Equality, Diversity & Inclusion Policy

Equality, Diversity and Inclusion (EDI) 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 2019 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 commonalitiesare 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 toindividuals and organisations.

2.2 The College recognises the existence of institutionalised discrimination, including institutional racism and is committed to making changes in any areaof 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, 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 EDI 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 EDI definitions, which can be found in the EDI Plan

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 EDI 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 EDI 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 EDI, and to make complaints about discrimination, harassment or bullying.

2.12 College must take reasonable steps to be proactive in prevention of sexual harassment of employees in line with the Worker Protection Act 2023 which will come into force on 26 October 2024.

2.13 The College will ensure that its EDI 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 listed, the College is fully committed to paying 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 a protected 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. 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.

3.1 The College governors are responsible for promoting equality, diversity and inclusion 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.

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.
- Monitor performance 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. The College has a Link ED&I Governor

with a specific role description set out.

3.2 The Equality, Diversity and Inclusion Managers (Assistant Principal – Staffing and Catholic Ethos & the Equality, Diversity and Inclusion coordinator) are responsible for coordinating, monitoring and reviewing the Equality, Diversity and Inclusion Policy and for evaluating its effectiveness.

3.3 The role of the Equality, Diversity and Inclusion Committee, and particularly the Equality, Diversity and Inclusion Coordinator, will be to:
 3.3.1 Raise the profile of equality assurance issues within Carmel College and ensure that it promotes a culture of equality and inclusivity.
 3.3.2 Monitor the implementation of the Policy.
 3.3.3 Inform management and governors of any problems which require addressing and required action at manager or governor level.
 3.3.4 Producing and promoting college wide equality tools and resources available for viewing and /or reading.
 3.3.5 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.
 3.3.6 To inform, guide, train & support staff on equality assurance issues.
 3.3.7 Train staff/students as appropriate.
 3.3.8 Co-ordinate the College EIA programme

3.4 The Equality, Diversity and Inclusion Managers are responsible for coordinating, reviewing and monitoring the development of Inclusive Learning aspects EDI across the College.

 This will be to:
 3.4.1 Set targets that are realistic in terms of being reasonable, practical and proportionate
 3.4.2 Disseminate information to relevant bodies

3.5 The Equality, Diversity and Inclusion Committee shall consist of:

 3.5.1 Vice Principal
 3.5.2 Assistant Principal (Staffing and Catholic Ethos)
 3.5.3 The Equality, Diversity and Inclusion Coordinator
 3.5.4 The Learning Support Manager
 3.5.5 The HR Manager
 3.5.6 The Marketing manager
 3.5.7 A maximum of four additional staff members
 3.5.8 A maximum of six students
 3.5.9 The Estates Manager
 3.5.10 The College Chaplain
 3.5.11 And invite other appropriate internal and external stakeholders to join the committee

3.6 This Equality, Diversity and Inclusion Policy must be prominently and regularly communicated.

3.7 Details of the Equality, Diversity & Inclusion Committee and members of the senior management responsible for Equality and Diversity will be made public.

3.8 The College Human Resources Team is responsible for the implementation of all aspects of the College's Equality, Diversity and Inclusion Policy relating to the employment of staff.

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

3.10 All Tutors play a vital role in embedding EDI content within teaching and learning activities as appropriate.

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

- Informing students of the existence of the EDI 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.

4   Staff Responsibilities

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

4.1 All staff must familiarise themselves with the EDI policy and procedures.

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

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

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

- Seeking the additional support of the Learning Support Team

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

- Seeking suitable adapted learning aids i.e. for the hearing and visually impaired.

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

4.5 Classroom management should promote respectful harmonious relationships between students. Staff should challenge any incident / statements made in class in an appropriate way and ifnecessary refer the matter to the disciplinary process and, if appropriate, to a Senior Manager.

4.6 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

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

4.8 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 ofthis and appropriate related policies.

5 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 EDI guidelines.

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

6 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 time frames 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.

7 Equality, Diversity and Inclusion 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 EDI Policy will lie with the EDI Committee.

Results of monitoring will be used to assess the effectiveness of the EDI 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 EDI Policy will take place annually*.*

Full copies will be given to the following:
- Senior Manager with overall responsibility for EDI
- All staff and student members of the EDI committee.
- Summary reports will be made available on the College Intranet site,which is accessible to all staff and students.

8   Procedure for dealing with breach of the Equality, Diversity & Inclusion 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 befound in the Student Diary.

Proved incidents of breaches of the EDI Policy must be recorded and monitored by the Principal and Equality and Diversity Coordinator.

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

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

9   Related Procedures and Associated Documentation

- College EDI definitions
- Strategic plan
- Communication Strategy
- Dignity at Work Policy (Appendix)
- Annual EDI 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.

10   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
- Equal Pay Act
- UK General Data Protection regulation (GDPR)
- Privacy, Electronic Communications Regulation (PECR)
- On-line Safety Act
- Protection from Harassment Act

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, Diversity and Inclusion policies and procedures.

Carmel College welcome applications from students of all faiths and none. 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.

Intranet Path	CONNECT>>DEPARTMENTS>>COLLEGE POLICIES>>PERFORMANCE MANAGEMENT POLICY			
Circulation List	Principalship	☐☐	College Union Representatives	✓
	Full Governing Body	☐☐	HR Department	✓
Author / Responsibility	EDI Co-ordinator Assistant Principal Staffing and Catholic Ethos			
Reviewed by:	Quality and Standards Committee			
Approved by:	Full Governing Body			
Date of last Policy approval:	March 2023			
Review interval:	Annual			
Date next review due:	March 2024			

Equality Impact Assessment

Question	Response
1. Name of policy being assessed	EDI Policy
2. Summary of aims and objectives of the policy	10.1 The policy outlines the procedures 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.
3. What involvement and consultation has been done in relation to this policy? *(e.g. with relevant groups and stakeholders)*	Legal advice. Feedback from SLT. Feedback from the College's Equality and Diversity Manager.
4. Who is affected by the policy?	Carmel staff / students / parents and carers/ others with an interest in the College
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be reviewed annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The Policy allows all staff/ students / parents / carers and others with an interest in the College to raise concerns about any discrimination detailed in the protected characteristics	N/A
Gender reassignment	Positive Impact	As explained for disability	
Marriage or civil partnership	Positive Impact	As explained for disability	
Pregnancy and maternity	Positive Impact	As explained for disability	
Race	Positive Impact	As explained for disability	

Religion or belief	Positive Impact	As explained for disability	
Sexual orientation	Positive Impact	As explained for disability	
Sex (gender)	Positive Impact	As explained for disability	
Age	Positive Impact	As explained for disability	

Evaluation:

Question	Explanation / justification
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The procedures are applicable to all to follow. There is no perceived discrimination or unfair disadvantage to any individual or group.

