



**JOHN LEGGOTT COLLEGE**

**DIVERSITY, EQUALITY & INCLUSION POLICY**

## **OUR MISSION**

To create an inclusive community with a sense of belonging that challenges and inspires through inspirational teaching, support and care.

## **OUR VALUES**

To promote John Leggots College's (JLC's) ethos of an open access college where there is a place for everybody – 50+ years of history of helping you achieve your dreams by:

- Raising expectations, aspirations and promoting ambition.
- Building on high levels of achievement, to ensure all students achieve their potential both at and beyond JLC.
- Promoting responsible behaviour and a friendly approach in everything we do.
- Ensuring equality of access to all opportunities and services for all members of the JLC community.
- Maintaining fair and non-discriminatory treatment for everyone at JLC.
- Promoting and celebrating positive attitudes towards diversity.
- Sustaining high levels of progression into Higher Education and employment opportunities.
- Actively promoting social inclusion, and widening participation.
- Listening to and learning from our students and acting upon their views.

## **1. INTRODUCTION**

- JLC values the rich diversity of not only its local community but also the wider area from which people are recruited to the college.
- It is committed to equality and diversity for all who learn, work or use our services and providing high quality services fairly and equitably to the whole community. The contribution of our staff is critical to achieving this and the college recognises the importance of having a diverse and representative workforce able to meet the needs of all communities.
- The college is committed to our Public Sector Equality Duty to:
  - Eliminate discrimination, harassment and victimisation.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between people who share a protected characteristic and those who do not.

*(N.B. These are explained in more detail in Section 8 Definitions and Abbreviations)*

- The college believes valuing diversity means recognising the strengths, talents and needs of every individual, nurturing potential, maximising opportunities and positively promoting tolerance and respect for individuals.
- The college recognises that all have a right of equality of opportunity irrespective of race; disability; gender; gender reassignment; age; nationality; sexual orientation; religion or belief (or absence of); marital or civil partnership status; pregnancy or maternity status; or socioeconomic status; background or class.

- The college will publish information to demonstrate our commitment to and compliance with the specific equality duties across our functions.

## **2. PURPOSE**

This policy provides the overarching college's vision, values and commitment to equality, diversity and inclusion. It reflects our duties under the Equality Act 2010.

## **3. SCOPE**

- This policy applies to all members of the college, including staff, students, governors and visitors to the college. It also applies to people using the services of the college or employed through agencies, contractors or sub-contractors.
- Staff or students who are working or studying in premises not belonging to the college will still be subject to the policy.
- The policy also extends to cover behaviour in the Virtual Learning Environment (VLE); email and other social media (see Social Media Policy).
- Behaviour outside the working time and outside the college's premises may also fall within the scope of this policy. For example, the college has a duty to act where discriminatory behaviours or harassment by a staff member outside working hours affects a member of staff or student, either directly or indirectly.
- Breaches of this policy will be taken seriously and may lead to disciplinary action.

## **4. OBJECTIVE**

The college takes its responsibilities for equality of opportunity seriously and recognises that any discrimination that exists can only be eliminated in partnership with staff.

## **5. POLICY DETAILS**

The college's aims and action plan are as detailed within the HR Strategy. This is monitored by the Search Committee on at least a termly basis.

### **Service Delivery**

The College aims to:

- Ensure equal access, fair treatment and appropriate provision to the whole community regardless of race, gender, disability, age religion/belief, nationality, social background, or sexual orientation and any other reason not connected to entitlement and availability.

- Celebrate equality and diversity for example via posters; tutorial activities, enrichments and college wide celebratory events.
- Embed equality and diversity within curriculum planning; teaching and learning.
- Provide high quality services designed to meet a wide range of different needs in the community and regularly review them by seeking the views of the existing and potential learners to as to ensure that we do not disadvantage learners either now or in the future.
- Provide appropriate services, adapting these to meet the needs of the whole community promoting equal access to services, including producing clear information about how to access services,
- Provide additional learning support (ALS) tailored to individual needs for learners who require ALS to support their learning and progression.
- Provide and publicise clear information about how dissatisfied customers can complain about the services they have received, and how the College will respond to any complaints received.
- Consult with and actively listen to people who use our services by seeking regular feedback through a variety of means including meeting with members of the various communities.
- Ensure that, wherever feasible, all services and buildings are accessible.

