



“Inspiring learning, developing character, building futures”

### **Other Cross College Policies**

## **Equality and diversity (E&D) policy**

**Aim:** The college is committed to ensuring the promotion of equality of opportunity for all members of the college community. We seek to create a climate where all forms of discriminatory behaviour are challenged, diversity is celebrated and a culture is generated in which all staff and students are encouraged to flourish and achieve their full potential.

The college is keen to advance equality of opportunity for all (in particular, between people who share a protected characteristic and those who do not) and ensure that it underpins all policies, valuing all members of the college community equally. The college aims to foster good relations between all members of its community and, in particular, between people who share a protected characteristic and those who do not.

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Policy Author	Assistant Principal - Student Support

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# 1. Introduction

Blackpool Sixth is committed to providing equal opportunities in employment and study. The college is opposed to all forms of discrimination in line with the Public Sector Equality Duty 2011 and as defined by the Equality Act 2010, whether direct, perceived, indirect, or by association (see appendix 2 for more information about forms of discrimination).

The college has a duty to ensure that no individual or group, because of their protected characteristic, faces discrimination, harassment, or victimisation. The Equality Act 2010 sets out 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The three aims of The Equality Duty require the college to have due regard to the need to:

- **eliminate unlawful discrimination**, harassment, victimisation, and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

The college will pay due regard to selection, recruitment, training, and development processes to ensure candidates are selected for their aptitude and ability. We will mitigate against unconscious bias through training and create a culture where discrimination, harassment, bullying, and victimisation is totally unacceptable. Any problems will be dealt with quickly, thoroughly, and confidentiality.

## 2. Scope of the policy

The policy is applicable to all students, staff, governing body members, contractors, parents, applicants, and other visitors or users of the college facilities.

## 3. E&D and our core values

Promoting, celebrating, and valuing diversity and ensuring equality are at the heart of the college's core values, and will benefit the college in all aspects of its members' performance. These encompass the British values of mutual respect for and acceptance of those with different faiths and beliefs and for those without faith, the rule of law, individual liberty, and democracy.

### ***3.1 Respect***

The college will ensure that all individuals and groups are valued and treated fairly, courteously, and with respect. Beliefs, values, and religious views will be respected and tolerance encouraged where individuals or groups may have differences. The college promotes and raises awareness of respect for the rule of law and for the environment. No member of the college should act in a way that might cause distress or embarrassment to another person, either intentionally or not.

### ***3.2 Excellence and high aspirations***

The college will ensure that all members of the community are encouraged, supported, and have equal opportunity to achieve their full potential. Pride will be taken in all achievements, and celebrated where appropriate.

### ***3.3 Support***

All members of the college community will be given equal access to support in their work or studies and help to succeed. The college will make all reasonable adjustments to ensure individuals are given assistance and help where appropriate. The college will support its members to develop their self-knowledge, self-esteem, and self-confidence.

### ***3.4 Inclusion***

Diversity is not only valued by the college, but also celebrated and promoted. The college will seek to ensure that individuals understand differences in others and that activities and opportunities are adjusted where appropriate to ensure equality of access for all groups. In the spirit of democracy, the college works in harmony with and seeks opinions from its stakeholders and, where appropriate, acts on that feedback.

### ***3.5 Global citizenship***

The college celebrates and promotes understanding of international differences and individual liberty to choose and to hold other faiths and beliefs (except where they are in conflict with our core values), encouraging all members of the college community to develop a better appreciation, tolerance, and respect for global issues.

### ***3.6 Enthusiasm***

The college is a passionate place to work and learn and will seek to nurture a positive attitude amongst all of the college community towards diversity, celebrating and valuing differences and all individuals.

### ***3.7 Integrity***

All inappropriate behaviour and actions against the spirit of this policy will be challenged and not tolerated. Members of the college community are expected to act with integrity at all times in recognising and respecting individuals' differences.

## **4. E&D in employment**

4.1 The college will avoid unlawful discrimination in all aspects of employment including recruitment and selection, promotion, opportunities for training, pay and benefits, discipline, and selection for redundancy.

4.2 Job descriptions and person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions other than in exceptional circumstances.

4.3 The college will consider any possible indirectly discriminatory effect of its standard working practices, including the number of hours to be worked, the times at which these are to be worked, and the place at which work is to be done when considering 'flexible working' requests permitted by law and any other request for a variation to standard working practices. The college will comply with its obligations in relation to statutory requests for flexible working and will decline such requests only in accordance with the statutory procedure. The college will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

4.4 As a minimum, the college will monitor the ethnic, gender, and age composition of the existing workforce, student population and of applicants for jobs, and the number of people with disabilities within these groups. The college will consider and take any appropriate action to address any issues that may be identified as a result of the monitoring process.

4.5 The college will not discriminate in the selection of employees for recruitment or promotion but may use appropriate lawful methods, including lawful positive action, to address identified under-representation of any group in particular types and levels of job.

4.6 It is unlawful for employers to ask health-related questions prior to a job offer, unless the questions are specifically related to an intrinsic function of the work.

