# Equality and Diversity Policy / Plan

# Contents

## Appendices

# Equality and Diversity Student Performance 2022

In summer 2022, students sat external exams for the first time since the awarding of CAGs and TAGs during the pandemic. The table below details:

A) ALPS (Value-added) performance for the 2021-2022 cohort
B) E&D Six Dimensions Destinations Report

## A) Student ALPS Summary 2022

| Disadvantaged ALPS | Female ALPS | Male ALPS |
|---|---|---|
| Grade 3 (Excellent) | Grade 3 (Excellent) | Grade 3 (Excellent) |

## B) Student Destinations Data 21-22 – Six Dimensions Report
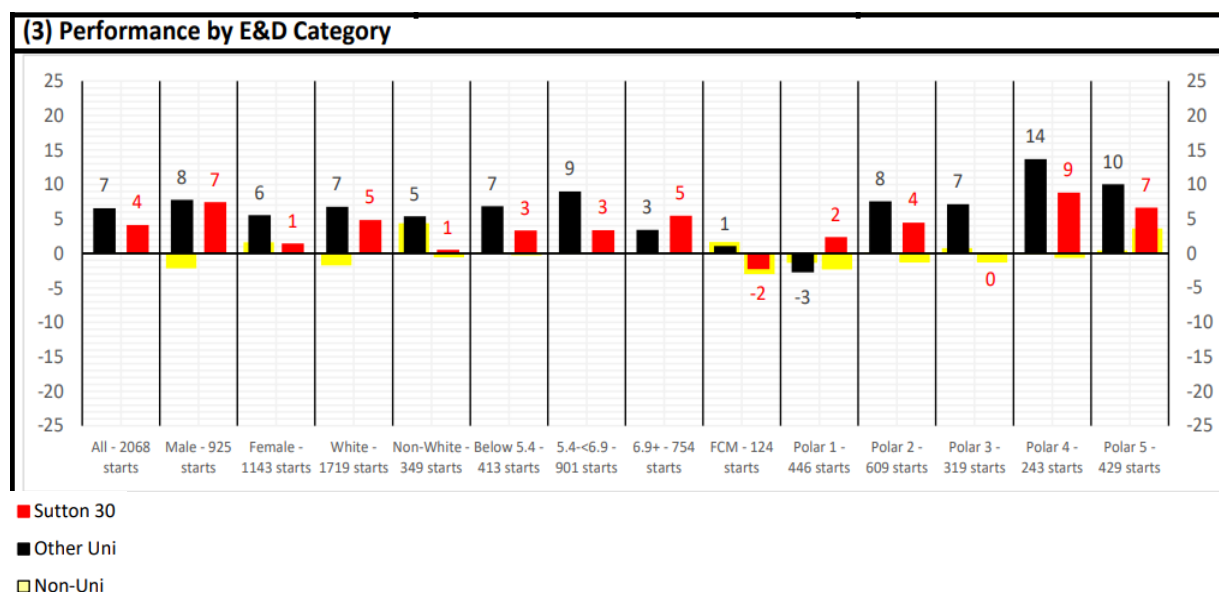


# Equality and Diversity – Staff Data

*\*\*Report accurate as of 08.07.22*

Total established teaching staff = 102
Total established support staff = 95

## Gender Profile



| | Teaching Staff | | | | | | Support Staff | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Established Teaching Staff | | 102 | | | | Total Established Support Staff | | 95 | | | |
| Category of staff | Senior Post Holders | | Management | | Other Teaching Staff | | Senior Post Holders | | Management | | Other Support Staff | |
| Male | 2 | 2% | 18 | 18% | 17 | 17% | 0 | 0% | 1 | 1% | 22 | 23% |
| Female | 0 | 0% | 24 | 24% | 41 | 40% | 1 | 1% | 12 | 13% | 59 | 62% |
| Total | 2 | 2.0% | 42 | 41.2% | 58 | 56.9% | 1 | 1.1% | 13 | 13.7% | 81 | 85.3% |

# Staff Age Profile

## Established Staff

### Teaching Staff — Total Established Teaching Staff 102

| AGE BANDS | Senior Post Holders M | | Senior Post Holders F | | Management M | | Management F | | Other Teaching Staff M | | Other Teaching Staff F | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Under 26 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% |
| 26-35 | 0 | 0% | 0 | 0% | 5 | 5% | 2 | 2% | 6 | 6% | 13 | 13% |
| 36-46 | 0 | 0% | 0 | 0% | 6 | 6% | 11 | 11% | 8 | 8% | 18 | 18% |
| 47-55 | 0 | 0% | 0 | 0% | 3 | 3% | 9 | 9% | 0 | 0% | 6 | 6% |
| 56-65 | 2 | 2% | 0 | 0% | 4 | 4% | 2 | 2% | 2 | 2% | 3 | 3% |
| Over 66 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% |
| **Total** | 2 | 2% | 0 | 0% | 18 | 18% | 24 | 24% | 17 | 17% | 41 | 40% |

### Support Staff — Total Established Support Staff 95

| AGE BANDS | Senior Post Holders M | | Senior Post Holders F | | Management M | | Management F | | Other Support Staff M | | Other Support Staff F | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Under 26 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% |
| 26-35 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 4% | 7 | 7% |
| 36-46 | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 6% | 4 | 4% | 9 | 9% |
| 47-55 | 0 | 0% | 0 | 0% | 1 | 1% | 2 | 2% | 6 | 6% | 20 | 21% |
| 56-65 | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 4% | 6 | 6% | 21 | 22% |
| Over 66 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 2% | 1 | 1% |
| **Total** | 0 | 0% | 0 | 0% | 1 | 1% | 12 | 13% | 22 | 23% | 59 | 62% |

# Disability Profile

## Established Staff

### Teaching Staff — Total Established Teaching Staff 102

| Category of staff | Senior Post Holders | | Management | | Other Teaching Staff | |
|---|---|---|---|---|---|---|
| Disability Declared | 0 | 0% | 1 | 1% | 5 | 5% |

### Support Staff — Total Established Support Staff 95

| Category of staff | Senior Post Holders | | Management | | Other Support Staff | |
|---|---|---|---|---|---|---|
| Disability Declared | 0 | 0% | 1 | 1% | 6 | 6% |

