

Process for:	EDS 1a Equality & Diversity Procedure
Process owner:	Head of Human Resources/Assistant Principal Foundation Learning
To ensure that:	The college provides a high quality educational experience where learners and staff can work in a positive and inclusive environment
Which applies to:	All staff and learners
Monitoring and evaluation:	CMT, student and staff surveys and Annual Equality & Diversity Report

<p>Introduction</p> <p>The college is committed to providing a high-quality educational experience where learners and staff can work in a positive and inclusive environment.</p> <p>We want every person in our community to feel free to be themselves, feel safe, feel seen, feel supported and feel like they belong.</p> <p>Our vision is Building Careers of Tomorrow and our values include:</p> <ul style="list-style-type: none"> • Respectful – We value every person as an individual and embrace diversity in our community. • Inclusive – We provide opportunities for all and we welcome people of all abilities and backgrounds. • Our ambition is for BCoT to be an anti-racist college and a catalyst for change https://www.bcot.ac.uk/about-bcot/race-at-work/ <p>This Equality & Diversity policy outlines the framework within which we intend to advance greater equality of treatment, and encourage the celebration and valuing of differences.</p>
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<p>1 Scope</p> <p>1.1 The policy applies to all staff and learners who have the right:</p> <p style="padding-left: 40px;">1.1.1 to be treated fairly irrespective of any perceived differences but especially those differences protected by the Equality Act 2010.</p> <p style="padding-left: 40px;">1.1.2 to work free from harassment and bullying.</p> <p>1.2 External contractors and employers or work placement providers are expected to adhere to its ethos.</p> <p>1.3 The policy is designed to be read in conjunction with the college strategic plan, and the policies for dealing with bullying and harassment.</p> <p>1.4 This policy establishes the general approach to preventing and eliminating all forms of discrimination at institutional level and for advancing the awareness and understanding of the importance of diversity.</p>
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2 Key Principles

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- 2.1 As a responsible body the college recognises and accepts that it has vicarious liability for the actions of its staff and learners and of subcontractors acting as 'agents' in law. The college aims to comply with all Acts of Parliament, European Directives, Regulations, statutory and non-statutory codes of practice and contractual requirements to protect learners, staff and sub-contractors.
- 2.2 The college recognises that the harmony of an organisation depends on teamwork and on the removal of any disruptive activity such as violation of dignity, any unwanted conduct or intimidating or hostile atmosphere, degrading or humiliating behaviour, or an offensive environment.
- 2.3 The college will not accept any disruption of harmony through bullying, harassment, discrimination, abuse, harm or victimisation of any kind or allow the dignity of any person to be affected for any reason.
- 2.4 Staff will promote good relations between people of different groups by working proactively with stakeholder institutions, the local community and other relevant bodies to tackle discrimination issues and incidents.
- 2.5 The college aims to be a leader in tackling equality issues in further education and to use this reputation for broadening social attitudes among its learners, staff and stakeholders. It anticipates that the policy will make a positive impact on all learners and staff.
- 2.6 The college's commitment to equality and diversity requires staff and learners to go beyond simple compliance with legal duties and work towards ensuring that it becomes embedded and mainstreamed in institutional life. To this end, the college will systematically:
 - 2.7.1 Audit, measure and evaluate all policies and procedures for compliance with our equality duties and ethos.
 - 2.7.2 Gather, collate and track information which enables us to monitor equality issues and take appropriate action to address relevant issues.
 - 2.7.3 Publish our findings annually in respect of staff and learner engagement with the equality and diversity agenda.
- 2.7 All persons have a duty to co-operate and comply with any measures set out in this or any other policy and to sustain or improve the existence of harmony, dignity and equality of treatment and opportunity.

- 3 Lines of Responsibility**
- 3.1 The college seeks to ensure that its policies, procedures and practices promote equality and diversity and are clearly communicated, accessible and equally applied to all sections of the college community including potential learners, service users and job applicants.
 - 3.2 A member of the Board of Corporation is the designated Governor for Safeguarding and equality and Diversity meets with the lead for Safeguarding and Equality and Diversity.
 - 3.3 The College Management Team is responsible for:
 - 3.3.1 implementing the policy and procedures.
 - 3.3.2 ensuring that staff are aware of their responsibilities; and

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3.3.3 taking appropriate action if staff or learners behave in contravention of this policy.

