



SINGLE EQUALITY SCHEME

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VERSION 3

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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 (students, 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 all identities within the protected characteristics.

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 supply guidelines for good practice in all matters relating to the treatment of staff and students and other members of the College Community and in the provision of, and access to, the facilities, benefits, and services that the College supplies
- 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 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 practices and procedures in which all members of the community can feel valued and respected
- To ensure adherence to relevant College procedures
- The College recognises that individuals may experience multiple and intersecting forms of discrimination and disadvantage. Our approach to equality will take into account the diverse and interconnected experiences of people across protected characteristics. We are committed to developing strategies and training to address these intersectional issues effectively.

Section 2 – 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 end 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 students 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.
- Although not covered as a protected characteristic under the Equality Act 2010, Calderdale College is committed to addressing the impact of socioeconomic disparities on access to and success within education. Measures include targeted bursary support, inclusive outreach activities, and accessible programme design to remove barriers for socioeconomically disadvantaged groups.

Section 3 – Meeting our Duties

Calderdale College will eliminate unlawful discrimination by:

- Communicating the key messages from the Single Equality Scheme to students, 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 Senior Leadership Team (SLT) and Governors
- Regularly reviewing all College policies and procedures to ensure that they do not affect adversely on any group.
- Ensuring that the College's publicity materials present proper 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 students 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
- Finding and removing barriers, within the College's control, which hinder or prevent students from achieving their full potential
- Taking positive action to supply individual encouragement and support to all students 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
- Ensure compliance with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 to make all digital and online resources accessible to individuals with disabilities, including compatibility with assistive technologies.

- Using schemes of work, lesson content and teaching resources to prove 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 all members of the college community and can access support and facilities
- Ensuring that access arrangements and reasonable adjustments where needed, are applied for, and effectively implemented for students 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 needs of all under-represented groups
- Promoting the awareness of National and International Equality, Diversity and Inclusion events including LGBT history month, armistice day, Holocaust Memorial Day, and mental health awareness week, amongst others.

Section 4 – Monitoring and Evaluation

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

For Students

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 students

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 termly to our Board of Governors.

Impact of the Single Equality Scheme will also be shown 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 2021](#) (Available on [Equality, Diversity, and Inclusion | Calderdale College](#)).

Monitoring and Planning EDI promotion

The Equality, Diversity and Inclusion Coordinator will check and plan the effective promotion of Equality, Diversity, and Inclusion across all College functions by;

- Providing forums 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 SLT
- Reviewing, making recommendations, and updating the Single Equality Scheme and associated policies and procedures. Recommending changes to SLT to ensure compliance with the Equality Act 2010
- Developing links with external agencies
- Developing strategies for action including making recommendations to other committees and to College Management on issues raised through forums.

The College will conduct Equality Impact Assessments (EIAs) for all significant policies and procedures. These assessments will be documented and reviewed at the same time as the policy review, to ensure compliance with equality legislation and will be published on the College's website for transparency.

Section 5 – Roles and Responsibilities

Although the Equality, Diversity and Inclusion Coordinator is responsible 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 Senior Leadership 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 SLT 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 termly report
- Reviewing the Single Equality Scheme as appropriate
- Supplying correct data and monitoring information prior to meetings and report deadlines
- 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 goals that lead to outstanding activities
- Developing a whole College approach to equality, diversity, and inclusion
- Ensuring that the College is up to date and follows 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 students 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 6 – 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 proper medium as decided 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 check 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 7 - Training

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

Compulsory online training in equality, diversity and inclusivity is expected of all employees, and must 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 8 – Positive Action for students 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 proper 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 students and has relevant facts
- Look 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 student body in each College Sector by protected characteristics where known and address found imbalance and under representation
- Monitor the achievement of students by protected characteristics when known and look 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 supplied reflects the needs of all sections of the community
- We reserve the right to refuse admission on the grounds of security or safety only after a transparent and objective risk assessment, ensuring compliance with the Equality Act 2010. This assessment will account for reasonable adjustments for individuals with disabilities or behavioural challenges linked to protected characteristics

Section 9 – Complaints relating to Equalities

Details on how staff and students 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 check all complaints on a regular basis.

