



Equality and Diversity Policy



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EQUALITY AND DIVERSITY POLICY

1. Scope

All aspects of College provision, to both internal and external stakeholders, are covered by the Equality and Diversity Policy.

2. Accountability

The translation of this Policy into practice is the responsibility of everyone in college.

2.1 The College Governors are responsible for promoting equality and diversity on behalf of the Corporation. They are also responsible for ensuring that effective policies and procedures are in place to continuously improve the quality of equality and diversity throughout the College.

2.2 The Principal is responsible for ensuring that equality and diversity is continuously promoted and comprehensively implemented in all aspects of the College's operation.

2.3 The Equality and Diversity Managers (Vice Principal and Assistant Principal Student Services) are responsible for co-ordinating, monitoring and reviewing the Equality and Diversity Policy and for evaluating its effectiveness.

2.4 The role of the Equality & Diversity Committee, and particularly the Equality and Diversity Co-ordinator, will be to:

- Raise the profile of equality assurance issues within Carmel College and ensure that it promotes a culture of equality and inclusivity.
- Monitor the implementation of the Policy.
- Inform management and governors of any problems which require action at manager or governor level.
- Annually review the Policy and to make proposals either for modifications to the Policy and / or related issues, in the light of experience or changing legislation.
- To inform, guide and support staff on equality assurance issues.

2.5 The Equality and Diversity Managers are responsible for co-ordinating, reviewing and monitoring the development of Inclusive Learning aspects of equality and diversity across the College.

This will be to:

- Set realistic targets.
- Disseminate information to relevant bodies

2.6 The Equality and Diversity Committee shall consist of:

- The Vice Principal
- The Assistant Principal Student Services
- The Equality and Diversity Facilitator
- The Learning Support / Skills for Life Co-ordinator
- The HR Manager
- A maximum of four additional staff members

- A maximum of two students

2.7 This Equality and Diversity Policy must be prominently and regularly communicated.

2.8 Details of the Equality and Diversity Committee and members of the senior management responsible for Equality and Diversity will be made public.

- The College Human Resources Team is responsible for the implementation of all aspects of the College's Equality and Diversity Policy relating to the employment of staff.
- All Managers of the College are responsible for promoting Equality and Diversity, and for improving the Equality and Diversity performance of their individual school or unit.
- All Tutors play a vital role in the creation and transmission of the College ethos.

2.9 Tutors may be required to undertake some of these roles as part of their brief e.g.:

- 2.9.1 Informing students of the existence of the Equality and Diversity Policy and its importance to them.
- 2.9.2 Exploring the basic issues of equality with students so that they understand what rights and responsibilities the Policy confers.
- 2.9.3 Developing this in the Tutorial Programme in conjunction with the Quality Assurance Group.
- 2.9.4 Liaising with the Learning Support Team and relevant subject teachers on behalf of particular students.
- 2.9.5 Acting as a point of call, if appropriate, for students who feel aggrieved.
- 2.9.6 Advising on channels of redress / support for student or referring students to another person who can do this.

3. Staff Responsibilities

All employees of the College have a responsibility to comply with the Equality and Diversity Policy and should promote equality and diversity in all aspects of their work:

- 3.1 All staff must familiarise themselves with the Equality and Diversity Policy and the Equality and Diversity procedure.
- 3.2 All staff must promote the Policy's aims in terms of working relationships developed ie based on respect for people's identity.
- 3.3 All staff must challenge breaches of the Policy in accordance with College guidelines.
- 3.4 Students who need extra support should have their needs recognised by teachers. This can take various forms and include:
- 3.5 Seeking the additional support of the Learning Support Team
- 3.6 Informing student of learning support materials available in the Library.
- 3.7 Seeking suitable adapted learning aids ie for the hearing and visually impaired.
- 3.8 Identifying problems as soon as possible to the appropriate service.
- 3.9 Classroom management should promote respectful harmonious relationships between students. Staff should challenge any incident / statements made in class in an

- appropriate way and if necessary refer the matter to the disciplinary process and, if appropriate, to a Senior Manager.
- 3.10 A similar responsibility for maintaining acceptable standards of behaviour applies outside the classroom for example in corridors, communal areas, or other areas in the college

4 Student Responsibilities

Students are expected to treat all members of the College community with respect. They must contribute to a respectful harmonious learning environment. They must support and promote the College Student Equality and Diversity guidelines.

