2020-2021

Policy Name: RuTC EDI Policy

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Policy Responsibility: Deputy Principal & CEO, Curriculum & Quality

Approved By: CMT/CQS Committee/Board

For Action By: All

Contents

1. Policy Statement

Richmond Upon Thames College (RuTC) is mindful of the diverse needs of its people, both staff and students. The ethos and philosophy of RuTC is to turn equality intent into equality action and to demonstrate this commitment in all that we do. Our College is a community FE College comprising approximately 2,200 students across London and SW England. The College attracts a large number of students from 28 of London's 33 Boroughs and as such, our student body represents a wide spectrum of socio-economic status' of the UK's capital, and the wider country.

Students are drawn from over 300 schools across the capital and South England, creating a rich and diverse student body. We have a strong track record of enrolling students and creating a staffing body from across all areas of London from a range of backgrounds and abilities.

Our Equality, Diversity and Inclusion policy demonstrates RuTC's commitment to ensuring we remain a College that serves the community with our values at the heart of its operation.

2. Our College Values

- We respect all members of the College community
- We believe in the equal value of each individual
- We accept our changing responsibilities to the local and wider community
- We value excellence in all that we do
- Mutual respect
- Honesty
- Integrity
- Personal accountability

Our Equality, Diversity and Inclusion (EDI) policy underpins our values of the College. We serve these values in how we operate at RuTC. The College is proud of its diverse community and takes opportunities to celebrate, educate and value the differences between individuals within the whole college, local and wider community.

In order to further the aims of the general equality duty, the College will adopt the following overarching equality objectives:

- To continue to minimise achievement gaps between groups of students who share protected characteristics and those who do not.

- To broaden the collection of monitoring information on staff, students and governors by increasing the number of protected characteristics involved.

- To ensure that learning and teaching demonstrate equality and diversity content and are inclusive.

- To ensure that all staff contribute positively to the ethos of an inclusive College.

- To promote equality, diversity and inclusion within the student body, ensuring the representation of those with protected characteristics in student voice mechanisms.

- To promote awareness of modern British society, social action and challenge stereotypes through tutorials, enrichment and the Student Union.

3. Purpose

RuTC has its students and staff at the heart of everything it does. In our core business areas of teaching, safeguarding, training, recruitment, retention and progression we are mindful of the diverse needs of those we work with.

The ethos and philosophy of RuTC is to turn equality intent into equality action and to demonstrate this commitment. We will ensure we remain a College that serves the community with our values and commitments to Equality, Diversity and Inclusion and Human Rights at the heart of our operation. We believe that we will proactively eliminate all forms of discrimination where they exist and prevent them from occurring in the first instance.

The EDI policy provides the overarching Colleges' values and commitments to equality, diversity and inclusion. It reflects our duties under the Public Sector Equality Duty (PSED) 2011. The Equality Duty does not require public bodies to treat everyone the same. Rather, it requires public bodies to think about people's different needs and how these can be met.

We believe:

- Diverse teams make better decisions and produce richer experiences.
- Listening to different points-of-view improves how we operate.
- Valuing our differences, as well as highlight which we have in common, strengthens inclusion

4 Key Terms

The College defines equality, diversity and inclusion in the following ways:

Equality - the fair and lawful treatment of students and staff and the promotion of equality of opportunity between different groups

Diversity – the characteristics and experiences that make each individual who they are

Inclusion – learning and working cultures that recognise and are welcoming of equality and diversity and reflect this in their structures and practices

5. Scope

The Equality, Diversity and Inclusion policy is for all parties who operate in and with RuTC. These include (but are not limited to):

- Students
- Staff
- Parent / Guardians
- Governors
- Third party companies working with RuTC
- Stake holders
- Visitors

6. Contexts

<u>Equality Act 2010</u>

The Equality Act 2010 ([Equality Act 2010 guidance](#)) provides protection from discrimination in respect of particular "protected characteristics" which are defined as:

- Age
- Disability and impairment[1]
- Gender identity[2]
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under the Equality Act 2010, public sector organisations such as Colleges are also covered by the Public Sector Equality Duty ([PSED legislation](#)) and must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not.

<u>Safeguarding</u>
Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

RutC's overarching EDI objectives demonstrate our duties as an educational institute to protect the young people who study at RuTC. Recognising the diverse needs of our

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[1] amended from legislation to meet the needs of RuTC learners in 2020.
[2] amended from legislation to meet the needs of RuTC learners in 2020.

learners and their socio-economic backgrounds, helps us develop strategies to enable all to achieve. This ensures that we are presented with equal opportunities in order to reach our next steps.

