



## EQUALITY AND DIVERSITY POLICY

### 1. Introduction

#### 1.1 Equality and Diversity Policy Statement

- Esher College is committed to fulfilling its obligations under Equality and Diversity legislation. As a community, it is committed to creating an environment in which all students can reach their potential.
- As a community we are actively developing and building upon practices and policies which provide equal opportunities for all members of the College, regardless of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation.
- The College also celebrates diversity and values the differences between individuals within the whole college community.
- We will actively challenge expressions of prejudice, and seek to rectify any discriminatory practices or behaviour.

#### 1.2 The Statement in practice

Some of the ways in which the College will seek to promote Equality and embrace Diversity are as follows:

- i. We will aim to eliminate unlawful discrimination, harassment and victimisation against anyone with protected characteristics
- ii. We will advance equality of opportunity and foster good relations between all members of the College community
- iii. We will promote awareness of Equality and Diversity issues (e.g. those arising from disability, culture etc.), whenever possible through what is being taught, and through teaching and learning strategies
- iv. We will monitor all aspects of our provision with the aim of continuously improving equality of opportunity. One of the main methods for achieving this will be the use of equality analysis. We recognise that carrying out equality analysis of our policies, practices, procedures and paperwork (in the rest of the document "policies" will imply the other 3 "p's") will assist us in ensuring that college activities do not have an adverse impact on specific groups or limit our opportunity to promote equality of opportunity
- v. We will actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour
- vi. We will provide appropriate learning support for all those students identified as being in need of it
- vii. We will continue to develop ways of encouraging students from protected groups to apply to the college. In particular, in terms of ethnic minority groups we will aim to achieve as high a proportion as could be expected from the ethnic make-up of the principal areas that students apply from
- viii. We will seek to appoint staff and governors to reflect the diversity of the community we live in
- ix. We will actively promote hardship funding in our marketing in an attempt to increase student representation from low-income households
- x. We will review the structure of the Equality and Diversity Policy whenever there are changes to the law, or, at the minimum triennially (whichever is the shorter time-period) to ensure it is assisting the College in achieving our diversity and equality aims

- xi. We will write a single action plan on an annual basis (as part of the College SAR process) that will cover all strands of our Equality and Diversity Policy.

### **1.3 Legislative context**

The legislation which is central to our Equality and Diversity Policy is:

- Disability Discrimination Act (DDA) 2005
- Equality Act 2010
- Public Sector Equality Duty 2011

These laws impose positive duties on all public bodies to promote equality in everything they do. The general duties for each are outlined below, and the specific duties are explained in the individual equality schemes.

#### **1.3.2 Disability Discrimination Act (DDA) 2005**

Under the DDA 2005, public authorities are required to have due regard to the need to:

- i. Promote equality of opportunity between disabled people and other people
- ii. Eliminate discrimination that is unlawful under the Act
- iii. Eliminate harassment of disabled people that is related to their disabilities
- iv. Promote positive attitudes towards disabled people
- v. Encourage participation by disabled people in public life
- vi. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

#### **1.3.3 Equality Act 2010 and the Public Sector Equality Duty**

The Equality Act 2010, and the accompanying Public Sector Equality Duty set out the framework of duties on the College. In particular this includes:

- The eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation. The duty also covers marriage and civil partnership in terms of equality of employment opportunities
- Providing information on the effect our policies and practices have had on people who share a protected characteristic
- Publishing
  - analysis we have undertaken to establish whether our policies and practices further the general aims of the duty
  - details of the information we considered in carrying out this analysis
  - details of the engagement we undertook with people whom we consider have an interest in furthering the aims of the duty
  - race, disability, gender and age breakdown of the workforce
  - indications of the likely representation on sexual orientation and religion or belief (making sure that no individuals can be identified)
  - gender pay gap information
  - an indication of any issues for transsexual staff

### **1.4 Summary of work already undertaken**

Esher College has worked on race, disability and gender equality for a number of years and this was recognised in 2008 as "outstanding" by OFSTED in this area. The College was also judged to have "outstanding" student support and careful attention is paid to meeting the different and varying needs of all learners. The College has also welcomed opportunities to give access to students with complex difficulties and disabilities. We are also clear that our range of courses has been important in ensuring that a wide diversity of students is served.

## **2. Leadership and management of the Equality and Diversity Policy**

### **2.1 Responsibilities**

#### **2.1.1 The Governing Body**

The governors are responsible for:

- i. Making sure the institution complies with its legal duties
- ii. Nominating a link governor to lead the Corporation on Equality and Diversity issues

#### **2.1.2 The Principal**

The Principal is responsible for:

- i. Giving a consistent and high profile lead on all Equality and Diversity issues
- ii. Promoting the Equality and Diversity Policy both inside and outside the institution
- iii. Making sure the Equality and Diversity Policy and its procedures are followed.

#### **2.1.3 The Assistant Principal, Student Services**

The Assistant Principal is responsible for:

- i. line management of the Equality and Diversity Co-ordinator
- ii. oversight of the Policy and annual action plan.