5 Policy Content

- 5.1 The College seeks to ensure equality of opportunity and treatment for all persons in relation to all of its activities, such as the employment of staff, consultants and contractors, the provision of educational opportunities, and the provision of training and other services to individuals and organisations.
- 5.2 The College recognises the existence of institutionalised discrimination, including institutional racism and is committed to making changes in any area of College practice where there is evidence of failure to provide an appropriate and professional service. It is committed to closing equality gaps in relation to student and trainee outcomes.
- 5.3 The College will work actively towards eliminating discrimination, harassment and bullying because of gender, marital or civil partnership status, family responsibility, ethnicity, race, colour, nationality, class, HIV status, age, religion or belief, disability, or sexual orientation, unrelated criminal convictions, trade union activity or any other irrelevant criteria
- 5.4 This Policy should be read in conjunction with the College (procedures on Bullying and harassment /Dignity at Work Policy (need to confirm), which provides detailed guidance on how staff should support themselves and students complaining of harassment.
- 5.5 In the event that staff or students are alleged to be in breach of the College Equality and Diversity Policy an investigation will be carried out in accordance with agreed procedures, including, where appropriate, disciplinary procedures.
- 5.6 The College operates within a set of agreed Equality and Diversity definitions, which can be found in Section 8.
- 5.7 The College will work actively to make progress in five key areas:

5.7.1 Discrimination

Eliminating any discrimination in relation to staff recruitment and promotion, the purchase of goods and services, and in the content, delivery and management of the curriculum.

5.7.2 Harassment

Ensuring that all students, staff and visitors can go about their business in an atmosphere free of intimidation or abuse.

5.7.3 Widening Participation

Encouraging maximum access to the full range of courses and other educational services for people of all social backgrounds and cultures. This includes monitoring patterns of recruitment to courses and working to ensure that course recruitment is based solely on student needs and aptitudes.

5.7.4 Inclusive Learning

Providing support to enable individual learners of different needs to progress through the curriculum towards successful achievement.

5.7.5 Celebrating Diversity

Recognising and reflecting the positive contributions of men and women of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

- 5.8 The College will actively promote staff training and development in Equality and Diversity for all employees.
- 5.9 The College will monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equality and diversity.
- 5.10 The College will develop partnerships with organisations and groups in Carmel and beyond to help develop equality and diversity and positive action projects for the benefit of the wider community.
- 5.11 The College will ensure that marketing strategies reflect Equality and Diversity good practice, and that College provision is actively and appropriately promoted to all sections of the community.
- 5.12 The College will review the effectiveness of procedures, such as the Dignity at Work Policy, designed to enable students, staff or clients to raise issues of concern about equality and diversity, and to make complaints about discrimination, harassment or bullying.
- 5.13 The College will ensure that its Equality and Diversity Policy is publicised as widely as possible to its community, including students, staff, contractors, consultants, clients and members of partner organisations.

6 Period of Review

The Policy will be reviewed biannually (or as and when required).

7 Evaluation Method

Equality and Diversity Performance Indicators are included in this Policy.

8 College Equality and Diversity Definitions

8.1 Equality and Diversity

Equality and Diversity aims to ensure that no group receives less favourable treatment on the grounds of ones gender, marital or civil partnership status, family responsibility, ethnicity, race, colour, nationality, class, HIV status, age, religion or belief, disability, or sexual orientation, unrelated criminal convictions, trade union activity or any other irrelevant criteria.

This enables all people to have equality of access to the provision of goods, services, facilities, premises and employment.

It's more about adapting to individual needs not treating everyone the same. We recognise that we always have to differentiate between individuals in order to fulfil their particular needs and potential.

- 8.2 **Racism** – All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.
- 8.3 **Racialism** – An implicit set of negative beliefs about a racial or ethnic group. Can result in offensive or violent behaviour towards members of a racial or ethnic group.
- 8.4 **Sexism** – All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.
- 8.5 **Prejudice** – An opinion or feeling about people of a different group, which is, formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.
- 8.6 **Discrimination** - Less favourable treatment of an individual or group, which is not based on their work performance or conduct as a member of staff or student.
- 8.7 **Racial Discrimination** – Less favourable treatment of an individual or group on account of their racial origin or colour.
- 8.8 **Sexual Discrimination** – Less favourable treatment of an individual or group on account of their gender or marital status.
- 8.9 **Harassment** – Can be directed at any group or individual, and can include unnecessary touching, unwanted physical contact, leering, personal remarks, verbal or written abuse, visual displays, coercion, isolation or non co-operation. Harassment may be repetitive, or an isolated occurrence against one or more individuals and may be:
- **Physical** - contact, assault or gestures, intimidation, aggressive behaviour
 - **Verbal** - In person, by phone, text or email - unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter based on any of the above characteristics
 - **Non-verbal** - offensive literature or pictures, graffiti and computer imagery, isolation or non co-operation and exclusion from social activities
- 8.10 **Bullying** - Persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.
- 8.10.i **“Cyber Bullying”** can include the following:
- Unwelcome texts that are threatening or cause discomfort.
 - Picture/video-clip bullying via mobile phone.

- Phone call bullying via mobile phone uses silent calls or abusive messages.
- Email bullying uses email to send bullying or threatening messages.
- Sending menacing or upsetting responses in a web-based chat room.

