

Equality, Diversity and Inclusion Policy 2020/21

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Scope of Document	Policy covering the London College of Beauty Therapy Ltd.'s overall approach to delivering its Equality, Diversity and Inclusion duties. This Policy commits the College to achieving equality in race, religion or belief, nationality, ethnic origin, culture, age, gender, sexual orientation, marital status, domestic circumstances, physical or mental disability and socio-economic status	
Objective	To provide an overview of the College's commitment to continuous improvement around Equality, Diversity and Inclusion	
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1.1 Policy Statement

London College of Beauty Therapy Ltd is committed to creating an inclusive working and learning environment in which equality and diversity of opportunity is actively promoted and all unlawful discrimination is not tolerated. The London College of Beauty Therapy Ltd values diversity and to that end recognises the educational and business benefits of diversity amongst its learners, employees, applicants, customers and other people with whom it has dealings. We are committed to ensuring learners and employees are treated fairly and are not subjected to unfair or unlawful discrimination.

This policy is not contractual but sets out the way in which the London College of Beauty Therapy Ltd aims to promote and manage equality, diversity and inclusivity. The principal aim of the Policy is to ensure that in carrying out its activities, the College will give due consideration to:

- Promoting equality of opportunity across all activities of the College
- Promoting good relations between people of a diverse background
- Eliminating unlawful discrimination

Our policy is designed to ensure that current and potential employees and learners are offered the same opportunities regardless of their:

- race,
- religion or belief,
- nationality,
- ethnic origin,
- culture
- age,
- gender
- sexual orientation,
- marital status,
- domestic circumstances,
- physical or mental disability
- socio-economic status
- or any other characteristic unrelated to performance

We seek to ensure that no one suffers, either directly or indirectly, as a result of discrimination. We recognise that an effective Equality, Diversity and Inclusion Policy will help learners and staff to develop to their full potential, which is clearly in the best interests of our business. We will ensure that we not only observe the relevant legislation but also do whatever is necessary to provide genuine equality of opportunity and diversity within an inclusive environment.

We expect everyone who works for us to be treated and to treat others with respect. Our aim is to provide an inclusive working and learning environment free from harassment, intimidation, or discrimination in any form that may affect the dignity of the individual.

We recognise the benefits of recruiting individuals from a range of backgrounds as this creates an environment where creativity thrives. We value the wealth of experience within the community in which we operate and aspire to have a learning environment that reflects this.

2.1 Vision & Principles

2.2 Our Vision

London College of Beauty Therapy Ltd.'s vision is to provide the best working and learning environment in the region through striving to be an excellent employer and learning provider. Key to achieving this, the College is committed to providing excellent learning services, contributing to the wider regeneration and sustainability of the communities of the College by entering into partnerships with appropriate organisations and by training and, where possible, by employing local people.

We understand that in order to provide the commitment necessary to realise this vision we must exemplify the principles of promoting equality and valuing diversity in all our activities as a service provider and as an employer.

Our priority will be to tackle all forms of discrimination and exclusion across the six main diversity strands, recognising that any one person may be disadvantaged on more than one of these grounds.

These are:

- People from an ethnic minority group
- Younger and Older People
- People with a disability
- Men, women or transgender people
- Gay men, lesbian women or people who are bisexual
- People with a particular religious belief

However, we also recognise that there may be other groups who may be vulnerable to discrimination which we are in a position to tackle as a provider of services and as an employer.

- People who are married, single, separated, divorced or widowed
- People with dependents (including Carers)
- People whose health and wellbeing is poor or at risk
- People who are socially excluded
- Communities that are not cohesive or that are fragmented

2.3 Our Equality, Diversity & Inclusion Principles

This comprehensive Equality, Diversity & Inclusion Policy is guided by six principles:

1. All learners, clients, employees and partners in the community have a responsibility to promote equalities and challenge discrimination and stereotyping.

2. All learners, clients and employees are able to participate fully in the life of the community and celebrate its diversity.
3. Every client, partner, learner, and employee has equal access to high quality services that meet their needs. We recognise that there are some people who may need support in receiving this entitlement.
4. Every client, partner, learner, and employee is entitled to a safe environment free from discrimination and harassment.
5. Every employee is entitled to training and development and fair opportunities to promotion.
6. All clients, partners, learners, and employees in the community are encouraged to make their contribution to improving our services.

