

Equality, Diversity and Inclusion Policy (Including Equality Objectives 2016 – 2020)

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Putting Students First



Equality, Diversity and Inclusion Policy

EQUALITY, DIVERSITY AND INCLUSION POLICY STATEMENT

The Isle of Wight College is committed to creating and maintaining an inclusive working and learning environment that respects and celebrates difference. We aim to provide a community where everyone feels able to participate fully in college life and achieve their full potential.

WHO DOES THIS POLICY APPLY TO?

This policy applies to all members of the Isle of Wight College community including stakeholders, staff, students and visitors. The policy is also available to our external contractors, employers and other partners who the Isle of Wight College collaborate with. The policy applies to all sites and premises belonging to the Isle of Wight College or used by it for carrying out its functions.

LEGAL FRAMEWORK

Our policy is governed by the Equality Act 2010, which makes it unlawful to discriminate against someone because of one or more of the following protected characteristics:

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

The legislation introduced the public sector equality duty, which requires public authorities to take a proactive and organised approach to equality and tackling discrimination. The Isle of Wight College is required to publish equality objectives every four years with an annual update and equality information on annual basis to demonstrate compliance with the Public Sector Equality Duty (PSED). Our equality information reports and equality objectives can be viewed on the college website.

The policy does not exist exclusively as a response to legal requirements, but also to reflect our intention to ensure that equality, diversity and inclusion underpin everything we do.

KEY PRINCIPLES

- The Isle of Wight College expects all members of its community to treat each other with dignity and respect. We support the right of individuals and groups to hold their own beliefs and values, but will not tolerate these being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment



- The Isle of Wight College is striving to create an inclusive learning and working environment that supports good relations between people and challenges prejudice, intolerance and discrimination in all its forms
- To support our commitment to equality, diversity and inclusion, and to meet our legal duties, the Isle of Wight College will publish an equality information (PSED) report each year and set equality objectives every four years. The equality objectives and their progress will be monitored by senior management and the Corporation Board on an annual basis.
- The Isle of Wight College will:
 - ensure that all our students, staff and visitors, as well as those who apply or seek to apply to work or study with us, are treated fairly and are not discriminated against on any grounds, including those protected by the Equality Act 2010.
 - communicate its commitment to promoting equality, diversity and inclusion in staff and student recruitment material, handbooks, policies, social media and other corporate communications.
 - ensure that publicity material positively promotes the diversity of the College community.
 - actively engage with staff, students (through the annual student survey and Student Voice meetings), trade unions and partners on key matters related to equality, diversity and inclusion.
 - support a range of activities and campaigns each year to celebrate equality events and religious festivals as well as promoting fundamental British Values throughout each academic year.
 - carry out equality analysis through the equality impact assessment process to assess the implications of policies and decisions on the College community and to help prevent and tackle inequality.
 - introduce positive action initiatives where patterns of under-representation and difference in outcomes for staff and students are identified.
 - ensure that there are effective and sensitive support and complaint mechanisms in place, should anyone feel that they have either witnessed or experienced discrimination.
- Every opportunity will be given to students and staff to disclose any disabilities or other needs relating to 'protected characteristics' that they may have. The Isle of Wight College will promote a culture of inclusivity, in which individuals feel confident and safe to make a disclosure. It will provide reasonable adjustments in response to individual needs and will not disadvantage a student or a member of staff on the basis of such needs.
- Where data relevant to equality and diversity, or any of the protected characteristics is gathered and stored, it will be done so appropriately and in line with General Data Protection Regulations (GDPR) guidelines.



CURRICULUM, LEARNING AND TEACHING

- The Isle of Wight College is committed to promoting equality, diversity and inclusion through effective teaching, learning and assessment.
- Equality, diversity and inclusion will be fully integrated into the learning experience, and will be evident in curriculum planning, schemes of work and teaching, learning and assessment.
- Leaders, managers and teaching staff will monitor student performance by the following protected characteristics - age, disability, race and sex and set actions to narrow any achievement gaps between different groups of students. Through surveys and other methods, we monitor the learning experience of all groups of learners including gender reassignment, religion, and sexual orientation.
- The curriculum will be regularly reviewed to ensure it is culturally sensitive and reflects the interests and backgrounds of the students.
- All teaching staff will use resources and activities that are free from discriminatory or stereotypical assumptions or images and go beyond this by ongoing positive promotion throughout the academic year.
- All students and apprentices will receive information on equality, diversity and inclusion as part of their induction programme. This will familiarise them with this policy as well as endorse our approach to dignity and respect. It will also ensure that they understand their rights and responsibilities to others whilst studying at the College and as current or future employees.
- Themed enrichment events will include a variety of topics to raise awareness, celebrate diversity and promote equality and to encourage community cohesion.