# Ethnic minority Profile

## Established Staff

### Teaching Staff — Total Established Teaching Staff 102

| Category of staff | Senior Post Holders | | Management | | Other Teaching Staff | |
|---|---|---|---|---|---|---|
| Ethnic Minority | 0 | 0% | 2 | 2% | 6 | 6% |

### Support Staff — Total Established Support Staff 95

| Category of staff | Senior Post Holders | | Management | | Other Support Staff | |
|---|---|---|---|---|---|---|
| Ethnic Minority | 0 | 0% | 0 | 0% | 3 | 3% |

# Religion Profile

## Established Staff

### Teaching Staff — Total Established Teaching Staff 102

| Category of staff | Senior Post Holders | | Management | | Other Teaching Staff | |
|---|---|---|---|---|---|---|
| Baptist | | | | | | |
| Buddhist | | | | | | |
| Christian | | | 4 | 4% | 11 | 11% |
| C of E | | | 9 | 9% | 10 | 10% |
| Hindu | | | | | 2 | 2% |
| Jewish | | | | | | |
| Methodist | | | 1 | 1% | 1 | 1% |
| Muslim | | | | | | |
| RC | | | 16 | 16% | 20 | 20% |
| Sikh | | | | | | |
| United Reform | | | 1 | 1% | | |
| None | | | 3 | 3% | 4 | 4% |
| Other | | | 1 | 1% | | |
| Prefer not to say | | | 1 | 1% | 3 | 3% |
| Not Known | 1 | 1% | 6 | 6% | 4 | 4% |
| **Total** | 1 | | 42 | | 55 | |

### Support Staff — Total Established Support Staff 95

| Category of staff | Senior Post Holders | | Management | | Other Support Staff | |
|---|---|---|---|---|---|---|
| Baptist | | | | | | |
| Buddhist | | | | | | |
| Christian | | | | | 10 | 11% |
| C of E | | | 3 | 3% | 22 | 23% |
| Hindu | | | | | 1 | 1% |
| Jewish | | | | | | |
| Methodist | | | 1 | 1% | | |
| Muslim | | | | | | |
| RC | | | 8 | 8% | 20 | 21% |
| Sikh | | | | | | |
| United Reform | | | | | | |
| None | | | 1 | 1% | 3 | 3% |
| Other | | | | | | |
| Prefer not to say | | | | | 3 | 3% |
| Not Known | | | | | 13 | 14% |
| **Total** | | | 13 | | 72 | |

# Pay Profile

## Established Staff

### Teaching Staff — Total Established Teaching Staff 102

| | Senior Post Holders | | Management | | Other Teaching Staff | |
|---|---|---|---|---|---|---|
| Male | 2 | £97,230 | 18 | £46,824 | 17 | £37,620 |
| Female | 0 | £0 | 24 | £47,347 | 41 | £38,370 |
| Total | 2 | £97,230 | 42 | £47,123 | 58 | £38,150 |

### Support Staff — Total Established Support Staff 95

| | Senior Post Holders | | Management | | Other Support Staff | |
|---|---|---|---|---|---|---|
| Male | 0 | £0 | 1 | £53,417 | 22 | £23,211 |
| Female | 1 | £83,215 | 12 | £35,954 | 59 | £22,072 |
| Total | 1 | £83,215 | 13 | £37,297 | 81 | £22,381 |

