

# Equality, Diversity and Inclusion Policy (including Equality Objectives 2016 – 2020)

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Target audience:	All staff, students, visitors, partners and external contractors
Available:	College website, Intranet, staff and student induction, employee code of conduct
Review:	Annual review of equality objectives
Policy review date:	December 2020

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**Policy Updates:**

**Summary of changes – December 2019**

Policy reviewed and no changes needed.

Equality objectives, reviewed and progress noted

Pages 11-14: Annual review of equality objectives as required in legislation



## Equality, Diversity and Inclusion Policy Statement

The Isle of Wight College is committed to creating and maintaining an inclusive working and learning environment that respects and celebrates difference. We aim to provide a community where everyone feels able to participate fully in college life and achieve their full potential.

### Who does this policy apply to?

This policy applies to all members of the Isle of Wight College community including stakeholders, staff, students and visitors. The policy is also available to our external contractors, employers and other partners who the Isle of Wight College collaborate with. The policy applies to all sites and premises belonging to the Isle of Wight College or used by it for carrying out its functions.

### Legal framework

Our policy is governed by the Equality Act 2010, which makes it unlawful to discriminate against someone because of one or more of the following protected characteristics:

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

The legislation introduced the public sector equality duty, which requires public authorities to take a proactive and organised approach to equality and tackling discrimination. The Isle of Wight College is required to publish equality objectives every four years with an annual update and equality information on annual basis to demonstrate compliance with the Public Sector Equality Duty (PSED). Our equality information reports and equality objectives can be viewed on the college website.

The policy does not exist exclusively as a response to legal requirements, but also to reflect our intention to ensure that equality, diversity and inclusion underpin everything we do.

### Key principles

- The Isle of Wight College expects all members of its community to treat each other with dignity and respect. We support the right of individuals and groups to hold



their own beliefs and values, but will not tolerate these being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment

- The Isle of Wight College is striving to create an inclusive learning and working environment that supports good relations between people and challenges prejudice, intolerance and discrimination in all its forms
- To support our commitment to equality, diversity and inclusion, and to meet our legal duties, the Isle of Wight College will publish an equality information (PSED) report each year and set equality objectives every four years. The equality objectives and their progress will be monitored by senior management and the Corporation Board on an annual basis.
- The Isle of Wight College will:
  - ensure that all our students, staff and visitors, as well as those who apply or seek to apply to work or study with us, are treated fairly and are not discriminated against on any grounds, including those protected by the Equality Act 2010.
  - communicate its commitment to promoting equality, diversity and inclusion in staff and student recruitment material, handbooks, policies, social media and other corporate communications.
  - ensure that publicity material positively promotes the diversity of the College community.
  - actively engage with staff, students (through the annual student survey and Student Voice meetings), trade unions and partners on key matters related to equality, diversity and inclusion.
  - support a range of activities and campaigns each year to celebrate equality events and religious festivals as well as promoting fundamental British Values throughout each academic year.
  - carry out equality analysis through the equality impact assessment process to assess the implications of policies and decisions on the College community and to help prevent and tackle inequality.
  - introduce positive action initiatives where patterns of under-representation and difference in outcomes for staff and students are identified.
  - ensure that there are effective and sensitive support and complaint mechanisms in place, should anyone feel that they have either witnessed or experienced discrimination.
- Every opportunity will be given to students and staff to disclose any disabilities or other needs relating to 'protected characteristics' that they may have. The Isle of Wight College will promote a culture of inclusivity, in which individuals feel confident and safe to make a disclosure. It will provide reasonable adjustments in response to individual needs and will not disadvantage a student or a member of staff on the basis of such needs.



- Where data relevant to equality and diversity, or any of the protected characteristics is gathered and stored, it will be done so appropriately and in line with General Data Protection Regulations (GDPR) guidelines.

## Curriculum, learning and teaching

- The Isle of Wight College is committed to promoting equality, diversity and inclusion through effective teaching, learning and assessment.
- Equality, diversity and inclusion will be fully integrated into the learning experience, and will be evident in curriculum planning, schemes of work and teaching, learning and assessment.
- Leaders, managers and teaching staff will monitor student performance by the following protected characteristics - age, disability, race and sex and set actions to narrow any achievement gaps between different groups of students. Through surveys and other methods, we monitor the learning experience of all groups of learners including gender reassignment, religion, and sexual orientation.
- The curriculum will be regularly reviewed to ensure it is culturally sensitive and reflects the interests and backgrounds of the students.
- All teaching staff will use resources and activities that are free from discriminatory or stereotypical assumptions or images and go beyond this by ongoing positive promotion throughout the academic year.
- All students and apprentices will receive information on equality, diversity and inclusion as part of their induction programme. This will familiarise them with this policy as well as endorse our approach to dignity and respect. It will also ensure that they understand their rights and responsibilities to others whilst studying at the College and as current or future employees.
- Themed enrichment events will include a variety of topics to raise awareness, celebrate diversity and promote equality and to encourage community cohesion.

## Employment

- The Isle of Wight College aims to employ a workforce that reflects the community which it serves.
- The College also recognises the benefits from employing a workforce which reflects the diversity of society drawing on the strengths and experiences of people from a wide range of backgrounds to enrich the experience of our students.
- In seeking to achieve a balanced workforce the College will ensure that no employee, job applicant or candidate for promotion will be disadvantaged or treated less favourably because of conditions or requirements that are not related to the job.
- All staff will treat each other in a fair and respectful manner that is free from discrimination.



