



HUMAN RESOURCES

Single Equality Scheme 2021-2023

AREASMT	
Policy prepared by: Karen Westsmith Jane Marsh	Approved by:
	Review Date:30 th November 2023

BOLTON COLLEGE

SINGLE EQUALITY SCHEME 2021-2023

1. Introduction

Bolton College is passionate about equality, diversity and inclusion (EDI) and strives not only to meet its statutory requirements but to embed EDI

3. Our Values

Our mission is underpinned by the following values, which embed our strong commitment to equality, diversity and inclusion:

- x Excellence in all we do
- x Ensuring learning and the learner are at the heart of everything we do
- x Equality of opportunity and celebration of diversity
- x Serving our community
- x Honesty and professionalism
- x Caring for the environment and the communities we serve

4. Our Strategic Framework

Bolton College's strategic priorities are:

- x Optimising opportunities across the merged group
- x Focusing efforts on the road to outstanding
- x Ensuring financial sustainability
- x Becoming a truly 'digital college'
- x Being responsive to the communities we serve in Bolton and the City Region

These priorities are underpinned by our commitment to break down barriers and ensure we provide opportunities and experiences which help people and communities reach their full potential.

Bolton has a long history of strong and collaborative partnership working, focused on improving the quality of life for everyone in Bolton. This is led by the Bolton Vision Partnership, which is made up of leaders from the public, private and voluntary, community and faith sector ('the voluntary sector') and Elected Members. We are proud to have a strong presence within and across the partnership and are committed to working collaboratively to achieve its aims.

5. Our Aim and Purpose

The aim of this Single Equality Scheme is twofold:

- f* To develop further measures and actions that pay due regard to the need to eliminate discrimination and promote EDI for all those who share any of the protected characteristics
- f* To promote EDI so that our approach goes beyond compliance with legislation and remains embedded in our ethos and culture

The purpose of this Single Equality Scheme (SES) is:

- f* To ensure potential and current staff, learners, visitors do not experience discrimination

- f* To create a positive and inclusive environment for all staff and learners where everyone feels valued and respected
- f* To raise awareness with regards to discrimination and ensure that all learners, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation
- f* To support the recruitment, retention, achievement and progression and personal and professional development of all our staff and learners
- f* To set out the ways in which we will continue to meet our legal requirements under the following legislation:

The Public Sector Equality Duty

The public sector equality duty (PSED) consists of a general equality duty, set out in the Equality Act 2010, and specific duties* which came into operation in April 2011, imposed by secondary legislation. The duty covers nine protected characteristics:

- f* Age
- f* Disability
- f* Gender reassignment,
- f* Pregnancy and maternity
- f* Race
- f* Religion or belief,
- f* Sex
- f* Sexual orientation
- f* Marriage and civil partnership.

The general equality duty requires public bodies to show due regard to:

- f* Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- f* Advancing equality of opportunity between people who share a protected characteristic and those who do not
- f* Fostering good relations between people who share a protected characteristic and those who do not.

The specific duties require Public bodies to:

- f* Publish relevant, proportionate information demonstrating their compliance with the equality duty
- f* Set themselves specific, measurable equality objectives

* Due to the coronavirus outbreak, The Equality and Human Rights Commission reviewed the PSED specific duty reporting obligations. In England, the planned compliance activity on the specific duties for 2020 was suspended with the requirement to publish equality information by 30 March 2021.

6. Our Policy Statement

Our commitment

Bolton College is committed to providing a diverse work and study environment free from discrimination, bullying, harassment or victimisation, where everyone feels supported and respected and valued for their contribution and individuality. We welcome and celebrate the unique talent and experience of each individual student and employee and are dedicated to working with all our local communities and to developing a workforce and learning community that reflects Bolton, Greater Manchester and the UK's diversity

Effective (teaching and Learning) (equal opportunities) (diversity) (1.5 0 11.56 (an) 17.8202 (y) 6-a 227.859 0

community relations, ensuring our College is appropriate and accessible, and increasing opportunities for all who work and learn with us.