#### **2.1.4 Equality and Diversity Officer**

The Equality and Diversity Officer is responsible for:

- i. Overseeing and managing the implementation of the agreed Equality and Diversity Policy
- ii. Writing an annual Equality and Diversity SAR which will form the College Action plan for E and D
- iii. Developing strategies to successfully meet agreed Equality and Diversity commitments
- iv. Devising and implementing a comprehensive system for monitoring Equality and Diversity practices across all college activities
- v. Advising the College so it does not, as an Employer, apply a practice which has the effect of disadvantaging people because of their age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- vi. Making recommendations to facilitate the continual appraisal and development of the Equality and Diversity Policy and its practical implementation
- vii. Working with staff and students to challenge expressions of prejudice across all areas of college activity
- viii. Holding regular meetings of the college's Equality and Diversity Group, in conjunction with relevant senior management
- ix. Preparing any Equality and Diversity associated policies and statements, in conjunction with relevant senior management
- x. Acting as the named contact for Equality and Diversity complaints and grievances
- xi. Making arrangements, where requested and practicable, for staff and students to carry out essential religious observance.

#### **2.1.5 Managers, including Heads of Department and Programme Leaders**

Managers and heads of department are responsible for:

- i. Putting the Equality and Diversity Policy and its strategies and procedures into practice
- ii. Making sure that all their staff know their E and D responsibilities, and receive support and training in carrying these out

- iii. Following the relevant procedures and taking action against staff or students who may be discriminating unlawfully for reasons of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- iv. Ensuring that staff do not treat disabled students less favourably for a reason related to their disability and also that they provide reasonable adjustments for learners who have a disability.

#### **2.1.6 All staff**

All staff are responsible for:

- i. Dealing with incidents relating to bias, discrimination or stereotyping on the basis of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- ii. Challenging any verbal or other discriminatory behaviour used in the classroom or in a learning context
- iii. Making reasonable adjustments when providing a service to those with a disability and not treating these learners less favourably
- iv. Promoting Equality and Diversity for all members of the College
- v. Showing sensitivity towards, and respect for, cultural diversity within the college community
- vi. Keeping up-to-date with the law on discrimination, and taking up training and learning opportunities
- vii. Familiarising themselves with guidance available on fair and appropriate language use
- viii. Taking appropriate opportunities to celebrate diversity issues both in and out of lessons (for more information see points in 5, The Curriculum, below).

#### **2.1.7 Students**

- i. All students at the College must sign the Student Code of Conduct. This requires students to show respect towards all members of the College Community regardless of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- ii. The penalties for failing to do so are laid out in the contract and include sanctions up to and including being asked to leave the College by the Principal.

#### **2.1.8 Contractors and service providers**

All contractors and service providers are responsible for following the College's Equality and Diversity Policy, and any related conditions in contracts or agreements. The policy will be made available to all organisations bidding for a contract and will be provided by the Estates Manager to all successful contractors and service providers as part of the contract process.

#### **2.1.9 Equality and Diversity Group**

The Equality and Diversity Officer holds regular meetings of the College Equality and Diversity Group, along with relevant senior management and members of staff and of students. The Equality and Diversity Policy and SAR are discussed on an annual basis. Membership of the group is by open invitation, and aims to reflect the full diversity of the staff and students. At least one of the student members is directly elected by the whole student body.

### **3 Staff Recruitment and Conditions of Service**

- i. Recruitment and appointment of staff will be carried out in accordance with legal requirements and equality and diversity practice, i.e. no candidate will be discriminated against on the grounds of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- ii. This commitment will be stated in all external job details, and is part of the equality and diversity commitment referred to in the Staff Handbook

- iii. Monitoring of all activities that relate to staff recruitment for posts at all levels of the organisation will take place. Monitoring will be done by ethnic group, gender, disability and other categories as considered relevant
- iv. Promotion will be in accordance with the commitment to Equality and Diversity
- v. Selection for posts will be based on criteria which are written down and agreed by the appointing panel prior to advertising the post. Interview questions will be strictly job-related
- vi. Job sharing and proportional contracts will be considered where consistent with the operational needs of the College
- vii. Applicants with protected characteristics will be encouraged to apply for internal and external posts. Active measures will be taken in an attempt to increase the proportion of staff from ethnic minorities and with disabilities applying for new posts, for example through the "Two Ticks" scheme (whilst always appointing the strongest candidate for the post)
- viii. All staff are expected to take responsibility for implementing the College's Equality and Diversity policy
- ix. Promoting Equality and an appreciation of Diversity issues will form part of the induction programme for all staff. Extra provision will be made for new and existing staff for the updating of skills and raising awareness where necessary
- x. Staff training and development programmes will be offered in terms of objective assessment of need and appropriateness, and without discrimination
- xi. Should a staff member with a disability identify that their working environment or resources need to be adapted to accommodate their disability, then the requirement will be investigated and a reasonable adjustment actioned.

## **4 Admissions and Induction**

### **4.1 The Admissions process**

**4.1.1** The College is significantly oversubscribed and management works closely with the Corporation to ensure that the admissions process is as fair and equal as possible. The Admissions Policy is reviewed annually and adjustments made as appropriate. As an open access College, admissions are not based on the GCSE grade profile of applicants, beyond the basic requirement, usually for 5 Grade Cs. The process is entirely transparent and can be accessed in detail on the College web-site.

In cases of serious and unforeseen hardship or distress, extenuating circumstances will be taken into account when considering unsuccessful applications. Each case is reviewed by the Appeals Panel.

**4.1.2** The College has undertaken an equality analysis of the policy, which concluded that it does not disadvantage protected students.

**4.1.3** The College undertakes annual analysis of BME students who apply but do not take up a place. They are asked why they have not decided to take up the offer, and their responses are analysed and acted upon if appropriate. This is in line with the College policy of trying to increase the percentage of BME students.