4.7 The college will take proactive steps to prevent sexual harassment in the workplace.

## **5. Implementation and training**

5.1 We train all staff on equality and diversity upon induction to the college and regularly update for all staff.

5.2 We obtain commitments from others engaging with the college, such as contractors and agencies, that they will comply with the Equality Act 2010.

5.3 Progress Mentors deliver annual equality and diversity awareness raising sessions to students as part of the pastoral programme.

## **6. Records and monitoring**

6.1 The equality and diversity policy is operationalised through the Strategic Equality Committee (SEC).

6.2 The college publishes its equality and diversity objectives on its website and these are monitored and reported upon through the Strategic Equality Committee (SEC).

6.3 The E&D Committee is chaired by the Assistant Principal - Student Support.

6.4 Equality impact assessments will be conducted at the draft stage of all new policies by the policy author and will be checked by the Senior Leadership Team when the policy is quality assured. Any actions resulting from impact assessments will be included in the policy where relevant. The equality impact assessment includes all of the protected characteristics.

6.5 Each year, an equality and diversity report, approved by the Strategic Equality Committee (SEC) and SLT.

6.6 The college collects, analyses, and reports on appropriate equality and diversity data. This will include student attendance, retention, progress, and progression rates for different diversity groups. Staff recruitment data is provided annually as part of the directors' report.

6.7 Where possible, the college will benchmark by comparing its performance against similar organisations.

6.8 The college will also ensure that staff are aware that inclusion must always be considered when organising college events. Where necessary amendments to the organisation of the event will be made in light of this inclusion.

## **7. Breaches of the equality and diversity policy**

7.1 The college will take very seriously any instances of non-compliance to the college's equality and diversity policy by staff, students, or other members of the college community. All instances will be investigated and appropriate disciplinary action taken against the student or staff member.

7.2 Employees should report any bullying or harassment to their line manager, Human Resources, and/or the deputy principal who will take appropriate action.

7.3 Students should report any bullying or harassment to their Progress Mentor, a member of staff in whom they feel they can confide, or a member of the Senior Leadership Team, who will take appropriate action.

## **8. Access to the equality and diversity policy**

8.1 The college will seek to ensure that directors, staff, students, and other members of the college community (e.g. work placement providers) are aware of the equality and diversity policy and expectations it conveys.

8.2 The college's commitment to equality and diversity will be embedded in college publications and the college website.

8.3 The student induction programme will emphasise the college's commitment to equality and diversity, highlighting the expectations of student behaviour, and the consequences for engaging in inappropriate conduct.

8.4 The college pastoral programme will further address issues of equality and diversity, celebrating differences and encouraging students to uphold the college's core values.

8.5 All work placement providers will agree to abide by the Equality Act 2010 and to support students with additional needs.

8.6 All new staff will be given appropriate equality and diversity staff development as part of their programme of induction, and existing staff will receive staff development updates on equality and diversity issues where appropriate.

## **9. Summary of expectations**

9.1 Students will be expected to:

- uphold the core values of the college at all times
- not engage in or accept any bullying or harassment
- respect, recognise, and acknowledge varying needs of all members of the college community
- be prepared to challenge and report inappropriate behaviour
- act with due consideration and respect towards all members of the college community at all times.
- treat all staff, fellow students and visitors with courtesy and respect at all times, and without discrimination.

9.2 Students can expect from college:

- inclusive quality first teaching, which acknowledges differences in students' ways of learning and their abilities.
- learning materials free from bias, which celebrate diversity and challenge stereotyping
- all instances of bullying, harassment, or discrimination to be taken seriously and fully investigated, with appropriate action taken.
- to be treated with respect and courtesy at all times.
- a learning environment where differences are not only respected but are celebrated
- equality of opportunity to participate in college organised events, where appropriate
- reasonable adjustments and support in helping students meet their learning aims

9.3 Staff will be expected to:

- uphold our core values at all times
- challenge and report all instances of bullying, harassment, and discrimination in the college community.
- lead by example in demonstrating understanding of, and respect for differences in diversity groups
- be courteous, respectful and treat without discrimination all members of the college community
- contribute to the development of a learning environment free from discrimination, victimisation harassment

9.4 Staff can expect from college:

- all employees to have equal chances of staff development, career development and promotion opportunities
- appropriate induction training and subsequent staff development on equality and diversity issues where appropriate
- inappropriate behaviour from any member of the college community to be challenged, with appropriate disciplinary action taken
- to be treated fairly at all times, in an environment which respects individual differences and challenges discrimination
- all staff members to take responsibility for promoting a fair, inclusive and supportive environment, where discriminatory practices are challenged.

9.5 As required on our InVentry sign-in system, visitors will be expected to and agree to:

- uphold our core values at all times
- challenge and report all instances of bullying, harassment and discrimination in the college community.
- lead by example in demonstrating understanding of, and respect for differences in diversity groups
- be courteous, respectful and treat without discrimination all members of the college community
- contribute to the development of a learning environment free from discrimination, victimisation harassment

## **10. Review**

The content and operation of this policy will be reviewed every 3 years by the Assistant Principal - Student Support.