2.4 LCBT and the Community

Working with the community is actively encouraged to engage all members of society. LCBT commits all members to achieving the key outcomes including:

- Accessible services that meet the needs of local people
- Respect, support and promote the diverse culture and heritage of LCBT's communities
- Promote equality of opportunity for all
- An inclusive community that is welcoming and diverse
- Increased public confidence and greater diversity in the take up of LCBT services

3.1 Equality, Diversity & Inclusion Statements

LCBT is aware of and values the different groups and possible future learners, clients, employees and partners that we serve, and we aim to deliver services that meet the needs of all people within our communities. As a provider of educational services to local people we recognise our important role in improving the quality of life for everyone in LCBT and the need to be accountable and to deliver all services with equality and fairness.

LCBT is committed to providing services that meet the needs of all sections of the community. We will seek to ensure that access, services and opportunities are equal, regardless of race, religion, culture, nationality, ethnic origin, colour, physical or mental disability, mental health, gender, sexuality, age, income level and marital status.

LCBT is also committed to developing a workforce and learner base that reflects the community it serves. We seek to be an employer and provider that values and develops the skills and abilities of people from different backgrounds.

LCBT recognise that excellence will be achieved through appreciating the value of every individual and is committed to widening participation by attracting the best staff from the broadest possible pool of talent. Equally important is the recruitment and retention of a diverse and socially representative work force.

Core values include:

- ☐ **Equality** – we believe that the opportunities LCBT offers its learners and staff are precious and that access to them must be fair;
- ☐ **Diversity** – we value diversity among our staff and learners, and respect diverse points of view;
- ☐ **Inclusion** – we value Inclusion and integration of all learners and employees regardless of diversity background, this is crucial in creating an inclusive environment and proactively leads to a sense of belonging, engagement and full participation within the College.

3.2 Equality, Diversity and Inclusion Legislation

Current discrimination laws have developed over more than 40 years and have become extremely complex and the Equality Act 2010 was designed to streamline the various legislations into a more comprehensible bill to ensure that those who need to comply with it, can readily understand it. The Equality Act 2010 replaced the main legislations (but is not limited to) below;

- Equality Act 2006 (Amended 2010)
- Race Relations Act 1976
- Sex Discrimination Act 1975
- The Equality Pay Act 1970
- Disability Discrimination Act 1995 and subsequent Special Educational Needs and Disability Rights in Education Act 2001

(Further legislations outlined in Appendix 1)

The three existing public sector equality duties have required public authorities to tackle discrimination and promote equality for race, disability and gender. The Bill will enshrine a new Equality Duty for public bodies, which will bring together the three existing duties and extend to gender reassignment, age, sexual orientation and religion or belief.

A summary of the key facts and proposed changes are detailed below:

- The Act applies to Great Britain, but not to Northern Ireland where different rules apply.
- From April 2011, new duties are placed on public bodies to consider how to reduce socio-economic inequalities and a new "equality duty" requires them to identify how to improve equality.
- Employers may be permitted to positively discriminate in favour of an applicant from an under-represented group where there are two otherwise equally suitable candidates.
- Organisations over a specified size may be required to report on their gender pay gaps, and "gagging clauses" (which prevent employees from disclosing their salaries) will be outlawed.
- Discrimination legislation is extended to cover those discriminated against by association or perception.
- The requirement to make "reasonable adjustments" for a disabled person will include someone who would be disadvantaged "but for the provision of an auxiliary aid".

- Service providers are required to ensure that the services they offer are equally available to everyone who needs them.
- Tribunals will be given greater powers to make recommendations to reduce the effects of discrimination across the workplace.
- From April/October 2012 the ban on age discrimination in the provision of goods, facilities, services and public functions
- From April/October 2013 private and voluntary sector gender pay transparency regulations

LCBT is committed to developing a Comprehensive Equalities Scheme in order to be compliant with the regulation changes in 2010. To this effect LCBT will strive to:

- eliminate unlawful racial discrimination;
- promote equal opportunities;
- Promote good relations between people from different groups and backgrounds.

LCBT will aim to make Equality, Diversity and Inclusion a central part of any of its policies, services or functions that are relevant to the duty. Specific duties have been introduced to help institutions meet the general duty, which are:

- to prepare and maintain the Equality, Diversity and Inclusion policy;
- to assess the impact of all policies on staff and learners in light of Equality, Diversity and Inclusion;
- to monitor, by reference to those racial groups, the admission and progress of learners and the recruitment and career progress of staff; and
- to include in the race equality policy arrangements for the publishing of the policy itself and for the publishing of the results of monitoring undertaken.