### **4.2 Induction and choice of courses**

**4.2.1** All full-time students follow either full Level 3 or a combination of Level 2 and 3 programmes of study and, to accord with the above, entry requirements onto these courses are kept to a minimum. To access a full Level 3 programme of study, comprising a combination of GCE A and AS levels, students are required to have 5 x C grades or above minimum at GCSE (or equivalent). However, students who only possess 4 x C+ grades can follow a combined Level 2/3 programme, comprising GCE A/AS levels and GCSE courses, although they are generally required to possess a GCSE C+ grade in English. Certain subjects may require successful specific study of stipulated subjects at GCSE level, but no grade higher than a C is needed to begin a course, e.g. a grade C GCSE in French entitles the student to undertake a full A level in the subject. If a student has primarily followed a Level 2 non-GCSE course they are normally expected to move on to an Applied Level 3 course.

**4.2.2** Students are tested on entry into the College and any need for Learning Support is identified. A teacher or tutor may also flag up a need for additional Learning Support at a later date. A student may receive a weekly timetabled lesson with the Learning Support department. It may simply be enough to identify the need with the subject teacher, who simply adapts their teaching to address the requirement. Any student may use the “drop-in” Learning Support service provided at lunchtimes three days a week.

**4.2.3** Students are informed about the Equality and Diversity Policy on induction. This makes them aware that they can report any form of discrimination, to their teacher/tutor and/or the Equality and Diversity Co-ordinator.

**4.2.4** The impact of the Admissions Policy on equality and diversity issues will be reviewed on a regular basis: whenever it is altered, or on a minimum of a three yearly basis.

## **5 The Curriculum**

**5.1** Teaching materials should reflect the variety of lifestyles and cultures in Britain (when it is appropriate to the subject being taught), and aim to broaden students’ knowledge and experience of world cultures.

**5.2** Teachers are expected to challenge negative stereotypes based on age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation through their teaching.

**5.3** Where teachers have to use teaching and assessment materials which are discriminatory, the teacher should identify and challenge the prejudiced assumptions of these materials.

**5.4** Teaching approaches used should value the differences between cultures and the diverse backgrounds of the students.

**5.5** The Equality and Diversity practice of all Curriculum departments will be reviewed annually through their SAR.

**5.6** Each student has equal access to advice and support for applications to higher education or employment through the Progression Guidance department, Surrey Connexions and the tutorial programme. All students have the possibility of going on a work experience placement in their first academic year. Alternatively they can take part in a range of wider activities organised by the College (e.g. business workshops hosted by large companies, residential field trips, international exchange visits or cultural visits to art galleries.)

## **6 Complaints against the College or members of its community**

**6.1** Any conduct related to any Equality or Diversity issue which is unreasonable or offensive to the recipient or affects her/his personal dignity should be reported to the line manager, or any other trusted member of staff. They will then bring the matter to the attention of the Equality and Diversity Co-ordinator. Conduct judged to be unreasonable or offensive may include verbal or physical abuse, unfair treatment, harassment, victimisation, isolation, jokes, graffiti, insensitive comments, or unwanted sexual advances.

This also applies to any unreasonable or offensive behaviour or other harassment that occurs off-site but on College business involving staff and/or students and/or individuals not employed by the College. Such off-site situations refer to circumstances where the College remains responsible for the safety, behaviour and actions of staff and students. These may include:

- Trips and visits in the UK/Overseas
- Work experience
- Sporting activities
- Staff/students representing the College at external events
- Community service.

**6.2** If any incident should arise in these situations, then it should be brought to the attention of the Equality and Diversity Co-ordinator or an appropriate Senior Manager. Should an incident involve another organisation or individual, then contact will be made with a senior official within the organisation involved, or with the police when necessary.

**6.3** The College will make every effort to maintain confidentiality, and the complainant will be informed if there is any need to breach this confidentiality.

**6.4** The Equality and Diversity Co-ordinator will keep a record of any incidents involving unfair discrimination that are reported. All such incidents will be reported to the senior management group of the College: the Steering Committee.

**6.5** Students and staff of the College and/or their parents, contractors and outside agents operating on college grounds who wish to make a formal written complaint about unfair discrimination or harassment by other members of the College community will be given a full and fair hearing. The complaints procedure is set out in the College Charter.

## **7 Data Monitoring**

**7.1** Data relating to Equality and Diversity is collected and analysed on an annual basis. It includes data on staffing and students in relation to ethnicity, disability and gender.

**7.2** Recruitment, retention and achievement data is analysed on an annual basis for students with a range of protected characteristics. Each department analyses their results in their subject SARs and if appropriate will incorporate improvements into their development plans. The Learning Support department, in addition, annually monitors and measures the level of improvement of those students with disabilities who receive a learning support lesson.

**7.3** The data collected from monitoring and assessment of Equality and Diversity will be published on an annual basis on the college intranet site. It will also be published in a separate hard copy document available on request to staff/students/parents and the general public. Results of assessment/monitoring may be disseminated in staff training sessions as appropriate.

## **8 Publication**

The Equality and Diversity Policy can be accessed externally via the College website and is also available on the college portal. A hard copy can be made available on request by writing to the Equality and Diversity Co-ordinator. The annual report and action plan (E and D SAR) is published on an annual basis and will be available on the College Intranet and in a variety of formats on request.

## **9 Consultation**

The College will consult with people who will be affected by our Equality and Diversity Policy and the schemes contained within it, in particular:

- Staff and students from ethnic minorities and with disabilities
- Staff and students of both genders, particularly including staff who take maternity leave and any staff involved in trans-gender reassignment
- Trade Unions (through the Conditions of Service Committee)

## **Race Equality Scheme**

### **1 Introduction**

The purpose of this scheme is to outline the implications of compliance with the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000.