3.4 Staff and learners have the duty:

3.4.1 to treat others with the respect we would wish to be treated with ourselves

3.4.2 not to bully, intimidate, demean, undermine or harass others.

3.5 All staff need to:

3.5.1 be role models in how to behave

3.5.2 make appropriate responses when witness to discriminatory behaviour, challenge it if able to do so, not condone it and report it using the appropriate systems.

3.6 Teaching staff need to:

3.6.1 ensure that lesson plans, lesson content and teaching and learning resources demonstrate sensitivity to issues of equality and diversity and that the advancement of equality and diversity is fully embedded in the curriculum.

3.6.2 challenge inappropriate behaviour by learners and work placement providers.

3.7 All learners will be made aware of the college's Equality & Diversity Policy, all related policies and the action to be followed if discrimination occurs.

4 Monitoring Equality and Diversity

4.1 Equality and diversity is embedded into the normal quality assurance cycles.

4.2 The college confirms that equality and diversity monitoring data will be anonymous and treated in confidence where this does not affect health & safety or the criminal law. The college will not place any obligations to provide monitoring data; however, the college will inform staff and learners of the importance of such data for the purpose of further improving equality of opportunity. No information will be published that will enable individuals to be identified.

5 Impact Assessments

5.1 Impact assessments are carried out on all relevant new and revised college policies, procedures, functions and practices.

5.2 The purpose of impact assessment is to ensure that the college's decisions and activities do not cause disadvantage also to identify opportunities to actively improve equality.

5.3 All decisions taken by CMT/EMT are also subject to equality and diversity assessment/review by the following mechanisms:

5.3.1 standard agenda items to review decisions taken or discussed

6 Complaints

6.1 A log of all complaints and compliments is maintained.

6.2 No person shall prevent a person from making a complaint or supporting a person making a complaint as a friend or colleague of that person. No threat or inducement shall be given to prevent a complaint from being made.

7 Supporting Documents

- Bullying and Harassment Procedure (HR 2c)
- Anti-Bullying Policy - Learners (EDS 1d)
- Safeguarding Policy & Procedure (EDS 1.2)
- Equality and Diversity Annual Report and Action Plan

8 Notes

- 8.1 As an organisation involved in training and receiving public funds the college will comply with the Common Inspection Framework.
- 8.2 As an organisation involved in vocational learning the college will comply with examining authority and awarding body policy in respect of assessment appeals procedures and the gaining of dispensations.
- 8.3 The college will expect all sub-contractors and service level agreement holders to agree and comply with the ethos of this policy and the detail where applicable.
- 8.4 Employers involved in work-based learning will be expected to accept this policy unless they have a policy which is up-to-date and equally effective.

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Protected Characteristics and types of discrimination

What are the protected characteristics?

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Race
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation

Types of Discrimination

These are:

- Direct discrimination - where someone is treated less favourably than another person because of a protected characteristic
- Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic
- Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination - this can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic
- Harassment - this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
- Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

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Our Equality and Diversity Mission:

“Ensuring equality of opportunity and inclusive treatment for everyone we serve or employ, by valuing the individual and respecting differences” Equality and Diversity Mission Statement

Equality and Diversity Objectives 2024-2028:

Objective	Actions
Everyone working for and studying at BCoT will promote our values of equality, diversity and inclusion and this will underpin everything the College does.	Staff training through inset days and teacher forum Focus groups Surveys
We will review achievement disparities between different groups, action support processes so that these individuals can achieve their full potential, and provide information and guidance to colleagues to support this.	CMT/EMT meetings Focus groups Targeted support Review support plans for students to look at the impact
The College will recruit and maintain a staff and student population which is reflective of the local and wider community.	Targeted vacancy advertising Line management performance reviews

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