

Equality, Diversity and Inclusion Single Equality Scheme



LANCASTER & MORECAMBE COLLEGE

Date: September 2024



Lancaster &
Morecambe
College

Policy name: Equality, Diversity and Inclusion – Single Equality Scheme

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Published on intranet:	Yes
Notes:	

Equality, Diversity and Inclusion

Single Equality Scheme

1. Introduction

Lancaster & Morecambe College is committed to the principles of Equality and Diversity for everyone. The College's existence and activities are determined by a belief in and a desire to ensure that all members of the College have an equal opportunity to maximise their potential and are all equally valued and treated with respect. It seeks to provide employment, education and services in an environment in which diversity is welcomed, respected and valued.

The College's Single Equality Scheme (SES) is intended to respond to the spirit as well as the letter of the Equality Act 2010. We seek to ensure the elimination of discrimination, harassment and victimisation in relation to the protected characteristics identified in the Act. We will work to advance equality of opportunity and foster good relations throughout our organisation. The SES also aims to promote all other forms of equality and human rights that might be relevant to our work including the Children and Families Act 2014.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. We recognise that the scheme is a work in progress, to be consulted on and refined as necessary and regularly reviewed. The practical steps to be taken are presented as an action plan.

2. Purpose

2.1 The purpose of this policy is to champion equality of opportunity for all staff, learners, customers, employers and stakeholders and to actively promote diversity throughout college life, in addition to meeting our legal requirements.

2.2 This policy will also outline how we adhere to legal requirements (see section 7) and the specific duties required by public bodies which are:

- publish information to show their compliance with the Equality Duty at least annually
- set and publish equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it.

3. Scope

This policy applies to everyone in our college group including all students, staff and subcontractors. This policy covers all of the nine protected Characteristics named in Equality Act (2010). These characteristics are: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion and religious belief; sex; sexual orientation.

4. Related Policies

All College policies directly relate to the EDI SES policy and all are EDI Impact assessed.

5. Equality, Diversity and Inclusion (EDI) Objectives

- To actively promote the principles and values embedded in the Equality Act 2010 and the Children and Families Act 2014 and in addition embed good practice throughout the organisation in line with British Values and PREVENT.
- To robustly tackle all forms of discrimination and create a respectful and harmonious organisation that has a zero tolerance for unfair discrimination, harassment and victimisation.
- Raise awareness of discrimination, harassment and victimisation and the College procedures for tackling and addressing any occurrences through developing the Shared Values campaign as a focus for a strong organisational norm. This includes:
 - Promoting the “Report It” facility on the College Hub via induction, shared values training, curriculum links and any wellbeing CPD for staff
 - Encouraging staff and learners to report any incidents of bullying, supporting staff to develop an environment which fosters a sense of community and belonging, organising anti-bullying awareness training and how to report it.
 - Analysing data and addressing retention and/or attainment gaps in relation to equality, diversity and inclusion
 - Analysing all learner outcomes data at a range of levels against the protected characteristics and devising appropriate responses to be confident of the equality and fairness of opportunity applies to all learners
 - Using the designated Learner Review Days (LRD) for reviewing in-year data to ensure any necessary action is timely
 - Considering and responding to, where possible, the impact of social deprivation on education and achievement
 - Analysing social economic data, in particular when planning and costing courses
 - Ensuring that new or reviewed policies do not bring unfair disadvantage to people with a protected characteristic
 - Maintaining recruitment and developing procedures that ensures equality and diversity within the workforce
 - Reviewing HR data against the protected characteristics
 - Evaluating systems and opportunities for part-time staff to ensure equality of opportunity
- Develop and update an integrated programme of professional development for all staff roles in line with changing needs and legislation
 - the college has a three year cycle for updating staff
 - new staff undertake Induction Training on EDI with their line manager and Prevent and British Values training with Personnel
 - develop ways of embedding EDI into the College curriculum
 - develop effective resources relating to EDI and promote via curriculum links programme
- To provide a transparent grievance resolution procedure to resolve complaints early and positively
- To publish an annual report on Equality, Diversity and Inclusion (EDI)

6. The College Vision for Equality

As a College we are fully committed to securing equality of opportunity in all our activities and to celebrate cultural diversity. In this respect, every member of the College community has a responsibility for equality and diversity.