Fundamental British Values

The Department for Education (DfE) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain ([FBVs](#)). The guidance aims to help both independent and state-maintained schools and Colleges understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Education Inspection Framework 2019

Under the Education Inspection Framework (EIF) (2019) ([EiF FE handbook](#)), inspectors will "consider how well leaders and teachers promote high expectations for achievement and progress through the systems educational institutes use to monitor and develop the quality of provision for learners, including the most disadvantaged, those with SEND and those with high needs."

The curriculum intent of each course offered at RutC should take into account the needs of learners, employers, and the local, regional and national economy, as necessary.

The judgement of a College will be seen most strongly in learners' positive behaviour and attitudes, giving them the greatest possible opportunity to achieve positive outcomes. The factors that are conducive to positive behaviour and attitudes include a positive and respectful provider culture in which staff know and care about learners, and an environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination.

The judgement focuses on the most significant dimensions of the personal development of learners. The most significant are deemed:
- developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.

7.Policy Details

The Public Sector Equality Duty is supported by **specific duties**, set out in regulations which came into force on 10 September 2011. To meet our general duty, we are required to set and publish our Equality objectives plus details of the engagements we have undertaken to develop and meet them, and to review these objectives at least once every four years.

The objectives must be specific and measurable. They must be published in an accessible format as a separate document, or in another document.

The College is also required by law to publish annually sufficient information to show progress on the achievement of our Equality objectives, including:
- Information about the effects of our policies and practices on our employees, students and others who share a 'protected characteristic'
- Outcomes from our Equality analysis, including details of any information considered when carrying out this analysis

As a College, we will publish the following documents on our website, and update them annually:

1. **Annual Equality Report**
2. **Equality, Diversity and Inclusion Action plan**

Publishing relevant equality information will make the College transparent about its decision- making processes, and accountable to their service users. Having due regard to the need to advance equality of opportunity involves considering the need to:
- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low

1. **Annual Equality Report (AER)**

The College will publish annually data pertaining to the Equality Duty Act 2010.
This will be a collation of qualitive and quantitative data made available to the College.
This could include (but not limited to) the following:
- Recruitment, retention, achievement and success.

- Attendance
- Enrichment
- Progression
- Learner satisfaction
- Change management
- Staff profile
- Staff development
- Socio-economic profile
- Student profile against the nine protected characteristics

2. Equality, Diversity and Inclusion Action plan

The Equality, Diversity & Inclusion Action Plan published will:
- provide an overview of the College's Equality, Diversity and Inclusion objectives and identified priorities
- link actions to the relevant requirement of the Equality Duty
- list the key actions required to achieve our objectives
- identify who is responsible
- suggest a timeframe for completion
- highlight the criteria that will tell us whether we've succeeded
- highlight the progress made and what else needs to be done

The Self - Assessment Reports (SAR) written by Schools and Services within the College will monitor, evaluate & review the EDI objectives set as part of the College strategic plan.

The SAR will be used in order to monitor and review the EDI objectives for the College. The EDI Action plan will be reviewed and updated annually, to align with the review and development of College strategic objectives.

Impact is monitored by the CLT, the board of governors, and the EDI Committee. This will also be reviewed by any other party responsible for identifying and agreeing any new objectives.

8. Equality, Diversity and Inclusion Objectives

EDI objectives are measurable targets that the College aims to achieve within a time frame and with available resources in order to advance EDI. These will align themselves with the College strategic plan.

EDI objectives will be measured on an ongoing basis as part of the Curriculum Performance Review (CPR) process, which HoS and other services use a range of data collated regularly to monitor the KPIs of the College. EDI objectives will be reviewed annually as part of the SARs written as part of the College's annual quality cycle. Progress against these objectives will then be published on the RuTC website as part of the EDI Action plan.

The number of objectives set will be proportionate to the College's size at the time of review; the extent to which its functions affect equality; and the evidence that such objectives are needed.

The EDI committee will advise objectives which are stretching and focus on the biggest equality challenges facing the public body, and those that will have the greatest impact in furthering the aims of Equality Duty.

The committee will also consider a range of evidence from all areas of the College, local and national data pertaining to equality in order to inform the objectives. These could include (but not limited to):
- Recruitment, retention, achievement and success.
- Attendance
- Enrichment
- Progression
- Learner satisfaction
- Complaints
- Disciplinary records
- Change management
- Staff profile
- Staff development
- Disciplinaries
- Grievances

9. Roles and Responsibilities

Board of Governors

Governors play an active role in setting the strategic direction of the organisation, using their powers to reflect and respond to local conditions and government priorities. The governing body is legally liable for the actions of:
• the organisation
• individual staff and learners
• agents, including contractors and visiting speakers.