### **2 Duties**

#### **2.1 General Duties**

The general duties introduced by the RRAA are threefold, to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Encourage good relations between people of different racial groups.

#### **2.2 Specific Duties**

In addition the Governing Body of the College must:

- i. Receive a copy of the Race Equality Scheme
- ii. Ensure that the impact of College policies (including its Race Equality Scheme) on students and staff of different racial groups is assessed
- iii. Ensure that the admission and progress of students and the recruitment of staff is monitored, by reference to those racial groups
- iv. Ensure that an indication of arrangements for publishing that statement and the results of its assessment and monitoring of impacts, admission and progress is included in the Race Equality Scheme
- v. The Corporation will ensure that the results of the monitoring are published annually.

### **3 The Objectives of the Race Equality Scheme**

Meeting the duties will help the College to:

- i. take specific action to tackle any statistically significant differences between racial groups in terms of their achievement levels and progress, in the use of disciplinary measures against them (such as suspension), in admissions, or in assessment
- ii. create a positive atmosphere, where there is a shared commitment to value diversity and respect difference
- iii. challenge and prevent racism and discrimination, and promote good relations between people from different racial groups
- iv. prepare students to be full citizens in today's multi-ethnic society
- v. make full use of the skills and ideas among people from different racial groups (for example, as members of the Corporation).

### **4 Policy into Practice**

The general practices are similar for all schemes and are therefore described in points 4 to 9 in the Equality and Diversity Policy above.

#### **4.1 What the College will do for both students and staff that is specific to the Race Equality Scheme**

The College will:

- i. Actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour

- ii. Promote diversity actively through the curriculum
- iii. Assess the impact of our policies, including our Race Equality Scheme, on students and staff of different racial groups
- iv. Monitor, by reference to those racial groups, the admission and progress of students and the recruitment of staff
- v. Monitor student data: admissions, all stages from enquiry, outcomes and progression withdrawals and transfers, complaints and appeals
- vi. Monitor staff data: staff recruitment, applications and appointments, types of contract, e.g. permanent or fixed term, full or part-time, career progression, staff, by their grade and type of post, length of service, staff promotion and reasons for leaving.

#### **4.2 Student admission and employee application arrangements**

Prospective students and staff are invited to disclose their ethnic background on a separate section of their relevant College application form. This information, whilst not compulsory, will be used to analyse applications to ensure that there is no significant difference between the percentage of applications and admissions/appointments. If significant difference is found this will be investigated by the Equality and Diversity Co-ordinator.

## **Disability Equality Scheme**

### **1 Introduction**

The aim of the Disability Equality Scheme is to ensure that the College does not commit any discriminatory acts of any nature against disabled students, staff or potential students and staff.

### **2 Duties**

#### **2.1 General Duties**

The College is required by the general duty to:

- eliminate disability discrimination
- promote equality of opportunity for disabled people
- eliminate harassment of disabled people
- take account of disabled people's disabilities even if this means treating disabled people more favourably
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life.

#### **2.2 Specific Duties**

The College must update its Disability Equality Scheme on a three-yearly basis. Disabled students, employees and service users must be involved in the development of the Disability Equality Scheme. This must include:

- staff
- current students
- prospective students and applicants
- students who leave before completing their courses

The scheme must also demonstrate:

- the impact it will have on disabled people
- how it will be monitored
- how disabled people have been involved in its development.

### **3 The Objectives of the Disability Equality Scheme**

Meeting the duty will help the College to:

- i. take specific action to ensure that no students suffer academically or socially because of any disability, in terms of their achievement levels and progress, in admissions, or in assessment
- ii. create a positive atmosphere, where there is a shared commitment to value all students and staff, regardless of any disability
- iii. challenge and prevent any discrimination against disabled students and staff.

### **4 Putting Policy into Practice**

The general practices are similar for all three schemes and are therefore described for The Disability Equality Scheme in points 4 to 9 in the Equality and Diversity Policy above.

#### **4.1 What the College will do for students that is specific to the Disability Equality Scheme**

The ways in which the College currently seeks to address disability equality issues for students are as follows:

#### **4.1.1 Student admission arrangements**

Students are invited to disclose any physical disabilities, medical conditions or learning needs on the College application form. Those students indicating a need will be given an interview with an appropriate member of staff, where their particular requirements can be discussed. If appropriate, the interview will include an inspection of the building, during which classroom facilities and the logistics of movement are considered.

When necessary, contact is made with the relevant support services, GPs and Consultants, parents and previous schools, to ensure the appropriate type of support needed is identified.

If necessary, specialist support will be brought in from outside agencies. Students with impaired hearing or vision are supported by the Surrey Sensory Service. All students have an additional opportunity to disclose disabilities and learning needs at interview and enrolment.

#### **4.1.2 Educational Facilities and Support**

- i. Students known to have dyslexia or other Specific Learning Difficulties are given a timetabled period in the Study Centre each week. For the first three lessons they are introduced to the teaching and resources on offer. After that they have a full entitlement to Learning Support if they wish to access it, but if they do not feel they need a full lesson of support they are not required to stay for the whole period
- ii. Students are given the opportunity to improve their learning skills by following individual programmes of tuition with SMART targets. Student progress is monitored on an on-going basis, and formally twice each year
- iii. Besides having timetabled lessons, students may visit the Centre and ask for support at lunchtime and before and after College. They may also use the Centre in their free periods.
- iv. Students known to have physical disabilities or medical conditions receive, when appropriate, timetabled support lessons in the Study Centre and assistance in class, where appropriate, from learning assistants. Many students also receive assistive technology where appropriate
- v. Students are offered regular support from the relevant agencies and student satisfaction with the provision is monitored
- vi. Students receive the examination provision they are entitled to in both external and internal college examinations. Students are asked to provide documentary evidence of the need for special provision from appropriate medical authorities
- vii. Students known to have mental health problems receive regular support with a timetabled lesson at least once a week. They are offered appropriate support, including specialist training programmes devised by hospital consultants.