# Equality and Diversity – Governing Body Data
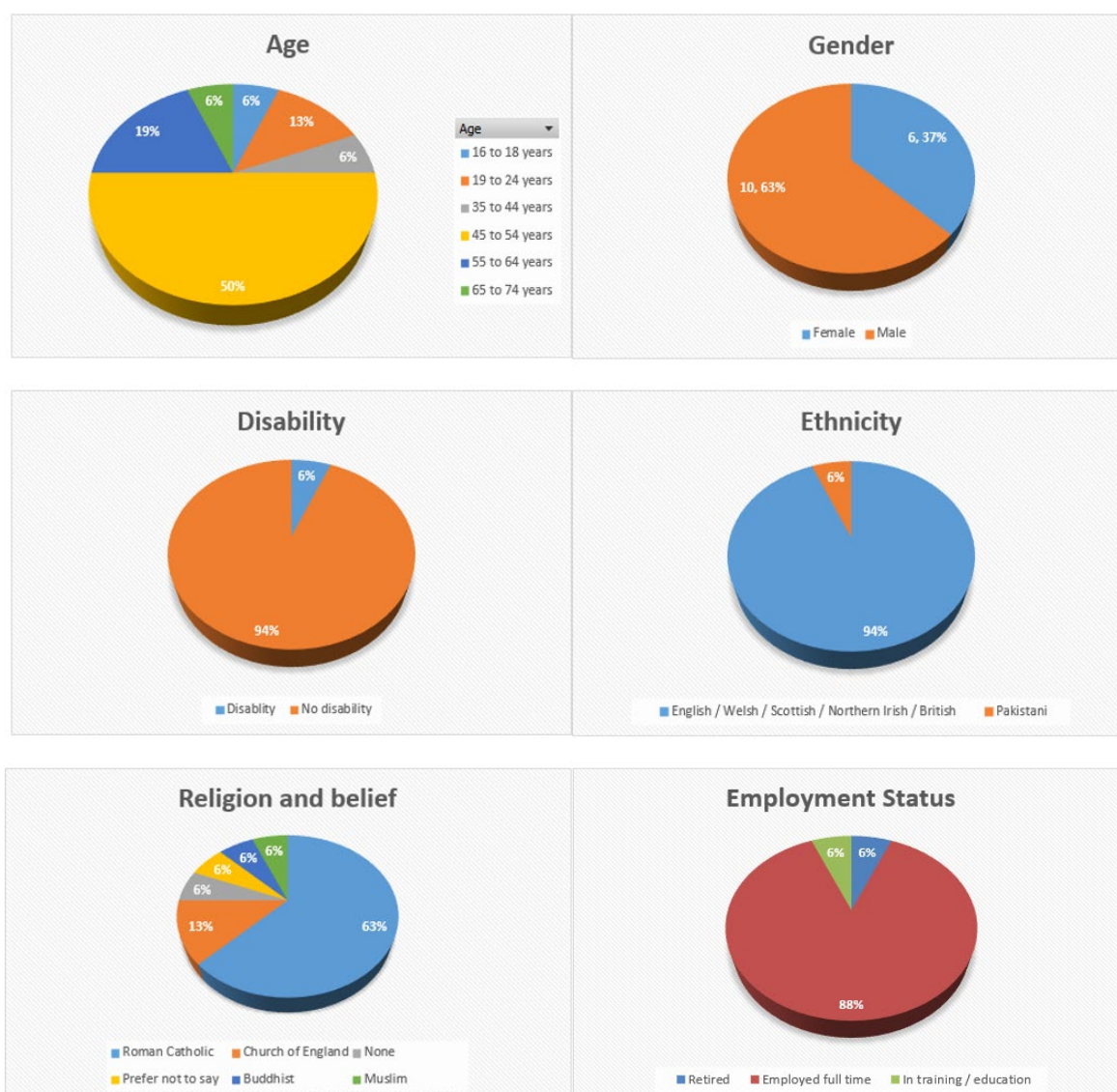


Up-to-date Equality & Diversity training was provided to the Governing Body by William Chadwick prior to a Governing Body meeting held on 6 December 2022.  A question and answer session took place following the training to provide an opportunity for governors to strengthen understanding.

The Governance Self-Assessment Report (SAR) for 2022-23 includes a key priority to 'Address vacancies on the Governing Body by recruitment of suitably skilled and experienced individuals, representative of the wider College community'

In addition, there are plans to develop the College's link governor scheme to include the re-introduction of an ED&I Link Governor: a draft role description is due to be presented to the full Governing Body at the end of March 2023 for approval.  Appointment of a link governor in this area will serve to strengthen the Governing Body's involvement in this key area.

# EQUALITY AND DIVERSITY POLICY

## 1. Introduction

As a Catholic College, Carmel is built on Christian principles and values. Mutual respect is seen as essential in a community where students are encouraged to recognise their responsibilities to self and others, and to the society in which they live. We were pleased that OFSTED during their last inspection recognised the way we continually strive to reconcile our ethos with good equality and diversity practice. OFSTED commented. *Students demonstrate high levels of respect, celebrate individual difference and strive to be the best they can be.*

> *Students behave with consistently high levels of respect for others. They play a highly positive role in creating a college environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.*
> *(Ofsted inspection: April 30 - May 3, 2019)*

Carmel College strives to reconcile equality and diversity to secure:
- Equality of access
- Equality of choice
- Equality of outcome
- Equality of process

Valuing diversity refers to demonstrably valuing diverse employees, students and clients/customers by having policies and procedures that take their diverse needs and preferences into account. In the context of equalities, diversity is often taken to mean the differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender reassignment, ability or disability, skills, knowledge, age and life experiences of each individual in any group of people. It is not the same as equal opportunities.

## 2. Aims and purpose of this policy

2.1 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, engagement with volunteers, consultants and contractors, the provision of educational opportunities, and the provision of training and other services to individuals and organisations.

2.2 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.

2.3 The College will work actively towards eliminating discrimination, harassment and bullying because of sex, gender reassignment, marital or civil partnership status, family responsibility, pregnancy, maternity and paternity, ethnicity, race, colour, nationality,

7

class, HIV status, age, religion or belief, disability, or sexual orientation, unrelated criminal convictions, trade union activity or any other irrelevant criteria.

2.4    This Policy should be read in conjunction with the College procedures on Bullying and harassment /Dignity at Work Policy, which provides detailed guidance on how staff should support themselves and students complaining of harassment. 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.

2.5    The College operates within a set of agreed Equality and Diversity definitions, which can be found in Section 8.

2.6    The College will work actively to make progress in five key areas:

### 2.6.1    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.

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

### 2.6.3    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.

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

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

2.7    The College will actively promote staff training and development in Equality and Diversity for all employees.

2.8    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.

2.9    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.

2.10   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.

2.11 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 aboutdiscrimination, harassment or bullying.

2.12 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.

*In pursuing progress in these five key areas, the College is fully committed topaying due regard to the general equality duty in the Equality Act 2010. We will therefore ensure that all our policies, procedures and practices have due regard to the need to:*

• *Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;*

• *Advance equality of opportunity between people who share aprotected characteristic and people who do not share it; and*

• *Foster good relations between people who share a protected characteristic and people who do not share it.*

# 3. Annual Equality and Diversity Plan

**ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:**
**As at May 2019**

Ofsted (April 2019) identified the College's approach to E&D as outstanding,innovative, alive and embedded.

Carmel College has continued to be a member Equality Network forLearning Providers.

Equality and Diversity achievements have been promoted through (Connect) and College website and social media. Carmel E and D now has its own Twitter and Instagram account. Equality and Diversity is now locatedon the Connect homepage and receives a lot more visitors to the site and resources than previously. The Connect banner is updated regularly with E and D related events.

Liaison with Student Council has been increased, resulting in addition to student council constitution of a BAME representative and promotionthrough social media. Equality and Diversity is now embedded in Student Council practice.
Champion programme continues to run and representatives attend regular committee meetings, plans in place to produce new promotionalmaterial for the Champions programme.

E and D issues embedded within the 10:10 scheme of work.

Training for Year Zero students and ITTs completed by KMO about E and D.

Anti-Hate crime posters have been created by Art Foundation student Kim Robertsand are displayed in classrooms across college.

Anti-Hate Crime content will be delivered in 10:10 sessions.
The newly appointed Pastoral Director for U6 and has attended a mental health course provided by NWEDI and is in the process of producing a mental health strategy.
A member of the pastoral team has conducted a staff development project on mentalhealth, which will be incorporated in staff development 2019-2020.

Anthony Walker Foundation have delivered three sessions at One World Day.

Liaison with the Pride at Carmel group and proposed liaison with De La Salle to help organize an LGBT+ group there.

Promotion of IWD and Women's History month. Campaign on social media to celebrate female role models.

## ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:
(Highlighted in yellow = complete/significant progress)
**As at May 2020**

Carmel College has continued to be a member Equality Network forLearning Providers.
Equality and Diversity achievements have been continued to be promoted through (Connect) and College website and social media. Equality and Diversity Connect page continues to receive many visitors and resources than previously. The Connect banner is updated regularly and quickly with E and D related events.

Equality and Diversity is now embedded in Student Council practice, this is evident from the increase in Council run events focused on keyevents for example; Black History Month, International Women's Day and LGBT+ History Month.
Champion programme continues to run and representatives attend regular committee meetings, posters have been produced featuring theChampions to increase visibility.
Champions now contribute to the newsletter on a monthly basis, each month having a particular focus and E and D events have been prioritisedto achieve greater impact across college.

E and D issues embedded within the 10:10 scheme of work and also soonto be introduced as part of morning bulletins.

The new Pastoral Director has implemented many new initiatives in their role as Safeguarding Lead for the college. Staff have attended courses and there is a mental health and wellbeing group which meets regularly to discuss mental health matters.
Mental Health protocol strategy has now been written and implemented.
Mental Health update: #Let'sChat lunchtime drop are to be introduced. These are astudent led mental health support organised by The Lee Cooper Foundation.

Liaison with the Pride at Carmel group has continued.

## ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:
**Updated January 2021**

Insets about Race have been attended by E&D co-ordinator and Chaplain.

Equality and Diversity achievements have been promoted through (Connect) and College website and social media. Carmel E and D now hasits own Twitter and Instagram account.

Liaison with the Chaplain and Head of RE has resulted in E&D information being communicated more effectively in 10:10 scheme of work and throughthe contemplations.

Champions have continued to contribute to the newsletter on a monthlybasis, each month having a particular focus and E and D events have been prioritised to achieve greater impact across college.

Champion programme continues to run and representatives attendregular committee meetings.

11

Online training was delivered by William Chadwick to staff at the beginning of the academic year 2020. This enabled all staff to receive thistraining and the ability for staff to watch the streamed recording of this at any point. This training focussed on Equality Impact Assessments.

New Equality and Diversity titles have been added to the library's onlineand physical stock. Titles focus on separate characteristics.

## EQUALITY & DIVERSITY PLAN FOR THE NEXT 3 YEARS: 2022-2025
(Highlighted in yellow= complete/significant progress)
(Current year's achievements highlighted in green)

Annual all staff training on Equality and Diversity (to continue) in an annual Equality & Diversity INSET at the end of the college year. Refresher/catch upsession at the beginning of the college year.

Annual update and audit on Equality and Diversity for the committee andGovernors. Highlight Equality and Diversity achievements (Connect) and College websiteIdentify Equality and Diversity priorities on an annual basis

Work to ensure that the College's Equality and Diversity policy becomes a 'living' document reconciling the narrative of this policy and the achievementsof the College in this area.

Audit of Equality and Diversity within the quality cycle.

Quality assurance: develop a mechanism for capturing the QA of EIA's. including the use of EIA's to aid in embedding Equality and Diversity content across curriculum areas through SAR process with a focus.  KOA to oversee quality assurance of Equality Impact Assessments.

Explore the opportunity to research mental health issues affecting students'attendance and achievement.

Anti-hate crime protocol to be written and implemented.Social media policy to be written and implemented.

Mental Health protocol strategy to be written and implemented.

Menopause policy written, approved and launched.

Produce a video and booklet promoting Equality and Diversity within thecollege.

To deliver inset about EIA's to all staff to try and embed equality and diversity into all schemes of work, SARs and QIPs.

12

Mechanism to be developed for policies to go through the Equality impact assessment process and to be completed over the next three years.

E and D Coordinator to video presentations so that these resources canbe accessed at any time through the Connect page.

Carmel E and D calendar to be produced on a yearly basis.

#IamCarmel presentations to be produced featuring staff and studentsrepresenting E and D characteristics. To present students and staff experiences from the perspective of these characteristics to be developed as a student and staff resource.

To embed Black British History and celebrate BAME achievementsthroughout the year. Not just focused on Black History Month.

Explore setting diversity objectives for the Governing Body and senior Leadership.

To reintroduce a link EDI Governor to work with the E and D coordinator and the committee.

To embed the new terminology regarding the Race characteristic and to phase out the use of the term BAME. Current government guidance can be found here. This will have an impact on the terminology when describing data used by the College and there is a BAME representative on the student council. This role will have to be renamed.

Writing about ethnicity - GOV.UK (ethnicity-facts-figures.service.gov.uk)

 Promotion of IWD and Women's History month as well as International Men's Day. Liaison with the marketing department has resulted in two videos being produced forthese events which have been widely shared on social media.

Lego statue Hope. Suffragette made from Lego has been requested from Engage

Parliament. Carmel have secured the statue for September 2022.

Student Council Equality and Diversity representative DJH and BAME representative MSE delivered a short inset to staff about their experience of being BAME students in college and the wider community and the impact that discrimination has had on their lives.
E and D calendar produced and circulated on a yearly basis.


## ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:
## Updated February 2022

Equality and Diversity achievements have been promoted through (Connect) and College website and social media. Carmel E and D now hasits own Twitter and Instagram account.

Liaison with the Chaplain and Head of RE has resulted in E&D information being communicated more effectively in 10:10 scheme of work and throughthe contemplations.

Champions have continued to contribute to the newsletter on a monthlybasis, each month

13

having a particular focus and E and D events have been prioritised to achieve greater impact across college.

Champion programme continues to run and representatives attendregular committee meetings.

Online training was delivered by William Chadwick to staff at the beginning of the academic year 2021. This enabled all staff to receive thistraining and the ability for staff to watch the streamed recording of this at any point. This training focussed on Equality Impact Assessments.

New Equality and Diversity titles have been added to the library's onlineand physical stock. Titles focus on separate characteristics.

The LGBTQ+ group has been reintroduced and runs every Wednesday dinner time.

An online inset resource has been created by WCK and KMO. This is focussed on helping staff conduct Equality impact assessments. Also, an overview of Equality andDiversity. The committee are to review and this will be launched to staff.

