



Learner Policy

EQUALITY AND DIVERSITY POLICY (CCCG POLICY)

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| Lead Responsible | Group Human Resources and OD |
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| Approved by | GLT (Conel SMG 22 August 2018) |
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Revised Draft

Equality Diversity and Inclusion (ED&I) Policy (August 2018)

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| Author: | Dennis Francis | Approved by: | |
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1.0 Introduction

- 1.1 Equality, Diversity and Inclusion are central to the work of Capital City College Group. This underpins the vision of the Group to transform lives through providing exceptional education and training.
- 1.2 The Group's commitment to Equality, Diversity and Inclusion is reflected in the continued successful promotion of these strands through the curriculum, enrichment activities and the range of direct and indirect student support services.
- 1.3 This policy provides a framework for the Group to continue to attract and recruit talent from all sections of society, to fully develop the potential of our staff and students and continue to build a sense of community and not only to fulfil its Statutory Public duty but to go beyond this and to continually improve the experience of students, staff, our partners and service users.

2.0 Scope

- 2.1 This policy applies across all the functions and services of the Group, and applies to:
 - students including those under our sub contracted provision
 - Governors
 - staff employed by the Group
 - volunteers, visitors, self-employed contractors and agency staff
 - sites and premises belonging to the Group or used by the Group for carrying out its functions.
- 2.2 The Group will also promote the principles of this Policy in its dealings with:
 - external contractors, by having in place Equality, Diversity and Inclusion requirements as part of the tender process and documentation
 - providers of work based placements through having clear signposts on the equality, diversity and inclusion requirements for the student journey
- 2.3 The Group welcomes and abides by all statutory provisions on equality, diversity and inclusion, including the nine protected characteristics and key Public duties outlined in the Equality Act 2010 (Appendix 1)
- 2.4 Breaches of this Policy will be regarded as misconduct and therefore subject to the appropriate Student and Staff Disciplinary Policies such as the Complaints Policy, the Staff and Student- Anti Bullying Policy, the Grievance Policy the Learner Behaviour and Ethical Framework Policy.

3.0 RESPONSIBILITIES

- 3.1 Responsibility for the overall leadership and management, of equality, diversity and inclusion rests principally with the Board of Governors, the Chief Executive Officer and the Group Leadership Team (GLT). This commitment operates through a network of key individuals and groups. This infrastructure provides a vital platform for the Group to collectively raise awareness and actively promote and embed equality, diversity and inclusion into the culture and operation across the Group. (Appendix 3).
- 3.2 It is also the responsibility of all members of staff, volunteers, visitors, contractors and other service users to actively support the Group's commitment to equality, diversity and inclusion. They share a collective and individual responsibility to create an environment that is free from discrimination. In particular the Group expects all staff in positions of responsibility to embrace the commitment to equality diversity and inclusion by actively promoting equality and diversity throughout their area.

Line managers' responsibilities in relation to equality, diversity and inclusion include:

- following equality, diversity and inclusion procedures when undertaking recruitment;
- appropriate communication with their staff on equality diversity, and inclusion whether matters, individually or via team meetings;
- applying all policies and procedures correctly, consistently and fairly;
- monitoring and responding to equality diversity and inclusion data;
- supporting staff to ensure equality diversity and inclusion are fully embraced and embedded by staff within their area.

3.3 Staff and students must comply with the Policy and treat others with respect at all times. With support they are expected to familiarise themselves with the responsibilities that Equalities legislation places on them and ensure that they are sensitive to issues of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and the impact of socio-economic factors.

3.4 Where students or staff encounter discriminatory practice or behaviour, such as bullying, harassment, verbal or physical aggression (including those by a person who provides a service on behalf of the Group or by customers using or seeking to use the Group's goods or services) they are expected to report the matter to their tutor or line manager who will take appropriate action.

4. IMPLEMENTATION

4.1 The Group is committed to creating an environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable, and share the Group's corporate responsibility to embed equality, diversity and inclusion through the provision of its services and function.

The Group is committed to a Learner centred approach that promotes choice, opportunity and progression and includes activities such as:

- Monitoring the achievement and retention of the learners by gender, ethnic origin, age and disability and other characteristics required by the latest Ofsted Common Inspection Framework and seek to address identified imbalances.
- Ensuring all students are given the opportunity to progress to a more advanced course if this is within their assessed potential.
- A range of feedback techniques such as student surveys used to identify student perceptions of the College environment and the quality of their experience in regards to the protected characteristics.
- Ensuring learning resources supplied through learning centres and the intranet are non-discriminatory and reflect the protected characteristics.
- Curriculum teaching, learning and assessment to reflect and promote equality, diversity and inclusion and to encourage the development and supply of specialist learning materials and resources to meet the identified needs of particular groups or individuals.
- Students on placement or on work based programmes to be supported to challenge practices and behaviours in the workplace which they feel contravene the Group's policy in relation to Equality, Diversity and Inclusion. Equality, Diversity and Inclusion will be raised in visits to employers and with students on work based learning.