#### **4.1.3 Examination arrangements**

The College ensures that all students with dyslexia or other Specific Learning Difficulties have the necessary documentation to apply for special examination provision and the College contacts the examination boards on these students' behalf.

Students with medical needs who wish for special examination provision are asked to bring in supporting documentation from relevant authorities. The College will then contact the examination boards on these students' behalf.

All students entitled to special examination provision will receive it in external examinations. This may be 10%, 25%, or 50% extra time, use of a word processor, a reader, an amanuensis, break times throughout the exam, taped answers, enlarged question papers, separate rooms. In timed exercises within class they will be allocated these provisions as far as it is possible: the Head of Learning Support will ensure a fair allocation of learning support assistance if notified well in advance.

#### **4.1.4 Physical accommodation and access**

There are several clearly marked car parking spaces in front of the Main Building for visitors with a physical disability. If a student has a serious physical disability and travels to College by car they are allocated an additional space, clearly marked, close to the College building.

The Learning Resources Centre, the student canteen and the Study Centre are all on the ground floor.

There are lifts suitable for wheelchairs which between them enable access to all teaching rooms.

Toilet facilities for students with disabilities are located in Yellow, Orange, Purple and Red Zones.

Specialist furniture, equipment and facilities are provided when necessary, for example in the laboratories where benches with a raise/lower facility (suitable for use by disabled students in wheelchairs) have been installed.

Recruitment, retention and achievement data is analysed on an annual basis for those students with a medical condition or learning difficulty. Each department analyses their results in their subject SAR's and if appropriate will incorporate improvements into their development plans. The Learning Support department, in addition, annually monitors and measures the level of improvement of those disabled students receiving a learning support lesson.

## **Gender Equality Scheme for Esher College**

### **1 Introduction**

Esher College has complete commitment to gender equality, both within the work place and educationally for every student. For many years the College has reported on its progress towards equality through its annual Equality and Diversity SAR, and in addition required all departments to report on how they are working towards equality (including gender equality) and what specific measures they are taking to address any inequalities. The College's commitment to gender equality in terms of staffing is clearly demonstrated by the gender equality in senior posts. In 2011 the gender make-up of the 4 senior staff is 50/50, the make-up of the Directors (the next tier) is also 50/50 and the Support Staff Manager is female. The Gender Equality Scheme therefore represents a formal continuation of a long-standing commitment.

### **2 Duties**

#### **2.1 General Duties**

The College is required by law to publish a Gender Equality Scheme. In preparing the scheme the College must:

- i. Consult employees, service users and others (including trade unions)
- ii. Have objectives to address the causes of any gender pay gap
- iii. Gather information on the effect of its policies and practices on men and women in employment and in the services it provides and use this information to review the implementation of the scheme objectives
- iv. Assess the impact of current and future policies and practices on gender equality
- v. Ensure implementation of the scheme outcomes. This must be within three years of the publication of the scheme
- vi. Report on progress annually and review and revise the scheme as appropriate at least every three years.

#### **2.2 The Objectives of the Gender Equality Scheme**

The objectives of the Esher College Gender Equality Scheme will be to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women in all aspects of College life.

#### **2.3 The desired outcomes of the Gender Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Female students and prospective students have as high aspirations for their future careers as male students
- ii. If there is significant gender imbalance in individual subjects it is gradually reduced
- iii. Both male and female students and staff feel effectively engaged in decision and policy-making around issues that have a direct effect on them
- iv. Women and men are represented at all levels of the workforce and in all areas of work
- v. Harassment and sexual harassment of staff, students, service users and others is dealt with promptly and systematically, according to agreed procedures, and tolerance of harassment drops within the organisation as a whole
- vi. Any gap between women and men's pay narrows and is eventually eliminated
- vii. Employees with caring responsibilities receive appropriate support including, where possible, flexible and part-time working opportunities at all levels of work
- viii. Employees are aware of the gender equality duty, understand how it will affect their work, and have the skills to implement the duty in their work.

### **3 Putting Policy into Practice**

The general practices are similar to the other Equality Schemes and are therefore described for the Gender Equality Scheme in points 4 to 9 in the Equality and Diversity Policy above.

#### **4 What the College will do that is specific to the Gender Equality Scheme**

- i. Every two years the gender pay gap between males and females (categorised by Teaching Staff and Support Staff) will be analysed as part of the E and D SAR. If it reveals a significant pay gap, or that there is a trend away from equality from the previous analysis, an action plan will be drawn up to tackle the issues. Without naming specific post-holders the analysis will be posted on the College web-site
- ii. All courses are required to report on gender issues as part of their SAR and develop action plans to tackle any significant inequalities.

## **Sexual Orientation Equality Scheme for Esher College**

### **1) Introduction**

The College's policy is to celebrate diversity and actively challenge discrimination be it intentional or unintentional, direct or indirect with regard to a person's or group's sexual orientation. To this end we have already (and will continue to):

- established a Gay Straight Alliance to provide support for those students who are LGB or have relatives or friends who are. This group is to be run by the students for the students with the support from the Equality and Diversity Officer, SMT and the Equality and Diversity Secretary on the Student Council
- Taken part in LGBT month activities in February
- put together a PDP induction session to set down the behaviour that we expect from students with regard to respecting sexual orientation, in the first few weeks of the academic year.

