



**Cheshire College  
South & West**

## Equality, Diversity & British Values Policy

Key Information	
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ELT Post Responsible for Update and Monitoring	Vice Principal Organisation Development & Learner Services
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## I. **Statement**

- I.1 The College is fully committed to promoting, maintaining and supporting equality, diversity and the promotion of British Values in all aspects of its work.
- I.2 The College aims to create an environment where all individuals have an opportunity to achieve their full potential and gain a feeling of self-esteem and respect for and from all others. The College expresses its opposition to all forms of inequality and discrimination.
- I.3 The College respects and values differences in age, disability including physical or mental impairment, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation – the protected characteristics of the latest equality legislation. In order, to eliminate possible discrimination and meet its requirements, the College has due regard to the three aims of the general equality duty:
- I.3.1 eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
  - I.3.2 advance equality of opportunity between people who share a protected characteristic and those who do not; and
  - I.3.3 foster good relations between people who share a protected characteristic and those who do not.
- I.4 Having due regard for these aims involves:
- I.4.1 removing or minimising disadvantages suffered by people due to their protected characteristics;
  - I.4.2 taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
  - I.4.3 encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
- I.5 The College understands that this is not about treating people equally – but treating all fairly. Compliance with the duty may mean treating some people more favourably than others, such as people with disabilities. It also involves tackling prejudice and promoting understanding between people from different groups.
- I.6 The College actively promotes the following of four British values and its own values to ensure that all who learn with the College experience, appreciate and understand both sets of complementary values as part of their spiritual, moral, social and cultural development in accordance with the Education Act 2002:
- I.6.1 British Values
    - Democracy
    - The rule of law
    - Individual liberty
    - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
  - I.6.2 College Values
    - Act with honesty, integrity and trust.
    - Take time to listen, help and care.
    - Commit to opportunity and equality.
    - Value and celebrate diversity.
    - Empower individuals and nurture talent.
    - Strive for exceptional quality and success.
    - Instill a strong work ethic and drive to succeed.
    - Take responsibility.
    - Work together.
    - Make a positive contribution to society.

- 1.7 Actively promoting the values means challenging opinions or behaviours in College that are contrary to fundamental British values. Ensuring staff and learners do not undermine these values and are actively involved in their promotion enables and encourages learners to:
- 1.7.1 develop their self-knowledge, self-esteem and self-confidence;
  - 1.7.2 distinguish right from wrong and to respect the civil and criminal law;
  - 1.7.3 accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the College and to society more widely;
  - 1.7.4 acquire a broad general knowledge of and respect for public institutions and services;
  - 1.7.5 develop further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation for and respect for their own and other cultures;
  - 1.7.6 have respect for other people;
  - 1.7.7 respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK; and
  - 1.7.8 have respect for other people, paying particular regard to the protected characteristics set out in the latest Equality legislation.

## **2. The Equality Act 2010**

- 2.1 The Equality Act 2010 became law on 1st October 2010. The Act introduces common definitions of discrimination. The nine protected characteristics under the Act are:
- Age
  - Disability
  - Gender
  - Race
  - Gender reassignment (*people undergoing gender reassignment or who are trans-gender*)
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Religion or belief
  - Sexual orientation (*gay, lesbian, bisexual and heterosexual orientation*)
- 2.2 Learners and staff must be protected from discrimination and harassment on these grounds. The Act also protects against discrimination by association and perception, e.g., a partner or carer of someone with a protected characteristic should also be protected from discrimination and harassment.

## **3. Public Sector Equality Duty**

- 3.1 The Public Sector specific duty requires all public bodies to publish information to demonstrate the extent to which it furthered the aims of the general equality duty. Subsequent information must be published at least annually.
- 3.2 The regulations require public bodies to publish:
- 3.2.1 equality objectives every four years;
  - 3.2.2 information annually to demonstrate their compliance with the general Equality Duty; and
  - 3.2.3 information relating to their employees (*for bodies with 150 or more staff*) and others affected by their policies and practices (*such as service users, e.g., learners*).
- 3.3 All information must be published in a way that is accessible to the public.
- 3.4 The College will uphold its public sector duty and actively seek to ensure that both learners and staff experience

equality of opportunity and are free from harassment, discrimination or victimisation of any kind, regarding the protected characteristics.