- We will treat all our members with dignity, respect and provide a working environment free from unlawful discrimination.
- We will not tolerate any form of behaviour or activity, which discriminates on the grounds of age, colour, disability, ethnic origin, gender, family responsibility, marital status, nationality, race, religion, belief, sexual orientation or socio-economic status.
- We are fully committed to meeting all our learners' needs, encouraging them to achieve their full potential and raise their educational standards. We aim to create a positive, inclusive atmosphere based on respect for people's differences and the challenging of stereotypes.
- In line with the Children & Families Act 2014, to use our best endeavours to implement all reasonable adjustments to facilitate equality of access and admission, progression and development.
- We are committed to making our workforce more representative of the surrounding community it serves, by making full use of the skills and knowledge of people from different groups (embedded in the People and Wellbeing Strategy 2021-2026)
- We strive to create good relations between people of different groups ensuring the improvement of staff morale and performance.

The SES helps us to achieve this vision and provides a framework for action across all equality strands. We believe that publishing one combined scheme and one consultation should maximise people's opportunities to be involved in our policy and decision making.

This SES demonstrates our commitment to go beyond mere compliance with the legislation. It moves towards and fully embeds quality and diversity by bringing together our work into one place, consulting widely on it and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

7. The Legal Framework

The Equality Act 2010

The Equality Act 2010 requires the public sector (Lancaster & Morecambe College) to respond to one general duty, covering nine (*eight for students, being married or in a civil partnership is NOT a protected characteristic for further and higher education institutions.*) of the protected characteristics to give due regard to:

- Eliminating and preventing discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity
- Fostering good relations between people who identify with a protected characteristic(s) and those who do not.

To comply with two specific duties to:

- Set out and publish equality outcome objectives together with and informed by evidence of engagement
- Report and publish, at least annually, a range of information relating to both workforce and service delivery, so others can assess the effectiveness of our response to the general duty.

Children and Families Act 2014

The Children and Families Act 2014 seeks to strengthen the protection for the individual rights regarding Education (Part 3) for children and young people in England with special educational needs or disabilities. The protection extends from birth to 25 years of age and sets out the duties of the Local Authority and providers. Part 3 is concerned with ensuring equality of access and provision for children and young people under 25. It places a duty on LMC to:

- co-operate with the Local Authority in the production of a Local Offer
- pay attention to the wishes of the family and young person regarding their future aspirations and needs
- once the institution is named in the Education, Health and Care plan (EHC plan) admit a learner without delay and make reasonable adjustments and adequately support a learner through their course, including ensuring the learner is on the correct level of course
- have an inclusive admission policy, where LMC will use its best endeavours to meet individual need as required by the Children and Families Act 2014.

We will accomplish this by creating and adhering to a focused and relevant action plan and submitting an annual report to our Governors on EDI. The annual report will cover activity across the race, disability and gender as well as other equality activity. As the college also acknowledge that EDI means more than compliance with the law the college seeks to:

- ensure that all our College's activities are managed in a way which enables each individual to feel valued and reach their full potential
- understand the concept of diversity in order for management and staff to underpin the College's Strategic Plan.
- promote the recognition of each individual rather than group differences
- welcome the variety of appearance brought by individual styles and choices. The wearing of items arising from particular cultural / religious norms, e.g. cross, niqab, higab, kippah, mangal and sutra is seen as part of this welcome diversity. However, security, health and safety and the ability to communicate effectively in order to succeed are paramount and all staff and learners will need to dress in a way that does not compromise these principles.
- enhance all staff and student's commitment to diversity by promoting cross college awareness and an understanding of its approach ensure that the concept of diversity informs all policies, practices and procedures
- encourage a culture of empowerment through an environment characterised by open communication, participation and consultation and an absence of prejudice and discrimination.
- Individual needs are recognised, supported and reasonable adjustments are in place to ensure any disadvantage will be minimised.

8. Monitoring and reporting

The College actively monitors and promotes the principles and values of EDI by

- termly meeting of the Safer College Community Committee representing all areas of the College
- an annual report is compiled and presented to Curriculum and Support Managers, Senior Managers and Governors, detailing activity and evaluation of success.
- Actions required to improve identified in the Supported Learners Review will be included in the whole college quality improvement plan and monitored termly by Senior Managers and Head of Performance and Improvement
- each team reviews EDI as part of the Annual Self-Assessment Review.
- The Equality Act 2010 places a statutory duty on the College to monitor and review any adverse or differential impact on all the identified protected characteristics. We will continue to analyse the overall make-up of the workforce, recruitment and promotions, training and development, disciplinary and grievance processes and turnover.
- the continued implementation of the Children & Families Act 2014 is monitored through the admissions, disciplinary and complaints procedures.

9. Equality Impact Assessments

It is important to know whether our services are meeting everyone's needs, and that people who need our services have access to them. To achieve this, the College completes an Equality Impact Assessment on all policies.

