

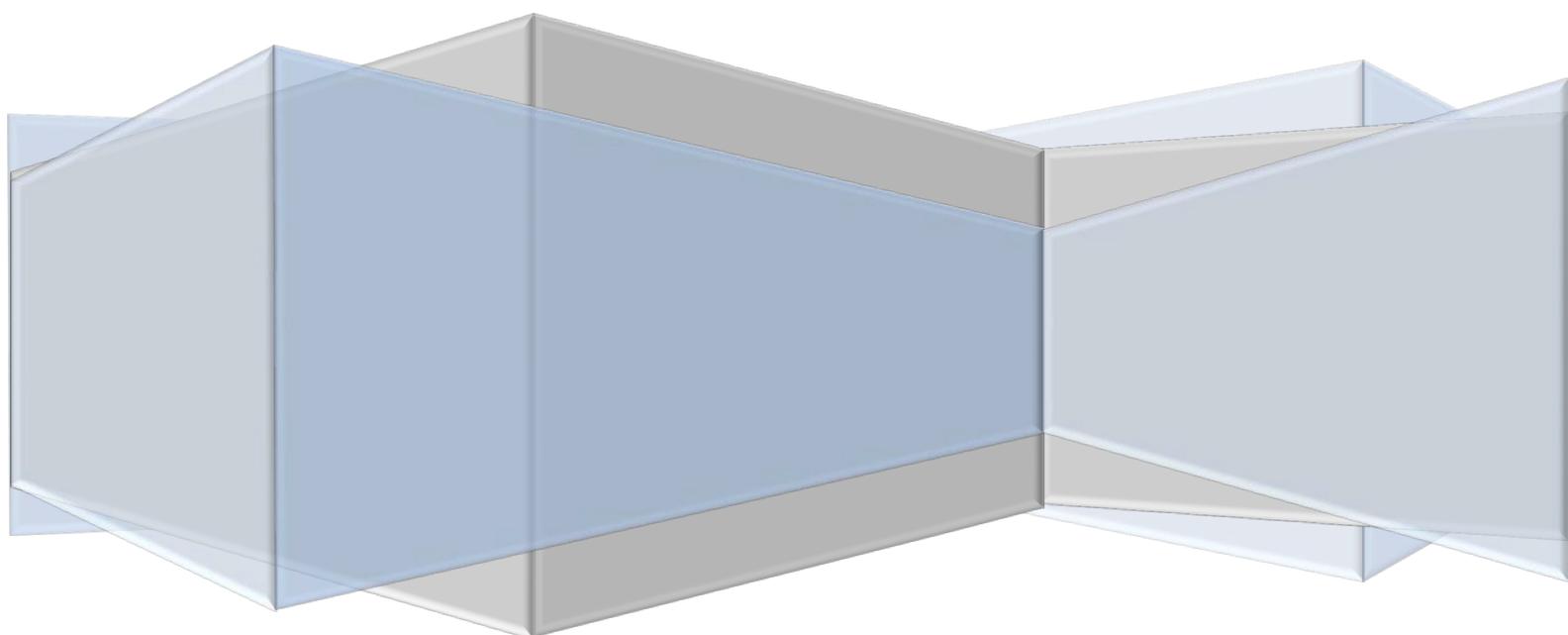


HUMAN RESOURCES

Single Equality Scheme 2021-2023

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Single Equality Scheme 2021-2023 Bolton College



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 into everything that we do. We pride ourselves on being a welcoming and inclusive College with a real commitment to continually raising awareness of equality and diversity matters and minimising discrimination and prejudice. The College's approach to equality and diversity was commended by Ofsted in the last inspection:

"The highly inclusive and respectful learning environment that allows learners the freedom to share valuable life experiences and celebrate cultural diversity in a safe way."

This Scheme builds on our previous and ongoing work and brings together our commitments to EDI and our related ambitions and plans across the organisation. It embraces all members of our College community carrying out their day-to-day work and learning, when shaping policy, delivering services and in relation to our employees and learners. Its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity and inclusion.

We consider all individuals. This is known as the Public Sector Equality Duty, which requires that public bodies have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities

As part of this, each body must publish information to demonstrate their compliance with the Public Sector Equality Duty.

2. Our Mission

Our commitment to the promotion and development of equality of opportunity, valuing and celebrating the diversity of all of our students and staff and inclusive approach to all of the College's communities and partnerships is reflected in the College's mission statement:

"Bolton College will enable individuals, businesses and communities within Bolton and the City Region to realise their potential through education and training that is inclusive, inspiring, innovative and responsive to their needs".

