Reference Number: *P48*

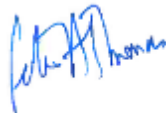# EQUALITY, DIVERSITY AND INCLUSION POLICY and PROCEDURE

Author/Owner	Position	Approved by (SMT or which board)	Approval date	Review Cycle	Published
Michelle Joy and Sian Deasy	Head of Student Experience and Head of Higher Education and Adult Learning	Signature:	30.03.23	Annually (February)	Y

Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Version	Date last reviewed by SED	Recommend to SED Y/N
Steve Battersby	Minor amendments to job titles/responsibility	30.03.17		27.04.16	N
Steve Chattell	Minor amendments to job titles	16.05.18		27.04.16	N
Michelle Dennett	Added section to support academic freedom and speech	04.09.18		27.04.16	Y
Joanna Frith-Williams	1. Updated job titles and responsibilities following the appointment of VP Quality of Education and changes in management of HR Department 2. Introduction of Inclusion and FREDIE themes 3. Listing of the 9 protected characteristics and additional groups that the college recognise as have potential for disadvantage	30.04.21			Y
Michelle Joy	Updated to reflect Equality, Diversity and Inclusion wording, included a link to Equality Act, included fitness to study policy as a recognition of mental health	22.2.22			
Michelle Joy & Sian Deasy	Document renamed Policy and Procedure during December 2022 review Minor changes, consistency of 'EDI', and updated wording to ensure clarity. More comprehensive list of associated documents.	22.2.23	v1		

Initial Equality Impact Screening
Has anyone else been consulted on this policy and/or procedure? Has been to EDI group previously
What evidence has been used for this impact screening (e.g. related policies, publications) **Equality Act (2010)**

Declaration (please tick one statement and indicate any negative impacts)	
X	I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.
	I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows: ☐　　　Age ☐　　　Disability ☐　　　Gender Reassignment ☐　　　Race ☐　　　Religion or belief ☐　　　Sex ☐　　　Sexual orientation ☐　　　Marriage & civil partnership ☐　　　Pregnancy & maternity

Completed by:	**Sian Deasy**	**Position:**	**Head of Higher Education and Adult Learning**	**Date:**	**22/2/23**

Reviewed by Equality & Diversity Group: YES/NO　　　　　　　If Yes: Date:

I confirm that any recommended amendments have been made

Summary of Comments including Recommendations from Equality & Diversity Group Review:

Amended by Author:	**Michelle Joy**	**Position:**	**Head of Student Experience**	**Date:**	**27.2.23**

PURPOSE OF THE POLICY

Yeovil College is committed to the advancement of equality, diversity and inclusion (EDI) and has embraced the FREDIE principles of: Fairness; Respect; Equality; Diversity and Inclusion and Engagement. The College has due regard for our responsibility in carrying out the Equality Duty (from the Equality Act 2010). Having due regard, means consciously thinking about the three aims of the general duty as an integral part of the process of decision-making. We are committed to ensuring that there are equal and fair opportunities for all staff and students to succeed.

1.   Yeovil College will comply with the **general equality duty**.

Aims of the Equality Duty:

a.   Eliminate unlawful discrimination, harassment, victimisation, bullying and any other conduct prohibited by the Act;
b.   Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
c.   Foster good relations between people who share a protected characteristic and people who do not share it.

1.1   The College will have due regard to advance equality:

a.   Taking all reasonable steps to remove or minimise disadvantages suffered by people due to their protected characteristics;
b.   Take steps to meet the needs of people from protected groups where these are different from the needs of other people;
c.   Encouraging people from protected groups to participate in the life of the College, public life or in other activities where participation is disproportionately low;
d.   Promoting good relations between people who share a protected characteristic and others to tackle prejudice and promote understanding.

1.2   The nine Protected Characteristics set out in the Equality Act 2010 are:

- Age
- Disability
- Race
- Pregnancy and maternity
- Religion or belief (including lack of belief)
- Gender reassignment
- Sexual orientation
- Marriage and civil partnership
- Sex

1.3   Furthermore, Yeovil College recognises and extends this policy to include where appropriate, disadvantage to social status and deprivation, homelessness, unemployment, asylum and refugee status or membership of a trade union or for any identifiable cause protected by law.

1.4   The College will work with staff and students to raise awareness and tackle different forms of racism and discrimination such as antisemitism[1].

1.5   The College will comply with all legislation, statutory and non-statutory codes of practice and our contractual requirements in relation to equality and diversity.

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[1] Yeovil College use the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism.