Final Decision:	Tick the relevant Box	Include any explanation / justification required
1. No barriers identified, therefore activity will **proceed**.	✓	The policy is consistent in the approach to ensure staff are appropriately informed of the procedure
2. You can decide to **stop** the policy or practice at some point because the data shows bias towards one or more groups		
3. You can **adapt or change** the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Equality, Diversity and Inclusion Annual Report and Plan

March 2024

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2.   EDI profile data:

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      2.3 Student

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4.   Full EDI plan

Appendices

Equality, Diversity and Inclusion (EDI)

SECTION 1 – SUMMARY AND EMERGING PRIORITIES

EDI Intent

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 experiencesof each individual in any group of people. It is not the same as equal opportunities.

As a Catholic College, we want every person to thrive and flourish at Carmel and we encourage individuals to contribute positively to our community. Mutual respect is seen as essential in a community where students and staff are encouraged to recognise their responsibilities to self and others, and to the society in which they live. The College seeks to ensure equality of opportunity and treatment for everyone in relation to all its activities.

EDI Leadership

The strategic implementation of equality, diversity and inclusion can be viewed from a Carmel mission and culture perspective but also from a legal / HR side. The leadership of these areas can be witnessed in different ways as outlined below:

ED&I co-ordinator – Supported by SLT, our ED&I Lead, supported by EDI committee and Champions, are responsible for maintaining the high profile of ED&I issues across college, highlighting and promoting opportunities for EDI in the college calendar and celebrating culture and diversity across the college.

Catholic Ethos Group –This is a group of senior and middle leaders at Carmel who are responsible for the strategic impact of Catholic life and living the mission. This group meets monthly to review the effectiveness of implementation, the quality of Religious Education and the impact of our Collective worship – which all support equality, diversity and inclusion matters.

HR – The HR Manager and Assistant Principal (Staffing and Catholic Ethos) play a central role in ensuring that EDI is central to college. HR works proactively towards ensuring there is a culture of safeguarding, all policies are up-to-date with any legal changes, no discrimination or harassment in any way is tolerated, relevant training is completed by staff and widening participation is actively encouraged. Furthermore, the wellbeing of staff and students is critical at Carmel. Not only did Carmel receive the highest award of 'strong' in all areas for the recent staff and student wellbeing audit in 22-23, but College has invested in an Employee Assistance Programme as well as a Student Assistance programme to further support people with mental health and wellbeing.

ED&I Governance – the College's Governing Body has appointed an ED&I link governor this academic year. Governors receive annual reporting on ED&I as well receiving up-to-date ED&I training.

Implementation

Ethics and Values lessons – This supports students in their journey of flourishing as an individual through a holistic approach. This includes the social, moral, cultural and spiritual development of the young person to explore the world and understand their place within it.

Curriculum delivery – All departments include ED&I links within their schemes of work and SARs. For example, in Business Studies, legal factors such as employment law and discrimination are explored whilst human rights issues are explored in subjects like History for example.

Student enrichment programme - The wide range of activities promote equality of opportunity, all students and staff can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique in our inclusive environment. There is an extensive list of academic and wellbeing enrichment activities available such as the Pride and Diversity group and sign language group.

Whole college events and staff / student participation – We are proud that we have a thriving Carmel community that supports and celebrates all staff and students. For example, we are proud of our Carmel Culture day and Speed faithing events as well as the staff/ student training on areas such as misogyny and menopause. Furthermore, the providing opportunities for students to express themselves through the LBGTQ+ group and Art exhibitions for example.

Chaplaincy provision – Led by our College Chaplain, there is a structured approach to living the Catholic Life and mission.

Impact – Summary of Student Performance

Student Results
See appendix 1 for full E&D results data

- No EDI issues have been raised in our whole college key performance data for A-Level or BTEC provision in analysis of ALPS analysis and six dimensions added-value.
- The equality of our results in regards to both added-value and destinations data is highlighted as a strength on the whole college SAR. For example, the Sixth Sense dimensions data indicates that all Level 3 students make progress that is beyond expectation relative to their starting points and beyond the sector average. As an example, we are especially proud that our Free College Meals (FCM) cohort have a +18% VA score for progression to Sutton 30 universities and that of our Polar 1 cohort (those students from the postcodes least likely to progress to university) have value added scores for progression to University of +13 % VA and +12% VA for progression to Sutton 30
- The trend of HE raw results data highlights a positive trend. We do not have the same level of analysis of the EDI breakdown compared to A-Level and BTEC.
- The trend of Foundation Learning students results shows positive results. However, we do not have the analysis of EDI category breakdown.

Impact – Staff and student feedback

We have received excellent feedback on our thriving Carmel Community and ED&I plays a central role in this. Some comments below:

- *"I find Carmel is a really positive working environment with amazing staff and great students. I love my job and enjoy coming to work."*
- *"The Catholic ethos is supported and promoted by SLT. We feel really supported."*
- *"I feel incredibly proud to work at Carmel, and of the work that we do to support our students to take the next steps in their lives."*

The 2019 Ofsted report concluded:
"The Catholic mission of the college, to promote excellence, opportunity, challenge and support for all students in a caring environment, infuses the organisation. The behaviour and actions of governors, staff and students reflect this mission daily."

Further Ofsted Comments:
"Leaders and managers create a culture of equality and diversity across the college in which staff and students celebrate difference. Students flourish in this inclusive environment as confident and mature individuals. They participate fully in discussions in lessons and tutorials that explore British values. For example, in A-level French, students investigate freedom of expression and speech, and the benefits of being a good citizen. In A-level physical education, students discuss the equality of opportunity between elite and amateur athletes from poorer countries."

