

CITYLIT

EQUALITY AND DIVERSITY POLICY

1. Purpose

1.1 This policy is to support us to be an outstanding place of learning and an employer of choice where equality and diversity are valued and promoted.

1.2 This policy enables us to:

- meet the expectations and requirements of students, customers and staff
- promote wider uptake of and participation in learning
- aide the employment and retention of staff
- meet our statutory obligations

2. Scope

2.1 This policy is for the benefit of and applies to our students, customers, staff and outsourced partners for facilities management, covering security, catering, cleaning and building maintenance and IT services.

2.2 All students, staff (including partners' staff) and governors are expected to behave in a manner consistent with this policy.

2.3 Our commitment extends beyond those protected by legislation but does not cover beliefs or practices that are contrary to the letter or spirit of that legislation or where it may result in the discrimination, harassment or victimisation of others.

2.4 We use the social model of disability in which it is not the impairment that disables people, rather the disability is the outcome of interaction between a person with impairment and the environmental barriers s/he may face.

2.5 We will review and update policies, procedures and equality schemes as required by legislation and in response to suggestions made by staff and students.

3. Our equality and diversity framework

3.1 Our equality and diversity framework reflects how our equality and diversity work support our strategic objectives. It is divided into five key areas:

3.2 Leadership and management

Leaders and managers who all times:

- respect and value difference
- promote and advance equality and diversity
- promote an inclusive and supportive environment for students and staff
- empower people, treating them fairly and with respect and dignity
- work to eliminate discrimination, harassment and victimisation
- implement statutory and other initiatives in support of our equality and diversity aims.

3.3 User accessibility

Sites, facilities and information that are, as far as is reasonably practicable:

- safe and welcoming

- fit for purpose
- accessible
- conducive to learning and working.

3.4 Curriculum accessibility

A curriculum:

- that is accessible to all who meet any appropriate entry requirements
- that is inclusive and where everyone, particularly those with protected characteristics feel included
- where the diversity of our community and the student body is reflected, valued and promoted
- where students are appropriately supported
- where reasonable adjustments are put in place as needed to make learning accessible
- where students and a wide range of people are involved in the development of our curriculum
- that promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.

3.5 Student outcomes

A learning experience:

- that is inclusive and free from discrimination, harassment, victimisation, extremism and radicalisation
- where the diverse needs of our students are, where possible, anticipated, understood and integrated into teaching to enhance participation, learning and achievement
- where there is equality of outcomes across diverse groups
- that supports a diverse society, wellbeing and an ageing society.

3.6 Employment experiences

A workplace:

- that is inclusive and free from discrimination, harassment and victimisation, extremism and radicalisation
- where the diverse needs of employees are, where possible, anticipated, understood and actioned
- where the working environment is flexible, fair and supportive
- where the diversity of our workforce is valued
- where staff are appropriately supported to deliver an accessible curriculum and high student participation and performance
- where activities celebrate and promote the diversity of our staff body.

3.7 We set and review objectives on an annual basis through our self-assessment process, reporting them to Governors.

4. Supporting our framework

4.1 All our staff and partners are expected to support and consistently work to deliver a student, customer and staff experience that reflects this policy, our equality and diversity framework and any targets set.

- 4.2 Students are expected to behave within the parameters set by this policy.
- 4.3 Responsibilities of specific staff and students are outlined in the appendices.
- 4.4 Our equality and diversity framework should be reflected in our:
- teaching and learning strategy
 - teaching materials
 - expectations of staff and managers
 - staff and student inductions
 - staff development activities
- 4.5 Our communications should use plain English and, where necessary, reflect the needs of our users, many of whom come from different linguistic or cultural groups or have a communications-related impairment, e.g. sight or hearing, and/or learning difficulty or mental health condition. To facilitate communication between different groups of people we use appropriate communication methods, provide reasonable aids to communication and appropriate digital resources and technology. Where possible our marketing activities should promote equality and diversity.
- 4.6 We involve students and staff where appropriate and possible, examples of involvement are outlined in the appendices.
- 4.7 Where our staff work with other organisations, they also support the equality and diversity aims of those organisations. We also expect the relationship to support and further our equality and diversity ambitions.
- 4.8 Whenever proposals are made or policies, procedures or practices are reviewed we consider the potential equality impacts.

5. Breaches of this policy

- 5.1 Staff and students are expected to work within the letter and spirit of this policy and in support of all aspects of the framework. Any member of staff or student acting in an offensive or discriminatory manner, against the aims of the framework or otherwise breaching this policy will be dealt with under our staff or student or disciplinary procedure as appropriate.
- 5.2 If someone observes a member of staff or a student acting in an offensive or discriminatory manner, or otherwise breaching this policy or acting against the aims of the framework they should report this immediately to their line manager, the duty manager or teacher.

Appendix A - Grounds for discrimination, harassment or victimisation

The protected characteristics listed in the Equality Act, 2010 are:

- Age (including age group)
- Disability
- Gender reassignment (undergoing or has undergone)
- Marriage and civil partnership
- Pregnancy and maternity
- Race (includes colour, nationality, ethnic and national origin)
- Religion or belief (including a lack of religion, belief is a religious or philosophical belief)
- Sex
- Sexual orientation (same, opposite and both sexes)

Appendix B - Definitions

The following definitions are derived from the Equality Act 2010.

Discrimination

The definition of discrimination is complicated; however, essentially it is treating an individual or group of people less favourably as a result of a protected characteristic (whether actual, perceived or by association) and cannot be shown to be a proportionate means of achieving a legitimate aim.

Indirect discrimination occurs if a provision, criterion or practice is applied that is discriminatory in relation to a relevant protected characteristic and it is applied to people who do not share that protected characteristic, it puts a person at a particular disadvantage with those who do share that protected characteristic or it puts a person at a disadvantage that cannot be shown to be a proportionate means of achieving a legitimate aim.

Dual discrimination can occur as a result of a combination of two protected characteristics. Note: discrimination may not be intentional, but an unintended consequence of an unrelated action.

Harassment

Harassment is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Unwanted conduct of a sexual nature or that is related to gender reassignment or sex may also be harassment if it leads to less favourable treatment as a result of rejection or submission to the conduct.

Harassment does not have to be deliberate; it depends on the perception of the person harassed, the circumstances of the case and whether it was reasonable for the conduct to have the effect outlined above.

Note: Our procedures do not accept any form of harassment, even if not related to a protected characteristic.

Victimisation

Victimisation occurs where a person is subject to a detriment as a result of doing a protected act or if there is a belief that they have done a protected act. A protected act is bringing proceedings under the Equality Act, giving evidence or information, doing other things in connection with the Equality Act or making an allegation that another person has contravened the Equality Act.