- 3.5 As a responsible body, the College recognises and accepts its vicarious liability for the actions of staff, learners and sub-contractors. The College will comply with all legislation, regulations, statutory and non-statutory codes of practice and contractual requirements relating to equality and diversity.
- 3.6 The College will challenge all forms of inequality, discrimination and harassment, and actively promote opportunities and foster good relations. This work is regarded as the responsibility of all staff at the College.
- 3.7 Any action which contravenes this policy renders staff and learners liable for disciplinary action. Evidence of discrimination or harassment may be considered as gross misconduct. Clients or contractors who contravene the policy can expect appropriate action.

#### **4. Responsibilities**

- 4.1 The Corporation members have a statutory responsibility under the Articles of Government for determining the educational character and mission of the institution and for the oversight of its activities. This duty extends to safeguarding and championing equality and diversity within the College, ensuring that the College is fulfil its statutory obligations and annually monitoring the progress that it is making towards achieving the targets.
- 4.2 The following groups and post-holders have responsibilities for the development and implementation of policies relating to equality and diversity for staff and learners:
  - 4.2.1 The Principal/CEO has overall responsibility for the day-to-day operation of the policy within the College.
  - 4.2.2 The Deputy Principal/Deputy CEP is responsible for the application of the policy to all matters relating the College apprenticeship curriculum.
  - 4.2.3 The Vice Principal, Innovation Curriculum & Quality is responsible for the application of the policy to all matters relating to the College curriculum.
  - 4.2.4 The Director of Learning and Learner Services is responsible for liaising with College learner representatives and groups regarding the promotion of equality and celebration of diversity across the College.
  - 4.2.5 The Vice Principal Organisational Development & Learner Services is responsible for the application of the policy to all matters relating to the appointment, training, appraisal, promotion and dismissal of staff.
  - 4.2.6 The Equality, Diversity and British Values Group are entrusted with the task of monitoring and evaluating the College's progress in achieving the targets which it sets for itself in this area.
  - 4.2.7 The College Leadership Team have a collective and individual responsibility for promoting and championing the principles contained within the policy amongst all staff and learners.
  - 4.2.8 All members of staff and learners are responsible for ensuring that they are aware of the College's statutory duties in relation to equal opportunities, that they uphold the principles underlying this policy in all the actions and behaviour and that they actively challenge any instances of discriminatory behaviour.

#### **5. Equality, Diversity and British Values Group**

- 5.1 The Equality, Diversity & British Values Group will meet throughout each academic year to stay abreast of developments about the duties and responsibilities placed on the College.
- 5.2 The group membership includes:

- 5.2.1 Principal/CEO
- 5.2.2 Vice Principal Innovation, Curriculum & Quality
- 5.2.3 Vice Principal Organisational Development & Learner Services
- 5.2.4 Assistant Principal Quality, Foundation English & maths
- 5.2.5 Director of Learner & Learner Services
- 5.2.6 Director of Information & Planning

5.3 The group will:

- 5.3.1 drive targeted interventions where there is an identified need for change and improvement, reporting on gaps and developments for protected groups. The group will meet termly and will report annually through the College Self-Assessment Report.
- 5.3.2 organise opportunities to consult, share good practice, arrange celebration and specify training needs for staff at all levels.
- 5.3.3 make additions and changes to the membership as required.