There is *"a culture across the college that is compassionate and accepting of difference and one in which students are encouraged to express their own ideas. The high levels of respect and tolerance that students show towards each other, staff and visitors are exemplary. Students' behaviour is excellent in and out of class."*

When asked, one student said studying at Carmel College was *"liberating"*. We are proud that our students feel "liberated" and free to be their authentic selves, and that they feel supported and challenged, so that they are able to flourish, both academically and personally. Students appreciate that *"Teachers have exceptionally high expectations of {them} and want the very best for them." Ofsted 2019.* Ofsted concluded that *"{students} value and respond positively to the very high expectations and aspirations teachers have of them. They take great pride in their work, which is of an exceptional standard."*

ED&I Whole College Emerging Priorities

- Successfully appoint a new ED&I coordinator

- Review of EDI committee and impact of Champions. Current model has one champion per protected characteristic which may be replaced by a broader group to support all protected characteristics

- Implementation of proposed applicant tracking system. This supports with whole staff recruitment and selection process from advertising, shortlisting and interviews. It helps specifically with ED&I matters with improved shortlisting processes and applicant / staff data tracking.

- Continue to develop a system to collate and analyse staff and student feedback on monitoring the impact of ED&I activities and culture at Carmel.

- Review ED&I data analysis for staff and students. Further MIS support required to help with analysis of key college areas such as Foundation Learning and HE in more depth.

- Continued celebration of ED&I – Following the success of our Carmel Culture day, we want to continue with embedding these events into the College calendar

- Explore possibility of Equality award.

SECTION 2 – EDI PROFILE DATA
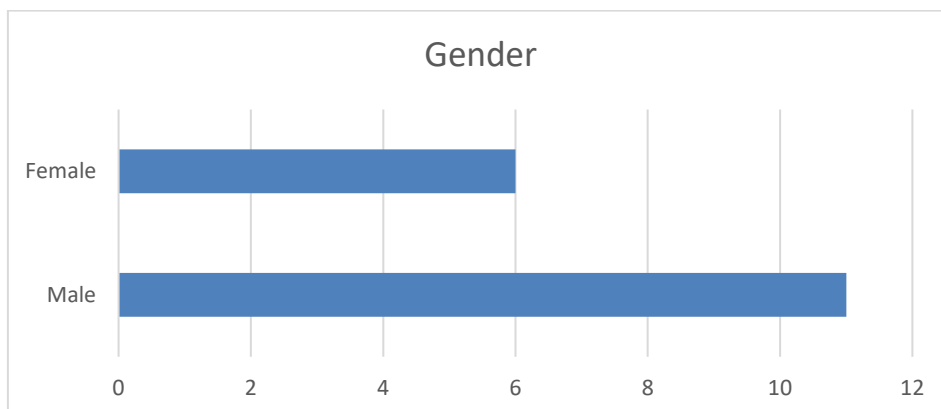
2.1 Governing Body

Data has been collected for the last three years as part of the FE Workforce Survey, via the use of an annual Governing Body EDI monitoring form. In line with the College's standard EDI monitoring form, data is captured on gender, gender identity, age, disability, ethnicity, religion and belief, marital status, pregnancy and maternity, sexual orientation, and employment status.

Contextual data with regard to five key characteristics is set out below. Comparative data for students and the local community (St Helens Local Authority 2021 Census data) are provided where available.

With regard to religion and belief, where available specific data is also provided for those who identify themselves as Catholic given the College's overarching Catholic ethos.

	Governing Body (governors & associate members) (as at 1 Sep 2023)	Carmel College Students (2023-24 enrolment data)	St Helens Local Authority (2021 census data)
Sex	35% female	54.7% female	51% female
Ethnicity	12% minority ethnic group	32% minority ethnic group	6.5% minority ethnic group
Religion	65% Christian 53% Catholic	64% Christian (exc. HE) 35% Catholic (exc. HE) 35% Catholic (HE students)	62.3% Christian (no further breakdown available)
Disability	0%	10% (exc. FL & HE) 19% (HE Y0)	22.3% disabled under the Equality Act

In terms of gender, 35% of the Governing Body were female compared to 55% of the total student profile and 51% in the St Helens Local Authority Area.

In terms of age, the majority of the governing body (41%) fell into the 45-54 years age range.

At the time of the survey, 18% of the governing body were under 25 years old. Since then, this figure has reduced to 12%.

