

## EQUALITY & DIVERSITY POLICY

Strategy	Equality, Diversity & Inclusion
Policy owner:	Director of Inclusive Learning and ALS
Policy author:	Director of Inclusive Learning and ALS
Review date	(annual review)
	<p><b>Strategic Objectives</b></p> <ol style="list-style-type: none"> <li>1 Creating an Outstanding Learner Experience</li> <li>2 Effective Strategic Partnership</li> <li>3 Innovation &amp; Creativity for greater effectiveness in learning</li> <li>4 Sustaining financial stability</li> <li>5 Workforce development</li> <li>6 Future proofing and growing market share</li> </ol>
Objectives in line with West London Way:	<ul style="list-style-type: none"> <li>● Support <b>excellence</b> for staff, learners, partners, visitors and the public through the promotion and application of best practice for equality and diversity</li> <li>● To support <b>ambitions</b> to improve approaches to equality and diversity to both identify and celebrate what we do well and develop a diverse and inclusive workforce</li> <li>● To <b>focus</b> on the process of identifying emerging trends through staff and learner surveys and EDIM data</li> <li>● To support an <b>inclusive</b> approach throughout the organisation</li> <li>● To maintain the <b>integrity</b> of judgments by ensuring there is full engagement with the guiding aims and principles of the policy</li> </ul>
Applies to:	All college staff. All staff are responsible and accountable for delivering equality and diversity and improvements to support West London Way
Monitoring and evaluation:	The Equality & Diversity policy will be reviewed annually through the Equality and Diversity Panel. Monitoring and evaluation of Equality and Diversity will be reviewed and updated termly at the E&D Panel meetings. An annual report will be made available to Governors.
Accessibility	This policy can be made available in accessible formats on request

**Associated documents/policies for this area** (those in bold are associated with the process owner for this strategy)

Ref no.	
	Additional Learning Support Policy
	Assessment Malpractice & Plagiarism Policies
	Appeals Policy
	College Strategic Objectives, Mission & Values – The West London Way
	College Key Performance Indicators
	College Quality & CPD Calendar
	Complaints & Compliments Policy
	Conflict of Interest Policy
	Disability Statement
	Exams, Assessment & Verification Policy
	Learner Voice Strategy
	Learner Handbook
	Observation of Teaching & Learning Policy
	Safeguarding Policy
	Staff Disciplinary Policy & Procedure
	Staff Grievance Policy & Procedures
	Staff Development Policy
	Staff Dignity at Work Policy & Procedures
	Learner Admissions Policy
	Learner Anti-Bullying & Harassment Statement
	Learner Disciplinary Policy
	College Complaints Procedure
	Teaching, Learning and Assessment Strategy
	Tutorial Entitlement Policy
	College Quality Framework

Strategy/Policy/Document	
<b>Purpose and Scope</b>	<p>The principles of non-discrimination, inclusion and equality of opportunity apply to our learners, staff (regardless of contract), volunteers, job applicants, visitors, clients and our suppliers.</p> <p>All individuals have a responsibility to act in accordance with this policy, treating others with respect and dignity.</p> <p>It should be noted that all individuals are personally accountable for their behaviour and may be held liable for acts of discrimination, harassment and victimisation.</p> <p>All individuals involved with the College, including agency, contract workers, and volunteers are therefore expected to support the College's commitment to equality and diversity.</p>
<b>Aims and Principles</b>	<p>We strive via our College values to uphold and promote equality of opportunity and inclusion for all.</p> <p>We welcome our duties under the Equality Act 2010 to treat everyone equally and fairly, advance equality of opportunity and foster good relations in relation to protected groups, these are age, gender, marital status/civil partnership, transgender, sexual orientation, race, colour, nationality, ethnic origin, national origin, culture, pregnancy/maternity, religion/belief, or disability (see Appendix 2).</p>

