Application and Enrolment
- Satisfaction for 14-16 yr. olds is **88.5%**, 16-18 yr. olds is **89.89%** and 19+ learners is **95.44%**
- Female learners with a **92.19%** satisfaction level are happier than males who have **90.13%** satisfaction
- Learners with learning difficulties and disabilities **91.9%** have a higher satisfaction than those with none **90.6%**
- Pakistani learners have slightly lower satisfaction levels at **89.64%** than White British learners at **90%**

#### **Recruitment of Learners 2018/19**

- **55.6%** of enrolments are 16-18 yr. olds with **44.4%** Adults
- **51.2%** of learners are male with **48.8%** female for FE
- **21.8%** of learners are male with **78.2%** female for HE
- **30.3%** of learners have a declared disability or learning difficulty
- **68** learners were identified as being in the category of High Needs Dependency
- Of the main ethnic groups, **61.9%** are White British, **38.1%** are from an ethnic minority background and of those **49%** are Pakistani Heritage learners
- **152** students are on Higher Education Programmes
- **461** learners are on our Apprenticeship programme. **41.6%** are 16-18, **22.5%** are 19-23, **35.9%** are 24+

#### **Staff**

The Human Resources Team monitors equality and diversity statistics and works with the Equality and Diversity Committee to ensure fair practice in all aspects of employment and will continue to look for methods to improve the diversity of the workforce and ensure that all policies are assessed for Indirect discrimination.

Information is held for all existing staff and is also collected from all prospective applicants to ensure fair recruiting processes. Data is being developed to provide solid data that can be compared nationally.

## Profile of our Workforce (compared to National Data\*)

- **4%** of staff are managers.
- **63%** of staff are female.
- **49%** of staff are 45 years old or over (National FE average is **50%**). The highest proportion are in the 50 to 54-year-old age group at **16%** which again mirrors the average for the FE sector.
- The Workforce survey for FE Colleges\* shows that the workforce is primarily White British (**84%**). At Calderdale College **85%** of staff have classed themselves as White British with **5.29%** Asian-British/Pakistani; **2.27%** Asian-British/Indian and **1.33%** Black-British/Caribbean.
- The Calderdale community overall is **89.7%** White British; **6.8%** Asian-British/Pakistani; **0.6%** Asian-British/Indian; **0.3%** Asian-British/Bangladesh; **0.6%** Asian-British other and **0.4%** Black British.
- **6%** of staff have a declared disability which matches the national figures.

**\*Further Education Workforce Data for England - Analysis of 2015-16 Staff Individualised Record (SIR) published by Frontier June 2017**

All information and links to further documentation are available at <https://www.calderdale.ac.uk/about-us/equality-diversity-and-inclusion/>



## **Appendix D – European Social Funded Programmes (including Skills Support for the Workforce and Redundancy Support in Tees Valley, York, North Yorkshire and East Riding (YNYER), YNYER Specialist Skills Support Programme, YNYER Business Scale-Up Development Programme and YNYER Apprenticeship Hub)**

All European Social Funded programmes will adhere to Cross-Cutting Themes as defined in ESF Funding and Performance Management Rules, guidance documents and published Action Notes. It is the responsibility of the Commercial Services and Partnership (CSP) Management Team to ensure that Quality Assurance and Performance Management reflect current ESFA/ESIF guidance.

This statement provides a public commitment to the promotion of equality in-line with Public Sector Equality Duty (Equality Act 2010) with due regard to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

EDI themes are embedded into all elements of work carried out by CSP as follows;

- 1) The College will ensure that all suppliers and Delivery Partners understand what is expected of them and their responsibilities with regard to EDI. The College values the diversity of its population and actively promotes EDI to improve the experience of its staff, employers and beneficiaries.
- 2) Standard College Gateway and DDQ Process - 'Procuring the Best' requires the submission of an Equality and Diversity Policy for approval to the College's Supply Chain. Content checked against 2014-2020 Assessment Scoring Procedure to ensure policies commit to ESF standards in Equality. See the College's current list of Subcontractors here; [Training Providers | Calderdale College](#)
- 3) Standards in EDI will be published in the Programme Delivery Partner Handbook providing a focus for expected standards and provides examples of good practice in embedding equality themes throughout the life of the Project. This includes reference to specific local strategic needs as well as promoting EDI as a key theme to project staff, participants and employers in line with current ESF Cross Cutting Themes Guidance. Further development and updates in ESF guidance will be refreshed throughout the programme as appropriate.
- 4) A College Equality, Diversity and Inclusivity Implementation / Action plan will be devised to relate to the work carried out by CSP in relation to each specific programme. It will be written in conjunction with the College wide Equality, Diversity and Inclusion Action Plan to help embed 'due regard' to the Public Sector Equality Duty / Equality Act 2010 into this

programme delivery and help meet EU structural fund regulations to promote gender equality and equal opportunities.