An Equality Impact Assessment has been created by KMO about the menopause,soon to become the 10th protected characteristic.

Introduction of a Menopause support group. Running half termly.

Menopause Policy has been written by KSH, approved and launched within college.

An inset has been prepared to support the Menopause policy which was introducedearlier this academic year.

The student council, Estates manager and college podcast group have created apodcast on Domestic Abuse which aired over Christmas.

New members have been recruited to the committee. Staff and students. Attendanceat meetings remains strong.


**ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:**
**Updated February 2023**

Equality and Diversity achievements have been promoted through (Connect) and College website and social media. Carmel E and D now hasits own Twitter and Instagram account. Close Liaison between the committee and marketing to achieve this. This has become embedded.

Lego statue Hope. Suffragette made from Lego came to Carmel in September and was displayed in the student entrance. This was promoted through the marketing team and through local papers. Staff and students visited the statue and read the supporting material.

Liaison with the Chaplain and Head of RE has resulted in E&D information being

14

communicated more effectively in 10:10 scheme of work and throughthe contemplations.

Champions have continued to contribute to the newsletter on a monthlybasis, each month having a particular focus and E and D events have been prioritised to achieve greater impact across college.

Liaison with Student Council continues,  and the SC Equality and Diversity representative has attended Equality and Diversity committee meetings.

Champion programme continues to run and representatives attendregular committee meetings. Champion roles have changed a lot this year and some roles still need to be recruited.

Training was delivered by William Chadwick to staff at the beginning of the academic year 2022. He also delivered training to the committee and Governing Body in December and has given the governing body a list of new legislation which may impact the E and D agenda for this year.

New Equality and Diversity titles have been added to the library's onlineand physical stock. Titles focus on separate characteristics.

The LGBTQ+ group has been reintroduced and runs, online training resources from 'Just Like Us' have been purchased and the leaders of the group have engaged well with this. The group is called Carmel Pride and Diversity and this group is monitored by KED and KMO on Friday dinner times.

An online inset resource has been created by WCK and KMO. This is focused on helping staff conduct Equality impact assessments. Also, an overview of Equality and Diversity. This now forms a resource to use when departments are writing their SARs to enable them to run EIAs on areas of focus

An inset about Misogyny has been prepared and launched to staff. Positive feedback about this.

The Menopause support group continues to run. Running half termly.

An inset about the Menopause was released to all staff with excellent feedback.

New members have been recruited to the committee. Staff and students. Attendance at meetings remains strong.

 A successful competition for BHM was run. Well promoted and marketed through marketing.

New competitions to be introduced for LGBT+ History Month and videos to be produced to celebrate International Women's Day.

## 4.   Accountability

**Rights & Responsibilities**

The translation of this policy into practice is the responsibility of everyone in college and any external stakeholders, contractors or others with whom we engage.

4.1    The College Governors are responsible for promoting equality and diversity on behalf

15

of the Corporation. They are also responsible for ensuring that effective policies and procedures are in place to continuously improve thequality of equality and diversity throughout the College.

The College governing body carries the ultimate responsibility, under the law,for ensuring that our College meets the requirements of equality legislation.

In particular governors will:

- Set and maintain the strategic direction for equality and diversity.
- Monitorperformance and targets through regular report.
- Participate fully in all appropriate training and briefing activities related to equality laws and diversity issues.
- Observe fully the standards and expectations set out throughout this and related policy documents.

There is a procedure in place to ensure that governors are updated on the content and outcome of specific Equality Impact Assessments (EIAs) conducted between their meetings, giving them the further opportunity to call in the author(s) for clarification and discussion before formal endorsement by them.

4.2   The Equality and Diversity Managers (Vice Principal Curriculum & Quality & the Equality & Diversity coordinator) are responsible for coordinating, monitoring and reviewing the Equality and Diversity Policy andfor evaluating its effectiveness.

4.3   The role of the Equality & Diversity Committee, and particularly the Equality and Diversity Coordinator, will be to:
- Raise the profile of equality assurance issues within Carmel Collegeand 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
- Addressing and required action at manager or governor level.
- Producing and promoting college wide equality tools and resources available for viewing and /or reading.
- 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, train & support staff on equality assurance issues.
- Train staff/students as appropriate.
- Co-ordinate the College EIA programme

4.4   The Equality and Diversity Managers are responsible for coordinating, reviewing and monitoring the development of Inclusive Learning aspects ofequality and diversity across the College.

This will be to:
- Set targets that are realistic in terms of being reasonable, practicaland proportionate
- Disseminate information to relevant bodies

16

4.5    The Equality and Diversity Committee shall consist of:

- Vice Principal (Curriculum & Quality)
- The Equality and Diversity Coordinator
- The Learning Support Manager
- The HR Manager
- The Marketing manager
- A maximum of four additional staff members
- A maximum of six students
- The Estates Manager
- The College Chaplain
- *And invite other appropriate internal and external stakeholders to join the committee*

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

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

4.8    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.

4.9    All Managers of the College are responsible for promoting Equality and Diversity, and for improving the Equality and Diversity performance of the College and relevant area.

4.10   All Tutors play a vital role in embedding E&D content within teaching and learning activities as appropriate.

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

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

# 5.    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:

5.1    All staff must familiarise themselves with the Equality and Diversity Policy and the Equality and Diversity procedure.

5.2    All staff must promote the Policy's aims in terms of working relationships developed i.e. based on respect for people's identity.

5.3    All staff must challenge breaches of the Policy in accordance with College guidelines.

5.4    Students who need extra support should have their needs recognised by teachers. This can take various forms and include:

5.5    Seeking the additional support of the Learning Support Team

5.6    Informing student of learning support materials available in the Library.

5.7    Seeking suitable adapted learning aids ie for the hearing and visually impaired.

5.8    Identifying problems as soon as possible to the appropriate service.

5.9    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.

5.10    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

5.11    Any breach of this policy by a member of staff will/can be dealt with in accordance with the disciplinary/grievance procedures.