The following documents all have components which support equal opportunities across the organization:

Abuse of Trust Policy and Procedure

Additional Support Framework

Adults at Risk Policy and Procedure

DBS Privacy Policy

Dignity at Work Policy

Disciplinary Procedure

Ex-Offenders Policy

cn 70.56 508.32 4

- x The College Board and the Senior Leadership Team take an active role in promoting and embedding EDI in all aspects of our work
- x Our Equality, Diversity and Inclusion Action Plan is regularly monitored and implemented
- x The impact of this Single Equality Scheme is assessed via our quality assurance systems (observations of teaching and learning, Self-Assessment Reports and feedback from our students, staff and partners)
- x Our successes and progress in meeting our commitments are celebrated in our published Equality, Diversity and Inclusion report.
- x Our major decisions and actions are thoroughly considered in the context of EDI before implementation
- x We address unequal experiences for all who share protected characteristics and are mindful of our actions in relation to socio economic factors
- x We recruit, train, develop and support learners and staff fairly
- x We welcome different perspectives, skills and backgrounds
- x We monitor and review our work in order to be alerted to any unfairness and learn from complaints
- x Encourage and support the development of innovative projects that promote equality of opportunity
- x Work with our communities to ensure that their needs are taken into account
- x Foster greater understanding and trust with the different EDI groups and communities
- x Foster a culture of learning and of sharing good practice

Valuing our learners

Bolton College will strive to provide an effective and meaningful learning and teaching experience for all our learners, whatever their background. In order to do this we will:

- x Ensure our learner policies are fit-for-purpose and review them regularly
- x Act swiftly to challenge and eliminate prejudice, bullying or harassment
- x Support the Learner Voice as an empowering vehicle for change
- x Regularly review our learner monitoring data and take action where appropriate
- x Use a variety of different methods to attract and retain learners from all backgrounds
- x Comply with all equalities-related legislation
- x Make reasonable adjustments for learners with particular needs
- x Encourage open, honest discussion about issues which support learners' educational attainment
- x Continue to develop a learning community that is reflective of Bolton and Greater Manchester's diversity mix

Valuing our workforce

Bolton College acknowledges that our staff are our main asset and we are highly committed to investing in our employees. To recruit and retain a motivated and professional workforce which reflects our local communities, we will:

- x Ensure our human resources policies are fit-for- purpose and review them regularly
- x Act rapidly to challenge and eliminate prejudice, bullying or harassment
- x Support recognised trade unions and staff forums
- x Regularly review our workforce monitoring data and take action where appropriate
- x Use a variety of different methods to attract and retain staff from all equality backgrounds
- x Comply with all equalities-related employment legislation
- x Make reasonable adjustments for staff with particular needs
- x Train staff in equality and diversity issues to enable them to carry out their jobs in a way that reflects the ethos of the organization
- x Encourage open, honest discussion about issues which support personal development
- x Continue to develop a workforce that is reflective of the diversity mix of the area

7. Our Equality Commitments

Gender

Our Commitment

Bolton College welcomes people of all genders at all levels in all sections of the College and curriculum areas. We have a strong and well embedded culture of mutual respect for others in relation to gender status and identity and do not tolerate gender-based harassment. We will remove barriers and actively encourage inclusive participation in traditionally gender specific job roles, job levels and curriculum areas and levels, within the parameters of the law. The College is a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status and identity, and we will seek to build an environment where respect for gender is valued by all.

We will continue to engage and consult with students, staff and stakeholders to ensure that gender barriers are removed and that we deal swiftly with any gender related concerns. The promotion of gender balance in some areas of the curriculum remains a target for on-going action and we will continue to address those, both in relation to student and staff recruitment.

We have more to do to increase confidence in disclosing transgender for both staff and students and in analysing the data concerning the gender of our staff, both established and temporary. We will revisit our current practices in light of any new legislation and ensure that we continue to address any issues identified and promote a culture of gender equality in all areas and levels of the workforce.

Our Intended Impact

We aim to achieve the following:

- f* Student recruitment which actively encourages them to access careers of their choice regardless of traditional gender under representation.
- f* A well-developed curriculum that positively reflects different gender contributions in the

workplace and promotes them equally and effectively.

f The College monitors data regarding attendance patterns, retention, achievement, pass rates, progression and destination in relation to gender.

f Gaps in outcomes in relation to gender are addressed and closed/narrowed.

f A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.

f A College Board with a similar gender mix to that of the College.

f Facilities that enhance and support the experience of people of different genders equally in using the College's services or as College employees.

f A HR system that prevents unequal pay between the genders.

f A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours at all levels and promotes a culture of respect.

f A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.

f An approach to transgender issues that promotes understanding and welcomes those involved in any kind of change to their gender.

.d2TT3 1 Tf ()JTJ86 (i)2.8o1 eee3

f Promote good relations between different groups.