LCBT has developed an Equality, Diversity and Inclusion action plan that supports the institution's core values and wider strategic aims to develop a diverse, socially representative and able learner population, and to build and maintain a mutually supportive, equal and inclusive working environment for all staff. Through the Action Plan, LCBT aims to mainstream Equality, Diversity and Inclusion as an integral part of the institution's policies and practices.

LCBT will promote equality of opportunity, promote good race relations and eliminate unlawful discrimination through all of its relevant functions including:

- Assessment
- Curriculum Design
- Governance and Management
- Marketing
- Outsourcing and contractual procurement
- Partnerships and community links
- Research
- Service delivery
- Staff Recruitment and career progression
- Student Recruitment and Admissions
- Teaching and Learning
- Training and Staff Development

LCBT has a zero tolerance to all discrimination including racism, harassment or bullying. Any such instances will be dealt with in accordance with the Learner or Staff Disciplinary Procedures, as appropriate.

All complaints will be taken seriously and progressed quickly with confidentiality, sensitivity and discretion. Care will be taken during any investigation to protect the interests of both the complainant and the person against whom the complaint is made and to establish the nature of the problem. Investigations into incidents involving members of staff will normally be undertaken by the relevant manager, with the help and advice of HR and, where appropriate, a Trade Union representative. Heads of Department will be responsible for investigating incidents involving Learners.

To ensure that any issues are raised and addressed efficiently, Equal, Diversity and Inclusion has been set as a standard agenda point which is discussed at all key departmental meetings.

Monitoring

To identify any barriers to progression LCBT will monitor all existing, prospective and future staff by racial groups, gender groups and by disability and will publish the results annually. These results will inform any subsequent policies or practices to enable increased participation of minority ethnic groups. Results of monitoring will initially go to the Equality, Diversity and Inclusion Committee, and then for wider distribution as appropriate.

The Committee will consider issues relevant to learners and staff from different racial, gender and disability groups and will make recommendations as appropriate on how LCBT might refine practices to encourage, support and maintain a more socially balanced staff and student population.

Roles and Responsibilities

All staff, learners and stakeholders are responsible for the positive promotion of equality. This includes positively promoting race, gender and disability, ethnic background, religion or culture. In addition, the Equality, Diversity and Inclusion Champion will provide assistance and guidance when required.

Reporting Incidents

If you experience behaviour that upsets you or causes you offence, you are encouraged to make this clear at an early stage to the person concerned. This will give the person the opportunity to recognise the effect of his or her behaviour and to change it. This may involve a third party as a mediator.

You are advised to keep a written record of incidents, including time, date, place, a full description of what happened, the names of the individuals concerned and any witnesses. You may wish to refer the matter to your supervisor, line manager or tutor where appropriate. It may be possible for him or her to speak to the other person.

Where the person concerned is your supervisor, line manager or tutor, you should seek the help of Human Resources Manager/Equality, Diversity Inclusion Champion or you can raise a formal complaint through the appropriate Grievance Procedure. The Human Resources Manager/ Equality, Diversity and Inclusion Champion can be contacted via email (talkback@lcbt.co.uk).

4.1 Trans* Learners and Staff

The College strives to create an inclusive environment for all learners, with this in mind, it is unlawful to treat learners less favourably because of their gender reassignment, and as a College we have ensured that we have fully considered gender reassignment and preventing transphobia under our commitments to the Equality Duty.

This means that Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone, or is proposing to undergo, a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the act, a learner will not necessarily have to be undertaking a medical procedure to change their sex. Learners who are undergoing a social transition, for example, going by a preferred name or pronoun are protected by the Equality Act.

To ensure that our commitment is profiled across the College appropriately the Learners and staff receive training to ensure that the whole College environment is supportive to trans* and gender questioning children, young people, adults and staff.

It is recognised that trans* and gender questioning children, young people and adults are vulnerable to bullying, as is any person who does not conform to gender norms and stereotypes. Additionally children, young people or adults with trans* family members may also be transphobically bullied.

As a College we ensure that the curriculum and whole College environment is used to challenging gender stereotypes and binary notions of gender, to create a safe inclusive learning environment for all learners and staff and to prevent bullying and transphobia.

If a transphobic incident occurs in public and the member of staff dealing with it is aware that the child, young person or adult is trans* but they are not out to the rest of the community, the member of staff must challenge the prejudice, but may need to take care not to label the incident as transphobic in front of other learners and then as a result 'out' the person being targeted. The incident would still be recorded as a transphobic incident.

