



## Equality, Diversity and Inclusion Policy

### 1. Our pledge:

- To ensure that our commitment to equality, diversity and inclusivity is embedded in our organisation and is experienced by all our staff, students, volunteers, governors, customers and visitors.
- To promote a culture of mutual respect and understanding, and to continually review our policies and strategies to ensure that they support this pledge.
- To ensure that the Chichester College Group (the Group) is free from discrimination, victimisation, harassment and bullying.
- To ensure that CCG is a vibrant, diverse, and inclusive community.
- To ensure that CCG meets its commitments under the Equality Act 2010 in relation to staff, students, visitors and Governors.

### 2. Our E, D and I Commitments

We believe that E, D and I is led from our strategy. The mission statement of the Group sets out our commitment to 'changing lives through learning' and one of the ways that we do this is by "positively welcoming all".

Furthermore, our commitment to Equality, Diversity and Inclusion, is rooted in our values:

#### Learning is our number one Focus

Our commitment:

- We will listen and learn from staff and students who raise concerns about diversity we will not be complacent when any concerns are raised.
- We will encourage staff to form groups to share ideas and escalate concerns so that we can learn from their lived experiences.
- We will provide training for all staff, Governors and students in diversity and inclusion, so that they understand the importance and benefits of an inclusive setting, and they are equipped to carry out their responsibilities under this policy.



- We will review our practices and procedures as necessary to ensure that they are non-discriminatory, and that they reflect the latest 'best practice' position.

### Excellence in all that we do

- We aim to be a college group where individual differences are appreciated, celebrated and all contributions are valid.
- We want to be a College Group where diversity is rooted in everything we do; in every learning intervention that we deliver, in every meeting and interview that we schedule; in our decision-making and in our communications.
- We will take steps to remove or avoid all forms of unlawful discrimination on the grounds of age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership.
- We will work to be free of bullying, harassment, victimisation and unlawful discrimination.
- We will provide appropriate training to support our ambitions and enable a culture which recognises and values diversity of thinking and individuality

### Trust, respect and integrity

- We will thoroughly investigate any complaints of bullying, harassment, victimisation and unlawful discrimination. (See the complaints section for more information)
- We challenge instances of discrimination or prejudice.
- We will treat staff and student's personal data with integrity and confidentiality. (See the CCG privacy notices for more information).

Our student behaviour strategies mirror the respect with which we treat each other. (See the Positive about Behaviour policy).

### Opportunities for all

- We will ensure that our recruitment, training and promotion processes are fair and transparent. (See the Recruitment Policy and Our DBS policy for details).



- We will carry out equality impact analyses before any significant change is implemented or when we are establishing or reviewing policies, procedures, practices, plans and activities.
- We will work with staff and students who have a disability to make any reasonable adjustments to the building or working practices to ensure accessibility. (For more information, please see the Reasonable Adjustment / Declaring a disability policy).
- We will train managers to ensure that they understand how bias (conscious and unconscious) can work and so that they make fair and transparent recruitment decisions. We will also ensure that promotion opportunities are advertised and open to all. (See the Recruitment Policy for more details).
- We will establish an Allies Programme to further support our diversity arena.
- We will ensure that students receive fair and equitable treatment in relation to admission, administration and assessment procedures.

### Celebrating our vibrant, inclusive community

- We will establish and support staff groups where staff can share experiences and where they can help the organisation meet the needs of all its staff and students.
- We will celebrate the talent and diversity of our workforce and students through regular events and activities.
- We will produce an annual report setting out the actions taken in the previous year and celebrating our diversity. These are published on our website.



## 1. Scope of this policy

This policy applies to all staff, Governors, students, customers, volunteers, workers supplied by agencies, and contractors. The policy applies to all processes relating to employment, education and training and interactions with staff, students, customers and contractors.

## 2. Specific areas of practice:

### 4.1 Recruitment

Please see the CCG recruitment and selection policy for a detailed account of how we recruit and select staff in keeping with this policy.

The Group and college websites also set out our commitment to Equality and Diversity, sharing our practice, providing open and transparent access to our gender pay data and setting out our action plans. We also include our pledges in relation to recruiting staff with disabilities, the armed services covenant and our signing up to the anti-Semitism definition as established by the International Holocaust Remembrance Alliance.