- 5) The Action Plan relates to delivery by; Calderdale College, Delivery Providers and Specialist Skills Programme Providers. It will be a 'live' working document for the duration of the programme, monitored by Project Managers and reviewed by the College ESF Governance Panel every three months to ensure that actions in relation to the cross-cutting themes of this programme are having maximum impact.
- 6) All Subcontractors will have an EDI Action Plan to indicate how the key themes outlined in their commitment to Gender Equality and Equal Opportunities will be promoted and embedded across the life of the programme in line with ESF Cross Cutting Themes Guidance. Specifically, how it will: -
  - Increase the skill levels of employed women to encourage progression;
  - Address the gender employment and wage gap;
  - Enhance equal access to lifelong learning for: -
    - All age groups particularly participants over the age of 50
    - Participants from ethnic minorities
    - Participants with disabilities
    - Specifically engage the most disadvantaged groups
- 7) All participants will be informed that Calderdale College is the Contracting Authority and as such any complaints can be made directly to the College.
- 8) The Policy is available on the College Intranet. The ESF EDI Action Plan is available in the CSP Shared file and contribution taken from across the CSP team.

Key documents;

- 1) [European Social Fund \(ESF\) Funding and Performance Management Rules 2014-2020 v4](#)
- 2) [Cross-Cutting Themes Guidance for European Social Fund \(Sustainable Development and Equality\)](#)

Appendix D	<b>European Social Funded Programmes</b>
Issue Date	<b>1<sup>st</sup> October 2019</b>
Latest Review Date	<b>April 2021</b>
Next Review Date	<b>June 2022 in line with full College Single Equality Scheme Policy. Also reviewed quarterly alongside ESF Action Plan</b>
Author	<b>Janet Tyas (Procurement and Quality Manager – Commercial Services and Partnerships)</b>
Approved By	<b>College ESF Governance Panel</b>

## POLICY REVIEW

Change(s) Made		Reason for Change			
Introduction (p3): The nine protected characteristics were corrected		The terms used were not in line with the defined characteristics in Equality Act 2010 Chapter 1 paragraph 4			
Section 3 – Strategic Aims of the Single Equality Scheme (p7) the characteristics were updated		The characteristics presented prior did not cover the full range of protected characteristics as defined in the Equality Act 2010			
“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” (p8) updated		The protected characteristics stated do not match with the defined characteristics in Equality Act 2010 Chapter 1 paragraph 4.			
“Promoting the awareness of National and International Equality, Diversity and Inclusion events including the annual One Festival and the Festival of Cultures” (p9) updated		The events have been updated to match with currently run events			
Section 6 – Monitoring and Evaluation (p11) ‘ethnicity’ replaced with ‘race’		Ethnicity is an included characteristic of race, which also includes nationality and colour.			
Monitoring and Planning EDI promotion (p11) updated		The steering group has been dissolved, the updated groups and procedures are identified instead.			
“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 learner’s development.” (p16) updated		EDI is not part of the induction, however, mandatory online training and staff development as part of PDF are run instead.			
“The College’s Equality, Diversity and Inclusion Steering Group will monitor all complaints on a regular basis.” (p19) updated		The steering group has dissolved, the responsible parties will now be the Equality, Diversity and Inclusion Coordinator and Quality Systems Manager & Quality Nominee			
Glossary B updated to include all protected characteristics and the addition of an antisemitism definition		It is essential that all characteristics are clearly defined, and the definition of antisemitism is now standard practice.			
Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
June 2020	Paul Christian Waterworth EDI Co-ordinator	College Leadership & Management Team	Board	June 2022	2 Years



<b>First Assessment Conducted by:</b>	<b>Date:</b>	<b>Final/Approved Assessment Conducted by:</b>	<b>Date:</b>
Paul Christian Waterworth EDI Co-ordinator	May 2021	Julia Gray Vice Principal - Quality and People Services	May 2021

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