1.6   The College recognises the existence of institutionalised discrimination, including institutional racism. It is committed to closing equality gaps in relation to learner outcomes and employment issues.

1.7   To comply with the **specific duties** requested upon colleges by the Equality Act 2010, Yeovil College will:

a.   Publish information on our website to demonstrate the College's compliance with the general equality duty, as described in our annual written report;
b.   Prepare and publish SMART equality objectives such as assessment of impact;
c.   Give due regard to the specific duties when developing, evaluating and reviewing polices;
d.   Give due regard to the specific duties when designing, delivering and evaluating services;
e.   Have due regard for providing full accessibility in designing, constructing or altering build.

1.8   Our Strategic Equality Objectives provide a focus on EDI and encompass targets for the College to advance the FREDIE Agenda:

a.   Develop a college-wide culture which actively promotes equality, diversity and inclusion.
b.   Ensure a positive inclusive student learning and social experience through equality of opportunity and celebration of diversity.
c.   Ensure an inclusive approach to the staff experience which promotes equality and diversity and provides a positive working environment.

1.9   The College commits resources to guarantee that objectives are in place to ensure that FREDIE (EDI) values are embedded fully into the College. Rigorous targets are set to ensure the whole college is responsive to all issues related to protected characteristics and disadvantaged groups.

1.10   The EDI Steering Group is chaired by the Vice Principal Quality of Education. This group leads the FREDIE agenda to work collaboratively to promote ownership of equality issues across College with representation from across the organisation. The Steering Group oversees the EDI Action Plan and works towards the successful achievement of external awards such as Investors in Diversity and will continue to seek additional external audit and scrutiny on other EDI related issues to lead and celebrate EDI practice and provision.

1.11   The governing body provides support and challenge on all aspects of EDI principles. The EDI Steering Group produces an annual EDI report for governors. A named governor will take a lead in EDI on behalf of the governing body.

2.   **SCOPE**

The policy applies to all members of the Corporation, staff and learners of the College (including those who learn off-site), volunteers, agency staff and visitors, employers, contractors and subcontractors of the college.

3.   **RESPONSIBILITY AND AUTHORITY**

The EDI Steering Group is responsible for agreeing and implementing the policy and the procedures.

All Yeovil College staff and Corporation members have delegated responsibility for implementing the policy and procedures. They have a responsibility to treat each other with fairness, dignity, equality, and respect in accordance with the College core values and behaviours.

4.   **RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS**

The following documents should be read in conjunction with this policy:

- Accessibility Statement
- Equality Duty and Action Plan
- Respect at Work Policy & Procedure
- Safeguarding Policy and Procedures
- The Equality Act (2010)
- Business Code of Conduct
- Sexual Misconduct and Harassment Policy
- Learner Disciplinary Policy
- Health, Wellbeing and Fitness to Study Policy
- Disciplinary and Grievance Policy
- Customer Feedback Policy and Procedure (Including Complaints)
- Office for Students Advice and Guidance, 'Prevent and address harassment and sexual misconduct', 'Tackling Antisemitism'.

PROCEDURES IN THE EVENT OF BREACH OF THE POLICY

1.   PROCEDURES

In the event that staff or learners are alleged to be in breach of the College Equality, Diversity and Inclusion policy an investigation will be carried out in accordance with agreed procedures, including, where appropriate, disciplinary procedures. The Disciplinary and Grievance Policy (staff), Learner Disciplinary Policy, orthe Customer Feedback Policy and Procedure (Including Complaints) are the appropriate means for raising concerns regarding equality, diversity and inclusion.

Yeovil College will:

1.1.1   actively ensure that staff training and development in equality, diversity and inclusion is delivered for employees;
1.1.2   monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equality, diversity and inclusion;
1.1.3   ensure that marketing strategies reflect good practice in equality, diversity and inclusion, and that College provision is actively and appropriately promoted to all sections of the community;
1.1.4   review the effectiveness of all policies and procedures to ensure that they contribute to the promotion and application of the Equality, Diversity and Inclusion policy;
1.1.5   ensure that its Equality, Diversity and Inclusion policy is publicised widely to its community, including learners, staff, volunteers, contractors, consultants, clients and members of partner organisations.

2.   RESPONSIBILITIES AND BEHAVIOURS

All employees of the College have a responsibility for implementing the Equality, Diversity and Inclusion policy and promoting equality, diversity and inclusion in all aspects of their work. Specific behaviours and responsibilities are identified below:

2.1   **Vice Principal Quality of Education**

The Vice Principal Quality of Education is responsible for providing a consistent and high profile lead on all Equality, Diversity and Inclusion issues and ensuring the effective application of the Equality, Diversity and Inclusion policy and its procedures. The Vice Principal Quality of Education chairs the Equality, Diversity and Inclusion Steering Group which exists to:

2.1.1   provide a strategic lead and direction for the college
2.1.2   ensure that all learners and staff are enabled to achieve their full potential, irrespective of any protected characteristic
2.1.3   ensure that Yeovil College is seen as a beacon of excellence within the community.