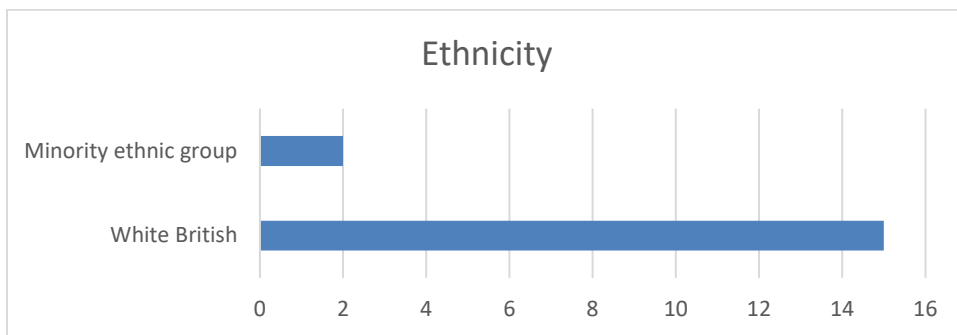## Age Range

Category	Value
prefer not to say	0
75 and over	0
65-74	1
55-64	4
45-54	7
35-44	2
25-34	0
19-24	2
16-18	1
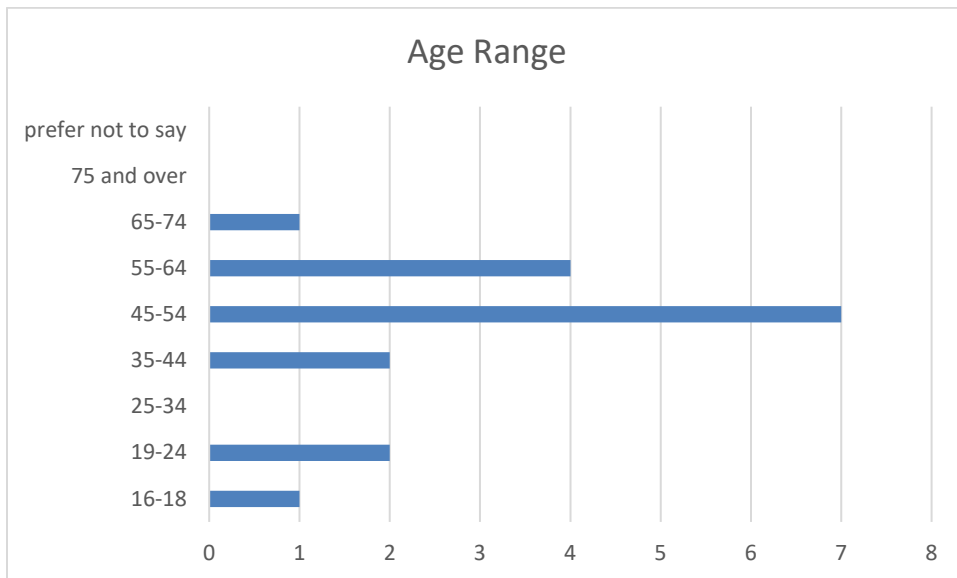
In terms of ethnicity, 12% of the Governing Body were from a minority ethnic group compared to 32% of the total student profile and 7% in the St Helens Local Authority area.

Ethnicity

Category	Value
Minority ethnic group	2
White British	15

In terms of religion and belief, 65% of the Governing Body identified as Christian and 53% as Catholic. This compared to 64% Christian and 35% Catholic amongst the student cohort, and 62% Christian in the St Helens Local Authority area.

Religion & Belief

Category	Value
Prefer not to say	1
Non-Christian	5
Christian (inc. Catholic)	11
Catholic	9
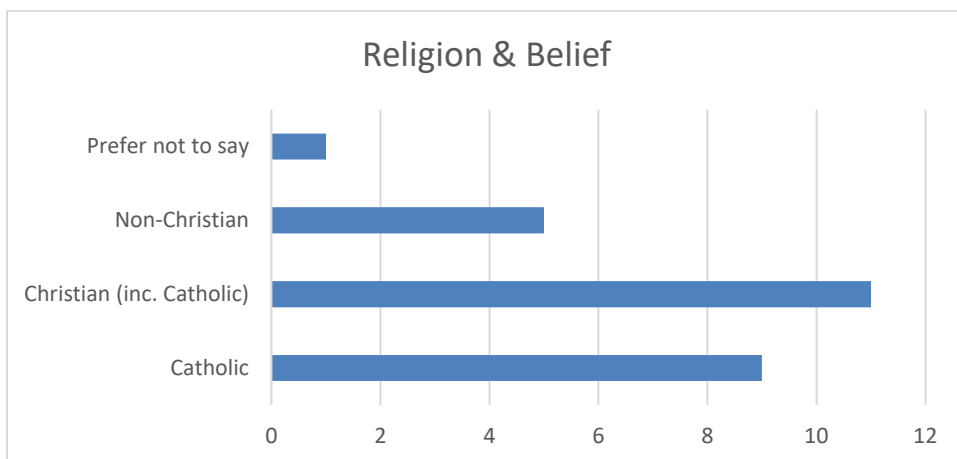
No Governing Body member declared a disability.

Governing Body E&D data insights

The composition of the Governing Body is currently a mixed picture with regard to key E&D characteristics.

- Age range data suggests a reasonable distribution and the board and its committees continue to benefit from the input of the Student Governor (16-18 range) and other members under 25 years.

- Religion and belief data suggest a reasonable distribution that is representative of both the student and local community profiles.

- Gender and ethnicity data would suggest that the Governing Body is underrepresented with regard to females and minority ethnic groups when compared to the student profile data.

- Disability data indicates this is an area not directly represented on the Governing Body.

Governing Body E&D priorities

The Governance Quality Improvement Plan (QIP) 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, following the introduction of new link governor roles for academic year 2023-24, another Governance QIP action relates to the new ED&I Link Governor attending termly meetings with key staff and providing an annual report on impact and outcomes to the Governing Body.

Actions and reporting

Actions to achieve the above priorities are undertaken in line with the Governance QIP and monitored by the Search Committee and full Governing Body on a termly basis.

In addition to the annual E&D report, annual reports on Governing Body E&D data and Link Governor activity are also part of the governance cycle and provide opportunities for governors to monitor the impact of planned actions.

2.2 Staff

Report accurate as of 12.07.23. The Senior leadership team included two interim Principals which is reflected in the following information.

Total established teaching staff = 102
Total established support staff = 99

Pay Profile

Current Staff Average Salaries (by Gender) — Data as at 12/07/2023

1 — Established Staff

	Teaching Staff						Support Staff					
Total Established Teaching Staff **102**							Total Established Support Staff **99**					
	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Male	0	£0	16	£50,772	19	£40,946	0	£0	1	£56,087	23	£25,088
Female	1	£81,045	34	£48,797	32	£37,145	1	£87,376	11	£39,087	63	£23,684
Total	1	£81,045	50	£49,429	51	£38,561	1	£87,376	12	£40,504	86	£24,060

2 — Temporary Staff

	Teaching Staff						Support Staff					
Total Temporary Teaching Staff **14**							Total Temporary Support Staff **52**					
	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Male	0	£0	0	£0	2	£37,214	0	£0	0	£44,256	1	£1,499
Female	2	£72,450	2	£46,865	5	£38,821	0	£0	0	£0	6	£3,829
Total	2	£72,450	2	£46,865	7	£38,362	0	£0	0	£0	7	£3,496