If you experience behaviour that upsets you or causes you offence, you are encouraged to make this clear at an early stage to the person concerned. This will give the person the opportunity to recognise the effect of his or her behaviour and to change it. This may involve a third party as a mediator.

You are advised to keep a written record of incidents, including time, date, place, a full description of what happened, the names of the individuals concerned and any witnesses.

Should you require further support or have any questions in relation to the above you can also contact the Equality, Diversity and Inclusion Champion via email (talkback@lcbt.co.uk).

4.2 Supporting Trans* Learners and Staff

Language

Members of the College should strive to use the preferred pronoun for a trans* child, young person or adult. In addition, staff should think carefully about the language they use and when possible, attempt to use language which does not reinforce a binary approach to gender (i.e. there are just males and females).

Teaching and Learning

Staff will also want to consider teaching and learning approaches that they use which may have the impact of making trans* children, young people or adults feel confused, excluded or uncomfortable. For example, grouping learners by gender may have this impact and staff should consider whether this is vital, if and when an alternative approach could be used, and how to make it clear that a child who feels safe to do so can be grouped according to their gender identity, rather than their biological sex.

Uniform and Dress

Trans* and gender questioning learners or adults have the right to dress in a manner consistent with their gender identity or gender expression. By providing a choice of approved items of uniform and allowing learners to choose what they wish to wear, LCBT will allow for a regulated structure but without exclusion. Additionally there may be situations where learners may prefer to wear trousers to College or may have religious or faith-based reasons for doing so.

Names and Pronoun Change

Respecting a trans* child, young person or adult requesting to change their name and pronoun is a pivotal part of supporting and validating that person's identity. It is also important to consistently use preferred pronouns and names in order to protect a person's confidentiality, and to not 'out' them in ways that may be unsafe and exposing.

Some trans* child, young person or adult may wish to change their name to make it in line with their chosen gender identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family. Any problems are likely to be the practical ones of proving that different names refer to the same person.

Confidentiality and Information Sharing

All people, including learners and staff, have a right to privacy. This includes the right to keep private one's trans* status or gender-nonconforming presentation at College.

Information about a learner's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. College staff should not disclose information that may reveal a learner's transgender status or gender-nonconforming presentation to others, including parents, carers and other members of the College community, unless legally required to do so or because the child or young person has asked them to do so.

Staff should not discuss trans* learners outside of College with friends and so on, even when making no particular reference to their name or personal details.

Toilets

Learner's and staff have the right to access the toilet that corresponds to their gender identity. Any learner who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, but no learner or staff member shall be required to use such toilet facilities.

Changing Rooms

The use of changing rooms by trans* learners should be assessed on an individual case basis in discussion with the trans* learner or staff. The goal should be to maximise social integration and promote equal opportunity, ensuring the safety and comfort, and minimising stigmatisation of the learner.

In most cases, trans* learners, young person or adult should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010, whereby refusing a trans* child, young person or adult access to the changing room of their true gender identity would constitute an act of discrimination.

Glossary of Terms: Transgender/Trans* – An umbrella term which can be used to describe people who are:

- Transgender
- Transsexual
- Cross-dresser
- Neither male nor female
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe.

5.1 Equality Impact Evaluation

Equality Impact Evaluation has been developed to ensure that equality; social inclusion and community cohesion issues can be considered when drawing up policies or proposals. Quarterly analysis meetings to review and monitor achievement gaps/variations in outcomes for learners across a range of characteristics are reviewed and analysed.

The Executive Board and Senior Management continually review actions and implement strategies for improving participation and outcomes, this helps us to:

- Determine how LCBT's policies and practice, or new proposals, will impact or affect different communities, especially those groups or communities who experience inequality, discrimination, social exclusion or disadvantage;

- Measure whether policies or proposals will have a negative or positive effect on different communities;
- Make decisions about current and future services and practice in fuller knowledge and understanding of the possible outcomes for different communities or customer groups; and
- Develop ways of monitoring and reviewing the effects of new or changing policies or proposals if they are introduced

6.1 Recruitment and selection

We will aim, through written instruction, appropriate training and supervision, to ensure that all staff who are responsible for recruitment and selection be it for employment or for courses we provide, are familiar with this policy and apply it in conjunction with our recruitment policy (available on the LCBT website). Selection for either employment or for courses we provide will be conducted on an objective basis and will focus only on the applicants' suitability for the course or job and their ability to fulfil the requirements expected of them. Our interest is in the skills, abilities, qualifications, aptitude and the potential of individuals to undertake the course or employment for which they have applied.