### 4.2 Making reasonable adjustments

If you are disabled, or become disabled in the course of your employment, you are encouraged to tell us about your condition. This is to enable us to support you as much as possible and to ensure that you are not treated less favourably because of something related to your disability.

You may also wish to advise your line manager and/or the Human Resources Team, of any reasonable adjustments to your working conditions or the duties of your job which you consider to be necessary, or which would assist you in the performance of your duties. You can do this as and when the need arises, or



during your appraisal or review meetings. This may involve an additional piece of equipment or software, or changes to working practices. This will involve the member of staff, their line manager and HR working together, and may also include the involvement of a medical adviser. For more information, please see the “Declaring a disability” policy on the staff intranet.

#### **4.3 Ensuring that all processes are fair and free from bias**

We want to encourage input from staff into our policies and practices. We do this already by consulting widely with staff groups and trade unions, and we want to grow this by practice by including the views from specific staff groups, as these are established.

All HR policies are rigorously review to ensure that they do not have an adverse impact on any group of staff. Policies are shared with Trade unions and staff groups before they are implemented, in order to robustly check the impact of their implementation on groups of staff.

Procurement practices for our goods and services are carried out in light of the Social Value requirements for public sector procurement.

#### **4.4 Supporting staff and students with mental health concerns**

We recognise that many of our staff and students will experience a period of mental ill health at some point in their lives. We have a supportive framework in place, including a range of in-house and external counselling options, and we offer training for managers to further their own understanding in this field. Please see the mental health pages on the intranet for more details.



#### **4.5 Part time and fixed-term employees**

The Group will monitor its use of fixed-term employees and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities.

We will, where relevant, monitor their progress within the College to ensure that they are accessing permanent vacancies.

#### **4.6 Agency workers**

The Group will monitor agency workers to ensure that they are treated no less favourably than a comparable worker in relation to accessing collective facilities and amenities at the College. The Group will also monitor the use of temporary work agencies and; subject to the exceptions set out in the Agency Workers Regulations 2010, will ensure that all agency workers have the same basic working conditions they would have been entitled to had they been recruited by the Group directly into a comparable role.

#### **4.7 Staff experiencing the menopause**

We have specific guidance to support staff experiencing the menopause. These can be found on the staff intranet sites from all campuses.

### **5. Concerns and complaints**

Where complaints are raised about behaviours, actions or words which do not meet the expectations set out in this policy, these will be investigated.

**Students:** This will be managed via the Positive Behaviour Management policy.



**Staff:** Staff can raise a grievance using the CCG Grievance policy (including bullying and harassment) if they are subject to behaviour which falls outside of the expectations of this policy. In addition, any member of staff found to be acting in breach of this policy will be managed in line with the Group's Disciplinary policy.

## **6. Taking additional (positive) action**

From time to time, the Group may decide that proportionate positive action is taken where there is evidence that participation is disproportionately low for people who share a protected characteristic, where they experience a disadvantage or in order to meet their different needs. For example, this could include advertising roles in a particular market to attract particular candidates based on a protected characteristic, or adding positive promotional images of male students in traditionally female dominated subjects to course material.

## **7. Monitoring and review**

The Group sets annual diversity targets and has a steering group to oversee that the group continually works to achieve its diversity targets.

The Group monitors the profile of its students and staff by gender, age, race, sexual orientation, marital status, disability and ethnicity.

Monitoring at course level is integrated into the regular Quality reviews. Student analysis is reported in termly Progress Review meetings and specific targets are set in curriculum and college Quality Improvement Plans to reduce achievement gaps for under represented or under performing groups. These are reported to Quality & Stakeholder Boards at each college, on a termly basis.

Student enrolment, retention, and achievement, student survey and complaints are monitored termly, and the findings are used to inform the annual Self-



Assessment Reviews. Students' views are identified by means of satisfaction surveys, student representatives and the equality and diversity groups.

Monitoring for staff is undertaken by the HR team. This is carried out using information held on the Group HR system, as well as other data, such as the annual staff survey. Data collected for monitoring purposes will be published on our website at least annually and will be reported to the senior leadership team and annually to the Board of Governors. An annual staffing report is published on our website. This reporting will also meet the Group's legal and contractual responsibilities.