**6. Commitment**

6.1 The College will:

- 6.1.1 actively promote equality and British values by valuing and respecting differences between people;
- 6.1.2 ensure staff are equipped to recognise diversity and challenge appropriately or report all forms of bullying, harassment, discrimination and hate crime;
- 6.1.3 investigate any allegations of discrimination sensitively;
- 6.1.4 monitor teaching, learning and assessment to ensure they are free from discrimination and reflect the needs of the wider community, and actively promote both the College's and British values and the requirements of the wider spiritual, moral, social and cultural learning agenda;
- 6.1.5 monitor policies, procedures and practices to ensure they are free from discrimination and respond to the needs of the wider community;
- 6.1.6 identify enhancements year on year that the College has a strong track record in equality and one which listens to and values all learners and staff; and
- 6.1.7 ensure that quality and equality are the responsibility of all who learn and work at the College.



# Appendix I

## Equality Impact Assessment Guidance

### 1. Definition and Purpose

- 1.1 Equality Impact Assessment is a requirement to assess the impact of current, intended or draft policies, procedures, functions or services for any adverse, negative or detrimental outcomes for specific groups. The purpose of equality impact assessment is to ensure that the College is not discriminating either directly or indirectly and that it continues to promote equality and diversity for all students and staff.

### 2. Scope

- 2.1 The Equality Act 2010 requires organisations to complete an Equality Impact Assessment (*EIA*). The College has a commitment to embracing equality and diversity in relation to all groups and therefore the College's equality assessment process will continue to consider the impact on the following:

- 2.1.1 gender (*and Gender Reassignment*) - This includes men, women and transgender;
- 2.1.2 disability - This includes persons with a disability as defined within the Equality Act 2010 (those with hearing impairments, visual impairments, physical disabilities, learning disabilities or mental health problems and long-term health problems);
- 2.1.3 race - This includes groups of people who are defined by race, colour, nationality and ethnic or national origins;
- 2.1.4 sexual Orientation - This includes heterosexuals, bisexuals and homosexuals;
- 2.1.5 age - The definition of age groups will need to be sensitive to the policy under consideration; for example, employment policies and practices may focus on older groups, perhaps in relation to a retirement policy whereas an attendance policy may focus on 16-19 learners;
- 2.1.6 religious belief or faith - Religion or belief is any religion, religious belief or philosophical belief. A religious belief is likely to include some form of collective worship, a clear belief system or profound belief affecting the way of life or view of the world. Non-belief is also covered by the regulations;
- 2.1.7 marriage / Civil Partnerships - Note that cohabiting couples are not covered by the Equality Act 2010; and
- 2.1.8 pregnancy / Maternity - Previous employment regulations have given protection to employees who are pregnant or taking maternity leave, but the Equality Act 2010 widens this to include students and visitors to the College premises.