	<p>Our guiding commitments/principles aim to ensure that all our services, courses and programmes and working practices are available without discrimination, harassment or victimisation.</p> <p>We share our successes with others, celebrating learner achievement and our diversity.</p>
<p><b>Our Commitment</b></p>	<p>Our Policy represents our commitment to ensuring that we place equality and diversity at the heart of what we do so that we develop a College in which all can benefit and no one is excluded. That all protected groups of learners and staff have a voice.</p> <p>Promoting equality of opportunity for all individuals and promoting a good and harmonious learning and working environment in which all persons are treated with respect and dignity.</p> <p>Preventing occurrences of unlawful, direct, indirect, associative and perceptive discrimination, harassment and victimisation whether it occurs, whether intentionally or unintentionally (see Appendix 1).</p> <p>Fulfilling all our legal obligations under equality legislation, paying due regard to our equality duties. This includes everyone with a 'protected characteristic' which the Act defines as: race, disability, gender, age, sexual orientation, religion and belief, gender reassignment, pregnancy /maternity and marriage/civil partnerships (see Appendix 2).</p> <p>Taking proportionate positive action to address inequalities faced by particular groups with particular characteristics. We aspire to do more than comply with the present legislation for equal opportunities by making our policies and practice fully inclusive, eliminating discrimination, promoting equality and embracing diversity in all its aspects</p> <p>The College recognises that good practice in relation to teaching, provision of support services and cross college activities and having high aspirations for our learners' results in their enjoyment of learning and their success.</p> <p>In order to achieve our goals there will be ambitious targets, clear accountability for their achievement and rigorous monitoring and evaluation. Feedback from users of our services will be used to improve through new objectives. Learner views and our progress against our targets will be published.</p> <p>Whilst we do not underestimate the challenges we are setting ourselves, we will not compromise in our expectations of all members of the College community to support our vision of a just and thriving economic society where everyone is valued and supported in fulfilling their personal potential.</p>
<p>Definitions</p>	<p>The Equality and Human Rights Commission (EHRC) defines an equal society as one which:</p> <p>'protects and promotes the central and valuable freedoms and real opportunities of each person, securing human rights for all and ensuring that no-one is unfairly disadvantaged. In an equal society, central and valuable freedoms and real opportunities are not unconstrained but are limited by the need to guarantee the same freedoms and opportunities for all. In an equal society, institutions and individuals respect the diversity of people and their goals, address their different needs and situations and remove the barriers that limit what people can do and can be.'</p> <p>The term 'diversity' is defined by the Chartered Institute of Personnel and Development (C I P D) in 'Diversity: an overview' (2008) as follows:</p>

	<p>‘ Diversity consists of visible and nonvisible factors, which include personal characteristics such as background, culture, personality and workstyle in addition to characteristics that are protected under discrimination legislation in terms of race, disability, gender, religion and belief, sexual orientation, pregnancy/maternity, civil partnership marriage and age. Harnessing these differences will create a productive environment in which everyone feels valued, their talents are fully utilised and organisational goals are met.’</p> <p>EDIM: Equality &amp; Diversity Impact Monitoring</p>
<p>Practices, processes and implementation</p>	<p>To fulfil our commitments our aims are to:</p> <p>Ensure that the College ethos and environment creates a welcoming atmosphere including, in particular, the expectation that all staff and learners will adhere to the College’s values.</p> <p>Implement an Equality and Diversity panel whose main purpose is to monitor that the College is prioritising and discharging its statutory obligations, leading or commissioning developments, identifying and encouraging adoption of best practice, monitoring sub-groups, building and maintaining an accurate picture of equality and diversity and a focal point for learners and staff for safeguarding, equality and diversity issues. That views are actively implemented in all aspects of the College’s work and operation. It aims to ensure that all College staff and learners recognise that the implementation of good equal opportunities practice is the responsibility of all.</p> <p>We will celebrate and promote diversity through public displays and events that demonstrate our commitment and help raise awareness, foster an inclusive ethos and create a culture of confidence and respect.</p> <p>Provide equality training and guidance to all staff and opportunities for professional development that are accessible to all.</p> <p>Respect the religious beliefs and practices of all staff and learners and comply with reasonable requests relating to religious observance and practice.</p> <p>To ensure, through appropriate marketing and publicity, that knowledge of the College’s courses, programmes and staff vacancies reach all participating groups.</p> <p>To ensure that learners are placed on courses or programmes which are appropriate to their needs to enable them to meet their full potential and to ensure that all courses and programmes are free from artificial barriers which restrict access and progression.</p> <p>That appropriate courses or programmes are developed where gaps in provision are identified as not meeting the needs of existing or potential learners.</p> <p>To ensure that appropriate support is available to all protected groups of learners and staff.</p> <p>To maintain and publicise mechanisms for investigating alleged breaches of this policy and for taking action appropriate to the findings from those investigations.</p> <p>To obtain commitments from external partners that they too will comply with the policy and in their dealings with the College and our learners and staff.</p>

