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**Equality and Diversity Policy & Procedures**

**Purpose:** City College Peterborough’s Equality and Diversity Policy and Procedures identify how we can ensure that we give a quality service that positively promotes equality and diversity and is responsive to meet the needs of our community, students/learners, people we support, customers and staff. The policy aims to ensure that in carrying out its activities City College Peterboroug will have due regard to:

* promoting equality of opportunity across all service activities
* fostering good relations between people of diverse backgrounds
* eliminating unlawful discrimination and victimisation.

The quality of the service is assured through compliance with Government legislation and a process of continuous quality improvement.

**Contents**

|  |  |  |
| --- | --- | --- |
| **1** | **Introduction** | **Page 3** |
| **2** | **Scope** | **Page 3,4** |
| **3** | **Right and resposnsibilities** | **Page 4** |
| **4** | **How we will deliver our commitment** | **Page 4** |
| **5** | **How do we monitor and record equality and diversity activity** | **Page 4,5** |
| **6** | **Legislative Frameworks for Equality and Diversity** | **Page 6,7,8** |
| **7** | **Appendix 1 Impact assessment guidance notes** | **Page 10,11** |
| **8** | **Appendix 2 Impact assessment form** | **Page 12,13,14** |

**Equality and Diversity Policy and Procedures**

1. **Introduction**

**1.1 What is equality?**

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, in relation to their needs, including areas of race, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, disability, religion or belief, sexual orientation and age.

**1.2 What is diversity?**

Diversity aims to recognise, respect and value people’s differences to contribute and realise their full potential by promoting an inclusive culture for all staff, students/learners, supported people and customers.

Celebrating diversity will help to raise awareness and ensure equality and protection for all as outlined in the single Equality Act 2010.

**1.3 How can we promote equality and diversity**

We can promote equality and diversity by:

* treating all staff, students/learners, supported people and customers fairly
* creating and living an inclusive culture for all staff and customers
* celebrating and raising awareness of cultural and religious differences
* ensuring equal access to opportunities to enable customers to fully participate in courses and programmes, to have full access to services and to have access to impartial Information Advice and Guidance.
* enabling all staff, students/learners, supported people and customers to develop to their full potential
* equipping staff, students/learners, supported people and customers with the skills to challenge inequality and discrimination in their work, learning, support or training environment
* effectively using data to evaluate our policies, procedures, practices and resources in order toidentify strengths and areas for improvement and to therefore make certain that we do not discriminate against any individuals or groups
* ensuring that policies, procedures and processes are impact assessed
* acting upon any findings that may have adverse impact on customers, students/learners, supported people and staff

1. **Scope**

This policy applies to all staff, sub-contractors, advisors, students/learners, people we support, parents/carers, customers and other service users at City College Peterborough.The rights and obligations set out in this policy apply equally to all persons. Everyone has personal responsibility for the application of this policy to the best of their ability.

Failure to comply with this policy could result in internal and/or external action being taken.

**3. Rights and Responsibilities**

The principles of this policy apply equally to our community, students/learners, people we support, customers and staff.

This policy explains your rights and responsibilities**,** whether as a:

* student or customer of our services, visitor to our offices, premises and sites
* supported Person
* employees
* sessional orself-employed staff working for the College / Service
* volunteer or contractor or sub-contractor.

Promoting equality and tackling discrimination is everyone’s responsibility. City College Peterborough has in place a structure to ensure that:

* managers have a responsibility to reinforce the policy and to ensure that it is understood and implemented by all staff
* all staff have a responsibility to work towards equality and inclusion by not discriminating against anybody and by actively promoting equality and diversity
* suppliers and contractors have a responsibility to ensure they are aware of our statutory duties in equality and ensure their employment practices are non-discriminatory.

**4. How we will deliver our commitment?**

City College Peterborough will focus on a number of areas to deliver Equality and Diversity, including:

* compliance with legislation
* policies and procedures
* engaging with our community and encouraging participation
* effectively handling complaints and responding pro-actively to any issues
* monitoring equality and during observations (including but not limited to those) of Teaching, Learning and Assessment
* monitoring diversity data and other information to review success for key priority groups, identifying gaps in outcomes and acting accordingly to continuously improve
* completing equality impact assessments
* equal pay
* training for staff in equality and diversity.