### **2) The objectives of the Sexual Orientation Equality Scheme**

The objectives of the Sexual Orientation Equality Scheme will be to:

- Ensure that there is no discrimination within the College on the grounds of sexual orientation
- Promote equality of opportunity for people whatever their sexual orientation
- Promote positive images of both hetero and homosexual individuals and groups.

### **3) The Desired outcomes of the Sexual Orientation Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Staff and students with varying sexual orientation feel equally valued by everyone within the organisation
- ii. Practices and behaviours that might lead to discrimination on the grounds of sexual orientation are eliminated
- iii. Esher College works within and beyond the community (with S7, for example) to provide support and celebration opportunities for LGBT students.

### **4) Putting Policy into practice**

#### **4.1 What the College will do for students that is specific to the Sexual Orientation Scheme**

All staff including HoDs, programme leaders and classroom teachers, classroom assistants and support staff are responsible for:

- i. Dealing with incidents relating to bias, discrimination or stereotyping on the basis of perceived or known sexual orientation
- ii. Challenging any verbal or other discriminatory behaviour in a learning context and within the college grounds that they witness
- iii. Familiarising themselves with guidance available on fair and appropriate language use and challenging any language used by staff, students or visiting stakeholders that is commonly regarded as discriminatory including: gay, dyke, poof, queer as a pejorative word associated with sexual orientation etc

- iv. Making sure that all students know their responsibilities, and receive support and education as to what is expected of them with regard to behaviour and voicing of opinions with regard to sexual orientation, within the college community (and beyond)
- v. Making sure that students are aware of the procedures and consequences if they use discriminatory language or behaviour in relation to someone's perceived or known sexual orientation
- vi. Ensuring that wall displays featuring role models and individuals successful in their chosen field who are known to be LGB are represented alongside those who are known to be heterosexual
- vii. Challenging negative stereotypes based on perceived sexual orientation through their teaching or guidance of students
- viii. When an issue of sexuality is raised, be it in terms of something that comes up in discussion relevant to the subject around sexuality or is inappropriate use of language, that the lesson is adapted albeit briefly to enable the teacher to address the issue and it should be used as a learning opportunity
- ix. Where possible, schemes of work and lesson plans where relevant should explore issues of sexual orientation to improve understanding and foster a culture of respect for all. Wherever possible, handouts and materials and dialogue from the teacher should not necessarily use default assumptions about mother and father or heterosexual relationships.

All students:

- i. are expected to carefully consider their language use and show due respect to other students, staff and guests of the college or those that they come into contact with as part of their study programme with regard to those individuals' perceived sexual orientation
- ii. are expected to report any instance of actual or perceived bullying or harassment on the grounds of sexual orientation, be it towards themselves or someone else who is a member of the college community or a visitor e.g. exchange student etc. This might be verbal, written or physical discriminatory behaviour. Reports of any instances should be made to the Equality and Diversity Officer or at least they should be informed of any report
- iii. can expect support to be provided, should they decide to come 'out' to a member of staff or to the Gay Straight Alliance and that their sexuality will be kept confidential unless the discloser decides to reveal that information for themselves, to other parties
- iv. can expect a quick response to any disclosure of homophobic bullying against themselves.

## **Religion or Belief Equality Scheme for Esher College**

### **1. Introduction**

Whilst the college is not required by law to have a religion or belief equality scheme, it is good working practice to do so. Protected beliefs (which include, religious, philosophical and political beliefs) are those which:

- Are genuinely held
- Are not an opinion or viewpoint
- Must be a belief about a weighty and substantial aspect of human life and behaviour
- Must attain a certain level of cogency, seriousness, cohesion and importance
- Must be worthy of respect in a democratic society
- Must be compatible with human dignity and not conflict with the fundamental rights of others

Esher College is committed to not discriminating against any employee or prospective employee on the grounds of religion or belief. Similarly students will not be discriminated against on the grounds of their religion or belief.

### **2. The objectives of the Religion or Belief Equality Scheme**

The objectives of the Religion or Belief Equality Scheme will be to

- Eliminate any unlawful discrimination and harassment on the grounds of religion or belief
- Promote equality of opportunity for people of all religions and beliefs
- To positively celebrate protected religions and beliefs

### **3. The desired outcomes of the Religion and Belief Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Staff of all religions and beliefs feel effectively engaged in decision and policy-making around issues that have a direct effect on them
- ii. Students and staff of all religions and beliefs feel equally valued by the organisation
- iii. Working practices that might lead to discrimination on the basis of religion or belief are eliminated
- iv. Staff and students of all religions and beliefs are regularly engaged so that any discriminatory practices can be identified and eliminated
- v. Staff and students are not discriminated against on the grounds of their religion or belief.