EMPLOYMENT

- The Isle of Wight College aims to employ a workforce that reflects the community which it serves.
- The College also recognises the benefits from employing a workforce which reflects the diversity of society drawing on the strengths and experiences of people from a wide range of backgrounds to enrich the experience of our students.
- In seeking to achieve a balanced workforce the College will ensure that no employee, job applicant or candidate for promotion will be disadvantaged or treated less favourably because of conditions or requirements that are not related to the job.
- All staff will treat each other in a fair and respectful manner that is free from discrimination.
- Reasonable adjustments will be made to working arrangements and premises to ensure equal access by employees or potential employees who have a disability or a particular health concern.
- All staff will receive timely and relevant equality and diversity training. Training will be delivered through a mixture of induction, face-to-face and online sessions.
- The Isle of Wight College will regularly monitor the workforce profile and take positive action to tackle any under-representation of particular groups within the workforce as a whole. This includes the College's formal duty to monitor and report



on gender equality and what action we take to ensure equal pay for all staff in the same or similar job roles.

- The Human Resources (HR) team will be responsible for the maintenance and reporting of equality data within the workforce. The Equality and Diversity Working Group (EDWG) will review and monitor this data. Data monitoring will be used to identify any trends or differences between the protected groups and agree actions.

WE WILL ALSO:

- Take positive action as necessary to ensure particular groups of students who are potentially vulnerable to leaving their course early e.g. young parents, Looked After Children (LAC) and care leavers, asylum seekers etc. will be offered additional support where needed.
- Provide support services to enable students to gain access to the curriculum, to stay on programme and achieve to the best of their ability. Students come to the College with a range of different educational needs. We will try our best to meet those needs through comprehensive initial assessments prior to courses beginning and additional support for learners with a disability, learning difficulty or special education needs.

EXTERNAL PARTNERS

- The Isle of Wight College is committed to ensuring that those organisations with which it works will demonstrate their commitment to equality, diversity and inclusion and have policies and procedures in place to achieve this.
- When drawing up contracts and service specification, the Isle of Wight College will: Ensure that external partners are made aware of their legal duties in relation to Equality Act 2010.

VISITORS, CONTRACTORS AND SUB-CONTRACTORS

- Visitors, contractors and sub-contractors must comply with the Isle of Wight College Equality, Diversity and Inclusion Policy.

RESPONSIBILITIES (SEE APPENDIX 1 FOR MORE DETAILS)

A successful equality, diversity and inclusion policy requires the active support of the entire College community. Whilst there is a collective responsibility to ensure this policy is successfully implemented, there are also specific responsibilities set out below:

- The Corporation has ultimate responsibility for the effective implementation of the policy, the equality objectives and action plans. The practical application of the policy rests with senior leaders, including the Principal and in particular the Assistant Principal for Teaching, Learning, Students and HR who has the lead responsibility for equality, diversity and inclusion and the equality and diversity manager
- The Equality and Diversity Manager is responsible for:



- Ensuring the development and implementation of this policy, procedures and equality objectives meet the requirements of the legislation and the college's strategic objectives.
- Maintaining the college reputation with regard to equality, diversity and inclusion as an equal opportunities employers and educational establishment.
- The Head of Student Advocacy and Safeguarding is responsible for ensuring that student-related issues are effectively addressed.
- The HR Manager is responsible for ensuring that staff-related issues are effectively addressed.
- Heads of Departments and Curriculum Managers are accountable for delivering the equality commitments in their designated areas of responsibility.
- All staff, students and others whom this policy applies to are responsible for ensuring that they read, understand and comply with this policy. They should seek clarification when required. Staff and students will be reminded of their responsibilities through appropriate college communication channels.

IMPLEMENTATION

The Isle of Wight College will ensure that:

- This policy is communicated to staff, applicants for employment, contractors and others working for the College, students and those applying to study at the College.
- Staff and students are provided with appropriate equality and diversity training and guidance, including training on induction courses.
- Specific and appropriate duties in respect of implementing the equality, diversity and inclusion policy are incorporated into job descriptions and work objectives of staff.
- Communication materials reflect the diverse college community and help to promote equality and inclusion.
- Prompt action is taken to address any allegation of discrimination, victimisation or harassment.
- External contractors, sub-contractors and agencies are made aware of their responsibilities in relation to equality, diversity and inclusion.