5.12. Volunteers looking for workplace experiences contribute significantly to the diversity of the College. They can expect to be treated fairly, with dignity and respect, and without discrimination. They are likewise expected to treat others fairly, with dignity and respect, and without discrimination. Due to the restrictions imposed by employment law, volunteers are not entitled to the same rights and protections as employees. We will endeavour, however, to provide a good working environment including full training in the provisions of this and appropriate related policies.

# 6. 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.

Any breach of this policy by a student will/can be dealt with in accordance with the disciplinary/complaints procedures.

# 7. Period of Review

The policy will be reviewed annually. Policy reviews will always be conducted using our existing and agreed consultative machinery for staff, students and stakeholders. The actions set out in our Single Equality Scheme also have their own timeframes and will be automatically reviewed on the due date(s) listed. Any such actions completed within the Single Equality Scheme will be further reviewed against the prevailing content of this policy to determine if any "knock on" changes need to be made to appropriate clauses within this document.

# 8. Equality and Diversity Performance Indicators

**Students**

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

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

Attendance rates by ethnicity, sex and disability to be no worse than College average. Enrolment by ethnicity, sex and disability to broadly reflect College and / or course catchment area.

**Staff**

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

- % of teaching staff on management range by sex / race / disability / age
- % of support staff by grading – by sex / race / disability / age
- % of staff by employment type (established / temporary / supply) by – sex / 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 – sex / race / disability / age

The responsibility to collate and report on the monitoring of Equality and Diversity Policy

will lie with the Equality & Diversity committee.

Results of monitoring will be used to assess the effectiveness of the Equalityand 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 dataavailable for their area / subject and act on it accordingly.

Publication of the data involved in the monitoring of the Equality and DiversityPolicy 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 committee.
- Summary reports will be made available on the College Intranet site,which is accessible to all staff and students.

## 9.  Procedure for dealing with breach of the Equality andDiversity Policy

Grievances will be taken seriously, and the responses must be confidential (asfar 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 befound in the Student Diary.

Proved incidents of breaches of the Equality and Diversity Policy must berecorded and monitored by the Principal and Equality and Diversity Coordinator.

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

Appropriate reports about proven breaches of the policy and/or related policies, together with details of subsequent action taken will be made to theGoverning Body and the Equality & Diversity Committee.

## 10.  Related Procedures  and  Associated Documentation

- College Equality & Diversity definitions
- Strategic plan

20

- Communication Strategy
- Dignity at Work Policy (Appendix)
- Annual Equality and Diversity Plan
- Staff Recruitment Policy
- Staff Development and Training Plan
- The Marketing Policy
- The Student Discipline Policy
- Discipline / Grievance policies
- Health and Safety Policy
- College IT Policy
- Data Protection policy

All the above are available from the College Intranet.

# 11. Authority

This policy reflects UK legislation as at 2023 including the provisions from those European Directives and European Court of Justice (ECJ) authorities which have been accepted by the UK Parliament, post the Brexit Agreement of 2020, and are now incorporated into UK law, including but not limited to:

- *The Equality Act 2010*
- *Relevant Statutory Codes from the Equality and Human Rights Commission*
- *ACAS Codes and Guidance*
- *The Human Rights Act 1996*
- *The Employment Rights Act 1996*
- *The Public Sector Equality Duty*

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 policiesand procedures.

Carmel College gives welcome applications from students of all faiths and none. It also welcomes staff from all faith though there are certain posts, which, because of their nature – seniority or teaching subject are only, open to Catholic applicants.

# Appendices

1   College Equality & Diversity definitions
2   Implementing the policy with Equality Impact Analysis (EIA)
3  Equality Contacts
4  Dignity at Work Policy (College Intranet)

All the above are available from the College Intranet.

| File Name/Path | G:\Clerk\Policies\Policies | | |
|---|---|---|---|
| **Intranet Path** | CONNECT>DEPARTMENTS>COLLEGE    POLICIES>EQUALITY AND DIVERSITY POLICY | | |
| **Circulation List** | Principal | College Union Representatives | |
| | Full Governing Body | HR Department | |
| **Author/ Responsibility** | Kate Moffatt, Equality and Diversity coordinator. Peter Murphy | **Date of Policy approval** | June 2023 |
| | | **Date next review due** | June 2024 |

# Appendix 1

**College Equality and Diversity Definitions**

**1.1 Equality and Diversity**

Equality and Diversity aims to ensure that no group receives less favourable treatment on the grounds of one's sex, gender reassignment, marital or civil partnership status, family responsibility, pregnancy, maternity and paternity, 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.

*The Equality and Human Rights Commission defines three aspects ofequality:*

*Equality of Outcome - to eliminate discrimination, harassment, victimisation and other prohibited conduct; to advance equality of opportunity between people who have a relevant protected characteristics and those who do not; and; to foster good relations between people who are a relevant protected characteristics and those who do not.*

*Equality of Process - fair treatment, or being treated with dignity and respect; Equality of Choice -autonomy, empowerment, or the degree of choice and control*

*Carmel College strives at all times to thread these three considerations into all itspolicies, practices and procedures.*

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.

**1.2 Racism –** A belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to others.

**1.3 Institutional Racism** *-Arising out of the Stephen Lawrence Judicial Inquiry (1997-1999) Lord Macpherson documented the following definition of institutional racism:*

23

*The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people"*

**1.4 Racial Prejudice** - A preconceived opinion against someone that isn't based on actual experience or reason typically arises from race-based stereotypes.

**1.5 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.

**1.6 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.

**1.7 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.

*Direct Discrimination* – Direct discrimination under the law means treating a person less favourably on grounds of their colour, race, nationality, ethnic or national origin, sexual orientation, religion or belief, age, sex, or marital status, gender reassignment, or for reasons relating to a person's disability.

*Discrimination by Association* – where a person is unfairly treated because they are associated with another person who possesses a protected characteristic. For instance, if you accompany your sister who uses a wheelchair to a nightclub and you were both refused admission because disabled people did "not fit with the nightclub's image", not only would she have been directly discriminated against, but you would have been discriminated against by association.

*Discrimination by Perception* – one can suffer discrimination because others perceive that person to possess a particular protected characteristic. Thus, where an employee discloses the fact that he is HIV positive and is dismissed for this, then that is unlawful behaviour, even where it emerges that the former employee is misdiagnosed.