*(further guidance for governor is outlined in **[Guidance for governors from Association of Colleges](#)**)*

College Leadership Team

CLT are committed to:

- Ensuring a College wide commitment to advancing and embedding EDI that is understood by all.
- Implementing necessary actions and training to ensure that equality is advanced and embedded for all in line with a broad spectrum of corporate and curriculum policies, which guide the delivery of the whole curriculum and wider corporate business.
- Engaging and communicating, both internally and externally, with learners, staff, visitors and the wider community where appropriate, in relation to the above

The Equality and Diversity committee

The Equality and Diversity committee is to be made of 15-20 members that must include (but not limited to) the following:

- A member of the governing body
- Deputy Principal & CEO (Curriculum & Quality) Assistant Principal for HR&OD
- Head of Student Services
- Safeguarding and Equality Officer
- A representative from each School
- A representative from each support service
- A learner representative from each School

- Student Union Equality & Diversity officer
- Minuted by PA's office

The committee should also consist of a representative and voice for each protected characteristic outlined by the Equality Act of 2010.

The Equality and Diversity committee will**:**

- Scrutinise Equality, Diversity and Inclusion within the College.
- Develop an Equality and Diversity position statement and policy for the College.
- Contribute to the College's SAR and QiP on an annual basis.
- Review progress of the College's Equality and Diversity objectives.
- Review the Equality, Diversity and Inclusion policy on an annual basis to reflect our ever – changing society.
- Review the implementation of the Equality, Diversity and Inclusion policy throughout the College.
- Regularly analyse and interpret College data (to include student and Staff voice) to assess the impact of College strategies to achieve its Equality and Diversity objectives.
- Feedback to CLT on any issues identified and progress against EDI objectives.
- Provide information, advice and guidance to support all in the mutual respect for others.
- Promote a Learner 1st culture that champions a true, honest, encouraging and evidence-based discourse.

Staff (teaching and non-teaching)

All staff at RuTC are responsible for supporting this policy and the law. Staff are committed to:
- Apply and embed the vision and values of this policy in their work and roles.
- Support and enable students to follow this policy, and any other policy that supports the promotion of EDI in the College.
- Take appropriate and immediate action in the event of incidents of harassment, unfair discrimination.

In addition, teaching staff and tutors will create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way.

Teachers and tutors will work with HoS to provide opportunities within Schemes of Work to promote EDI. They will provide wherever possible, a diverse range of learning opportunities to facilitate access and achievement for the whole community.

Students

All students are expected to support RuTC's commitment to EDI and follow this policy by:
- Treating everyone with respect, fairly and with understanding
- Abiding by the law
- Reporting any concerns they have for themselves or others

By signing the learner agreement at the start of each academic year, students are agreeing to abide by all policies and procedures of RuTC.

Stakeholders

The EDI policy applies to all RuTC stakeholders including: students, governors, employees, agents, contractors, volunteers and visitors.

We expect all members of our community to follow our commitment to promoting EDI across the group.

10.   Definitions and Abbreviations

Public sector equality duty – protected characteristics

These are the characteristics that are protected by the public sector equality duty (the 'equality duty') under the Equality Act 2010 ('the Act'). All protected characteristics are covered to some extent by the equality duty but there are some exceptions which are explained below. Separatefact sheets on meeting the equality duty will be prepared for each protected characteristic.

NB – The definitions of the protected characteristics below which originate from the written legislation is highlighted in italics.

- **Age**
The Act protects individuals of a particular age, for example 16 year olds, or those falling within a particular age range, for example teachers in their 20s, 40s or 60s.

The duty in respect of age equality does not apply to functions relating to the provision of education, benefits, facilities or services to pupils in schools. So schools and local authorities will not have to consider advancing equality and fostering good relations between pupils of different ages. Schools, colleges and local authorities must consider how to eliminate age discrimination and advance equality of opportunity for, for example, older and younger teachers.

- **Disability and impairment**
(Taken from https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html):

A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

There are many types of disabilities, such as those that affect a person's:
- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health

- Social relationships

Although "people with disabilities" sometimes refers to a single population, this is actually a diverse group of people with a wide range of needs. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not easy to see.

According to the World Health Organization, disability has three dimensions:

1. Impairment in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
2. Activity limitation, such as difficulty seeing, hearing, walking, or problem solving.
3. Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

Impairment is an absence of or significant difference in a person's body structure or function or mental functioning. For example, problems in the structure of the brain can result in difficulty with mental functions, or problems with the structure of the eyes or ears can result in difficulty with the functions of vision or hearing.