Staff Age Profile

1 — Established Staff

	Teaching Staff						Support Staff					
	Total Established Teaching Staff **102**						Total Established Support Staff **99**					
	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
AGE BANDS	M	F	M	F	M	F	M	F	M	F	M	F
Under 26	0 0%	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	4 4%
26-35	0 0%	0 0%	2 2%	5 5%	8 8%	11 11%	0 0%	0 0%	0 0%	0 0%	5 5%	8 8%
36-46	0 0%	0 0%	8 8%	15 15%	5 5%	14 14%	0 0%	0 0%	0 0%	5 5%	3 3%	11 11%
47-55	0 0%	1 1%	3 3%	10 10%	4 4%	4 4%	0 0%	0 0%	1 1%	3 3%	5 5%	16 16%
56-65	0 0%	0 0%	3 3%	4 4%	1 1%	2 2%	0 0%	1 1%	0 0%	3 3%	8 8%	22 22%
Over 66	0 0%	0 0%	0 0%	0 0%	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%	2 2%	2 2%
Total	0 0%	1 1%	16 16%	34 33%	19 19%	32 31%	0 0%	1 1%	1 1%	11 11%	23 23%	63 64%

Disability Profile

	Teaching Staff						Support Staff					
1	**Established Staff**											
	Total Established Teaching Staff		**102**				Total Established Support Staff		**99**			
Category of staff	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Disability Declared	0	0%	1	1%	4	4%	0	0%	1	1%	5	5%
2	**Temporary & Casual Staff**											
	Total Temporary / Casual Teaching Staff		**14**				Total Temporary / Casual Support Staff		**52**			
Category of staff	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Disability Declared	0	0%	0	0%	2	14%	0	0%	0	0%	3	6%

Ethnic minority Profile

	Teaching Staff						Support Staff					
1	**Established Staff**											
	Total Established Teaching Staff		**102**				Total Established Support Staff		**99**			
Category of staff	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Ethnic Minority	0	0%	3	3%	6	6%	0	0%	0	0%	5	5%
2	**Temporary & Casual Staff**											
	Total Temporary / Casual Teaching Staff		**14**				Total Temporary / Casual Support Staff		**52**			
Category of staff	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Ethnic Minority	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Percentages % of the total staff in each category
Note: Not all staff provide this information

Religion Profile

	Teaching Staff						Support Staff					
1	**Established Staff**											
	Total Established Teaching Staff		**102**				Total Established Support Staff		**99**			
Category of staff	Senior Post Holders		Management		Other Teaching Staff		Senior Post Holders		Management		Other Support Staff	
Baptist												
Buddhist												
Christian			7	7%	9	9%					10	10%
C of E			12	12%	7	7%			3	3%	19	19%
Hindu					2	2%						
Jewish												
Methodist			1	1%					1	1%		
Muslim												
RC			18	18%	19	19%			6	6%	24	24%
Sikh												
United Reform			1	1%								
None			3	3%	6	6%			1	1%	4	4%
Other			1	1%								
Prefer not to say					2	2%					4	4%
Not Known	1	1%	5	5%	4	4%	1	1%			10	10%
Total	**1**		**48**		**49**		**1**		**11**		**71**	

2.3 Students

Students By Religion

Number Of Students	2023-24	2022-23	2021-22
Religion	**Total**	**Total**	**Total**
Agnostic	62	47	49
Atheist	191	192	195
Baptist	2	1	2
Buddhist	6	3	5
Catholic	688	696	742
Christian	328	276	260
Church of England	221	240	288
Ecumenical	0	0	1
Hindu	29	16	18
Methodist	5	7	16
Mormon	0	0	3
Muslim	44	29	38
No Religion	327	346	349
Not Provided/Prefer Not to Say	49	47	33
Other Religion	12	13	10
Pentecostal	9	9	6
Protestant	11	7	12
United Reformed	0	0	0
Sikhism	2	2	2
Grand Total	**1986**	**1931**	**2029**

Student by Ethnicity

Number Of Students	2023-24	2022-23	2021-22
Ethnicity	**Total**	**Total**	**Total**
Any Other	13	9	15
Asian / Asian British - Any other Asian background	82	59	60
Asian / Asian British - Bangladeshi	6	5	4
Asian / Asian British - Chinese	28	23	27
Asian / Asian British - Indian	73	57	58
Asian/ Asian British - Pakistani	5	8	12
Black / African / Caribbean / Black British - African	63	43	35
Black / African / Caribbean / Black British - Any other Black / African / Caribbean	11	6	10
Black / African / Caribbean / Black British - Caribbean	9	3	1
Mixed / Multiple Ethnic group - Any Other Mixed / multiple ethnic background	15	13	16
Mixed / Multiple Ethnic group - White and Black African	27	17	17
Mixed / Multiple Ethnic group - White and Black Caribbean	12	12	12
Mixed / Multiple Ethnic group - White and Asian	20	19	20
Not provided	5	2	6
Other ethnic group - Arab	7	5	6
White - Any Other White background	189	171	138
White - English / Welsh / Scottish / Northern Irish / British	1413	1473	1588
White - Gypsy or Irish Traveller	0	0	1
White - Irish	8	6	3
Grand Total	**1986**	**1931**	**2029**

HE Student Data

Key Student Percentages	2023-24	2022-23	2021-22
Sex			
Female	57%	61%	60%
Male	43%	39%	40%
Faith			
Catholic	35%	36%	37%
Other or no faith	65%	64%	63%
LEA			
St Helens	37%	37%	37%
Other than St Helens	63%	63%	63%
Ethnicity			
White British and White Other	81%	85%	85%
Other Ethnic group	19%	15%	15%