**5. How do we monitor and record equality and diversity activity?**

**5.1 We monitor and record equality and diversity acitivity using:**

* the CollegeSelf Assessment Report (SAR), Quality Improvement Plans (QIP) and Balance Score Card
* the Equality Impact Assessment process
* compliments, complaints and comments monitoring
* staff, student and customer feedback
* observations, for example, of Teaching, Learning and Assessment
* a recruitment and selection process for staff and students including Safer Recruitment practices
* monitoring and reporting on attendance, retention and outcomes for learners.

**5.2 Data**

The College collects and analyses a wide range of data to assess the impact of its actions, identify diversity gaps and to demonstrate improvement. Data pertaining to student performance is reported annually through the Self Assessment Process and monitored throughout the year as part of quality management.

**5.3 SARs & QIP**

Subject area Self Assessment Reports (SARs) include analysis of diversity data for participation, achievement and consequent action plans include equality and diversity actions and targets. Progress towards targets is monitored on an ongoing basis through SLT meetings, Governor Sub-Committees, Team Meetings, Staff 1-2-1s and in the college Self Assessment Report and Quality Improvement Plan. This SAR is approved by the Board of Governors and published on the Provider Gateway.

**5.4 Surveys**

Periodic surveys of students/learners, people we support,customers, staff and stakeholders are undertaken to explore issues in more detail.

National, regional and local data will be used to inform actions and establish benchmarks.

**5.5 Impact Assessments**

Equality impact assessments provide a thorough, detailed and systematic analysis of the effects of an existing or proposed policy or practice on people who share an aspect of their identity in relation to age, disability, gender, gender identity, race, religion and belief, and sexual orientation.

Equality Impact Assessments involve a diverse range of people to look for opportunities for positive impact that may have been missed or better exploited, as well as detecting actual or potential negative impact for specific groups of people such as disabled people.

By carrying out equality impact assessments, we are able to:

* effect positive changes for people who share an aspect of their identity in relation to age, disability, gender, gender identity, race, religion or belief and sexual orientation - people who work, learn or use the services of the College
* achieve real and practical improvements by taking appropriate action
* pre-empt potential inequalities
* ensure that equality and diversity is a central and integral part of all policy and practices across the College.

**6.****Legislative Frameworks for Equality and Diversity**

**6.1 Human Rights Act 1998**

The Human Rights Act 1998 underpins all aspects of equality. Everyone has theresponsibility under this act to respect the rights of others, including not exercising your own rights in a way which is likely to stop other people from exercising theirs.

**6.2 The Equality Act 2010**

The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

* The Equal Pay Act 1970
* The Sex Discrimination Act 1975/86
* The Race Relations Act 1976
* The Disability Discrimination Act 1995
* The Employment Equality (Religion or Belief) Regulations 2003
* The Employment Equality (Sexual Orientation) Regulations 2003
* The Employment Equality (Age) Regulations 2006
* The Equality Act 2006, Part 2
* The Equality Act (Sexual Orientation) Regulations 2007.

The Equality Act 2010 protects staff, students/learners and customers from discrimination and harassment based on ‘protected characteristics’.

**6.3 The Protected Characteristics**

The protected characteristics are:

1. [Age](https://www.equalityhumanrights.com/en/node/1181)
2. [Disability](https://www.equalityhumanrights.com/en/node/1186)
3. [Gender reassignment](https://www.equalityhumanrights.com/en/node/1191)
4. [Marriage and civil partnership](https://www.equalityhumanrights.com/en/node/1196)
5. [Pregnancy and maternity](https://www.equalityhumanrights.com/en/group/466)
6. [Race](https://www.equalityhumanrights.com/en/node/1201)
7. [Religion or belief](https://www.equalityhumanrights.com/en/node/1206)
8. [Sex](https://www.equalityhumanrights.com/en/node/1211)
9. [Sexual orientation](https://www.equalityhumanrights.com/en/node/1216)

**a) Age**

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds). Age discrimination occurs when a person is treated differently because of their age. The Equality Act has some exceptions.

**b) Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

City College Peterborough subscribes to the social model of disability and promotes equality of opportunity between disabled people and other people. This includes duties to promote positive attitudes towards disabled people, tackle all forms of harassment and bullying and promote participation in public life and access to education and learning opportunities.

**c) Gender Reassignment**

As part of our duty under the Equality Act 2010, we must also have due regard to the need to eliminate unlawful discrimination and harassment for people who intend to undergo, or are undergoing, or have undergone gender reassignment.