	<p>To ensure that equal opportunities is embedded into all College's policies, procedures, practices; business decisions, requirements, conditions and that no one is disadvantaged.</p> <p>That we regularly engage and communicate with learners, seeking their views and experience while at the College.</p> <p>Provide access to services, systems and welfare advice that can be accessed by all.</p> <p>All learners and staff are informed that harassment and bullying are unacceptable and staff and learners who make offensive comments, for example racist or homophobic may be subject to disciplinary proceedings.</p> <p>The College does not tolerate harassment or bullying in any form. Harassment occurs when an individual is subjected to unwanted conduct which has the purpose (intentional) or effect (unintentional) of:</p> <p>violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment</p> <p>Harassment is unlawful when it is on the grounds of age, disability, gender including gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, ethnic or national origin, religion or belief, or for a reason relating to a person's sexual orientation. It is also unlawful to subject an individual to harassment on the grounds of that individual's membership or non-membership of a trade union.</p> <p>For further information see Appendix 3.</p>
Responsibilities	<p>Equality and diversity is everyone's responsibility and in addition there are key responsibilities for managers and staff, which are set out below.</p> <p><b>Governing Body</b></p> <p>The Governing Body aims to ensure that they have a balanced membership that represents the different protected characteristics. Members of the Corporation are responsible for ensuring that:</p> <ul style="list-style-type: none"> <li>● They are aware of the College's statutory responsibilities in relation to equality, both as an employer and as a provider of education and services</li> <li>● The College is meeting the public sector equality duty</li> <li>● The College's strategic plan includes a commitment to equality</li> <li>● Equality training features as part of the College's strategic plan</li> <li>● They receive and respond to equality monitoring information</li> <li>● The College is meeting its objectives in relation to equality.</li> </ul> <p><b>Management</b></p> <p>The Chief Executive, Senior Leadership Team and all managers are responsible for ensuring that:</p> <ul style="list-style-type: none"> <li>● They take the lead in creating a positive, inclusive ethos that challenges discriminatory behaviour in all forms on the part of managers, staff or learners</li> <li>● The College meets its statutory duties in relation to equality, including the public sector equality duty</li> <li>● Consideration of equality and good relations is integrated into all aspects of College policy and activity</li> <li>● That our College premises are accessible to all</li> </ul>