6.2 Training and development

We recognise that equality of opportunity, inclusion and diversity responsibilities do not end at selection and are committed to ensure that, wherever possible, all learners and staff receive the widest possible range of development opportunities for advancement.

Learners will be encouraged to discuss their career aspirations and training needs with their tutor. Opportunities for training or development will be communicated and made available to all learners on a fair and equal basis. All employees will be encouraged to discuss their career prospects and training needs with their manager. Opportunities for promotion and training will be communicated and made available to all staff on a fair and equal basis. The provision of training will be reviewed to ensure that provisions are made, where necessary, to enable part-time workers, remote workers or those returning to work following a break to benefit from training. No age limits apply for entry to training or development schemes which are open to all employees.

6.3 Terms and Conditions of Employment

We will ensure that all of our policies including compensation, benefits and any other relevant issues associated with Terms and Conditions of Employment, are formulated and applied without regard to race, religion or belief, nationality, ethnic origin, age, sex, sexual orientation, marital status, domestic circumstances, disability or any other characteristic unrelated to the performance of the job. These will be reviewed regularly to ensure there is no discrimination.

6.4 Communication of this policy

All applicants, learners and employees will be made aware of this policy and a copy of the policy will be available on the LCBT Website. Additionally, this policy is given to all employees on joining us. Customers/clients will also be made aware of our Equality, Diversity & Inclusion Policy. In addition, staff will be reminded of the policy through such means as our website, advertisements, job descriptions (which will refer to this), application forms, posters, training courses and memos as appropriate.

6.5 Equality, Diversity and Inclusion Committee

The Equality, Diversity & Inclusion Committee (formerly the Equal and Diversity Committee) will meet bi-annually and additionally where required to discuss issues relating to equality diversity and inclusion. The Committee consists of the Equality, Diversity & Inclusion Lead, and a member of each department, including a colleague to report on learner's views and issues.

Our human resource policies and procedures will be reviewed regularly to improve, amend or adapt current practices to promote equality of opportunity within our business.

6.6 Responsibility for this policy

The overall responsibility for implementing and monitoring the effectiveness of this policy rests with the Executive Board of London College of Beauty Therapy Ltd.

Managers and supervisors have a crucial role to play in promoting equality of opportunity, inclusion and diversity in their own areas of responsibility. All staff, irrespective of their job or seniority, will be given guidance and instruction, through our induction and other training as to their responsibility and role in promoting equality of opportunity and diversity and not discriminating unfairly or harassing colleagues, learners or job applicants, nor encouraging others to do so or tolerating such behaviour. Disciplinary action, including dismissal, may be taken against any employee found guilty of unfair discrimination or harassment.

Learners have a responsibility to treat their fellow learners and the College staff with respect as part of their role in promoting equality of opportunity, inclusion and diversity and not discriminating unfairly or harassing others, nor encouraging others to do so or tolerating such behaviour. Disciplinary action, including expulsion, may be taken against any student found guilty of unfair discrimination or harassment. For further guidance please see the student handbook.

Employers engaged in work based learning will be expected to have their own policies and procedures although LCBT staff working with external employers are expected to positively promote our equality of opportunity, inclusion and diversity. We will check that this is the case and that our staff and/or learners report any inconsistencies with the fair and open practices employed in the College.

6.7 Implementation, Monitoring and Review

This Policy is effective from 1st July 2010, and was preceded by the Equal Opportunities Policy established on 13th July 2007. The most recent review of the current Equality, Diversity & Inclusion Policy was carried out 31st October 2017.

The Safeguarding representative will monitor the effectiveness and review the implementation of this policy together with LCBT's Executive Board, who will regularly consider its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible and form part of the college Quality Improvement Plan (QIP). Internal control systems and procedures will be subject to regular checks in order to provide assurance that they are effective in countering bribery and corruption and changes would be agreed and made to the policy accordingly.

EDI forms part of all team, department and college meetings as an item agenda; within Executive Board, SMT and Data meetings, Learner exit surveys and Talkback, LCBT's Praise, Suggestion and Complaints Policy.

Personal details provided by learners, employees or job applicants for the purposes of Equality, Diversity & Inclusion monitoring are confidential and will be kept apart from all other records and not used for any other purpose.

Any queries or comments about this policy should be addressed to HR. Note that data will be collected from existing and new staff to enable the effective monitoring of this policy and for the purpose of identifying issues for discussion and development. In addition an annual staff survey and staff discussion groups will ensure that Equality, Diversity & Inclusion maintains a high profile within the College.