3. Our Values

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

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

4. Our Strategic Framework

Bolton College's strategic priorities are:

- Optimising opportunities across the merged group
- Focusing efforts on the road to outstanding
- Ensuring financial sustainability
- Becoming a truly 'digital college'
- 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:

- 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
- 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:

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

- To create a positive and inclusive environment for all staff and learners where everyone feels valued and respected
- 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
- To support the recruitment, retention, achievement and progression and personal and professional development of all our staff and learners
- 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:

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

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

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

The specific duties require Public bodies to:

- Publish relevant, proportionate information demonstrating their compliance with the equality duty
- 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 require a safe environment, free from prejudice and discrimination. Bolton College, therefore, has an approach of zero tolerance to discrimination. These values apply equally to staff and governors, as well as students, volunteers and those with whom we do business.

The College will provide a creative and responsive curriculum and a broad spectrum of extra curricula activities to allow our students to better understand the world in which they live, and the impact of their own actions on community cohesion and wellbeing.

We will promote EDI and prevent discrimination through our roles as:

- a provider of education and learning opportunities;
- an employer;
- a community partner and
- a business partner

We will follow best practice in all equality areas and continue to work with staff, learners and stakeholders to:

- Recognise people's differences and celebrate our diversity
- Eliminate unlawful discrimination, bullying and harassment
- Promote equality of opportunity and good relations between different groups

In addition to the equality strands that protect particular groups in equalities legislation, Bolton College recognises that background, life circumstances and opportunities also affect individuals and we will strive to take account of issues such as cultural and economic background, access to education, physical and social environment, and health.

In January 2019, the College began its journey to becoming a trauma informed organization using the ACE's (Adverse Childhood Experiences) lens as well as launching its Wellbeing Strategy for Learning and Life. The College recognizes that ACEs can have lasting, negative effects on health, well-being, and opportunity and that ACEs and their associated harms are preventable. Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent ACEs and help all students reach their full health and life potential. The College is currently training all staff to recognize ACEs and their effects within its student and staff population and has on hand support from staff and policies which help its community to overcome their barriers and reach their potential.

Bolton is a diverse borough, where people from many different backgrounds and cultures live, work and play. We aim to respect and promote the diverse nature of the borough, supporting

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
Access and Participation Statement
Additional Support Framework
Adults at Risk Policy and Procedure
DBS Privacy Policy
Dignity at Work Policy
Disciplinary Procedure
Ex-Offenders Policy
Family Leave Policy
Flexible Working Policy
Grievance Procedure and Policy
Remote Working Policy
Infection Pandemic Policy
Job Share Policy
Management of Attendance Policy
Modern Slavery Statement
Performance Management Policy
Prevention and Management of Stress Policy
Probationary Policy and Procedure
Public Interest Disclosure Policy
Recruitment and Selection Policy and Procedure
Redundancy Policy
Quiet Room Policy
Safeguarding Children Policy and Procedure
Secure Storage Policy
Special Leave of Absence Policy
Student Protection Plan
Time off for Dependents Policy
Volunteer Policy

Meeting our commitment

Bolton College will ensure that:

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

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

- Ensure our human resources policies are fit-for- purpose and review them regularly
- Act rapidly to challenge and eliminate prejudice, bullying or harassment
- Support recognised trade unions and staff forums
- Regularly review our workforce monitoring data and take action where appropriate
- Use a variety of different methods to attract and retain staff from all equality backgrounds
- Comply with all equalities-related employment legislation
- Make reasonable adjustments for staff with particular needs
- 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
- Encourage open, honest discussion about issues which support personal development
- 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:

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

workplace and promotes them equally and effectively.

- The College monitors data regarding attendance patterns, retention, achievement, pass rates, progression and destination in relation to gender.
- Gaps in outcomes in relation to gender are addressed and closed/narrowed.
- A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.
- A College Board with a similar gender mix to that of the College.
- Facilities that enhance and support the experience of people of different genders equally in using the College's services or as College employees.
- A HR system that prevents unequal pay between the genders.
- 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.
- 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.
- An approach to transgender issues that promotes understanding and welcomes those involved in any kind of change to their gender.

Age

Our Commitment

Bolton College is committed to equality of opportunity for our students and our staff regardless of their age. Our drive is to enable all students to access learning, be successful and use their new learning to enhance their personal and professional development and life chances. We work to further narrow any age related success gaps and to support all students to improve their potential for employment throughout their working lives.