Disability

Our Commitment

Bolton College celebrates the diversity of its staff and students and welcomes people of any sexual orientation. We adopt a zero tolerance approach to any form of homophobia or homophobic bullying. We are working with staff and students to raise their confidence in challenging any inappropriate behavior that may take place. The College should be a place where everyone in the lesbian, gay and bisexual community is respected and valued. In order to achieve this goal the college is currently working towards Rainbow Flag status, a quality standard which is awarded by the LGBT organisation The Proud Trust which recognizes schools and colleges that go the extra mile to support LGBT staff and students.

Our approach is to offer staff and students the opportunity to disclose their sexuality if they wish to, and to create an environment where people can feel free and safe to disclose. The College has been offering the opportunity for staff and students to disclose at the point of enrolling or applying for a job. We have also set up an online community for LGBT students and staff at the college to ensure they feel valued and supported in every possible way. However, we acknowledge that further work needs to be done to provide information and support for those who require it, and more awareness needs to be raised, before we can expect the disclosure rates to improve. We need to do more to support tutors to feel more informed and supported and

different religions, faiths and beliefs and welcomes people of all faiths and none into our community. We do not accept any discriminatory behaviour arising from differences in belief and expect students, staff and stakeholders to equally respect all beliefs, faiths and religions. Staff and learners have access to a well-established multi-faith chaplaincy. Staff and learners attend Friday prayers in College's Quiet Room with our Muslim Chaplain. Staff have developed a monthly Christian Fellowship Meeting. The Quiet R

Our intended impact

- x A well-developed curriculum and tutorial programme that positively promotes understanding and equality of pregnancy and maternity
- x A flexible and supportive curriculum delivery that takes into account the needs of new and expectant mothers and allows them to achieve and progress successfully
- x An environment and culture that promote and foster an understanding of the issues that expectant and new mothers face
- x A robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect
- x An effective working relationship

future for themselves and their communities through enhanced personal and professional skills and raised aspirations.

We are committed to understanding the nature and impact of economic disadvantage and will work to reduce the barriers faced by people in our local communities through the provision of high quality teaching and learning, outstanding support and a curriculum based on the local and industry needs. We will continue to emphasise the development of provision designed to attract those with lower expectations of success and prosperity and, with our partners, will explore new ways of working that make our provision more accessible to those who are disadvantaged.

We understand that ACE's (Adverse Childhood Experiences) cut across all socio-economic boundaries but believe that our goal of becoming an ACEs aware and trauma informed College will benefit all our learners. All our policies and practices will eventually become trauma informed and this will assist those facing any barriers to learning including those from areas of

9. Roles and responsibilities

- x Ensuring that all premises and facilities are accessible
- x Ensuring that the procedures for procurement are inclusive and open to all

The Director for Adult and Higher Education is responsible for:

- x Giving a consistent and high profile lead on EDI
- x Promoting the Single Equality Scheme and ensuring that it is implemented and reported on
- x Leading on EDI across the organisation
- x Developing, overseeing the implementation, monitoring and reviewing of this Single Equality Scheme through involvement and consultation
- x Analysis of data monitoring information, and the publication of the EDI report
- x Overseeing awareness raising campaigns

The HR Director will oversee the Equality and Diversity agenda for the workforce and will:

- x Have responsibility for and consider the impact of the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality
- x Takes steps to have a staffing profile which is reflective of sector averages and the local population, and approve the use of positive action in recruitment where appropriate
- x Compile regular reports on staffing in terms of equality indicators for the Board and produce reports detailing staffing information relating to demographics, pay gaps, grievances and disciplinary action
- x Organise events and activities to raise awareness of this Scheme, and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development
- x Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- x Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures
- x Gather the

h-1112 (ul)5.9 (-17.6 (a)-11.4 (JTJ0 T6 (h)-11.3 (er)-17 ()10.8 (t)-76.6 (h)-11.3 (e r)-17t

The Director of Quality is responsible for:

- x Ensuring that EDI is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, self-assessment reports and any other quality improvement activities
- x Ensuring that learners are made aware of this Scheme, and for ensuring that learners understand EDI issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.
- x Analysis of learner data monitoring information for whole college and by department to inform required actions within quality improvement plans

The Executive Director of Finance is responsible for:

- x communicating the Scheme to all contractors with whom Bolton College partners with and for ensuring that all the procurement processes comply with the organisation's legal obligations in relation to EDI.
- x communicating the Scheme to all contractors Bolton College works with and for ensuring that all the facilities are accessible.