SECTION 3 – STUDENT RESULTS 2023 – EDI data

A) Student ALPS Summary 2023

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

Six Dimensions Report A-Level Performance
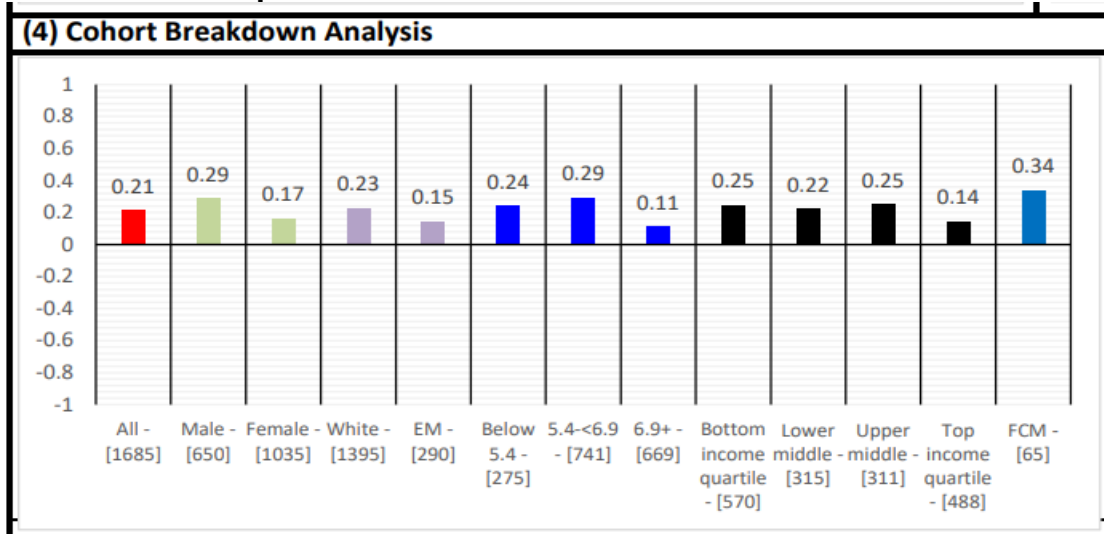
Six Dimensions VA score for Applied Generals (RQF):
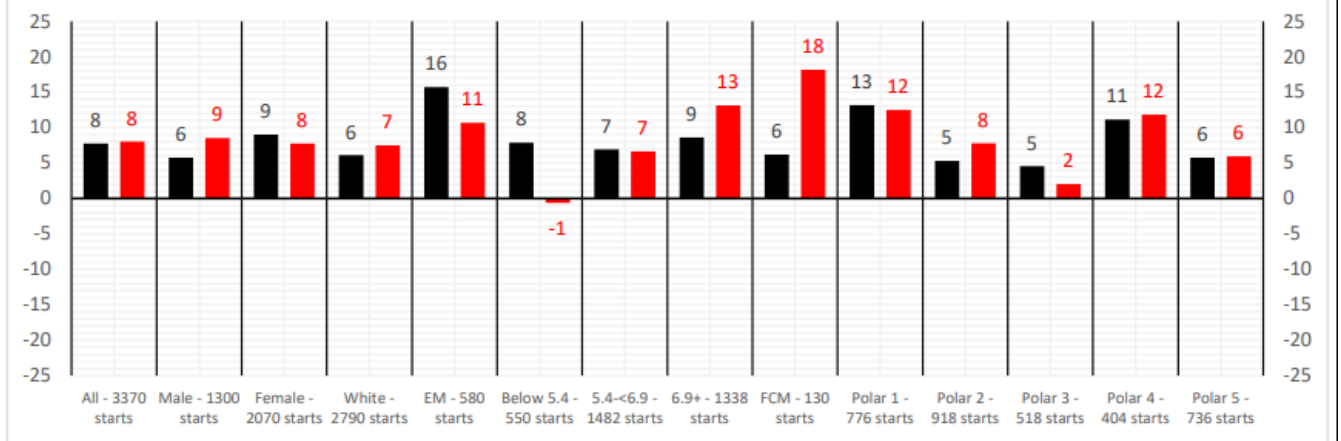- Extended Certificate: + 0.39
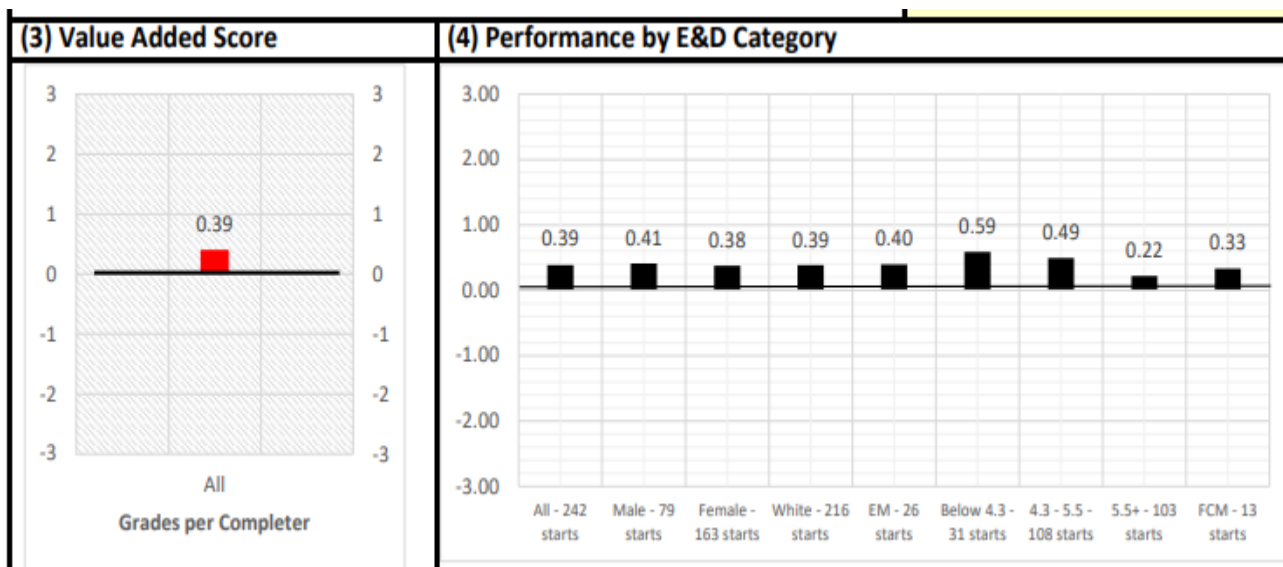
Diploma +0.99
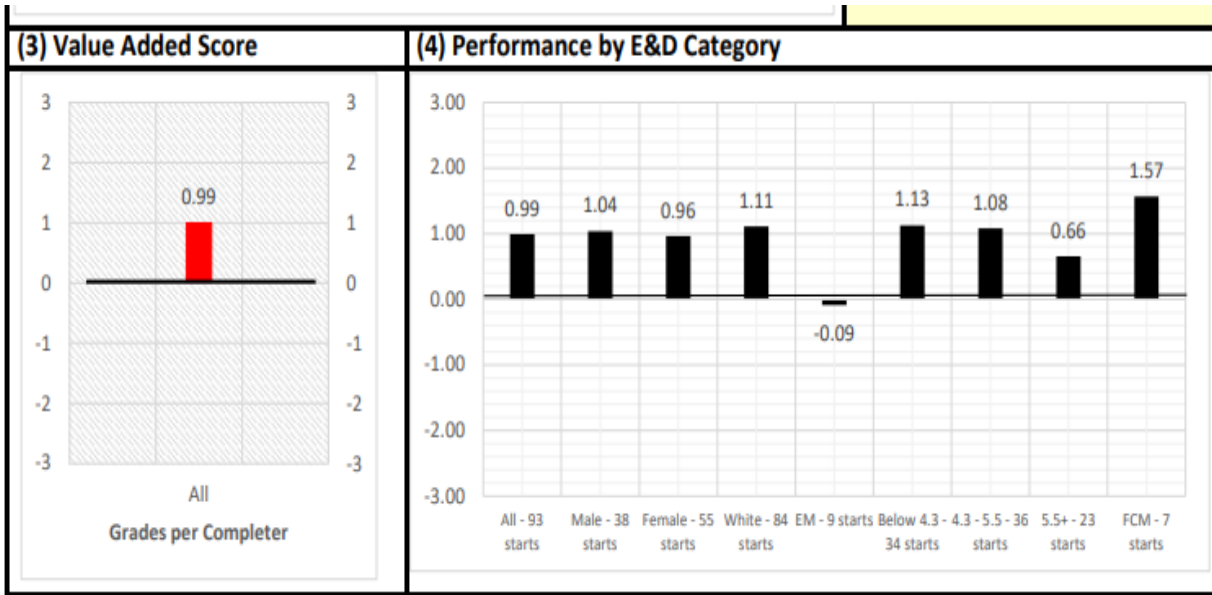
(3) Value Added Score