### **4. Putting policy into practice**

- i. Staff must not at any time state or imply that one set of protected beliefs is “better” than another
- ii. Staff are expected to counter students who state or imply within a group that may have varying beliefs within it that their individual protected beliefs are “better” than any other. This must always be done respectfully and by putting forward that there are alternative viewpoints, not that the student is “wrong” to believe that their viewpoint is superior
- iii. Staff can disclose their personal beliefs, but only in the context of a dispassionate and objective consideration of all possible reasonable protected beliefs relevant to the discussion that is taking place at the time. This would apply in a variety of situations: for example a a discussion with a student about a possible abortion, sexual orientation or discussion about a coming election
- iv. The religions and beliefs of staff are collected in a survey so that the College can measure that all religions and beliefs are being respected

- v. The College will celebrate diversity of religions and beliefs, for example through the PDP
- vi. Students and staff are welcome to set up single faith or belief groups, or joint faith groups, but any marketing for these groups must clearly indicate its religious or belief context. Within these groups they are allowed to follow established tenets of their belief system, even where these might conflict to some small extent with equality and diversity, but they must be mindful at all times of the respect that must be shown to other protected groups within the College (This might include not using discriminatory language, not describing other protected characteristics in derogatory or belittling terms.)
- vii. If individuals or groups request a “faith room” for prayer or similar the college will endeavour to meet their request: however this will be dependent on space being available. At present there is no one room that can be put aside solely for this purpose. If the college is funded for a rebuilding/refurbishment programme it will endeavour to provide such a single-use space
- viii. There should always be a vegetarian option in the canteen (or made available to students and staff on residential visits) to cater for all those whose religion or belief system impose prohibitions on meat, types of meat or the ways in which it is prepared. All vegetarian food should be clearly labelled as such.

## **Age Equality Scheme for Esher College**

### **1. Introduction**

Whilst the college is not required by law to have an age equality scheme, it is good working practice to do so. Esher College is committed to not discriminating against any employee or prospective employee on the grounds of age. Students are exempted from age discrimination legislation: obviously there are regulations on the age of students for which the college will receive funding.

### **2. The objectives of the Age Equality Scheme**

The objectives of the Age Equality Scheme will be to:

- Eliminate any unlawful discrimination and harassment on the grounds of age
- Promote equality of opportunity for people of all ages.

### **3. The desired outcomes of the Age Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Staff of all ages feel effectively engaged in decision and policy-making around issues that have a direct effect on them
- ii. Staff of all ages feel equally valued by the organisation
- iii. Although naturally as employees rise through the organisation they are likely to be older, simply because of the level of experience that may be required to understand and work in more senior posts, beyond that proviso people of all ages are represented throughout the workforce
- iv. Working practices that might lead to age discrimination are eliminated
- v. Staff of all ages are engaged so that any discriminatory practices can be identified and eliminated.

### **4. Putting policy into practice**

- a. The age of applicants to college posts will not be disclosed to those making up long and short-lists
- b. At all stages of the application process there will be clear objective selection criteria and all selectors will be required to provide justified scoring of all applicants (at each stage) based on those criteria (which of course will not include age)
- c. The only exception in law is where staff are within 6 months of the normal retirement age. In that case the college can decide if appropriate for the post in question that the candidate is too old to be employed.

## **Pregnancy and Maternity Equality Scheme for Esher College**

### **1) Introduction**

Whilst the college is not required by law to have a pregnancy and maternity equality scheme, it is good working practice to do so. Esher College is committed to not discriminating against any employee or prospective employee on the grounds of pregnancy or maternity. Students who are pregnant or have recently had children will be given every assistance to complete their studies.

### **2) The objectives of the Pregnancy and Maternity Equality Scheme**

The objectives of the Pregnancy and Maternity Equality Scheme will be to

- Eliminate any unlawful discrimination and harassment on the grounds of pregnancy or maternity
- Assist students who are pregnant or who have had children in completing their studies

### **3) The desired outcomes of the Pregnancy and Maternity Equality Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Staff who are pregnant or have recently become mothers feel as valued as anyone else in the organisation.
- ii. Working practices that might lead to discrimination against pregnancy or maternity are eliminated
- iii. Students who are pregnant, or who have children, are supported to allow them stay on to complete their studies if they so choose.

### **4) Putting policy into practice**

- a. Whether a candidate is pregnant or has recently had a child will never form a question as part of the staff application and appointment process
- b. At all stages of the application process there will be clear objective selection criteria: all selectors will be required to provide justified scoring of all applicants (at each stage) based on those criteria (which of course will not include pregnancy or maternity).
- c. Staff who are taking time off for maternity will be encouraged to take full advantage of the current laws on maternity (and paternity) leave and pay
- d. Staff who wish to breastfeed or express in College can use the staff-room or nurse's room to do so
- e. Students who are pregnant and who choose to carry the baby to term will be given every reasonable assistance to complete their courses
- f. Students who wish to breastfeed are given assistance to do so. For more information on points e and f see the Student Health Policy.

# **Gender Re-assignment Equality Scheme for Esher College**

## **1. Introduction**

The College's policy is to celebrate diversity and actively challenge discrimination be it intentional or unintentional, direct or indirect with regard to a person's or group's gender identification. To this end we have already (and will continue to):

- established a Gay Straight Alliance which has as one of its aims to provide support for those students who are transgendered or have relatives or friends who are. This group is to be run by the students for the students with the support from the Equality and Diversity Officer, SMT and the Equality and Diversity Secretary on the Student Council
- Taken part in LGBT month activities in February each year.

### **1) The objectives of the Gender Re-assignment Equality Scheme**

The objectives of the Gender Re-Assignment Equality Scheme will be to:

- Ensure that there is no discrimination within the college on the grounds of gender identification
- Promote equality of opportunity for people whatever their perceived gender
- Promote positive images of transgendered individuals and groups

### **2) The Desired outcomes of the Gender Re-assignment Equality Scheme**

The outcomes that Esher College aims to achieve are that:

- i. Staff and students who are considering, or undergoing, or have undertaken gender re-assignment, feel equally valued within the organisation
- ii. Practices and behaviours that might lead to discrimination on the grounds of gender identification are eliminated
- iii. Esher College works within and beyond the community (with S7, for example) to provide support and celebration opportunities for transgendered students.