## **6. ROLES AND RESPONSIBILITIES.**

Successful implementation of the policy will depend on a partnership between the college, the students and the community, and will involve:

### **Governors are responsible for:**

- Ensuring the college's strategic plan has a commitment to equality and diversity.
- Engaging with and representing the local community.
- Ensuring the College meets all its legislative duties, including the general and the specific duties of the Equality Act 2010 and all subsequent legislation.
- Striving to ensure that the membership of the body of governors and advisors reflects the diversity of the student communities at the College.
- Monitoring equality and diversity reporting through the committee structure and lead governors in this area.

### **The Principal and Senior Management Team are responsible for:**

- Leading the promotion of an inclusive college culture of awareness, understanding and respect.
- Implementing the Equality Act 2010, including the general and specific duties and all subsequent legislation, and of the Equality, Diversity & Inclusion Policy and to agree equality targets.

- Producing and publishing the annual Equality, Diversity & Inclusion report (Part of HR Strategy report).
- Ensuring the staff and students understand their responsibilities and are given appropriate support and training to enable them to carry out their duties.
- Ensure equality, diversity and inclusion data is embedded within our self-assessment reports.
- Challenge existing cultures and negative stereotypes.
- Engage with the community.

**All staff are responsible for:**

- Promoting an inclusive college's culture of awareness, understanding and respect.
- Challenging inappropriate or discriminatory behaviour.
- Contributing to self-assessment reporting on how equality, diversity & inclusion are promoted in their areas.
- Reporting incidents of discrimination, bullying and harassment.
- Attending and completing relevant training to understand the policy and the implications for their role and responsibilities.
- Familiarising themselves with any related procedures and codes of practice.
- Adopting appropriate behaviour towards students, members of the public and other employees in a manner that promotes good practice in equal opportunities.
- Reflecting policy requirements in their written communication and publications both within and outside the college.

**Teaching staff are responsible for:**

- Developing schemes of work, lesson content and resources which recognise and promote inclusion and diversity.
- Fully integrating and embedding equality and diversity within curriculum planning and teaching, learning and assessment.
- Regularly reviewing the promotion of equality and diversity in individual subject areas and improving the opportunities identified in the scheme of work.

**Students are expected to:**

- Promote an inclusive college culture of awareness, understanding and respect.
- Behave in a way which does not discriminate against, bully or harass any individual or group.
- Report incidents of discrimination, bullying and harassment.

**All stakeholders (for example, parents/carers, governors, contractors, visitors) are expected to:**

- Behave in a way which does not discriminate against, bully or harass any individual or group.

- Behave in a way that does not contravene the colleges Equality, Diversity & Inclusion policy.

Staff and students who do not comply with this policy may be subject to the colleges Disciplinary/Behaviour Policies and Procedures.

## **7. MONITORING, EVALUATION AND REVIEW**

The College will plan, monitor and evaluate the success of its work towards promoting diversity and equality within employment and service delivery.

Monitoring employment data:

- Staff profile
- Staff development
- Disciplinary
- Grievances

Monitoring information within the curriculum areas on:

- Recruitment, retention, achievement and success
  - Attendance
  - Enrichment
  - Progression
  - Learner satisfaction
  - Complaints
  - Disciplinary records
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- Regular reports will be submitted to the Search Committee.
  - This policy will be reviewed annually. Where necessary, the review will be more frequent to ensure compliance with current legislation.
  - The college's progress in meeting the legislative requirements of the Equality Act 2010 will be published on our website on an annual basis.