*Indirect Discrimination* – occurs when a rule, condition or requirement, which applies equally to everyone, has a disproportionately adverse effect on people from a particular group (i.e. due to race, religion or belief, sexual orientation, age, sex, marital status, gender reassignment), and there is no objective justification for the rule.

24

**1.8 Protected Characteristics** – The Equality Act 2010 consolidates, updates and redefines many types of discrimination enshrined in UK law and regulations as well as European Directives since the 1970's. There are now nine Protected Characteristics which are defined in the Equality Act 2010, namely:

*Age* – An age group includes people of the same age and people of a particular range of ages. Where people fall in the same age group they share the protected characteristic of age.

*Disability* – This protected characteristic defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The social rather than the medical model of disability is used in considerations around making a reasonable adjustment.

*Sex* – This section is a new provision, which explains that references in the Act to people having the protected characteristic of Sex are to mean being a man or a woman, and that men share this characteristic with other men, and women with other women.

Gender Reassignment – The protected characteristic of gender reassignment for the purposes of law is where a person has proposed, started or completed a process to change his or her sex. A transsexual person has the protected characteristic of gender reassignment. A woman making the transition to being a man and a man making the transition to being a woman, both share the characteristic of gender reassignment, as does a person who has only just started out on the process of changing his or her sex, and a person who has completed the process.

*Race* – People who have or share characteristics of colour*, nationality or ethnic or national origins, can be described as belonging to a particular racial group. A racial group can be made up of two or more different racial groups.

*Religion or Belief* – This is the protected characteristic of religion or religious or philosophical belief, which is stated to include for this purpose a lack of religion or belief. It is a broad definition in line with the freedom of thought, conscience and religion guaranteed by Article 9 of the European Convention on Human Rights. The main limitation for the purposes of Article 9 is that the religion must have a clear structure and belief system. Denominations or sects

within a religion can be considered to be a religion or belief, such as Protestants and Catholics within Christianity. The criteria for determining what is a 'philosophical belief' are that it must be genuinely held; be a belief and not an opinion or viewpoint based on the present state of information available; be a belief as to a weighty and substantial aspect of human life and behaviour; attain a certain level of cogency, seriousness, cohesion and importance; and be worthy of respect in a democratic society, compatible with human dignity and not in conflict with the fundamental rights of others. So, for example, any cult involved in illegal activities would not satisfy these criteria.

*Sexual Orientation* – The protected characteristic of sexual orientation is defined as being a person's sexual orientation towards: people of the same sex as him or her (in other words the person is a gay man or a lesbian), people of the opposite sex from him or her (the person is heterosexual), or people of both sexes (the person is bisexual).

*Marriage and Civil Partnership* – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes marriage between a same-sex couple. This will also be true in Scotland when the relevant legislation comes into force. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

*Pregnancy and Maternity* – a woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. Notably, breastfeeding in public is included within this protected characteristic. During these periods, pregnancy and maternity discrimination cannot be treated as sex discrimination.

**1.9 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-cooperation. 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

Harassment is further defined in section 26 of the Equality Act 2010 as "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating and intimidating, hostile, degrading, humiliating or offensive environmentfor that individual. Sometimes this is referred to as "environmental harassment. "This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of one or more of the Protected Characteristics.

Specific subsections exist within the Equality Act for sexual harassment or situations where an individual is treated less favourably because they rejector submit to unwanted sexual conduct or conduct that is related to gender reassignment or sex.

There are also remedies available in the criminal law for the situations profiled in the three bullet points above and for other forms of harassment. These may be found in the Protection from Harassment Act 1997 and in other criminal statutes dealing with aggravated offences such as incitementon grounds of race or religious hatred.

**1.10 Bullying** – Persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair sanctions which makes the recipientfeel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.

The ACAS Statutory Code of Practice 2009 dealing with bullying and harassment helpfully provides the following guidance: "Bullying or harassment may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended toundermine, humiliate, denigrate or injure the recipient. It can be between two individuals or it may involve groups of people. It might be obvious or it might be insidious. It may be persistent or an isolated incident. It can also occur in written communications, by phone or through email, not just face- to-face."

 **"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 orabusive messages.

- Email bullying uses email to send bullying or threatening messages.

- Sending menacing or upsetting responses in a web-based chatroom.

**1.11      Adverse Impact –** Adverse impact is the extent to which a policy,practice or procedure disadvantages one or more of the protected characteristics. The College Equality Impact Analysis Procedures (EIAs) are designed to identify any adverse impact and to consider carefully all reasonable, practical and proportionate steps in removing any disadvantages and to proactively assess the risk of any such disadvantages.

**1.12      Ageism** – discriminating against individuals or groups because oftheir age. It is a set of beliefs, attitudes, norms, and values used to justify age-based prejudice, discrimination, and subordination. This may be casualor systematic. It can include prejudicial attitudes towards older people, old age, and the aging process, discriminatory practices against older people; and institutional practices and policies that perpetuate stereotypes about older people. The term has also been used to describe prejudice and discrimination against adolescents and children, including ignoring their ideas because they are too young, or assuming that they should behave in certain ways because of their age.

**1.13      Homophobia** – *a range of negative attitudes and feelings towards homosexuality or people who are identified or perceived as beinglesbian, gay, bisexual or transgender. It can be expressed as antipathy, contempt, prejudice, aversion or hatred. It may be based on irrational fears and is sometimes related to religious beliefs.*

**1.14 Instructions and Pressure to Discriminate or Harass** – *A*n employer or principal must not instruct, cause or induce a worker employed by them or their agent to discriminate against, harass or victimise another person, or to attempt to do so. Both the person who receives the instruction or is caused or induced to discriminate against, harass or victimise, and the person who is on the receiving end of the discrimination, harassment or victimisation have a claim against the person giving the instructions if they suffer loss or harm as a result of the instructing or causingor inducing of the discrimination, harassment or victimisation. This applies whether or not the instruction is actually carried out. For example, if a manager instructed his/her receptionist not to make appointments for anyone who might need help from an interpreter, this would constitute an instruction to discriminate.