# Appendix 1 - Equality and Diversity Objectives for 2024-27

Blackpool Sixth wishes to advance a sense of pride in our diverse college community through "Celebrating our diverse college community, upholding our core values and being committed to equality in everything we do" - this is our equality and diversity statement for 2024-2027.

Blackpool Sixth is committed to challenging discrimination, both face-to-face and online for both groups who share a protected characteristic (race, age, sexual orientation, pregnancy and maternity, marriage or civil partnership, sex, disability, gender reassignment, religion or belief) and those who do not.

The Strategic Equality Committee will monitor progress towards the objectives below:

Objective	Actions
1. To ensure everyone feels valued, respected and there is a strong sense of belonging for all members of the college community.	<p>Hold regular student and staff surveys to gauge satisfaction levels and to seek feedback on their college experience.</p> <p>Ensure that all feedback from staff and students is regular, listened to, analysed and taken into consideration.</p> <p>Respond to key aspects of feedback and discussion.</p> <p>Give regular feedback on 'you said, we did'.</p> <p>Share and celebrate key events and successes via a new staff news site and via student notices, enabling all members of college to be 'in the know' at all times.</p> <p>Ensure that the Student Union and Staff Consultative groups meet with members of SLT on a regular basis to feedback, ideas and suggestions that are listened and suitably responded to.</p>
2. Enrich our approach to inclusivity and diversity.	<p>Improve our analysis and use of data (e.g. recruitment, attendance, retention, exam results, progression rates to higher education or employment) by demographic group and protective characteristics to ensure any gaps are closing over time.</p> <p>Establish new platforms for diverse student and staff voices to influence policy and practice.</p> <p>Develop and deliver new staff training on inclusive teaching practices, and cultural awareness.</p> <p>Build new partnerships with community groups and organisations that promote diversity and inclusion.</p>
3. To continue to advance equality of opportunity for all staff	<p>Collect and use equality and diversity data to identify and indicate the extent to which we attract and employ people reflecting the diversity of the local community.</p>

<p>at college, whatever their potential protected characteristic.</p>	<p>Review our recruitment procedures to ensure that we encourage applicants from across the community and remove any real or perceived barriers to employment from applicants.</p> <p>Work towards being 'Disability Confident'.</p> <p>Improve awareness of managers and others involved in recruitment of unconscious bias through relevant training.</p> <p>Take opportunities to celebrate diversity.</p> <p>Ensure that reporting EDI issues is easy and accessible.</p>
<p>4. Implement effective approaches to student mental health and wellbeing</p>	<p>Close monitoring of attendance of students with mental health conditions.</p> <p>Promote regular mental health awareness training and workshops that are available to all students and staff.</p> <p>Track wellbeing referral data, including the timeliness and success rates of connecting individuals with appropriate mental health support.</p> <p>Conduct regular mental health and wellbeing surveys to track trends in wellbeing, stress levels, and satisfaction with available support services.</p>

## Appendix 2 - Equality, diversity impact assessment

Date:	Policy / Activity:	Assessor:
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Number	Protected Characteristic/Aspect of E&D or Efficient Working	Any Concerns Arising?	Details of Concerns	Recommendations
1	<b>Disability</b>			
	<i>Example: physical disabilities, learning difficulties or medical needs</i>			
2	<b>Gender</b>			
	Females / Males			
	Gender Reassignment			
3	<b>Sexual Orientation</b>			
	<i>Example: Gay, lesbian,</i>			
4	<b>Carer</b>			
	<i>Young carers / carers</i>			
5	<b>Race / Ethnic Group</b>			
	<i>Example: Black, Asian, Chinese etc</i>			
6	<b>Pregnancy / Maternity</b>			
	Pregnancy or maternity/ paternity			
7	<b>Marriage / Civil Partnership</b>			
	Marriage / Civil partnership			
8	<b>Religion or Beliefs</b>			
	<i>Example: Jewish, Muslim, Christian etc</i>			
9	<b>Age</b>			
	Age			
10	<b>Safeguarding</b>			
	<i>Example: risk of radicalisation or extremism, LAC, CSE</i>			
11	<b>Staff Wellbeing</b>			
	Efficient working. <i>Example: use of paper, efficient working processes etc</i>			
	Staff wellbeing			
<b>Notes</b>				

## **Appendix 3 - Types of discrimination**

**There are four main types of discrimination.**

### **Direct discrimination**

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

### **Indirect discrimination**

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example, a local authority is planning to redevelop some of its housing. It decides to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

### **Harassment**

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example a man with Down's syndrome is visiting a pub with friends. The bar staff make derogatory and offensive comments about him, which upset and offend him.

### **Victimisation**

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

## Appendix 4 - Guidance/legislation

- The Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

- The Equality Duty 2011

<https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

- The forum for sexual orientation and gender identity equality in post-school education

[https://sgforum.org.uk/wp-content/uploads/2013/04/guidance\\_on\\_trans\\_equality\\_in\\_post-school\\_education\\_2012.pdf](https://sgforum.org.uk/wp-content/uploads/2013/04/guidance_on_trans_equality_in_post-school_education_2012.pdf)

- The Gender Recognition Act 2004

<http://www.legislation.gov.uk/ukpga/2004/7/contents>