Section 10 – What happens if the Single Equality Scheme is not adhered to?

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

Appendix A – Legislation

The Equality Act 2010

The Equality Act 2010 updates, simplifies, and strengthens the earlier equality legislation. It covers employment, facilities, goods, services, and education, including the admission and treatment of students.

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

(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.

We affirm our support for individuals of all gender identities, including non-binary and gender-nonconforming people. The College will use inclusive language, provide accessible facilities for all genders, and ensure training is provided to staff on understanding and supporting diverse gender identities

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 prolonged period.

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 parental 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 includes 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.

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 feeling 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.

Definitions of protected characteristics taken from [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/154/section/1)

Positive action provisions

Students with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act holds provisions which enable education providers to act to tackle the disadvantage, diverse needs, or disproportionately low participation of a student group, should certain conditions be 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 students. Such action could include targeted provision, resources, or putting in place additional or bespoke provision to help a disadvantaged student group.

It is lawful to treat disabled students (or applicants) more favourably than non-disabled students (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 can 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 students by treating them less favourably than others by not making reasonable adjustments. The law applies to the full range of student services.

Students 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 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

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 \(holocaustremembrance.com\)](https://www.holocaustremembrance.com/working-definition-antisemitism)

SLT – Senior Leadership team

HR – Human Resources

QIP – Quality Improvement Plan

SAR – Self Assessment Report

Learner Voice – Student perception of college

LGBTQ+ – Lesbian, gay, bisexual and trans, questioning and others

POLICY REVIEW

Change(s) Made	Reason for Change
Added this section under Key Principles: The College recognises that individuals may experience multiple and intersecting forms of discrimination and disadvantage. Our approach to equality will take into account the diverse and interconnected experiences of people across protected characteristics. We are committed to developing strategies and training to address these intersectional issues effectively.	Incorporating intersectionality into the policy ensures that equality initiatives are comprehensive, realistic, and effective.
Added under Strategic Aims: Although not covered as a protected characteristic under the Equality Act 2010, Calderdale College is committed to addressing the impact of socioeconomic disparities on access to and success within education. Measures include targeted bursary support, inclusive outreach activities, and accessible programme design to remove barriers for socioeconomically disadvantaged groups.	Addressing socioeconomic disparities in the policy is essential to ensure that equality efforts are comprehensive, inclusive, and impactful.
Expanded this point under Meeting Our Duties: Ensure compliance with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 to make all digital and online resources accessible to individuals with disabilities, including compatibility with assistive technologies.	Recognises the need to develop content that considers accessibility in design.
Revised the Gender Reassignment definition and broadened it: "We affirm our support for individuals of all gender identities, including non-binary and gender-nonconforming people. The College will use inclusive language, provide accessible facilities for all genders, and ensure training is provided to staff on understanding and supporting diverse gender identities."	Further definition of Gender-Reassignment is needed to take into account legal issues relating to gender within the gender reassignment characteristic.
Updated this point under Positive Action for Students: "We reserve the right to refuse admission on the grounds of security or safety only after a transparent and objective risk assessment, ensuring compliance with the Equality Act 2010. This assessment will account for reasonable adjustments for individuals with disabilities or behavioural challenges linked to protected characteristics."	Minor elaboration to identify reasonable adjustments based on protected characteristics.

Added this under Monitoring and Evaluation: The College will conduct Equality Impact Assessments (EIAs) for all significant policies and procedures. These assessments will be documented and reviewed at the same time as the policy review, to ensure compliance with equality legislation and will be published on the College's website for transparency.		Minor elaboration to identify to EIQ process within policy development and approval.			
Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
November 2024	EDI Co-ordinator	Curriculum, Quality & Standards Committee	Corporation Board		1 year

EQUALITY IMPACT ASSESSMENT

First Assessment Conducted by:	Date:	Final/Approved Assessment Conducted by:	Date:
EDI Co-Ordinator	November 2024	EDI Co-Ordinator	November 2024

PUBLICATION

Audience:	Published:
Staff	Staff Internet
General	College Website