### 3. Procedures

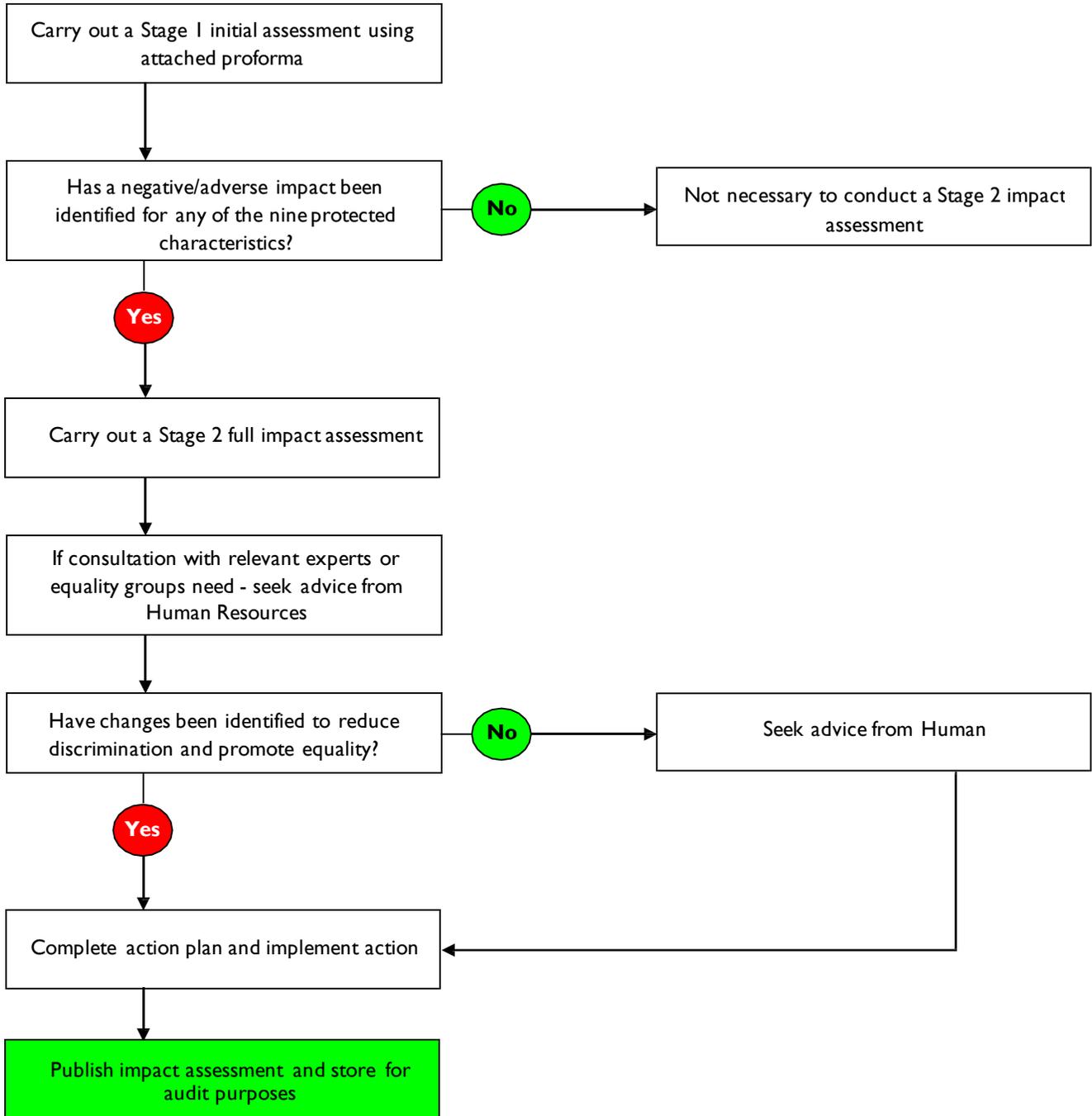
- 3.1 Equality Impact Assessments should be carried out on the introduction of all new or revised policies in accordance with the policy review timescale (*which includes annual reporting*) by the policy holder. Similarly, all new or revised procedures or modifications or implementation of services should also attract an impact assessment.

- 3.2 Equality Impact assessments should follow a two-stage process as highlighted below:

**Stage 1** – Initial assessment to assess the relevance of the policy/function/service to the promotion of equality of any of the six equality strands – where there is relevance then progress to Stage 2

**Stage 2** – Full impact assessment on any of the areas highlighted (*but only where any negative impacts are identified at Stage 1*)

**Equality Impact Assessment Flow Chart:**





### Equality Impact Assessment Form – Stage I (Initial Assessment) (Part A)

Name of policy manager/group carrying out assessment:		Faculty/Functional Area:	
Name of policy/procedure/ function/service being assessed:		What is the purpose of the policy/procedure/function/service?	
Who does the policy/procedure/function/service affect?		What is the consultation process?	
What is the implementation date?		How is the policy communicated to all users?	

### Assessing relevance of the policy/procedure/function/service: (Part B)

	Yes	No
Does the policy/procedure/function/service affect the public directly or indirectly?		
Does the policy affect how other services are provided?		
Have complaints been received from different equality groups and its effects on them?		
Does the policy have employment implications?		
If the answer to some or all the above questions is yes, then the policy/procedure/function/service will be relevant – please continue to Part C of this Stage I assessment. If the answer is no to all the above questions then there is no need to continue.		