## **8. Status of this Policy**

The operation of this policy will be kept under review by the Director of Human Resources in conjunction with GLT. It may be reviewed and varied from time to time by the Resources Committee. It has been equality impact assessed to ensure it does not adversely affect staff. If you would like to review this information in a different format, please contact Human Resources.

Review date: Reviewed by E,D and I steering group: July 2022  
Consultation: Reviewed by GLT July 2022  
Shared with staff rep groups July 2021 and Trade Unions Sept 2022  
Approved by: Resources Committee Oct 2022  
Next review date: July 2025



## APPENDICES

### Appendix 1: Roles and responsibilities

- a. The Chief Executive has overall responsibility for this policy and chairs the Steering Group.
- b. Governors are responsible for ensuring that:
  - They are aware of the Governing Body's statutory responsibilities in relation to equality legislation as an employer and a service provider;
  - the membership of the Governing Body strives to reflect the diversity of the communities served by the Group;
  - they respond to monitoring information on staff, students and applicants and agree a course of action.
- c. The Group Leadership Team (GLT) is responsible for ensuring that:
  - A positive, inclusive ethos is created encouraging feedback;
  - all policies and procedures are equality impact analysed;
  - procedures for challenging all forms of discrimination, harassment, victimisation and unacceptable behaviour are widely promoted;
  - business communications reinforce the inclusive messages and become incorporated into day-to-day processes;
- d. Managers are responsible for ensuring that:
  - They are aware of the Group's statutory duties and the Equality, Diversity and Inclusion policy and associated policies and procedures are implemented fairly in their area of responsibility;



- they lead by example and challenge inappropriate language and behaviour by students, staff, Governors, volunteers, visitors, partner contractors, work placement providers, support workers, teaching assistants accompanying learners and other contractors and users of the Group's services;
  - student induction programmes and tutorial programmes reflect the Group's commitment to promote equality of opportunity;
  - curriculum activities actively incorporate equality and diversity issues;
  - staff induction, continuous professional development and performance management reflect the Group's commitment to equality of opportunity;
  - they provide teaching, learning and assessment methods, support and resources that meet the individual needs of students and staff.
- e. Staff are responsible for ensuring that:
- they understand, uphold and engage with the Group policy on equality, diversity and inclusion by role modelling this behaviour.
  - Inappropriate language or behaviour is challenged, and unacceptable behaviour is reported;
  - Where teaching, they provide teaching, learning and assessment methods, support and resources that meet the individual needs of students and colleagues.
- f. Students are responsible for ensuring that:
- They adhere to the Group's core values and treat all members of the Colleges' community with respect;
  - they support the Equality, Diversity and Inclusion policy;
  - they contribute to a learning environment that celebrates the diversity within the environment and that of their wider communities.
  - They create a learning environment where it is safe for them to challenge bullying, harassment, victimisation, discrimination and micro aggressions.



## Annex 2 - Further information

### The Equality Act

The Equality Act 2010 forms the basis of this Equality and Diversity policy, which defines the protected characteristics as:

- Age
- Gender
- Religion and belief
- Gender reassignment
- Marriage and civil partnerships
- Disability
- Race
- Sexual orientation
- Pregnancy and maternity

Whilst all nine characteristics apply in the employment duties of the Act, the characteristic of marriage and civil partnerships is not included in the education duties of the Act.

### Types of discrimination

#### Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender, race, religion or belief, sexual orientation and gender reassignment) they have or are thought to have (see perceptive discrimination below).

#### Associative discrimination

Applies to age, disability, gender, race, religion or belief, sexual orientation and gender reassignment. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.



### **Perceptive discrimination**

This is direct discrimination against an individual because others think they possess a particular protected characteristic (see above). It applies even if the person does not actually possess that characteristic.

### **Indirect discrimination**

indirect discrimination is when:

- there's a policy, practice or rule which applies to everybody in the same way, but
- it places people who share a protected characteristic at a disadvantage
- The organisation or person applying the policy, practice or rule can't show there's a good enough reason for it (this is known as a proportionate means of achieving a legitimate aim'.