- Structural impairments are significant problems with an internal or external component of the body. Examples of these include a type of nerve damage that can result in multiple sclerosis, or a complete loss of a body component, as when a limb has been amputated.
- Functional impairments include the complete or partial loss of function of a body part. Examples of these include pain that doesn't go away or joints that no longer move easily.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

There are no exceptions under the equality duty in respect of disability. Schools, colleges and local authorities must consider how to eliminate discrimination against

disabled children and disabled teachers, advance equality for disabled people and foster good relations between disabled people and people without that impairment. This requires removing barriers which disabled students and teachers face rather than regarding the condition as the problem.

- **Gender identity**

(Taken from various sources)

A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.

In western civilisation we traditionally think of gender as having 2 alternatives – man or woman (a binary system with two options) but this isn't the case in all cultures. For most people their gender identity 'matches' their assigned sex – this is referred to as 'cis' or 'cisgender' from the Latin cis, meaning the same. But other people feel that their gender does not match their assigned sex; they are trans or transgender. Some people don't identify with being a man or a woman but feel they are somewhere in between or neutral; this is sometimes referred to as non-binary.

Some people's gender identity fluctuates, sometimes feeling like a man and sometimes feeling like a woman, or somewhere in between and the term gender fluid can be used to describe this.

'Trans', 'transgender' and 'gender variance' are commonly used as all-embracing terms to indicate gender experiences and/or expressions that do not conform to the binary man/woman stereotypes. Some young people, particularly, have a more fluid approach to gender and may describe themselves as 'gender queer'. This term also covers a wide variety of gender experiences.

It is now understood that innate gender identity – the sense of being a man or woman – is not determined solely by the sex of the genitalia or the gender in which a person is raised.

This term also covers a wide variety of gender experiences. It is now understood that innate gender identity – the sense of being a man or woman – is not determined solely by the sex of the genitalia or the gender in which a person is raised.

There are no exceptions under the equality duty in respect of gender identity. Schools, colleges and local authorities must consider how to eliminate discrimination against trans children and teachers, advance equality for trans people and foster good relations between trans people and non-trans people.

For more information please see [RuTC Transgender guidance for students and staff](#)

- **Marriage and civil partnership**

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

Schools, colleges and local authorities are required to consider how to eliminate discrimination, harassment and victimisation against employees and applicants who are married or in civil partnerships.

- **Pregnancy and maternity**

The Act protects employed women who are pregnant or who are on maternity leave. Employers should consider, for example, how to ensure that performance management procedures do not discriminate against pregnant women or women on maternity leave.

- **Race and ethnicity**

(taken from https://www.nationalgeographic.com/culture/topics/reference/race-ethnicity/)

The Act protects individuals belonging to a particular racial group or groups. Race and ethnicity are two concepts related to human ancestry. Race is defined as "a category of humankind that shares certain distinctive physical traits." The term ethnicities is more broadly defined as "large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background."

"Race" is usually associated with biology and linked with physical characteristics such as skin color or hair texture. "Ethnicity" is linked with cultural expression and identification. However, both are social constructs used to categorize and characterise seemingly distinct populations.

There are no exceptions under the equality duty in respect of race and ethnicity equality.

- **Religion or belief**

The Act protects individuals of a particular religion or belief. Religion includes any religion and lack of religion. Belief includes any religious or philosophical belief.

- **Sex**

The Act protects men and women. There are no exceptions under the equality duty in respect of sex equality. Schools, colleges and local authorities should consider eliminating sex discrimination, advancing sex equality and fostering good relations between men and women and girls and boys.

- **Sexual orientation**

A person's sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person's orientation identity. Who your sexual or romantic partner is at a given moment in time doesn't necessarily define this part of who you are. Sexuality can be fluid — changing in different situations for some, and over the years for others.

The Act protects gay, lesbian, bisexual and straight teachers and students. There are no exceptions under the equality duty in respect of sexual orientation equality. Schools, colleges and local authorities should consider how to eliminate discrimination, advance equality and foster good relations between gay, lesbian, bisexual and straight teachers and students.

For more information please see RuTC LGBTQ+ inclusion for students and staff.

Socio-economic disadvantage

Socio-economic factors include occupation, education, income, wealth and where someone lives. Socio-economic disadvantage is a broad term not only defined by poverty, but by a person's access to material resources and their access to social resources.

The proposed public sector equality duty to reduce the inequalities of outcome which result from socio-economic disadvantage has not been enacted.

11.Associated documents

The policy is supplemented by the following RuTC documents:

- Anti-bullying Policy
- Child and Vulnerable Adult Protection Policy
- RuTC Student Mental Health Policy
- Grievance Policy and Procedure
- Marketing Policy
- Learner Assessment and Appeals Procedures
- Data Protection Policy
- Guidance for Transgender staff and students
- LGBT inclusion for students and staff
- Reform to Gender recognition Act 2019
- RSE Act 2019