An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service may affect people differently and, if so, whether it affects them in an adverse way. The College has a rolling programme of carrying out Equality Impact Assessments on its policies and services. Assessments are carried out on new policies and services, as they are developed and updated. Training and support has been provided to people who are responsible for undertaking Equality Impact Assessments.

Our aim is to achieve a practical, two stage process to impact assessment; checking for likely impact in terms of all protected characteristics.

If the evidence supports further investigation, a full impact assessment (involving people who are or are likely to be affected by our policy) will be carried out.

A summary and analysis of the results of the Equality Impact Assessments will be reported as part of the annual review of EDI.

10. Consultation and Involvement

Ongoing consultation and involvement are both ways of ensuring the College receives the input it needs to fulfil the various statutory duties explained in this SES.

The College regards consultation and involvement as a fundamental and vital part of the development and implementation of the SES.

The College will be consulting and involving staff, students, SMT and other stakeholders to ensure that the College promotes equality across all the protected characteristics in everything that we do via the annual student conference.

The College will approach this commitment in an interactive way, with workshops, focus groups and surveys to ensure as much involvement from as many groups as possible.

- **The College as an Employer**

We have established employment-related policies and procedures that reflect our commitment to equality and diversity and that will assist us in achieving and retaining a diverse workforce.

- **The College Governors**

This Scheme is subject to the approval of the Corporation who will monitor our performance.

- **The College as a Provider of Learning**

We are committed to ensuring that teaching and learning are available to and accessible for a broad range of students.

We will achieve this through:

- diverse marketing and admissions arrangements
- the provision of full and part-time courses many of which are available on a modular basis
- the employment of a range of teaching methods and media
- the delivery of a diverse curriculum
- the provision of a broad range of student support services that cater for students with diverse needs.

- **The College as a Partner**

We work in partnership with a broad range of other institutions and agencies to provide our services and to support others in achieving community cohesion. We will work to ensure those partners adopt the same commitment to equality and diversity as the College. Our concern is to ensure that learners enjoy the same positive experience wherever their place of study or work placement.

To this end we will work closely with our partners to share experiences and learn from each other's best practice.

- **The College as a Purchaser**

When buying products or services from another provider, we will seek to be reassured about that organisation's commitment to equality and diversity. This will be a significant factor in selection during any tendering process.

- **The College Facilities**

We are committed to ensuring our buildings and the facilities therein are accessible and to creating an environment where everyone can live, learn and work without unnecessary barriers.

11. Complaints Procedures

The College welcomes contact from stakeholders, individuals and/or organisations that wish to discuss any issues relating to EDI. All complaints or concerns will receive a response in line with the College Complaints Procedure.

Complaints and concerns should be raised initially with the course tutor, Programme Area Manager. If, after this process, a concern or complaint has not been resolved, then a complaint or concern should be addressed to the Director of Curriculum and Innovation via an official College Comments, Compliments and Complaints form.

Further details about the Complaints Procedure can be located on the College website at www.lmc.ac.uk

Part 1: Initial Screening for Equality Impact Assessment

(including Safeguarding)

To be completed prior to a Policy or Procedure being introduced and at each review

Name of Policy / Procedure: EDI – Single Equality Scheme			
Is this a new or existing policy / procedure?		<input type="checkbox"/> New	<input checked="" type="checkbox"/> Existing
1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure? <i>(The categories follow the College Single Equality Scheme and the impact could be positive or negative.)</i>			
<input type="checkbox"/> Age	<input type="checkbox"/> Compliance with Children and Families Act 2014	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender
<input type="checkbox"/> Gender Re-Assignment	<input type="checkbox"/> Marriage / Civil Partnership	<input type="checkbox"/> Pregnancy / Maternity	<input type="checkbox"/> Race / Ethnicity
<input type="checkbox"/> Religion / Belief	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Socio-Economic	<input type="checkbox"/>
<input checked="" type="checkbox"/> All of the above	<input type="checkbox"/> None of the above expected		
2. What are the risks of introducing this policy / change to any of the above groups? None			
3. What are the expected benefits of introducing this change to any of the above groups? To reduce/eliminate discrimination, harassment or victimisation based on any of the protected characteristics or circumstances stated above.			
4. Are there any areas or issues that could impact on the safety of staff or learners? No			
5. What evidence do you have for your responses to questions 2, 3 and 4? <i>(e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)</i>			
6. What is the level of risk for the policy / procedure?		<input type="checkbox"/> High	<input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
7. Is a Full Screening Impact Assessment required?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(complete Part 2 overleaf)</i>
Date of Review: 17.10.24			
Reviewer's Name: Natalie Ashworth			
Reviewer's Job Title: Head of Performance and Improvement			