	<ul style="list-style-type: none"> <li>● Equality information is collected and analysed</li> <li>● Targets are set, based upon the analysis of equality information, and actions are taken towards those targets</li> <li>● The College's publicity material is accessible and presents appropriate positive and non-stereotypical messages about people who share a protected characteristic</li> <li>● We create uplifting campaigns to represent all areas of equality</li> <li>● The staff induction programme reflects the College's commitment to promote equality of opportunity</li> <li>● Appropriate training and development is provided to all staff to support the appreciation and understanding of diversity</li> <li>● Decision makers act consistently and in a timely manner to resolve issues</li> <li>● Appropriate policies and procedures are in place to deal with complaints of alleged discrimination, harassment or victimisation; and those complaints are taken seriously and investigated promptly and sensitively in accordance with those procedures.</li> </ul> <p><b>Staff</b></p> <p>All staff are expected to:</p> <ul style="list-style-type: none"> <li>● Promote an inclusive and collaborative ethos</li> <li>● Aim to ensure learners have appropriate access to their education</li> <li>● Provide a learning environment that is cooperative, experiential, uses differentiation, a variety of assessment methods, utilises technology, and e-Learning, and embeds language, literacy and numeracy</li> <li>● Keep up to date with equalities legislation and College's policies and procedures for equality</li> <li>● Participate in related training activities</li> <li>● Challenge and report prejudice and discriminatory behaviour, whether intentional or unintentional, by learners, work placement providers, contractors or other members of staff</li> <li>● Deal fairly and professionally with any prejudice-related incidents that may occur</li> <li>● Respond positively to the particular needs of individuals with a protected characteristic who they come in contact with during the course of their work</li> <li>● Assessments are fair, transparent, accessible, providing equal access</li> <li>● Lead by example in upholding and leading on Equality &amp; Diversity in all our dealings</li> <li>● Share our successes with others</li> <li>● Show our talents and diversity</li> <li>● Respect each other's views.</li> </ul> <p><b>Learners</b></p> <ul style="list-style-type: none"> <li>● To treat everyone in the College community with courtesy and respect</li> <li>● Comply with the College's policy aimed at eliminating unlawful discrimination, harassment, and victimisation</li> <li>● Challenge or report inappropriate behaviour, harassment and bullying, racist, homophobic or transphobic language, disablism or any other discriminatory incident.</li> </ul>
Business Case	<p>The business case for embedding good equality and diversity throughout the College is strong. The College is committed to wanting the best experience for all its staff and learners irrespective of background, identity and circumstance. We are committed to:</p> <ul style="list-style-type: none"> <li>● Recruiting from the widest pool of applicants to attract and retain the most talented staff and governors</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating a confident, skilled and highly motivated workforce</li> <li>• Achieving high success rates and outcomes for learners</li> <li>• Becoming the local employer and college of choice for staff and learners</li> </ul>
Communication	<p>The College will be active in communicating our vision, policy and standards to staff, learners, partners, including contractors and visitors. We will do this through:</p> <ul style="list-style-type: none"> <li>• Induction for staff and learners</li> <li>• Staff development</li> <li>• learner tutorials and lessons</li> <li>• Visual communication around buildings</li> <li>• Events and activities within and outside the College</li> <li>• The College web-site and staff and learner online communication</li> </ul>
Breaches of the Policy	<p>The College will not tolerate any form of discriminatory behaviour and there are clear disciplinary procedures for staff and learners where this takes place.</p>
Record keeping	<p>All team meetings to have Equality &amp; Diversity as standing item for discussion and action  Investors In Diversity Action Plan and Monitoring  Equality &amp; Diversity Action Plan  EDIM Monitoring on Self Assessment Reports and SLT reports  Annual Equality &amp; Diversity Report to Governors</p>
Reporting and Monitoring	<p>The College reviews its equality policies on a regular basis and in accordance with legislative developments and good practice. As part of a review, the College seeks to engage with stakeholders, including recognised trade unions and appropriate equality bodies.</p> <p>We aim to ensure that all protected groups of learners and staff have a voice.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Gather information on how the work of the College affects different groups</li> <li>• Consult employees, service users, trade unions and other stakeholders and involve people with disabilities</li> <li>• Assess the impact of College policies and practices</li> <li>• In the light of this evidence set priorities</li> <li>• Take action that will deliver the best outcomes</li> </ul> <p>Annually the College will publish sufficient information to demonstrate its compliance with the general equality duty and the effect that College policies and practices have had on people who share a relevant protected characteristic.</p> <p>The College formulates and publishes specific and measurable objectives, based on the evidence we have collected and published. The objectives take into account national and local priorities as appropriate.</p> <p>We keep our equality objectives under review and report annually on progress towards achieving them.</p> <p>The College has identified the following areas as being the most important to monitor in relation to equality. The results are published in our Annual Report.</p> <ul style="list-style-type: none"> <li>• The entire learner and staff demographics</li> <li>• Learner admissions and progression</li> <li>• Disciplinary action staff and learners</li> <li>• Support, guidance and counselling for learners</li> <li>• Allegations of harassment of staff and learners</li> <li>• Learner progress, achievement and retention</li> <li>• Access to learning support of learners</li> <li>• Staff recruitment and promotion</li> <li>• Pay and remuneration</li> <li>• Staff training and appraisal</li> </ul>

- Dismissal and other reasons for leaving
- The composition of the workforce
- learner complaint and staff grievances
- Survey responses

An Equality and Diversity Strategy will detail the way in which the college will drive practice towards its vision.

This will be supported by an Action Plan developed in dialogue with staff and learners.

Progress against the Action Plan will be monitored and evaluated by the Equality and Diversity Committee and will be incorporated into the College's Self Assessment Report and Quality Improvement Action Plan.

Annual progress will be reported to the Executive team and the Governing Body and published on the website.

The Scheme will be revisited annually and revised after three years.

The College undertakes to conduct comprehensive and effective monitoring of all aspects of staffing and the learner body.

Governors and Executive will review monitoring on an annual basis and actions to address weaknesses will be agreed.

College policies and documentation will normally be reviewed every two years to ensure that they continue to reflect best practice with regard to equal opportunities.

This policy along with other relevant Equality Reports and Equality Objectives are available on the College website and as part of induction for new learners and staff.

## Appendix 1

### Types of Discrimination

**1.0 Discrimination:** occurs when a person (or group) is treated less favourably than others. It can take different forms and this section describes the different types of discrimination, or 'prohibited conduct' under equality legislation.

**2.0 Direct discrimination:** is less favourable treatment because of a protected characteristic. Direct discrimination occurs if a person has the characteristic, is perceived to have the characteristics or because they associate with someone who has a protected characteristic. Direct discrimination in relation to age can in some circumstances be objectively justified.