Our recruitment methods and employee support will reflect best practice. Opportunities for staff to have a voice will help them to contribute fully to the development of the College. Excellent professional development and progression opportunities will help staff to evolve their own careers irrespective of their age. We will act firmly to eliminate any unfair behaviour arising from differences in age.

Government funding agendas clearly differentiate between the needs of young people and those over the age of 19 and this does lead to different levels of provision and support for different age groups. This has meant that, over the last few years, adult students have experienced more barriers to learning compared to their younger counterparts, and the College has worked to minimise these as much as possible. We will continue to maximise opportunities available to support adults in learning and career progression and will monitor carefully the impact of fee loan facilities for those aged 19+.

Within the context of legislation and government funding and priorities, we aim to break down barriers associated with age both as a provider of education and as an employer.

Our Intended Impact

We aim to ensure that:

- Our curriculum offer, facilities and support services cater for the different needs of our students.
- Outcome gaps between adults and young people continue to be addressed and closed.
- The College monitors data regarding attendance patterns, retention, achievement, pass rates, progression and destination in relation to age
- All students are given the support they need to progress into and at work.
- Younger entrants to the workforce are given the support they need to succeed and progress.
- Employees do not face discrimination on account of their age.
- Our HR policies support staff to balance work with family requirements.

Race

Our Commitment

Bolton College is committed to creating an environment where different races are valued and respected and able to develop equally, and where all can feel confident that racism is dealt with swiftly and effectively. The promotion of equality is central to the College's mission and we will identify and combat discrimination and disadvantage. Racial harassment is not tolerated in any area of the College life and we will take positive action to eliminate racism and its effects. We will continue to take positive action to encourage the recruitment of Ethnic Minority Groups (EMG) of students on all courses and to narrow any gaps in outcomes.

Our curriculum and extra curricular activities will raise awareness and enable students from different backgrounds to gain self-esteem and confidence. We will continue to seek to increase the number of staff from EMG groups and encourage links with supportive professional bodies such as the Network for Black Professionals. We will work to develop role models through our Alumni, our community and our employer network and recognise the contribution they can make to students' aspirations. We will work to secure the fullest participation of students and staff from ethnic minority groups in College life. Through our learner, employee and employer voice mechanisms, we will act upon their views with the aim to further develop our College.

Our Intended Impact

We aim to achieve the following:

- Retain the high achievement of students from EMG
- Action any gaps in outcomes that emerge swiftly
- Increase the profile of EMG staff to achieve a workforce that is representative of the local community at every level of the organization.
- The College monitors data regarding attendance patterns, retention, achievement, pass rates, progression and destination in relation to race.
- Our curriculum offer, facilities and support services cater for the different needs of our students.
- We have positive role models for BME staff and students in our senior management team, our teachers and amongst the College board.

- Promote good relations between different groups.

Disability

Our Commitment

Students with learning difficulties/disabilities are well supported and thrive at Bolton College. We are committed to the development of new and better opportunities for disabled people and have developed well-embedded practices and innovative delivery options in order to ensure their success. Students with learning difficulties and disabilities have aspirational goals and targets and are provided with well-designed personal support packages and individually designed curriculum offers, where required, to ensure that they can achieve and progress in line with their peers. We operate a social disability model, where the College is proactive in removing barriers to participation and success for students and employees with a learning difficulty or disability. We are fully committed to ensuring that disabled staff receive the support that will enable them to succeed in their employment at the College.

The College's practice of collecting comprehensive data on the disabilities of students through the enrolment process and planning a response to their needs is very well established. Although the same opportunities are available for staff to declare disabilities when they start their employment at Bolton College, we feel that some may choose not to do so. We will continue to encourage staff to disclose by increasing the opportunities they have to do so and by raising awareness of the ways in which we can respond to their needs. We will continue to work to eliminate any barriers to career progression for both staff and students.

Our Intended Impact

We will aim to:

- Focus support to ensure outcomes and satisfaction rates remain high for students and staff with disabilities or learning difficulties.
- Maintain the high quality of support to ensure there are no gaps in the outcomes of learners with disabilities and those without.
- Continue to explore ways in which we can maximise funding available for learners with disabilities in the current challenging FE landscape.
- Support staff and students to feel confident to disclose any disability or learning difficulty, particularly 'hidden' disability issues, such as mental health and developmental disorders by delivering more training and raising awareness events and activities.
- Continue to celebrate the success of those students and staff who have overcome disabilities and succeeded in our College.
- Monitor the impact of our success in improving the conditions and success of disabled staff and students within the College.
- Where appropriate, enhance students' ability to live independently by reducing their dependency on additional learning support.