The Group is committed to an organisational approach that demonstrates good practice and includes activities such as:

- Monitoring the composition of staff and job applicants across the Group and in each department/service by gender, ethnic origin, age and disability and address identified imbalances and under representation.
- Undertaking Equality Impact Analysis to support Services and Functions to consider and remove potential barriers that may prevent current or future staff and students from reaching their full potential while studying or working for the Group.
- Reasonable adjustments provided for staff, students and service users who may be experiencing barriers due to disability, such as the accessibility to buildings.
- Working towards employing a workforce and membership of the Governing Body that is representative of the diversity of the communities from which the Group recruits and the Student population, through the use of Positive Action * such as targeted recruitment campaigns and staff development programmes where appropriate.
- Consulting with appropriate staff to identify any potential barriers to recruitment, promotion and retention; students and other stakeholders to enable the Group to better meet and serve the needs of all existing and potential service users.

5. Learning and Development

5.1 All new staff will be required to complete a mandatory online ED&I module as part of their induction and will be required to undergo refresher training every two years as a minimum; while students as part of their Induction will receive knowledge of equality legislation, British values and clear guidelines on the behaviours expected.

5.2 In addition to the Mandatory on line and refresher training to be offered, be-spoke equality, diversity and inclusion development activities will be provided to support the operational roles of staff, managers and Governors. Through this support the aim is to:

- raise knowledge and understanding of equality legislation
- to understand discriminatory practice and behaviours
- develop equality, diversity and inclusion competencies

Learning and development will also be used to support the career development of under-represented groups within the workforce.

6. COMMUNICATION AND AWARENESS

6.1 The Group is committed to using a number of different ways in which to communicate the policy to ensure all our stakeholders such as staff, governors, students and employers:

- understand our commitment to Equality, Diversity and Inclusion
- understand their responsibilities and role in the process
- know where to seek advice and guidance
- know how to make complaints and are confident that they will be handled effectively.

These methods may include equality diversity and inclusion being covered via;

- Equality Diversity and Inclusion Champions
- student induction material
- HR Business Partners who can guide employees through the policy and procedures
- articles on the internet, intranet and staff newsletters.

7.0 MONITORING AND EVALUATION

7.1 The Group has in place a structure to monitor the implementation and impact of the policy and related procedures. These include the:

- Board of Governors and the respective College Education Boards.
- Group Leadership Team, Senior Management Teams and College Leadership Team.
- Group Equality Diversity and Inclusion Strategy Board.
- Equality, Diversity and Inclusion Committees for City and Islington, WKC/CCCT and CONEL.
- Curriculum and Quality Committee.
- Student and Staff Focus Groups.

7.2 Key information will be produced and presented in a timely to the most appropriate committee or forum including:

- Student enrolment, retention, and achievement, student surveys and complaints. The findings will be used to inform operational plans and the Self-Assessment Review process and to address any negative equality diversity and inclusion impact where identified.
- All aspects of the employment process from recruitment, grievances, disciplinaries, and redundancies through to employment tribunal applications and Learning and Development opportunities. The findings will be shared with Managers and Governors, and used to inform employment and development strategies and to address any negative equality diversity and inclusion impact where identified.

8.0 REVIEW

8.1 This Policy will be reviewed every year.

The Equality Act recognises the nine ‘protected characteristics:

- age
- disability (including physical or sensory impairments, mental health difficulties, long term medical conditions such as epilepsy, sickle cell, HIV/AIDs and neuro-diverse conditions such as dyslexia and ADHD)
- gender
- gender reassignment (transgender)
- race (which includes, ethnic or national origins and caste)
- religion or belief
- sexual orientation
- marital or civil partnership
- maternity and pregnancy

In addition the Group also acknowledges the discrimination, bullying, victimisation or harassment on the grounds of a person’s socio–economic status.

As part of the Act, the Group has a “general public duty” to give due regard to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity. This includes the need to:
 - remove or minimise disadvantage experienced by persons who share a protected characteristic
 - take steps to meet the needs of people who share a protected characteristic that are different from the needs of people who do not share the protected characteristic. This includes taking steps to treat a person with a disability more favourably or using positive action to achieve this duty
 - encourage persons with a protected characteristic to participate in public life or any other activities where participation is disproportionately low
- Foster good relations – which can include tackling prejudice and promoting understanding between people of different groups.

The Group also has the specific Public Sector Duty to:

- Publish equality objectives every four years.
- Publish information to demonstrate compliance with the general duties of the Public Sector Equality Duty including information relating to our employees and others affected by our policies and practices.
- Work with partner organisations who deliver on our behalf, to ensure they take due regard of the general and specific equality duty.

In putting this policy into practice the Group will also work to meet other statutory duties introduced under the following laws or regulations such as:

- Modern Slavery and Human Trafficking Act
- Whistle blowing
- General Procedures for Data Protection 2018
- Gender Pay
- Equal Pay
- The Children and Family Act 2014