The Head of Community Regeneration is responsible for:

- x Coordinating the promotion of EDI across the organisation
- x Working with the relevant staff to ensure that EDI are effectively embedded in teaching, learning and assessment
- x Working with the relevant staff to ensure that EDI are part of the learner journey (induction, tutorials, enrichment)
- x Planning and co-ordinating awareness raising events
- x Attending relevant internal and external events to keep up to date on EDI matters and current legislation
- x Supporting the relevant Directors in the analysis of monitoring data and the publication of annual data
- x Working with the relevant staff to ensure that the EDI action plan is implemented, and reporting on progress
- x Co-ordinating the work of the EDI champions once they have been appointed

The Equality, Diversity and Inclusion champions will actively champion the EDI commitments laid out in the Single Equality Scheme within their area.

All Staff are responsible for:

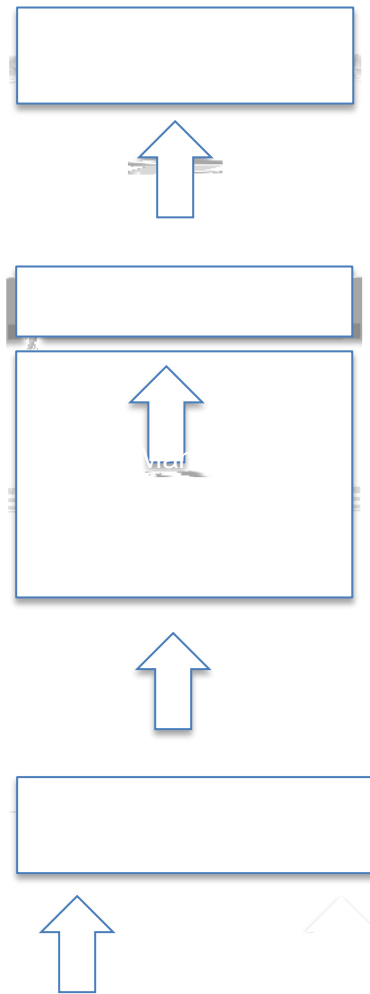
- x Promoting equality of opportunities, eliminating discrimination and fostering good relations
- x Promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect
- x Keeping up-to-date with our statutory duties on EDI and taking up training and learning opportunities
- x Consistently challenging and reporting any inappropriate language, behaviour or

- x Violating a person's dignity
- x Creating an intimidating, hostile, degrading or offensive environment
- x Unwanted, unwelcome or uninvited behaviour

A person does not have to say that they object to the behaviour for it to be unwanted. It is the view of the recipient or observer of an incident that determines what is acceptable behaviour. It is the impact of the conduct and not the intention of the perpetrator that determines what constitutes harassment. Behaviour associated with harassment can take many forms and is defined as unwelcomed physical, verbal or non-verbal conduct, causing another individual or group to feel threatened, humiliated or harassed, interfering with performance and/or creating a threatening or unpleasant environment. The Equality Act states that it is not necessary for a person to immediately say that the behaviour that they object to is unwanted for the behaviour to be construed as harassment.

Sexual harassment occurs when a person is subjected to unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. It may be defined as unwanted sexual advances, inappropriate touching, explicit derogatory statements or sexually discriminatory remarks or jokes that are offensive to the person involved and which cause the person to feel embarrassed, humiliated or offended.

For learners:



Equality, Diversity and Inclusion Committee (EDIC)

Our Equality, Diversity and Inclusion Committee meets to review progress against the Equality Action Plan and our equality objectives and priorities and is chaired by the Director of Curriculum for Adult and HE and includes members from human resources, curriculum, quality and management information. Further representatives across the college are invited to attend on an ad hoc basis dependent upon agenda. The EDI Committee objectives are to:

- x Ensure the College is effectively implementing its legal duties, the requirements of the Equality Act and best practice.
- x Support and challenge the embedding of EDI issues across the College
- x Support cross College EDI promotional initiatives and act as an EDI champion.
- x Monitor the College's performance on EDI areas such as staff recruitment, complaints and learner performance.
- x Make recommendations for actions that need to be taken to improve our performance

on issues that will take the Equality agenda forward.

- x Assist in the development, co-ordination and implementation of equality policies, practices and action plans throughout the College.

The Committee's duties and responsibilities are to:

- x Monitor the delivery and progress of the Single Equality Scheme (EDI) Action Plan,