7.1 Concerns and Complaints

Anyone who brings a complaint of discrimination will not be less favourably treated. Harassment or bullying will not be tolerated and any individual who feels that he/she has been subjected to harassment or bullying should use our policy (which is available online). When dealing with such matters, care is taken that members of one group (whether this be sex, race, religion or belief, sexual orientation, age, disability or marital status) are not dismissed, expelled or disciplined for performance or behaviour which could be overlooked or condoned in other groups.

Learners

Learners who believe they have suffered discrimination and have not been able to resolve this informally are advised to use the procedure as outlined in the student handbook.

Staff

Staff who believe they have suffered discrimination and have not been able to resolve this informally are advised to use our internal grievance procedure as outlined in the staff handbook.

Any Equality, Diversity and Inclusion praise suggestion or complaints should be sent to:

- talkback@lcbt.co.uk

Appendix 1- Legal Framework

All employees and learners are expected to abide by the requirements of the following:

- Equal Pay Act 1970 and Amendment 1983
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Rights in Education Act 2001
- Human Rights Act 1998
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sex Discrimination) Regulations 2005
- Civil Partnership Act 2004
- Employment Equality (Age) Regulations 2006
- Codes of Practice issued by the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission.

Definitions

- **Equal Opportunities** – the reduction and removal of disadvantages and or discrimination by legislation and positive action. Equal Opportunities aims to ensure no group receives less favourable treatment by virtue of: race, religion of belief, nationality, ethnic origin, age, sex, sexual orientation, marital status, domestic circumstances, disability, socio-economic status, or any other characteristic unrelated to performance.
- **Equality** - creating a fairer society, where everyone can participate and has the opportunity to fulfil their potential
- **Diversity** - literally means difference. It is about recognising and respecting the individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce.
- **Discrimination** – Less favourable treatment of an individual or group which is not based on their work performance or conduct as a member of staff or student
- **Harassment** – any form of behaviour which is not a necessary part of a staff or student role, and is unwanted by the person at whom it is directed. Such behaviour need not be deliberate – it is the impact on the receiver, not the motive, which makes it harassment. The behaviour is usually distressing and hurtful to the receiver, often causing their work and studies to suffer. Harassment takes many forms, of which the following are examples,

- Sexual Harassment
- unwanted behaviour which seeks to threaten, humiliate, undermine, or belittle someone
- statements, jokes or actions which imply that there are stereotypical characteristics associated with membership of certain groups
- distributing visual or written material with insulting portrayals or messages
- systematically excluding someone from social or group activities
- giving one person a heavier or more difficult workload, or constant unjustified criticism

Forms of Discrimination

Discrimination may be direct or indirect, and can take different forms which could include any of the following:

- Treating any individual less favourably than others on grounds of his/her sex, colour, marital status, race, nationality or ethnic origin, religion or belief, sexual orientation, disability, age or membership or non-membership of a trade union
- Expecting a person, solely on the grounds stated above, to comply with requirements that are different to the requirements for others, for any reason whatsoever
- Imposing requirements that are in effect more onerous than they are on others. For example this would include applying a condition (which is not warranted by the requirements of the position) which makes it more difficult for members of a particular group to comply than others not of that group
- Any other act or omission of an act, which has the effect of disadvantaging one person against another, purely on the above grounds
- Subjecting an individual to victimisation or harassment purely on the above grounds

On all occasions where selection judgements need to be made, for example, selection for courses, disciplinary matters, training, promotion, pay increases, awards, etc. it is essential that merit, experience, skills and temperament are considered as objectively as possible and decisions not influenced by sex, colour, marital status, race, nationality or ethnic origin, religion or belief, sexual orientation, disability, age or membership or non-membership of a trade union.

Amendment Record

Date	Issue No.	Section/Page	Details of Change	Authorised By:
14/07/16	3	All	New format	EB
24/05/16	3	Section 3-4 (old policy)	Legislation consolidation	EB
24/05/16	3	All	Added inclusion term	EB
24/05/16	3	Section 4	Added Trans/support section	EB
24/05/16	3	Section 5	Updated section 5 –Equality Impact Evaluation	EB
24/05/16	3	Section 2.3	Updated section 2.3 LCBT and community	EB
31/10/17	4	ALL	Reviewed content for the year	EB
17/07/18	5	ALL	Reviewed content for the year	EB
06/04/21			Changed title page policy date	AS