**3.0 Indirect discrimination:** may occur when an apparently neutral provision, criterion or practice is applied to everyone, but which puts people who share a protected characteristic at a particular disadvantage; where this cannot be justified as a proportionate means of achieving a legitimate aim.

**4.0 Discrimination arising from disability:** is where a disabled person is treated unfavourably not because of his/her disability itself but because of something arising from, or in consequence of it, and that treatment cannot be justified as a proportionate means of achieving a legitimate aim.

**5.0 Discrimination by association:** is direct discrimination because of a person's association with a person who has a protected characteristic (not including marital or civil partnership status). This applies regardless of whether the person has the protected characteristic personally.

**6.0 Discrimination by perception:** is direct discrimination against a person because he/she is mistakenly believed to have a protected characteristic (not including marital or civil partnership status).

**7.0 Harassment:** is unwanted conduct relating to a protected characteristic, which has the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

**8.0 Victimisation:** occurs when an individual is treated less favourably because he/she has, in good faith, done a protected act (e.g. made or supported a complaint, or raised a grievance) regarding a protected characteristic.

## Appendix 2

### Protected Characteristics

Age	Disability	Gender Reassignment
Marriage and Civil Partnership	Pregnancy and Maternity	Race
Religion and Belief	Sex	Sexual Orientation

## Appendix 3

### Harassment & Bullying (Dignity at Work)

It is the individual's perception of whether the conduct in question was unacceptable that is important in determining whether harassment occurred. Where the conduct in question is found to have been unintentional, it will be viewed as having the effect of harassment if this could be regarded as a reasonable conclusion when taking into account all the circumstances, including the complainant's perception.

Bullying, although not defined legally, is described as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

Harassment and bullying can take many forms. Examples of unacceptable behaviour include: (Source, A Unison Guide, Harassment at Work, October 2008)

#### *Sexual Harassment*

- Unwelcome sexual advances, propositions and demands for sexual favours
- Unwanted or derogatory comments about clothing or appearance
- Leering and suggestive gestures and remarks
- Displaying offensive material, such as pornographic pictures, page-three type pin-ups or calendars, including those in electronic forms such as computer screen savers or by circulating such material in emails
- Physical contact such as the invasion of personal space and unnecessary touching to sexual assault and rape (although rape is defined as a separate criminal offence).

#### *Racial Harassment*

- Refusing to work with someone or deliberately isolating them because of their race, colour, nationality or ethnic origin
- Displaying racially offensive material including graffiti
- Racist jokes, banter, insinuations, insults, and taunts
- Unfair work allocation where this is linked to a person's race
- Verbal and physical abuse/attacks on individuals because of their race, colour, nationality, or ethnic origin.

#### *Disability Harassment*

- Asking intimate questions about an individual's impairment such as how it occurred and what it is like to be disabled
- Name calling, jokes, taunts, and use of offensive language
- Assuming that a physical disability means that the individual is inferior
- Assuming that a mental disability means that the individual lacks intelligence
- Speaking to colleagues rather than the person with the disability
- Exclusion from workplace and workplace related events because of barriers, and excluded from social activities

#### *Harassment on the grounds of religion or belief*

- Mocking or deriding people's religious beliefs
- Making unwanted comments on dress
- Making it unnecessarily difficult for people to conform to their religious beliefs

### *Harassment on the grounds of sexual orientation*

- Homophobic or bi-phobic comments, 'jokes' and name calling
- Verbal or physical abuse or intimidation
- Dissemination or homophobic or bi-phobic materials
- Repeated references to a person's sexual orientation
- Outing a person as LGB without their consent or spreading rumours
- Prejudices myths such as all gay men are HIV positive, bisexual people are attracted to everyone, lesbians don't have caring responsibilities or that LGB people are a threat to children
- Excluding an LGB person from conversation and activities
- Excluding a same-sex partner when opposite sex partners are included
- Intrusive questioning about an individual's personal or sex life
- Assuming that everyone is heterosexual or that being heterosexual is normal.

### *Transgender harassment*

- Trans-phobic comments, 'jokes' and name-calling
- Verbal or physical abuse or intimidation
- Refusing to treat a person as their new gender when they transition
- Failing to address a person by their preferred name and correct gender pronouns
- Denying people access to the appropriate single sex facilities such as changing rooms
- Outing a person as transgender without their consent or spreading rumours (this may also be a criminal offence)
- Excluding a person from conversation and activities
- Sexual harassment
- Intrusive questioning

### *Age harassment may occur during:-*

- Admissions, recruitment and selection
- Promotion
- Training and development
- Redundancy
- Retirement