**1.15 Occupational Requirements (OR)** – In strictly limited situations, each piece of anti-discrimination legislation allows for a job to be restricted to a person of a particular sex /race or ethnic or national origin/disability status/sexual orientation/religion or belief/ age if it is proportionate to apply an OR to the job. There is no definitive list of situations where a GOR will exist. The three main areas tend to be around considerations of i) privacy and decency, (ii) authenticity and (iii) specific services needed, e.g. translation, religious or cultural considerations. Example: Requiring a woman to work at a women's refuge.

**1.16 Positive Action** – means the steps that an employer can take to encourage people from groups with different needs or with a past track record of disadvantage or low participation to apply for jobs.

An employer can use positive action where they reasonably think (in other words, on the basis of some evidence) that:

- people who share a protected characteristic suffer a disadvantage connected to that characteristic
- people who share a protected characteristic have needs that are different from the needs of people who do not share it, or
- participation in an activity by people who share a protected characteristic is disproportionately low.

Sometimes the reasons for acting will overlap. For example, people sharing a protected characteristic may be at a disadvantage and that disadvantage may also give rise to a different need or may be reflected in their low level of participation in particular activities. To deal with the three situations, an employer can take proportionate action to:

- enable or encourage people to overcome or minimise disadvantage
- meet different needs, or
- enable or encourage participation.

In recruitment, equality law allows positive action before or at the application stage. At this stage, the steps could include encouraging particular groups to apply, or helping people with particular protected characteristics to perform to the best of their ability (for example, by giving them training or support not available to other applicants). An example of when an employer might decide to take positive action is if they find that the make-up of their workforce is different from the

make-up of their local population, so they decide to encourage people who share particular under-represented protected characteristics to apply for vacancies. This is not the same as 'positive discrimination' or 'affirmative action' which equality law does not allow.

**1.17 Reasonable Adjustments –** Section 20 of the Equality Act 2010 nowimposes a duty upon employers, public authorities and service providers (amongst others) to make reasonable adjustments for disabled people. The duty encompasses three aspects:

*1.* Provisions, criteria or practices -including corporate policies
*2.* Physical features, such as the layout of and access to shops
*3.* Provision of auxiliary aids -including providing information in an accessible format such as Braille, large print or email. For example, whena bank sends statements to its customers, it is providing information. Reasonable adjustments for blind or partially customers could include providing statements in accessible formats such as large print or Braille.

**1.18 Vicarious Liability –** Employers can be held vicariously liable for discriminatory acts by employees even if the event is held off site and out of normal working hours. The claim most likely to arise is probably sexual harassment, but employers should be aware that, under the Equality Act 2010, protection from harassment also extends to unwanted conduct on the grounds of age, disability, gender reassignment, race, religion or belief, and sexual orientation. The employer will have a defence to a claimof discrimination and/or harassment if it can show that it took all reasonable steps to prevent the employee from performing the act. Ensuring that employees are aware of the policy on equality and diversity together with all related policies and protocols is a key first step to establishing this defence.

**1.19 Victimisation –** occurs where an individual is detrimentally treated because they engage or believe that the individual has or may engage in a protected act, as defined in section 27 of the Equality Act 2010These protected acts are:

- Making a claim or complaint of discrimination (under the Equality Act 2010).

- Helping someone else to make a claim by giving evidence or information.

-- Making an allegation that you or someone else has breached the Equality Act 2010.

- Doing anything else in connection with the Equality Act 2010.

30

## Appendix 2

**Implementing the Policy with Equality Impact Analysis Procedures (EIA)**

An Equality Impact Analysis (EIA) is a way of finding out if our services and employment opportunities are accessible for our communities and employees. They help us ensure that our policies/initiatives, practices, services and employment practices do not discriminate in any way. An EIA is about being proactive; it looks forward to see that students and employees can access our services, instead of reacting to any complaints or concerns about service delivery/employment practices.

Responsibility for completing an impact assessment lies at service level. Service managers and frontline staff are vital to the assessment process. They will be responsible for conducting the initial impact assessment and any changes/controls needed if the impact assessment identifies the policy or practice as having a potentially discriminatory impact. There is further provision to escalate any issue requiring more detailed consideration and/or consultation.

Full training and on-going support will be provided to all managers and staff undertaking EIAs.

# Appendix 3

**Equality Contacts**

The Commission for Equality and Human Rights – CEHR 0845 604 6610
England main number 0845 604 6620 – England text phone 0845 604 6630

http://www.equalityhumanrights.com

EDUK: http://www.equalityanddiversity.co.uk/

ACAS http://www.acas.org.uk/index.aspx?articleid=1461

SHAP produce calendar of all religious groups and various protocols attending on these http://www.shapworkingparty.org.uk/

Workplace Law – Fantastic daily e-mail newsletter on emerging discrimination issues in the workplace, new cases and briefings. http://www.workplacelaw.net/

Employers Forum on Disability http://www.efd.org.uk/

Age Positive http://www.agepositive.gov.uk/

Employers Forum on Religion and Belief http://www.efbelief.org.uk/

Stonewall – Campaign Group for the Lesbian, Gay and Bisexual Community http://www.stonewall.org.uk/

Beaumont Trust – Registered Charity working for Transgender Equality http://www.beaumonttrust.org.uk/

Fawcett Society – Working to eliminate discrimination between women and men http://www.fawcettsociety.org.uk/

HM Government Office for Equalities Secretary of State – http://www.equalities.gov.uk/

'All faiths and none' – working for interfaith dialogue and mutual tolerance and againstdiscrimination in educational and community settings – www.afan.uk.net

National Council of faiths and belief in FE – www.fbfe.org.uk
http://www.gires.org.uk/

Equally Ours https://www.equallyours.org.uk/

*Inclusion of any organisation on this list does not imply that the College is any way affiliated to that organisation and whilst we obviously agree with the support and help they can give you, any individual expressions of personal opinion expressed on such websites are not necessarily shared by or should be taken as the policy of the College.*

# Appendix 4

**Dignity at Work Policy**

This policy can be accessed on Connect/Departments/College Policies.
https://connect.carmel.ac.uk/view.php?pid=182