Sexual Orientation

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 about sexual orientation issues through our staff development programme and to provide links to information and support groups via the equality and diversity section of our website. The College needs to do more to monitor the outcomes and satisfaction rates of learners of any sexual orientation.

Our Intended Impact

We will aim to achieve the following:

- Disclosure rates for sexual orientation improve year on year for students and staff.
- Data for sexual orientation is regularly monitored and understood, in line with the data from the other protected characteristics.
- The creation of opportunities to consult with our staff, students and partners to ensure that the services and support we provide meet their needs in relation to sexual orientation.
- The College is a welcoming place for all and we have created an environment where all staff and students feel confident and free to be open about their sexuality if they choose.
- All students and staff are respected and recognised regardless of sexual orientation.
- A student community where all students feel comfortable, supported, actively involved in College life and whose voice is heard.
- A community of staff which is confident and able to anticipate and to respond to the needs of all colleagues and students regardless of sexual orientation.
- A workforce that is trained and confident to challenge homophobia if it arises.

Faith, Religion and Belief

Our Commitment

Bolton College is a diverse organisation that promotes learning and understanding between

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 Room is shared by people of faith and no faith and is used for prayer and quiet contemplation.

We regularly celebrate different religions, faiths and beliefs in order to raise awareness and understanding. As a learning organisation, we aim at challenging perceptions and expanding horizons and we work with different groups within our community to develop a better understanding and use our curriculum to strengthen moral and social awareness wherever it is appropriate.

Our data in relation to religion and belief is limited, and we need to further develop our recruitment and enrolment practices and ensure that more people feel confident to disclose. Better data collection and monitoring will enable us to effectively support curriculum and enrichment activity and to create an environment where people can openly discuss religion or belief.

Our Intended Impact

We aim to achieve the following:

- Our curriculum offer, facilities and support services cater for the different needs of our students, staff, employers and visitors
- Data on religion, faith and belief is collected and monitored regularly
- There are no significant gaps in the outcomes of learners from different religions, faiths/ no faith and beliefs
- Improved data on the profile of religious belief and none for students and staff to help us develop our services, with a distinction between cultural identity and actual religious practice
- The number of events that celebrate a range of faiths and no faith grow year on year, and learners' lead and engagement increases every year
- There is a comprehensive tutorial curriculum that promotes social and moral development
- Improved community cohesion in some our communities
- We have positive role models amongst staff and students that champion different faiths, no faith, religions and beliefs

Gender reassignment

Our commitment

Bolton College has a commitment to advancing equality of opportunity for transgendered people and to promoting an inclusive culture of respect in relation to gender identity. We will not tolerate discrimination, harassment or victimisation related to gender identity and we will

remove any participation barriers by promoting gender identity equality widely and actively across job roles, levels and curriculum and business areas. Through our learner voice mechanisms, our learners regularly report feeling safe at the College, however, we need to do more to promote the interests of transgender staff and learners and to raise awareness about transgender issues across the organisation. The college is currently working towards the Rainbow Flag quality standard as a means to ensuring we consistently and appropriately support LGBT staff and students throughout the organisation

Bolton College aims to be a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status and identity. We are building and creating an environment where respect is valued by all.

Our intended impact

We aim to achieve the following:

- Our data collection regarding gender reassignment is gathered and analysed systematically and it is robust
- Our learner recruitment activities encourage transgender learners to access careers of their choice, regardless of traditional gender under representation
- Our tutorial programme is well developed and it incorporates promotion and understanding of gender re-assignment people
- We regularly consult with staff and learners, ensuring that any gender identity barriers are removed and that any unwanted attention and unfair behaviours are tackled
- A culture that respects and values the wishes of the person undergoing gender reassignment in all cases and entitles individuals to use the facilities that are appropriate for their own gender identity
- An effective working relationship with other organisations in order to train and support staff and learners and to encourage and promote good practice

Pregnancy and maternity

Our commitment

Bolton College has well-embedded processes to support employees and learners who are pregnant or have recently given birth. Flexible learning and working arrangements are available for new and expectant mothers in consultation with personal tutors (in the case of learners) and with line managers in the case of staff. We work with local agencies to support young and/or vulnerable expectant and new mothers. We don't currently gather this information for learners in a systematic way and we are currently discussing the most sensitive way in which we can incorporate this into our equality data collection process.