### **3) Putting Policy into practice**

#### **4.1 All staff including HoDs, programme leaders and classroom teachers, classroom assistants and support staff are responsible for:**

- a. Dealing with incidents relating to bias, discrimination or stereotyping on the basis of perceived or known gender identification
- b. Challenging any verbal or other discriminatory behaviour in a learning context and within the college grounds that they witness
- c. Developing empathy and understanding of the circumstances faced by students/staff who are transgendered through staff training and student PDP and learning experiences
- d. Familiarising themselves with guidance available on fair and appropriate language use and challenging any language used by staff, students or visiting stakeholders that is commonly regarded as discriminatory including: 'tranny', or any derogatory terms in relation to that person's situation e.g. 'confused'
- e. Making sure that all students know their responsibilities, and receive support and education as to what is expected of them with regard to behaviour and voicing of opinions with regard to transgender, within the college community (and beyond)

- f. Making sure that students are aware of the procedures and consequences if they use discriminatory language or behaviour in relation to someone's perceived or known gender identification
- g. Ensuring that wall displays feature role models and individuals successful in their chosen field who are known to be transgendered.
- h. Challenging negative stereotypes about transgender through their teaching or guidance of students
- i. When an issue of gender identification is raised, be it in terms of something that comes up in discussion relevant to the subject around sexuality and gender or is inappropriate use of language, that the lesson is adapted albeit briefly to enable the teacher to address the issue and it should be used as a learning opportunity
- j. Where possible, schemes of work and lesson plans where relevant should explore issues of gender orientation to improve understanding and foster a culture of respect for all
- k. 'Accessible' toilets will be specifically available for transgender individuals to use if they wish (as well as being used by those individuals who are already given priority access): these toilets will be labelled accordingly. However, transgender individuals may use whichever toilets they feel comfortable to use.

#### **4.2 All students:**

- a. are expected to carefully consider their language use and show due respect to other students, staff and guests of the college or those that they come into contact with as part of their study programme with regard to those individuals' perceived gender identification
- b. are expected to report any instance of actual or perceived bullying or harassment on the grounds of gender identification, be it towards themselves or someone else who is a member of the college community or a visitor e.g. exchange student etc. This might be verbal, written or physical discriminatory behaviour. Reports of any instances should be made to the Equality and Diversity Officer or at least they should be informed of any report.

#### **4.3 Students who are transgendered, or are considering or undergoing gender identification change:**

- a. can expect support to be provided, should they decide to discuss their gender identification or desire to go through processes required to change physical gender, to a member of staff or to the Gay Straight Alliance and that their discussion will be kept confidential unless the discloser decides to reveal that information for themselves, to other parties. They can also expect to receive impartial advice on specialist organisations to contact, that could give them support and information specific to their needs
- b. can expect a quick response to any disclosure of bullying against themselves on the grounds of their gender identification
- c. can expect that where references are written for them for a job or university application, that their gender identification is not revealed/referred to unless that individual specifically wishes it to be the case
- d. will be able to choose the toilets that they wish to use according to their perceived gender. Also 'accessible' toilets will be specifically available for those individuals to use if they choose (as well as being used by those individuals who are already given priority access).

#### **4.4 Staff who are transgendered, or are considering or undergoing gender re-assignment:**

- a. can expect support to be provided, should they decide to discuss their gender identification or desire to go through processes required to change physical gender, to a member of staff: colleague, line manager or SMT or E and D Officer. They can expect that their discussion will be kept confidential unless the discloser decides to reveal that information for themselves to other parties
- b. will be given time off under statutory sick leave to undertake any medical appointments or operations required in the process of physical sex change and/or for any post-operative care
- c. will be fully supported in early stages of hormone taking and in the requirement to dress as their perceived gender, for the time required, prior to their physical sex change operation
- d. will be able to choose the toilets that they wish to use according to their perceived gender, although 'accessible' toilets will also be specifically available for those individuals to use (as well as being used by those individuals who are already given priority access). All details of this nature: choice of toilets, changing rooms, will be discussed between the individual and an appropriate person (College Nurse, E and D Officer) at the time of their interview or their declaration that they are, or are considering, gender re-assignment
- e. can expect that the college email systems, portal, photograph board; correspondence with parents/students etc. will be changed by those responsible for such administrative tasks, to accommodate their chosen name, if/when that individual decides to change their name to fit their perceived gender
- f. can expect support to be provided if/when they decide to disclose their gender identification to students, other staff, parents and other college stakeholders
- g. can expect that when they apply to us for a job that they are under no obligation to disclose their gender identification and will be employed purely on their experience and suitability for the post
- h. who disclose transgender at interview, must agree to CRB check being in both their names, should they have a pre-op and post-op name for the safeguarding of students
- i. can expect that where references are written for them for a job or promotion, that their gender identification is not revealed/referred to unless that individual specifically wishes it to be the case.

#### **4.5 Any declared transgendered visitors to the institution:**

- a. will be advised as to the college's policies, practices and procedures with regard to gender identification as appropriate to the duration of their visit
- b. will be informed that they are able to choose the toilets that they wish to use according to their perceived gender and 'accessible' toilets will be specifically available for those individuals to use (as well as being used by those individuals who are already given priority access).

June 2011

***Approved by the Corporation July 2011***