2.2   **Senior Management Team** are required to:

2.2.1   ensure that admissions criteria do not discriminate against or unnecessarily exclude any individual or group of learners (where appropriate);
2.2.2   ensure that staff are aware of the Equality, Diversity and Inclusion policy and procedures, including their specific responsibilities
2.2.3   ensure that plans for new courses and curriculum development take account of the Equality, Diversity and Inclusion policy requirements
2.2.4   inform and consult staff on college Equality, Diversity and Inclusion developments
2.2.5   ensure that Equality, Diversity and Inclusion issues are covered in quality reviews and self-assessment and are addressed in the Curriculum area self-assessment and development plan

2.2.6 use data to monitor learner performance and identify and address any issues of under-representation or under-performance by any group of learners

2.2.7 use data to set equal opportunity related targets as appropriate

2.2.8 disseminate good practice

2.2.9 promote Equality, Diversity and Inclusion issues in staff appraisal

2.2.10 promote Equality, Diversity and Inclusion issues through staff development

2.3 **Curriculum Area Managers/Study Programme managers** are required to:

2.3.1 ensure that admissions criteria do not discriminate against or unnecessarily exclude any individual or group of learners (where appropriate);

2.3.2 monitor data to address any issues of under-representation or under-performance by any group of learners

2.3.3 ensure that learners are aware of their responsibilities and rights in respect of discrimination, victimisation, harassment and bullying and of the procedures for making complaints

2.3.4 take appropriate and immediate action in the event of incidents of harassment, bullying, victimisation, or discrimination

2.3.5 be aware of the variety of learners' personal circumstances and difficulties which may impede learning and the appropriate referral points available including fitness to study

2.3.6 provide guidance and referrals to additional support services

2.3.7 fully address Equality, Diversity and Inclusion issues in course self-assessment and development plans

2.3.8 address equality and diversity issues in staff appraisal

2.3.9 address equality and diversity issues through staff development.

2.4 **Tutors/Lecturers and Learning Support Staff** are required to:

2.4.1 have high expectations of all learners regardless of their protected characteristics or any other grounds

2.4.2 ensure that curriculum materials and learning experiences do not exclude any individual or group of learners

2.4.3 use teaching materials, content and methods, where possible, which take account of the diverse learning needs, styles and preferences of learners

2.4.4 enable learners to question and test received wisdom and to put forward new ideas and controversial and/or unpopular ideas without placing themselves in jeopardy and with respect to others

2.4.5 create a classroom ethos and learning environment which is inclusive and enables all learners to feel comfortable and is conducive to learners realising their potential

2.4.6 promote Equality, Diversity and Inclusion through a range of topics in sessions and across the wider college through tutorials

2.4.7 provide guidance and referrals of learners to additional support services, including fitness to study

2.4.8 adopt marking policies and assessment methods which treat all learners impartially and do not discriminate against any individual or group of learners

2.4.9 take appropriate and immediate action in the event of incidents of harassment, victimisation or discrimination and if necessary alert or involve more senior staff;

2.4.10 address any issues of stereotypical attitudes and prejudiced thinking in order to develop learner awareness of the basic concepts of equality and diversity.

2.5 **Business Support Managers** are required to:

2.5.1 ensure that staff are aware of the Equality, Diversity and Inclusion policy and procedures and of their specific responsibilities

2.5.2 inform and consult staff on college equality and diversity developments, ensuring that Equality, Diversity and Inclusion issues are covered in quality reviews and self- assessment and are addressed in the development plan

2.5.3   ensure that staff recruitment, training, promotion and work practices conform with the Equality, Diversity and Inclusion policy and procedures

2.5.4   address Equality, Diversity and Inclusion issues in staff appraisal

2.5.5   address Equality, Diversity and Inclusion issues through staff development.

2.6   **Business Support Staff** are required to:

2.6.1   work equally and fairly with colleagues, internal and external customers irrespective of any protected characteristic or any other grounds

2.6.2   take appropriate and immediate action in the event of incidents of harassment, victimisation or discrimination and if necessary, alert or involve more senior staff.

2.7   **All staff**

To attend training and CPD provided by the college as required and record this on their CPD record.