### (Part C)

Equality Area	Positive Impact			Negative Impact			Reason/Comment
	None	Low	High	None	Low	High	
Gender ( <i>inc. Transgender</i> )							
Disability							
Ethnic/racial group ( <i>please specify</i> )							
Sexual orientation							
Age							
Religion or belief							
Marriage / civil partnership							
Pregnancy / Maternity							

## Guidance notes for Equality Impact Assessment – Stage 1

### Part A - Initial Assessment

- (A1) **What is the purpose of the policy/procedure/function/service?**  
What are the set aims and objectives the policy/procedure/function/service? Record the intended.
- (A2) **Who does the policy/procedure/function/service affect?**  
Record all users including students, staff, stakeholders or others as appropriate.
- (A3) **What is the consultation process?**  
What processes for consultation with the user groups involved has taken place and when? The purpose of consultation is to outline to the specific user groups how the implementation of the policy/procedure/function/service will affect them and to raise awareness of it.
- (A4) **What is the implementation date?**  
What date was the policy/procedure/function/service implemented or renewed or when is the due date for implementation?
- (A5) **How is the policy communicated to all users?**  
How is the policy/procedure/function/service or any changes or amendments to be communicated and publicised to users?

### Part B - Assessing Relevance of the Policy/Procedure/Function/Service

If any answer to **any** questions in section B is 'yes', then the policy/procedure/function/service will be relevant and Part C should be completed. If the answers are 'No' to **all** questions in section B then there is no need to continue with the Impact Assessment.

### Part C – Positive/Negative Impacts

**Completing the positive/negative impacts table using a 'none, low or high' impact factor indicator:**

- (C1) **Positive impacts**  
The policy/procedure/function/service may have a positive impact on any of the equality groups outlined in relation to promoting equal opportunities and equality and/or improving relations within equality target groups or providing targeted need services to highlighted groups. An example of this would be a targeted training programme for migrant workers within the area; this would have a positive impact on local mainly white ethnic community migrant workers but would not necessarily have an adverse negative impact on other ethnic community groups or 'home' status workers. Indicate on the proforma whether there is a 'none, low or high' positive impact on the equality groups.
- (C2) **Negative impacts**  
The policy/procedure/function/service may have a negative impact on any of the equality groups outlined, i.e., it may disadvantage them in some way. An example of this would be moving a well utilised service (such as Reception) to an area with no loop facilities which would have a negative/adverse impact on people with a hearing impairment. Indicate on the proforma whether there is a 'none, low or high' negative impact on the equality groups.

**Any high negative impact indicators will illustrate a need to complete a stage 2 impact assessment (*full assessment*).**

**Equality Impact Assessment Form – Stage 2 (Full Assessment)**

Name of policy manager/group carrying out assessment:		Faculty/Functional Area:	
1	What sort of adverse/negative impact concerns could the policy/procedure/function/service have on the identified equality groups?		
2	What evidence is there for this?		
3	What are the expected benefits of the policy/procedure/function/service?		
4	Which relevant experts or equality groups have been consulted to explore these issues?		
5	How have the expert or equality group’s views been sought ( <i>letter, meetings, interviews, forums, workshops, questionnaires, any other method</i> )?		
6	Give details of the expert or equality groups views on the issues involved.		
7	Considering these views and the available evidence, outline the risks associated with the policy/procedure/function/service weighed against the benefits.		

8	What changes/modifications will be made to the policy/procedure/function/service considering this impact assessment?	
9	How will these changes/modifications be communicated to interested parties ( <i>i.e., the groups which were adversely affected and those consulted</i> )?	
10	How will actions and proposals be monitored to ensure their success and by whom?	
11	What is the date of the next review?	

**Print Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date of Completion:** \_\_\_\_\_

**THE EQUALITY IMPACT ASSESSMENT MUST BE RETAINED FOR AUDIT PURPOSES.**