We are very committed to advancing equality of opportunity for women who are pregnant, have given birth in the last 26 weeks or are breastfeeding, and to fostering good relations towards the elimination of discrimination, harassment and victimisation related to pregnancy and maternity.

Our intended impact

- A well-developed curriculum and tutorial programme that positively promotes understanding and equality of pregnancy and maternity
- 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
- An environment and culture that promote and foster an understanding of the issues that expectant and new mothers face
- A robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect
- An effective working relationship with local agencies and institutions that will allow us to train and support staff and learners
- An approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers

Marriage and civil partnership

Our commitment

Bolton College already has well-established processes in place to support the partners of all our employees, regardless of whether they are married or in a civil partnership, through the range of benefits available. We are committed to treating civil partners in the same way as married people in employment and training. Any benefits given to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

Our intended impact

- To gather, analyse and understand information on marriage or civil partnerships for learners or staff in a systematic way
- Create and foster a culture of understanding and mutual respect across all our learners and employees in relation to marriage and civil partnerships

Socio-Economic

Our Commitment

There is currently no legislative duty in relation to socio-economic factors, however, many of our students come from areas of high deprivation and experience higher than average levels of ill-health and poor educational attainment. As part of our mission, we strongly believe that the College has a duty to address socio-economic barriers to learning and issues of social mobility. Our approach is to treat deprivation as a context and not an excuse for poor performance, and we focus on developing the skills that will enable individuals to build a better

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 high deprivation.

Our intended impact

- To have a curriculum offer and a range of support services which encourage recruitment of learners from disadvantaged postcodes and their successful retention and progression
- To enable students who live in areas of deprivation to do as well as their peers who do not, and to continue to narrow the gap in terms of outcomes
- To consider socio economic factors when impact assessing major plans, policies, procedures and practice

8. Our Equality objectives

The College has set the following overarching objectives to be achieved within the life of this Single Equality Scheme:

- Curriculum development which responds to the needs of students and our community.
- Delivery of targets set for curriculum and business support which are designed to promote equality and diversity or to drive equality forward.
- Community development which reaches out to people and breaks down perceived barriers.
- Increasing the disclosure rates of the newer protected characteristics within the Equality Act 2010, and using the information to promote and drive equality forward.
- Professional development which continues to support staff to promote equality and diversity routinely into their daily activity.

The College's Equality objectives and the expected outcomes are monitored on a yearly basis and progress made will be reported in our Equality, Diversity and Inclusion report.

9. Roles and responsibilities

Bolton College believes that Equality, Diversity and Inclusion are everyone's responsibility (students, staff, employers, partners, stakeholders and visitors) and that everyone has a role to play in the successful implementation of this Single Equality Scheme (SES) across the organization:

The Chief Executive/Principal has overall responsibility for this Single Equality Scheme and ultimate accountability for compliance with the organisation's equality obligations.

The College Board

The Board is responsible for ensuring that:

- Bolton College complies with the law and meets all its duties, including the general and the specific duties
- The Single Equality Scheme and its procedures are followed
- The College's commitment to equality is promoted
- Adequate resources are made available for implementation of the Single Equality Scheme
- The College's Strategic Plan includes a commitment to EDI and the elimination of discrimination
- The Board receives and responds to reports on recruitment, retention, achievement and success rates for learners from different backgrounds and to information regarding staff, equality objectives and priorities
- Board members are properly trained in their duties under this legislation

Executive and Senior Management Team are responsible for:

- Overall implementation of our equality commitments and the promotion of EDI
- Leading in creating a positive, inclusive environment in which everybody is treated with respect and dignity
- Ensuring that this Scheme underpins the organisation's business planning processes
- Considering the impact of any current and future policies in relation to equality
- Ensuring monitoring information is collected, analysed and regularly reported
- Ensuring that the procedures for the recruitment and promotion of staff follow best practice in equal opportunities
- Embedding EDI into all quality assurance processes and mechanisms
- Implementing systems that deal with incidents of discrimination or harassment effectively, and taking action against staff or learners who discriminate for any reason
- Setting targets on the recruitment and outcomes of learners based upon the analysis of the monitoring information
- Promoting equality, diversity and inclusion through curriculum planning, learning and teaching methods, classroom organisation, assessment procedures, educational visits, learner induction and tutorial programmes
- Consulting staff, learners and key stakeholders on EDI topics