Indirect discrimination can be justified if it can be shown that the organisation acted reasonably, i.e. that it is a proportionate means of achieving a legitimate aim. If the 'legitimate aim' is solely with the aim of reducing costs, it is unlikely on its own to meet the test of being reasonable and proportionate.

### **Failure to make reasonable adjustments**

This occurs when an establishment fails to consider whether reasonable adjustments can be made to allow someone with a disability to use services/facilities or undertake employment.

### **Harassment**

Harassment occurs when someone engages in unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or



offensive environment and where such conduct could reasonably be considered as having that effect.

Harassment is not dependent on an intention to cause distress or hurt but is assessed by the impact the behaviour has on the recipient (even if it is not directed at that individual); provided that it is reasonable in the circumstances to consider that the conduct in question constitutes harassment. As a result, it is possible that behaviour that is acceptable to some members of staff will cause embarrassment, distress or anxiety to others.

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Members of staff will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Members of staff are also protected from harassment because of perception and association. Unlawful discrimination on the grounds of the equality protected characteristics will not be tolerated in any form.

Harassment can take many forms, which may include, but is not limited to:

- Unnecessary or unwanted physical conduct ranging from touching to serious sexual or physical assault;
- Verbal conduct such as sexist, racist or homophobic comments or innuendo, derogatory remarks about protected characteristics, comments of a personal nature, suggestive remarks, inappropriate jokes or language;
- Display, storage or circulation of offensive material (including information held on computer).

Harassment is normally characterised by more than one incident of unacceptable behaviour, particularly if it reoccurs once it has been made clear by the victim that they consider it offensive. A single incident may constitute harassment however, if it is sufficiently serious.



## **Victimisation**

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

## **Bullying**

Bullying is not dependent on an intention to cause distress or hurt but is assessed by the impact the behaviour has on the recipient (even if it is not directed at that individual); provided that it is reasonable in the circumstances to consider that the conduct in question constitutes bullying. As a result, it is possible that behaviour that is acceptable to some members of staff will cause embarrassment, distress or anxiety to others.

It is usually persistent, offensive, abusive, intimidating, malicious or insulting behaviour or unfair use of sanctions by one person towards another, which has the purpose, or effect, of intimidating, belittling or humiliating the recipient, leading to a loss of self-esteem.

Bullying is recognised as a serious management issue and is often unreported. People affected by bullying often feel the matter appears trivial or that they may have difficulty in describing it. Examples of bullying may include, but are not limited to:

- Persistent unnecessary criticism;
- shouting at colleagues in public or private;
- deliberate isolation by ignoring or excluding a person;
- withholding information or removing areas of responsibility without justification;
- spreading malicious rumours or making inappropriate personal comments;



- undermining a person's self-respect by condescending or threatening treatment that humiliates or intimidates the individual;
- cyber bullying (e.g. by email, text or through social networking sites);
- picking on one person when there is a common problem;
- setting unrealistic targets or excessive workloads; setting an individual up to fail (e.g. by giving inadequate instructions or unreasonable deadlines).

### Sexual Misconduct

Sexual misconduct relates to all unwanted conduct of a sexual nature. This includes, but is not limited to:

- Sexual harassment (as defined by Section 26 (2) of the Equality Act 2010)
- Unwanted conduct which creates an intimidating, hostile, degrading, humiliating or offensive environment (as defined by the Equality Act 2020)
- Assault (as defined by the Sexual Offences Act 2003)
- Rape (as defined by the Sexual Offences Act 2003)
- Physical unwanted sexual advances (as set out by the Equality and Human Right Commission: sexual harassment and the law, 2017)
- Intimidation or promising resources or benefits in return for sexual favours (as set out by the Equality and Human Rights Commission: sexual harassment and the law, 2017)
- Distributing private and personal explicit images or video footage of an individual without their consent (as defined by the Criminal Justice and Courts Act 2015)



These definitions include harassment and sexual misconduct through any medium, including for example, online.

**Micro aggressions:**

Microaggressions are defined as the everyday, subtle, intentional or unintentional statements, actions or behaviours that communicate some sort of bias toward historically marginalized groups. An example of a micro aggression would be touching a black member of staff's hair without consent.