## **8. DEFINITIONS AND ABBREVIATIONS**

“Protected Characteristic”. The Equality Act 2010 introduced the term to refer to aspects of a person's identity to explicitly protect from unlawful discrimination. Nine are identified: - Race; Disability; Gender; Age; Sexual Orientation; Religion and Belief; Gender Reassignment; Pregnancy/Maternity and Marriage/Civil Partnership.

Socio-economic status, class or background is not a “protected characteristic” under the Equality Act but we consider it important to the experiences of groups of people whose life chances may be affected by their social identity, in particular those from disadvantaged socio-economic backgrounds.

Public Sector Equality Duty (PSED)

“Advance” equality of opportunity involved having due regard to the need to:

- Remove/minimise disadvantages experienced by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of people who share a relevant characteristic that are different from the needs of people who don’t need it.
- Encourage people with a relevant protected characteristic to participate in public life or in any other activities where participation by such people is disproportionately low.

“Foster” good relations includes having due regard to tackling prejudice and promoting understanding.

### **ASSOCIATED DOCUMENTS**

- Dignity At Work Policy
- Recruitment Procedures
- Quality Policy
- Social Media Policy
- Staff Disciplinary Policy
- Student Behaviour Policy
- Data Protection Policy
- Complaints Procedure

## APPENDIX 1. LEGISLATION

The Equality Act 2010 recognises the following types of discrimination:

- A. Direct discrimination, including associative and perception discrimination.
- B. Indirect discrimination.
- C. Harassment.
- D. Victimisation.
- E. Disability discrimination.
- F. Failure to make reasonable adjustments.

- A. Direct discrimination – occurs when someone is treated unfairly, or less favourably than another person because they have a protected characteristic. This often arises because of assumptions, stereo-typing or prejudice.
  - a. Associative discrimination – direct discrimination against someone because they associate with another person who has a protected characteristic, e.g. a parent of a child with disabilities
  - b. Perception discrimination – direct discrimination against someone because they are perceived to have a protected characteristic, e.g. believing someone is gay.
- B. Indirect discrimination – happens when a ‘provision, criterion or practice’ is applied that appears to affect everyone equally but which in fact puts people who share a protected characteristic at a disadvantage.
- C. Harassment – occurs when someone behaves in such a way that a person’s dignity is violated, or behaves in such a way that they create an environment that is offensive, hostile, degrading, humiliating or intimidating for a person where this is:
  - a. Related to a protected characteristic (except pregnancy/maternity or marriage/civil partnerships) or
  - b. Of a sexual nature (sexual harassment)
  - c. Where a person is treated less favourably because they either submitted to or rejected sexual harassment or harassment related to sex or to gender reassignment (known as consequential harassment)

The Act does not specifically cover harassment on the grounds of pregnancy/maternity or marriage/civil partnerships. However, direct discrimination prohibits treatment such as bullying or harassment which results in a person being treated less favourably.

The Act changes the definition of harassment from unwanted conduct “on the grounds of” to unwanted conduct “related to”. This subtle difference has two benefits.

Firstly, it will protect people who are offended by the conduct even if it is not specifically directed at them. Example a white woman sees a person from a black and minority ethnic background being subjected to racially abusive language and complains that this has caused her environment to be offensive, even though she is white and not the subject of the abuse.

Secondly, the definition protects in relation to association or perception. For example, it will provide protection for someone who experiences harassment because their partner or their son is a disabled person.

- D. Victimisation – occurs when someone is treated unfairly or less favourably because they have supported someone in making a complaint or an allegation of discrimination or because they personally have made an allegation of discrimination.



- E. Discrimination arising from a disability – occurs when a disabled person is treated less favourably because of something connected to their impairment, medical condition or specific learning difficulty.

Failure to make reasonable adjustments – occurs when an organisation fails to make reasonable adjustments for a disabled person, to avoid the disabled person being placed at a substantial disadvantage when compared to a non-disabled person.

Policy Owner:	Diane Heyes	Next Review Date:	December 2023
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