8.11 Sexual Harassment – Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of men and women at work (European Community Code of Practice). Repeated and / or unwanted verbal or sexual advances, sexually explicit or derogatory statements or sexually discriminatory remarks (TUC).

8.12 Racial Harassment – Conduct (whether by act or omission) which is intended to cause or does cause physical or mental distress to an individual or group on account of their colour, race, nationality or ethnic origins.

9 Equality and Diversity Performance Indicators

Core: Students

Achievement rates by ethnicity, gender and disability to be no worse than College average.

- Analysis of achievement by gender / race / disability / age
- Analysis of destination data by – gender / race / disability / age
- Analysis of Student evaluation data concerning Equality and Diversity

Retention Rates by ethnicity, gender and disability to be no worse than College average.

Attendance rates by ethnicity, gender and disability to be no worse than College average.

Enrolment by ethnicity, gender and disability to broadly reflect College and / or course catchment area.

STAFF

Staff profile by ethnicity, gender and disability to broadly reflect the area across which the College recruits and the College population:

- *% of teaching staff on management range by gender / race / disability / age*
- *% of support staff by grading – by gender / race / disability / age*
- *% of staff by employment type (established / temporary / supply) by – gender / race / disability / age*
- *Analysis of staff climate questionnaire data.*
- *% of applicants, staff short listed and staff appointed to both internal and external job vacancies by – gender / race / disability / age*

The responsibility to collate and report on the monitoring of Equality and Diversity Policy will lie with the Equality Assurance Manager.

Results of monitoring will be used to assess the effectiveness of the Equality and Diversity Policy and to rethink, and set targets in, relevant Development Plans.

It is the responsibility of all line managers to be aware of the monitoring data available for their area / subject and act on it accordingly.

Publication of the data involved in the monitoring of the Equality and Diversity Policy will take place annually.

Full copies will be given to the following:

- Senior Manager with overall responsibility for Equality and Diversity
- All staff and student members of the Equality and Diversity Group
- Summary reports will be made available on the College Intranet site, which is accessible to all staff and students.

10 Procedure for dealing with breach of the Equality and Diversity Policy

Grievances will be taken seriously and the responses must be confidential (as far as possible) and effective. There are two strands for the resolution of problems, one formal, the other informal.

Both of these are outlined in the College's Grievance Procedure for Staff (available from the HR Department or the College Intranet Site)

The informal and formal strand for students can be accessed through the Student Complaints Procedure. Details of how to register a complaint can be found in the Student Diary.

Proved incidents of breaches of the Equality and Diversity Policy must be recorded and monitored by the Principal, Vice Principal for Equality Assurance and Equality and Diversity Co-ordinator.

The on-going responsibility for monitoring that no future breach of the Policy occurs lies with the person dealing with the grievance procedure.

11 Related Procedures and Associated Documentation

- Dignity at Work Policy (Appendix)
- Dealing with Bullying Policy (Appendix)
- Harassment Policy (Appendix)
- Annual Equality and Diversity Plan
- Staff Recruitment Policy
- Staff Development and Training Plan
- The Marketing Policy
- The Student Discipline Policy
- Staff Grievance Procedures

- Health and Safety Policy
- College IT Policy

All the above are available from the College Intranet.

12. Authority

The Policy reflects national legislation and guidelines on good practice, including:

The Equal Pay Act 1970 (and 1986)
 The Rehabilitation of Offenders Act 1974
 The Sex Discrimination Act 1975
 The Race Relations Act 1976
 The Disabled Persons (Employment) Acts 1944 & 1958
 The Disability Discrimination Act 1995
 The Disability Rights Commission Act 1999
 The Employment Act 1989/1996
 The Employment Equality (Age) Regulations 2006
 The Employment Equality (Religion or Belief) Regulation 2003
 The Employment Equality (Sexual Orientation) Regulation 2003
 Employment Protection Act 1975
 Employment Rights Act 1996
 Equal Treatment Directive 1976
 Protection from Harassment Act 1997
 The Public Order Act 1986
 The Human Rights Act 1998
 The Race Relations (Amendment) Act 2000
 The Special Educational Needs and Disability Act 2001
 The Kennedy, Tomlinson and Moser Reports
 The MacPherson Report

As a responsible employer the College will ensure that all staff receive appropriate training on their rights and responsibilities in relation to Equality and Diversity legislation and the College's Equality and Diversity policies and procedures.

Because of its distinctive religious character Carmel College gives preference in its admissions policy to partner schools but it does, as the Mission Statement says, welcome applications from students of all faiths. It also welcomes staff from all faiths though there are certain posts, which, because of their nature – seniority or teaching subject are only, open to Catholic applicants.

Appendices

- Dignity at Work Policy
- Dealing with Bullying Policy
- Harassment Policy

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