MONITORING AND REVIEW

The Equality and Diversity Working Group will:

- Monitor equality data in relation to staff and students on a regular basis and agree actions to address any identified inequalities.
- Publish an annual report on the progress of the equality objectives and action. This will include an analysis of headline workforce and student data.
- Review the equality objectives annually and set new objectives every four years.
- Prepare and deliver an annual equality, diversity and inclusion action plan following the annual self-assessment report (SAR) to help the College meet their equality objectives.



- Support staff and student voice initiatives and obtain feedback from the students, Trade Unions, staff and student equality forums/surveys and any other engagement mechanisms.
- Review and amend the policy to reflect developments in equality legislation and best practice.
- Regularly report to Corporation and senior management team on equality and diversity issues.

COMPLAINTS

Members of staff who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the appropriate grievance procedure. A copy of the grievance procedure is available through the staff policy portal or in hard copy from HR.

Students who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the complaints procedure. A copy of the procedure is available on the college website, through the student portal or on request from the Head of Student Advocacy and Safeguarding.

Any person making a complaint will not be victimised. All complaints of discrimination, harassment or victimisation will be dealt with promptly and confidentially.

The Isle of Wight College takes all allegations of discrimination, harassment or victimisation very seriously. If, on investigation, it is established that discrimination, harassment or victimisation has occurred, disciplinary action will be taken and may result in dismissal or permanent withdrawal from the college.

RELATED POLICIES, PROCEDURES AND DOCUMENTS:

Safeguarding Policy

Students with a Disability Guidance and Disability Statement

Student Discipline and Grievance Procedures

Staff Discipline and Grievance Procedures

Anti- Bullying Policy

Dignity at Work Policy

Equality Information Reports – PSED



APPENDIX 1 – ROLES AND RESPONSIBILITIES

THE CORPORATION ARE RESPONSIBLE FOR ENSURING THAT:

- The College is compliant with the equality legislation and the codes of practice supporting it.
- The Corporation proactively considers equality and diversity as part of its decision-making process.
- The Equality, Diversity and Inclusion Policy, Equality Objectives and action plan are implemented effectively.
- The membership of the Corporation reflects the diversity of the local community.
- Equality, diversity and inclusion is fully integrated into the College Strategic Plan.
- The Corporation receives an annual equality and diversity update that monitors progress on the equality objectives and action plan.
- To support the Corporation in meeting its duties, it nominates a Governor to have designated responsibility for equality and Diversity.

THE EQUALITY AND DIVERSITY WORKING GROUP (EDWG) ARE RESPONSIBLE FOR:

- Overseeing the continuing application and development of the policy in line with legislation and corporate strategic objectives.
- Preparing, monitoring and reviewing the equality objectives and action plan.
- Reporting progress on equality issues on an annual basis or more frequently of required.
- Advising on the formulation of policies, procedures and resources.

THE PRINCIPAL AND SENIOR MANAGEMENT TEAM ARE RESPONSIBLE FOR:

- Providing leadership and acting as champions to promote equality, diversity and inclusion across the College community.
- Working with the Corporation to ensure that the policy, equality objectives and action plan are implemented effectively.
- Ensuring that appropriate action is taken against individuals working on behalf of the College, or studying at the College, who do not act in accordance with this policy.

MANAGERS ARE RESPONSIBLE FOR:

- Ensuring that staff have a clear vision and shared understanding of what the College is aiming to achieve through the policy.
- Implementing the policy as part of their day-to-day management of staff and in applying employment policies and practices in a fair and equitable way.
- Ensuring equality and diversity issues are addressed in performance reviews.
- Ensuring all staff act in accordance with the policy providing support and direction where necessary.
- Effectively managing and dealing promptly when investigations identify issues relating to potential discrimination, bullying or harassment.
- Ensuring that all decisions that will change provisions, practices or policies and affect the workforce or students are subject to an equality impact assessment.



- Taking the lead in creating a positive, inclusive ethos that challenges inappropriate language and behaviour and celebrates diversity.