0.99

All

Grades per Completer

(4) Performance by E&D Category

Category	Value
All - 93 starts	0.99
Male - 38 starts	1.04
Female - 55 starts	0.96
White - 84 starts	1.11
EM - 9 starts	-0.09
Below 4.3 - 34 starts	1.13
4.3 - 5.5 - 36 starts	1.08
5.5+ - 23 starts	0.66
FCM - 7 starts	1.57

Sixth Sense dimensions data indicates that all Level 3 students make progress that is beyond expectation relative to their starting points and beyond the sector average.

(2) Progress Analysis

National Performance   College Performance
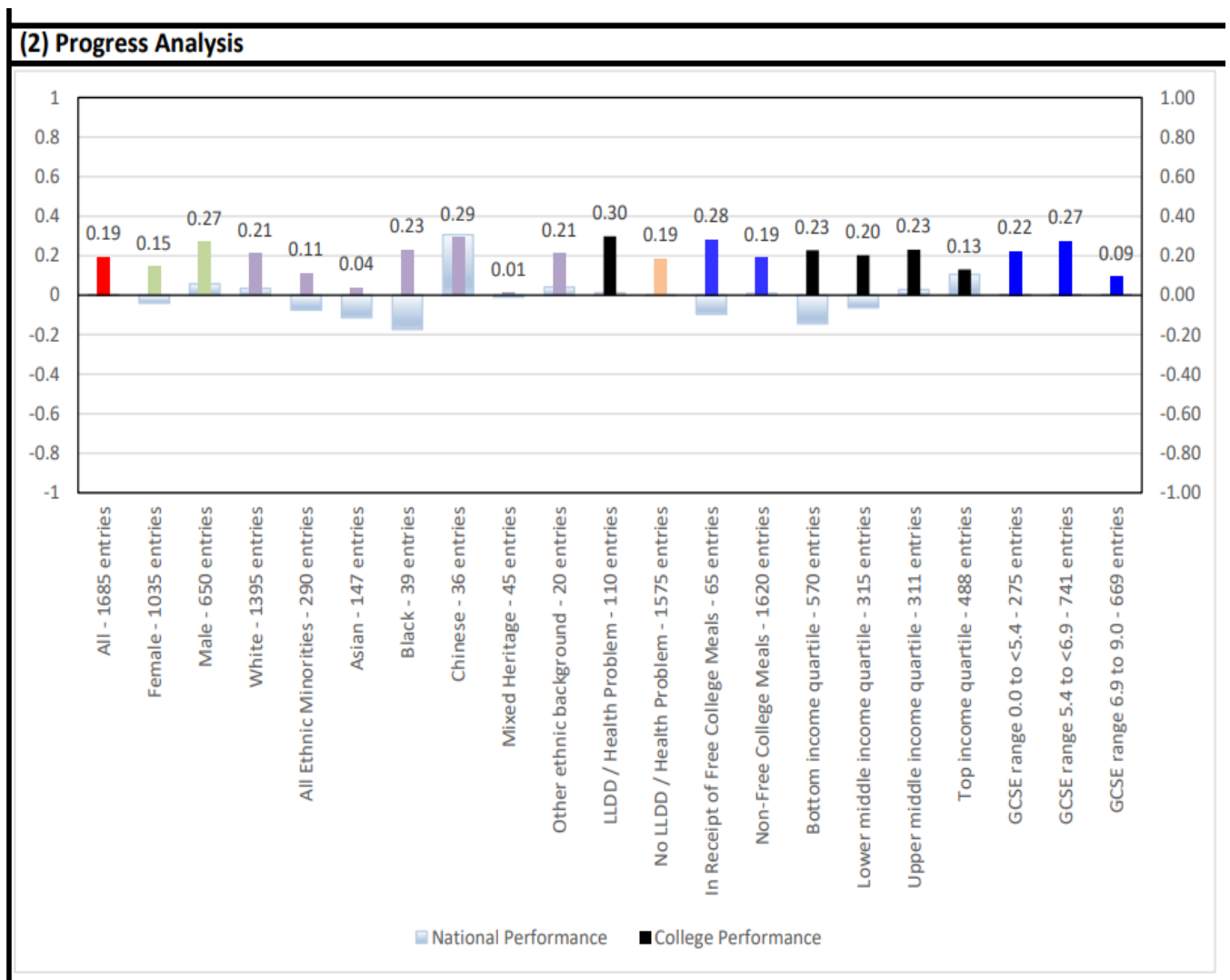
B) Student Destinations Data 22-23 – Six Dimensions Report