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

The Director for Adult and Higher Education is responsible for:

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

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

- 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
- 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
- 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
- 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
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality

The Director of Management Information is responsible for

- Monitoring and reporting on the recruitment and outcomes (retention, achievement, achievement rates, progress and destination) of different groups of learners
- Gathering the range of learner quantitative and qualitative information and share it with curriculum managers to ensure that this information is used effectively to improve equality
- Gathering local information that will help curriculum managers to target recruitment of specific groups of learners
- Collection of monitoring data and supporting with the analysis and publication of annual data

The Director of Quality is responsible for:

- 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
- 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.
- 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:

- 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.
- 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:

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

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

- discrimination by learners, work placement providers or other members of staff
- Dealing with EDI incidents and being able to recognise and tackle bias and stereotyping
 - Ensuring those responsible for managing teaching, learning and assessment have schemes of work and teaching resources that demonstrate sensitivity to issues of EDI
 - Introducing all learners to EDI principles and opportunities during induction and tutorials
 - Becoming familiar with the organisation's EDI data and trends, knowing their contribution to the overarching targets
 - Encouraging any activity or project that promotes EDI
 - Providing appropriate and effective levels of support to break down any barriers to learning
 - Reporting any Hate Crime incidents promptly

Learners, their parents/carers, employers and visitors are responsible for:

- Complying with Bolton College's policies and regulations in respect of EDI
- Acting in accordance with this scheme
- Supporting staff in challenging and reporting discriminatory language and behaviour
- Participating in any activity that celebrates and promotes EDI

Contractors, Partners and Service Providers are responsible for:

- Complying with legislation on equality and any EDI conditions in contracts or agreements

10. Harassment, discrimination and bullying

We aim to build and maintain an environment in which all members of the college community are treated with dignity and respect and can work and study effectively. All learners and employees are expected to recognise that the behaviour that is acceptable to one individual may not be acceptable to another, and that all individuals may need to adapt their behaviour. Harassment, discrimination and bullying are not acceptable, even if it is an isolated incident, and Bolton College will eliminate all forms of it should they become apparent.

Harassment

The Equality Act 2010 states that there are three types of harassment that are unlawful:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex

Harassment occurs when a person is subjected to unwanted behaviour which is related to one or more of the protected characteristics which has either the purpose or the effect of:

- Violating a person's dignity
- Creating an intimidating, hostile, degrading or offensive environment
- 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, threatened, patronised or harassed.

It is also unlawful to treat a person less favourably because they either submit to or reject sexual harassment or harassment related to their sex.

Bullying

Bullying is an unjustified and inappropriate behaviour which is threatening or humiliating. It is usually the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, helpless or humiliated. It has an effect on confidence and self-esteem.

Examples of bullying include:

- Unwanted physical contact
- Threats or menaces
- Jokes, offensive language, malicious gossip, slander, inappropriate songs, letters, posters or graffiti, obscene gestures
- Isolation or non-co-operation, deliberate exclusion from activities
- Intrusion by pestering, spying and stalking
- Being constantly criticised, having responsibilities removed or being given trivial tasks
- Setting a person up to fail by overloading them with work or setting impossible deadlines

Discrimination

Discrimination is described as any action which deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.

Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

Discrimination based on association also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur, for example, when you treat a learner less favourably because their sibling, parent, career or friend has a protected characteristic.

Discrimination based on perception also occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity).

Discrimination because of pregnancy and maternity is the treatment of a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman less favourably because she is breastfeeding a child who is more than 26 weeks old.

Discrimination arising from disability is treating a disabled person unfavourably because of something connected with their disability when this cannot be justified, and failing to make reasonable adjustments for disabled people.

Indirect discrimination occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage. It doesn't matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic.

'Disadvantage' within the organisation could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

Racial harassment is a form of racial discrimination, which includes harassment on grounds of a person's religion or beliefs.

Indirect pregnancy and maternity discrimination are not covered under the equality act although it could be included in the definition of direct sex discrimination.

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their protected characteristics.

Homophobic bullying is any form of inappropriate behavior which is threatening and/or humiliating to someone based on their sexuality or gender identity.