CURRICULUM LEADERS ARE RESPONSIBLE FOR ENSURING THAT:

- Equality, diversity and inclusion is promoted in all student settings and embedded into curriculum areas.
- Student performance is monitored by the following protected characteristics, age, disability, race, and sex on a termly basis and actions set to address any identified gaps. The quality of students' experience at the college is monitored through surveys, focus groups, etc. across the full range of protected characteristics.
- Student performance by protected characteristic as described above is recorded in the SAR and actions are set to narrow any identified performance gaps for protected groups.
- Student induction programmes and tutorials develop students' understanding of equality, diversity and inclusion.

ALL STAFF ARE RESPONSIBLE FOR ENSURING THAT THEY:

- Have read and understood the policy.
- Implement the policy in their day-to-day work and model behaviour that reflects the spirit of the policy.
- Treat people with respect and dignity in all their interactions.
- Notify their line manager of any concerns with regard to the conduct of other employees, students, visitors or third parties.
- Help to build an inclusive culture where diversity is valued and people feel confident to bring their whole selves into the working and learning environment.
- Challenge inappropriate and discriminatory language and behaviour by staff, students and other users of our services.

HUMAN RESOURCES (HR) ARE RESPONSIBLE FOR:

- Developing employment policy and strategy on equality, diversity and inclusion.
- Providing guidance to line managers and staff.
- Supporting managers in investigating issues relating to potential discrimination.
- Monitoring and reporting on the workforce equality data to the Equality and Diversity Working Group (EDWG) and senior managers and governors. This includes reporting on the gender pay gap and actions being taken to improve gender equality, as well as monitoring and taking action with regard to all other protected characteristics.
- Championing equality and diversity issues, internally and externally.
- Facilitating training and development initiatives in relation to equality, diversity and inclusion.

ALL STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEY:

- Adhere to the Student Charter and treat all members of the College community with dignity and respect.



- Create and maintain a learning and social environment where there is zero tolerance for bullying, harassment and discrimination.
- Support and promote the equality, diversity and inclusion policy and procedures.
- Understand the consequences of contravening equality legislation and this policy.

PARTNERS, CONTRACTORS AND SERVICE PROVIDERS

- All partners, contractors and service providers will be responsible for adhering to any equality guidelines in agreements or contracts.
- The Isle of Wight College is committed to ensuring that those organisations with which it works and employs will demonstrate their commitment to equality, diversity and inclusion and have policies and procedures in place to achieve this.

Appendix 2 – Equality Objectives 2016 - 2020			
	Objectives	Actions	SMT Lead
1	Leadership and Management		
	1.1 Learners' destinations – make full use of the data available to ensure that all groups of learners secure the same high levels of positive destinations to employment and further study.	<ul style="list-style-type: none"> Develop college systems so that destinations of key groups are available. Analyse destinations data by E&D groups to identify where progression gaps exist Set actions to close any gaps identified and measure impact through SAR and QIP 	FW
	1.2 Progress on level 3 graded qualifications – research what data is available to monitor the progress of different groups of learners, and based on the findings set targets to ensure all learners make good progress.	<ul style="list-style-type: none"> Research what data is available to monitor progress of different groups of learners. Based on the findings set targets to ensure all learners make good progress 	FW
Progress against objectives:			
<p>1.1 The College collates the destination data for 16-18 year olds and those in receipt of an EHCP to the age of 25. This can be analysed in various ways but for the purposes of self-assessment is analysed by gender, free college meals and EHCP students. At 72% actual sustained destinations for students (16-17 leavers) in receipt of free college meals is lower than the college average of 78% so this has been referred to the EDWG for review and has been included in the college quality improvement plan. The DfE destination data has just been released (based on 15/16 leavers) which also shows that deprived students are less likely to sustain their destination, this has also been referred to the EDWG (FW Dec 18).</p> <p>1.2 The Ofsted inspection dashboard data analyses overall A level, academic, vocational (including applied general and technical level) data by male/female and disadvantaged/not disadvantaged. Disadvantaged measures are now available on the level 3 DFE value added data provided to the college. In 17/18, the College achieved an overall ALPS score of 2 which is 'outstanding'. Females achieved a grade 2 with males achieving a grade 3 (FW Dec 18). Any significant variations in male/female performance have been identified through the self-assessment process (FW Dec 18).</p>			
2	Teaching and Learning		
	2.1 E&D is evaluated as good or best practice in at least 85% of observations where it is commented on.	<ul style="list-style-type: none"> E&D Manager to receive copies of all observations where E&D is evaluated so that appropriate support can be put in place or good practice shared. Provide training to college observers to ensure they are suitably skilled and experienced in identifying E&D in observations 	RW