■ University ■ Sutton 30

(3) Performance by E&D Category

Category	University	Sutton 30
All - 3370 starts	8	8
Male - 1300 starts	6	9
Female - 2070 starts	9	8
White - 2790 starts	6	7
EM - 580 starts	16	11
Below 5.4 - 550 starts	8	-1
5.4-<6.9 - 1482 starts	7	7
6.9+ - 1338 starts	9	13
FCM - 130 starts	6	18
Polar 1 - 776 starts	13	12
Polar 2 - 918 starts	5	8
Polar 3 - 518 starts	5	2
Polar 4 - 404 starts	11	12
Polar 5 - 736 starts	6	6

SECTION 4 – FULL EDI PLAN

EQUALITY & DIVERSITY PLAN FOR THE NEXT 3 YEARS: 2023-2026
(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 beginning of the college year.

Annual update and audit on Equality and Diversity for the committee and Governors. Highlight Equality and Diversity achievements (Connect) and College website Identify 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 achievements of 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. PMY to oversee quality assurance of Equality Impact Assessments.

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

Produce a video and booklet promoting Equality and Diversity within the college.

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

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

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

To embed Black British History and celebrate BAME achievements throughout 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.

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 to achieve this on a yearly basis.

To recruit a new Equality and Diversity Coordinator as KMO is stepping down from the role.

To make Culture Day an annual event.

To maintain links with EDUK and the Learning Providers' network and QED.

To develop the relationship between the new link E and D Governor and the Coordinator and the committee.

The College will need to review how it plans to evidence the Worker Protection Act 2023 which comes into effect on 26th October 2024

The Worker Protection (Amendment of Equality Act 2010) Act 2023, which will come into force on 26th October 2024, amends the Equality Act 2010 in different respects. It will:
  a) Introduce a new duty on employers to take reasonable steps to prevent sexual harassment of their employees. This marks a key change in the focus to prevention and an obligation on employers to be proactive.
  b) Give employment tribunals the power to uplift sexual harassment compensation by up to 25% where an employer is found to have breached this new duty.
  c) The duty can also be enforced by the Equality and Human Rights Commission (EHRC) using its existing powers of enforcement, including investigations.

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 has its 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 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.

ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:
Updated February 2024
ACHIEVEMENTS ON THE EQUALITY AND DIVERSITY PLAN:
Updated February 2023

Equality and Diversity achievements continue to be promoted through (Connect) and College website and social media. Carmel E and D has its own Twitter and Instagram account. Close Liaison between the committee and marketing to achieve this.

Champions have continued to contribute to the newsletter on a monthlybasis, each month having a particular focus. The Champions programme has now been discontinued due to constant gaps in the recruitment of Champions. The focus will be on promoting members of the committee.

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

Training was delivered by William Chadwick to staff at the beginning of the academic year 2023. He also delivered training to the committee.

Carmel Pride and Diversity Group is still running and is overseen by KED on Friday dinner times in the Chaplaincy. The group put on an exhibition for LGBT+ History Month last year and continue to use resources from 'Just Like Us'.

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

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

Culture Day has been the big focus of the Autumn term 2023, this was a great success and feedback has been very positive. Plans for this to become an annual event and to perhaps happen in the summer term. There was also a competition and prizes for that were awarded.

An E and D link governor, has been appointed and an initial meeting has taken place with RPR, PMY and KMO to discuss the role and to brief. GSR on the E and D committee and current priorities.

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 of equality:

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 its policies, 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:

> *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.

1.8 Protected Characteristics – The Equality Act

The Equality Act 2010 consolidates, updates and redefines many types of discrimination enshrined in UK law & regulations as well as European Directives since the 1970s.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 an intimidating, hostile, degrading, humiliating or offensive environment for 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 reject or 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 incitement on 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 recipient feel 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 to undermine, 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 or abusive 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 of their age. It is a set of beliefs, attitudes, norms, and values used to justify age-based prejudice, discrimination, and subordination. This may be casual or 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 being lesbian, 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

An 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 causing or 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 now imposes a duty upon employers, public authorities and service providers (amongst others) to make reasonable adjustments for disabled people. The duty encompasses three aspects:

- Provisions, criteria or practices - including corporate policies
- Physical features, such as the layout of and access to shops

- 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.

1.20 Misogyny and Misandry
Misogyny is a hatred of, or prejudice against women or girls. It is a form of sexism that can keep women at a lower social status than men, thus maintaining the social roles of patriarchy. An example of misogyny is violence against women, which includes domestic violence and often operate through sexual harassment, coercion, and psychological techniques aimed at controlling women. Misandry is the hatred of, contempt for, or prejudice against men or boys.

1.21 Neurodiversity
Refers to different ways the brain can work and interpret information. People naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others. Most people are neurotypical, meaning the brain functions and processes information in the way society expects. The following are some of the clinical and technical descriptions that help describe the neuro diverse community:

Attention Deficit Hyperactivity Disorder (ADHD)
Autism
Asperger's syndrome
Dyslexia

Dyspraxia
Dyscalculia
Dysgraphia
Tourette syndrome (TS)

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 isabout 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/orconsultation.

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

3. Equality Contacts

The Commission for Equality and Human Rights

– CEHR 0845 604 6610 England main number

– CEHR 0845 604 6620 - England text phone

– CEHR 0845 604 6630 - England fax

http://www.equalityhumanrights.com

QED training services
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 BisexualCommunity
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 Equalitieshttp://www.equalities.gov.uk/

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

National Council of faiths & 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 helpthey 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.

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