11. Monitoring our progress

To inform the setting of targets and the measurement of our progress in achieving them, we will collect and analyse the following information as a minimum:

For learners:

We analyse data across the following characteristics age, disability, gender reassignment, race, religion or belief, sex and sexual orientation for:

- Applications and conversion rates for admission to programmes across any groups
- Recruitment information
- Attendance and retention, achievement and pass rates across
- Progression and destination rates
- Work placements
- Disciplinary action relating to
- Complaints by learners or their sponsors
- Assessment appeals by
- Satisfaction rates

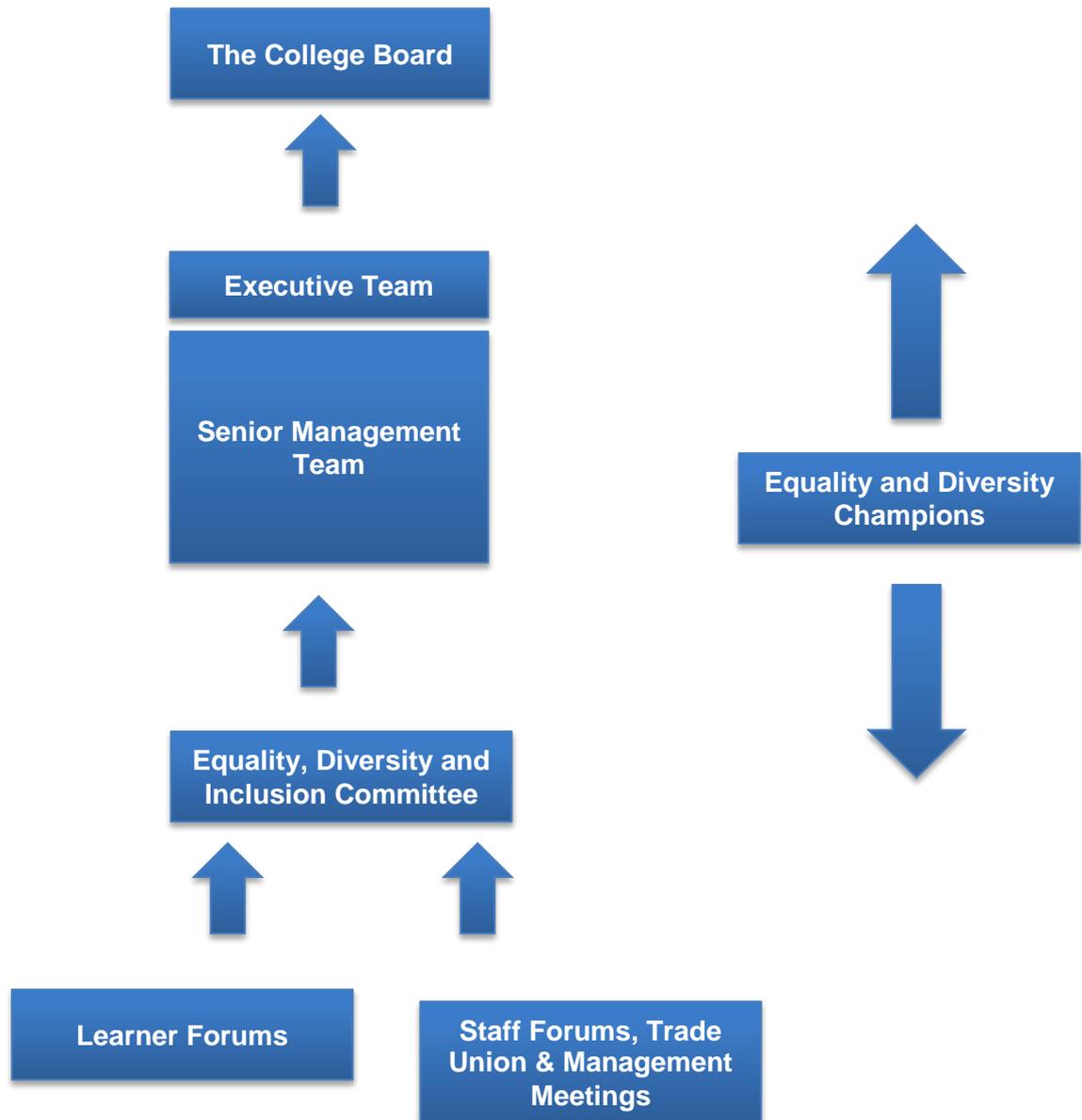
For staff:

- Protected characteristics of staff in post by grade and type of work
- Applications for employment and appointments
- Selection success rates
- Type of contract (permanent, temporary) by group
- Training application and take up rates of all groups
- Promotion rates of all groups
- Disciplinary proceedings and dismissals for all groups
- Sickness reporting for all groups
- Grievances by group
- Satisfaction surveys by group (where possible)
- The number of staff who cease employment by group

The information will be used to:

- Decide whether there are differences in the way different groups are treated
- Decide if there are any gaps in recruitment, attainment and success of different groups of learners/staff
- Investigate the underlying reasons for any differences
- Identify areas where specific action could be taken and ensure that it is taken
- Highlight any unfairness, disadvantage or possible discrimination and take action where appropriate.
- Develop and monitor the Single Equality Scheme Action Plan
- Compare College data to local and national statistics in order to identify success and areas for improvement.