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	Objectives	Actions	SMT Lead
	2.2 Improve the satisfaction of learners with a disability to at least 93% (Based on student satisfaction survey question 'I am happy with my course' (2016 baseline: students with a disability = 88%, cross college all learners = 93%))	<ul style="list-style-type: none"> Identify if satisfaction levels for learners with a disability vary significantly across the college. If low undertake an investigation. Review completed surveys for learners who have disclosed that they have a disability to see if written comments provide any insight into the issues and what actions could be taken to address them. E&D Manager to discuss with curriculum manager for Pathways to see if she can provide any suggestions of actions to improve satisfaction. 	RW
Progress against objectives:			
<p>2.1 Observations are reviewed on an annual basis. Information is used to inform the annual SAR process. In 2017/18 83%, (16/17 82%) of observations where E&D was commented on rated it as good or best practice.</p> <p>2.2 Satisfaction levels are reviewed annually through the student survey. In 2016 and 2017 the satisfaction of students with a disability remained constant at 89%, which was 2 percentage points below the QDP average each year and 5 percentage points below the all college average of 93%. Work to improve the satisfaction for students who declare they have a disability has been undertaken and reported to the college EDWG. As a result, the satisfaction of students with a declared disability increased in 2017/18 to 92%, which is 1 percentage point above the QDP average and has narrowed the gap with the rest of the student population to 3 percentage points, which is within the college tolerance of 5 percentage points.</p>			
3	<p>Personal development, behaviour and welfare of learners (PDBW)</p> <p>3.1 Continue to develop the college's response to tackling extremism (the PREVENT agenda) and the positive promotion of British values:</p> <p>3.2 95% of teaching and assessing staff to have participated in training to enable them to embed the promotion of British values through teaching and assessing</p>	<ul style="list-style-type: none"> Monitoring of staff training Ongoing development of training course/materials Ongoing development of resources to protect learners from the risks associated with radicalisation, extremism, abuse, grooming, bullying Learners feel safe in college – review of student survey results Learners understand their rights and responsibilities Further development of T&L resources 	<p>RW</p> <p>RW</p>
Progress against objectives:			

Appendix 2 – Equality Objectives 2016 - 2020			
	Objectives	Actions	SMT Lead
	3.1 Staff training is monitored by the HR team and reported in the HR SAR on an annual basis. British Values are promoted throughout the college campus and within SOW for curriculum delivery. Currently 98% (last update 94%) of staff have completed the training. 3.2 Ongoing development of resources by the LRC & E&D Managers provided for staff on Office 365. The LRC Manager promotes these on an ongoing basis to all college staff		
4	Outcomes for learners 4.1 To continue to close the gap in the achievement rate between male/female learners so that it is no more than 4%, for overall college data for learners aged 16-18, 19+ and all ages combined 4.2 Ensure the gap in achievement rates between learners from deprived areas does not increase beyond the college tolerance of 4% 4.3 Improve achievement, attainment and wellbeing of young carers through the development and promotion of the Young Carers in College Award – achievement of the Bronze Award in 2017-18	<ul style="list-style-type: none"> Ongoing promotion of strategy to improve male AR Review data on students from deprived areas to understand the nature of the problem, i.e. is it certain parts of the curriculum? Certain age ranges? Etc. Based on learning from previous point provide CPD event to support staff Monitor data and report in annual SAR Promotion of award to Young Carers and Department Heads 	FW/LC FW/LC RW
Progress against objectives: 4.1 In 17/18, there was a 1% 16-18 achievement rate gap in favour of males (86% males compared to 85% females). For 19+, there was a 4% gap in favour of females (98% females compared to 94% males). For all ages, there is a 6% gap in favour of females (94% females compared to 88% males). 4.2 In 17/18, the achievement rate for 16-18 & 19-24 EFA funded learners from a deprived ward was 84%, which although is 2% less than overall college achievement rate, is within the 4% agreed tolerance. 4.3 The initial assessment process for the Young Carers Award is underway and will be taken forward by the Head of Student Advocacy and safeguarding and the E&D Manager. The achievement rate of students who were young carers (16-18 and 19-24 EFA funded) in 2017/88 increased to 100%, up from 88% in the previous year.			