**d) Marriage and civil partnership**

Marriage is a union between a man and a woman or between a same-sex couple.

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).

**e) Pregnancy and Maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**f) Race**

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**g) Religion or Belief**

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**h) Sex**

This is when you are treated differently because of your sex in one of the [situations that are covered by the Equality Act](https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010#h3). The treatment could be a one-off action or as a result of a rule or policy based on sex. It doesn’t have to be intentional to be unlawful.In the Equality Act sex can mean either male or female, or a group of people like men or boys, or women or girls.

**i) Sexual Orientation**

This is to protect employees and customers fromdiscrimination on the grounds of sexual orientation. The regulations make it illegal to discriminate against, victimise or harass anyone on the grounds of their sexual orientation. Within the regulations, sexual orientation is defined as orientation towards:

* persons of the same gender
* persons of a different gender
* persons of the same gender, and of a different gender.
  1. **The Equality law protects against**

**a) Direct Discrimination**

Someone is treated less favourably than another person because of a protected characteristic.

**b) Discrimination by Association**

Direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**c) Discrimination by Perception**

Direct discrimination against someone because others think they possess a particular protected characteristic.

**d) Indirect Discrimination**

Can occur when you have a rule or policy that applies to everyone but disadvantages a particular protected characteristic.

**e) Harassment**

Can now complain of behaviour they find offensive even if it is not directed at them.

**f) Harassment by a Third Party**

Employers are potentially liable for harassment of their staff by people they don’t know.

**g) Victimisation**

Someone is treated badly because they have made/supported a complaint or grievance under the Act.

Further sources of help and information can be found at:

[Home Page | Equality and Human Rights Commission (equalityhumanrights.com)](https://www.equalityhumanrights.com/en)

**6.4 Other Relevant Legislation****and Frameworks**

* Special Educational Needs and Disability Rights in Education Act 2001
* Equal Pay Act 1970 and Amendment 1983
* The Trade Union and Labour Relations Act 1992
* The Carers Equal Opportunities Act 2004
* The Care Act 2014
* The Work and Families Act 2006

**6.5 Links with other City College Peterborough Policies and Procedures**

* CCP Strategy
* Self Assessment Report and Quality Improvement Plan
* Bullying and Harassment (Grievance Procedure)
* Health and Safety
* Safeguarding
* Recruitment and Selection Policy and Procedures
* Learner Disciplinary
* Information, Advice and Guidance Strategy
* Disciplinary and Grievance Procedure

**Appendix 1** - **City College Peterborough Impact Equality & Diversity Impact Assessment guidance notes**

What is an Equality & Diversity Impact Assessment?

An Equality & Diversity Impact Assessment (EDIA) is a tool that helps public authorities make sure their policies, and the ways they carry out their functions, do what they are intended to do and that is for every individual. Carrying out an EDIA involves systematically assessing the likely (or actual) effects of policies on people in respect of the protected characteristics as identified in the Single Equality Act 2010.

This includes looking for opportunities to promote equality that may have previously been missed or could be better used, as well as negative or adverse impacts that can be removed or mitigated where possible. If any negative or adverse impacts amount to unlawful discrimination, they must be removed.

For EDIAs to be effective, they must be systematically carried out across and by all parts of the organisation. They should be done in a way that is both effective and proportionate to the size and structure of the organisation. The important thing is that they work for those doing them, enabling the outcomes and improvements needed to take effective action on equality.

The policy holder is responsible for completing the EDIA. The assessment must be carried out for all new policies and existing policies will be screened at their review date.

Once completed the EDIA will be passed to the Equality and Diversity task group for quality checking, and then to the SLT & Governing Board for approval.

There can be four potential outcomes as a result of an EDIA.

**Outcome 1:** No major change The EDIA demonstrates the policy is robust; there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

**Outcome 2**: Adjust the policy if the EDIA identifies potential problem or missed opportunities. Adjust the policy to remove barriers or better promote equality.

**Outcome 3**: Continue the policy The EDIA identifies the potential for adverse impact or missed opportunities to promote equality. Clearly set out the justifications for continuing with it. The justification should be included in the EDIA and must be in line with the duty to have due regard. For the most important relevant policies, compelling reasons will be needed

**Outcome 4**: Stop and remove the policy.The policy shows actual or potential unlawful discrimination. It must be stopped and removed or changed.The codes of practice and guidance on each of the public sector duties on the Commission’s website provide information about what constitutes unlawful discrimination.