12. Reporting on progress and planning



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:

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

on issues that will take the Equality agenda forward.

- 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:

- Monitor the delivery and progress of the Single Equality Scheme (EDI) Action Plan, and to carry out any additional monitoring required to enable the College to meet its legal obligations.
- Approve and monitor the College Equality and Diversity Impact Measures (EDIMs), targets and main priorities as set out in the College SAR, EDI Report and Single Equality Scheme
- Evaluate the performance of the College against the previous year's objectives and targets, set new goals and agree an action plan for the forthcoming year
- Have an overview of the Single Equality Scheme and associated action plan and make recommendations for changes/amendments where required.
- Make recommendations that promote and celebrate the embedding of EDI into all college policies, practices and decision making processes.
- Members must promote the commitment as Equality 'champions' within their area and ensure the proactive mainstreaming of this agenda.

Equality, Diversity and Inclusion Champions

There is a team EDI Champions in the college. Each person in the team is responsible for representing a different protected characteristic and the membership is drawn from across all teams who work at the college. This group is crucial to the mainstreaming of the equality agenda to all staff and learners and meet at least half-termly to share best practice and identify priority areas to work on. The group is also responsible for organising the annual Diversity Festival at the college.

13. Considerations on decision making

As part of our commitment to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations, Bolton College will consider the needs of all individuals when shaping policy, delivering services and in relation to employment.

Having a sound decision making process will support us to fulfill our statutory requirements and it will also enable us to be better placed to deliver policies and services that are inclusive, efficient and effective.

14. Training and development

Bolton College acknowledges that EDI is an ongoing journey and that our commitment to the Single Equality Scheme will need to be supported by a continuing and comprehensive programme of EDI training. This will involve everyone throughout the organisation (College Board, senior leaders, learners, and all staff), regardless of their role or their location.

Some groups of learners and/or staff will need to receive additional and more specific forms

of training than others, depending on their roles and on the findings from continuous monitoring of our equality objectives. For instance, teaching staff will need to become familiar on how to best embed EDI into teaching, learning and assessment in order deliver an excellent provision.

Promoting EDI will become part of induction for all new staff and learners and training events for all will be publicised and monitored as part of our quality review of staff and learners' development.

Monitoring

This training plan has been developed in order to allow maximum flexibility to meet departmental needs, changes in legislation and external events. The relevance and content of the courses will be reviewed on an annual basis, and a revised plan will be developed if appropriate. Further training at individual, team or curriculum level can be identified and planned at any time.

All approved staff training is recorded via Staff Development. Attendance at core modules are recorded and monitored through Staff Development and managers monitor progress and completion on a regular basis. All staff will have access to a range of EDI related training and Continuous Professional Development (CPD) to ensure that their knowledge remains current and relevant.

15. Complaints relating to Equalities

Bolton College will not tolerate behaviour which breaches its Single Equality Scheme (such as acts of willful, unfair and unjustified discrimination, victimisation, harassment or bullying against or by members of the College community), and will initiate action which may be of a disciplinary nature (where appropriate) against those who do not meet the standards of behaviour required. Where appropriate, such action will be backed up by support and training.

All incidents and complaints of an equal opportunities nature, however informal, should be logged with the Director of Curriculum for Adults and HE, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not wish to make the matter formal. The College will monitor all complaints on a regular basis.

Staff and learners will be made aware of the complaints procedures via induction. Copies of the Single Equality Scheme and Complaints Procedure will be made available around the College and to any member of the College community on request. For those who wish to make a formal complaint, full details of how to do this can be found in the College's Complaints Procedure, which is available on the College's Intranet, at receptions and within offices.

We will monitor the equality data of complainants whenever possible and use this information to ensure that there are no discrepancies in the level or type of complaints from different equality groups. Our Complaints system will be rigorous in responding to any issues related to equality and diversity and reporting any serious emerging trends to the Senior Management Team (SMT) so that an appropriate institutional approach can be guaranteed.