For further guidance please refer to the Equality and Human Rights Commission Public Sector Guidance on Equality and Diversity Impact Assessment.

**Appendix 2** - **Equlity Impact Assessment Form**

**Step 1 - The Policy**

|  |  |
| --- | --- |
| Policy title |  |
| Faculty / Support Service carrying out the assessment |  |
| New or previously approved policy? |  |
| Date of approval / last review (if known) |  |
| Name and role of Assessor(s) |  |

## Step 2 - Further information

|  |  |
| --- | --- |
| 2. Describe the main aims, objectives and purpose of the policy |  |
| 4. Who is expected to benefit from this policy? |  |
| 5. Who was consulted on this policy? |  |
| 6. How has the policy been explained to those who would be directly or indirectly affected by it? |  |
| 7. What outcome(s) are meant to be achieved from this policy? |  |
| 8. What factors could contribute to the outcome(s)? |  |
| 9. What factors could detract from the outcome(s)? |  |

**Step 3 - Assess the impact on different groups of people**

**In the table below, please tick whether the policy affects particular groups of people – the Equality Target Groups below -- in different ways, compared to other groups. Here are some examples**

**Positive impact:** a policy or practice where the impact on a particular group of people is more positive than for other groups, e.g., accessible website design. It can also include legally permitted positive action initiatives designed to remedy workforce imbalance, such as job interview guarantee schemes for disabled people.

**Negative impact**: a policy or practice where the impact on a particular group of people is more negative than for other groups (e.g., where the choice of venue for a staff social occasion precludes members of a particular faith or belief group from participating).

**Neutral impact:** a policy or practice with neither a positive nor a negative impact on any group or groups of people, compared to others.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Equality Target Group** | **Positive impact** | **Negative impact** | **Neutral impact** | **Reasons / comments** |
| Age |  |  |  |  |
| Disabled people |  |  |  |  |
| Race and religion |  |  |  |  |
| Pregnancy & paternity |  |  |  |  |
| Gay, Lesbian and Bisexual People |  |  |  |  |
| Gender reassignment |  |  |  |  |
| Marriage & civil partnership |  |  |  |  |
| Sex |  |  |  |  |
| Faith or belief groups |  |  |  |  |

## Step 4 – Promoting equality

|  |  |
| --- | --- |
| 1. Please give a brief description of how this policy promotes equality. |  |
| 2. If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this? |  |
| 3. If there is a negative impact on any equality target groups, can this impact be legally and objectively justified? *(If no, then a full Equality Impact Assessment should be completed\* ).* |  |

## Step 5 Recommendation

|  |  |
| --- | --- |
| 13. Is a full Equality Impact Assessment required? | No Yes |

Signature of Assessor(s): Date:

Approved by Equality and Diversity task group No Yes

Recommendations:

**Step 6 Policy Update Review**

|  |  |
| --- | --- |
| 1. Date of Review |  |
| 1. Summary of Changes |  |
| 1. Review the completed Impact Assessment - Do any of the changes have an impact on the assessment judgements? | No – Please go to 4) below  Yes – update the relevant box and highlight for the reviewing team members |
| 1. Have you checked the document to ensure that terminology is up to date e.g. that references to ‘he/she’ have been replaced by ‘they’? |  |

Signature of Assessor(s): Date:

Approved by Equality and Diversity task group No Yes

Recommendations:

**Document control sheet**

|  |  |
| --- | --- |
| Revision issue date: | April 2022 |
| Next Review Due Date: | April 2025 |
| Date of most recent Equality Impact Assessment: | 13/04/2022 |
| Document Lead and Author: | Tasha Dalton |
| Approvers and dates: | ELT April 2022  Governing Board April 2022 |
| Purpose of the review: | As per three-year schedule |
| Dissemination: | This will be placed within the Staff Handbook on the intranet. A global email will be sent to staff to inform them that there is an updated version. The policy will be placed on our website. |

This document can only be considered valid when viewed via the City College Peterborough internal web pages on the intranet. If this document is printed into hard copy or saved to another location, you must check that the version date on your copy matched that of the intranet version. The date will always appear on the footer.

|  |  |
| --- | --- |
| Revisions | |
| April 2022 | Minor amendments largely to format to bring more inline with house style. |