- Reasonable adjustments will be made to working arrangements and premises to ensure equal access by employees or potential employees who have a disability or a particular health concern.
- All staff will receive timely and relevant equality and diversity training. Training will be delivered through a mixture of induction, face-to-face and online sessions.
- The Isle of Wight College will regularly monitor the workforce profile and take positive action to tackle any under-representation of particular groups within the workforce as a whole. This includes the College's formal duty to monitor and report on gender equality and what action we take to ensure equal pay for all staff in the same or similar job roles.
- The Human Resources (HR) team will be responsible for the maintenance and reporting of equality data within the workforce. The Equality and Diversity Working Group (EDWG) will review and monitor this data. Data monitoring will be used to identify any trends or differences between the protected groups and agree actions.

### We will also:

- Take positive action as necessary to ensure particular groups of students who are potentially vulnerable to leaving their course early e.g. young parents, Looked After Children (LAC) and care leavers, asylum seekers etc. will be offered additional support where needed.
- Provide support services to enable students to gain access to the curriculum, to stay on programme and achieve to the best of their ability. Students come to the College with a range of different educational needs. We will try our best to meet those needs through comprehensive initial assessments prior to courses beginning and additional support for learners with a disability, learning difficulty or special education needs.

### External partners

- The Isle of Wight College is committed to ensuring that those organisations with which it works will demonstrate their commitment to equality, diversity and inclusion and have policies and procedures in place to achieve this.
- When drawing up contracts and service specification, the Isle of Wight College will: Ensure that external partners are made aware of their legal duties in relation to Equality Act 2010.

### Visitors, contractors and sub-contractors

- Visitors, contractors and sub-contractors must comply with the Isle of Wight College Equality, Diversity and Inclusion Policy.



## Responsibilities (see Appendix 1 for more details)

A successful equality, diversity and inclusion policy requires the active support of the entire College community. Whilst there is a collective responsibility to ensure this policy is successfully implemented, there are also specific responsibilities set out below:

- The Corporation has ultimate responsibility for the effective implementation of the policy, the equality objectives and action plans. The practical application of the policy rests with senior leaders, including the Principal and in particular the Assistant Principal for Teaching, Learning, Students and HR who has the lead responsibility for equality, diversity and inclusion and the equality and diversity manager
- The Equality and Diversity Manager is responsible for:
  - Ensuring the development and implementation of this policy, procedures and equality objectives meet the requirements of the legislation and the college's strategic objectives.
  - Maintaining the college reputation with regard to equality, diversity and inclusion as an equal opportunities employers and educational establishment.
- The Head of Student Advocacy and Safeguarding is responsible for ensuring that student-related issues are effectively addressed.
- The HR Manager is responsible for ensuring that staff-related issues are effectively addressed.
- Heads of Departments and Curriculum Managers are accountable for delivering the equality commitments in their designated areas of responsibility.
- All staff, students and others whom this policy applies to are responsible for ensuring that they read, understand and comply with this policy. They should seek clarification when required. Staff and students will be reminded of their responsibilities through appropriate college communication channels.

## Implementation

The Isle of Wight College will ensure that:

- This policy is communicated to staff, applicants for employment, contractors and others working for the College, students and those applying to study at the College.
- Staff and students are provided with appropriate equality and diversity training and guidance, including training on induction courses.
- Specific and appropriate duties in respect of implementing the equality, diversity and inclusion policy are incorporated into job descriptions and work objectives of staff.
- Communication materials reflect the diverse college community and help to promote equality and inclusion.
- Prompt action is taken to address any allegation of discrimination, victimisation or harassment.



- External contractors, sub-contractors and agencies are made aware of their responsibilities in relation to equality, diversity and inclusion.

## Monitoring and review

The Equality and Diversity Working Group will:

- Monitor equality data in relation to staff and students on a regular basis and agree actions to address any identified inequalities.
- Publish an annual report on the progress of the equality objectives and action. This will include an analysis of headline workforce and student data.
- Review the equality objectives annually and set new objectives every four years.
- Prepare and deliver an annual equality, diversity and inclusion action plan following the annual self-assessment report (SAR) to help the College meet their equality objectives.
- Support staff and student voice initiatives and obtain feedback from the students, Trade Unions, staff and student equality forums/surveys and any other engagement mechanisms.
- Review and amend the policy to reflect developments in equality legislation and best practice.
- Regularly report to Corporation and senior management team on equality and diversity issues.

## Complaints

Members of staff who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the appropriate grievance procedure. A copy of the grievance procedure is available through the staff policy portal or in hard copy from HR.

Students who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the complaints procedure. A copy of the procedure is available on the college website, through the student portal or on request from the Head of Student Advocacy and Safeguarding.

Any person making a complaint will not be victimised. All complaints of discrimination, harassment or victimisation will be dealt with promptly and confidentially.

The Isle of Wight College takes all allegations of discrimination, harassment or victimisation very seriously. If, on investigation, it is established that discrimination, harassment or victimisation has occurred, disciplinary action will be taken and may result in dismissal or permanent withdrawal from the college.





## Related policies, procedures and documents:

- Safeguarding Policy
- Students with a Disability Guidance and Disability Statement
- Student Discipline and Grievance Procedures
- Staff Discipline and Grievance Procedures
- Anti-Bullying Policy
- Equality Information Reports – PSED



## Appendix 1: Roles and responsibilities

### **The Corporation are responsible for ensuring that:**

- The College is compliant with the equality legislation and the codes of practice supporting it.
- The Corporation proactively considers equality and diversity as part of its decision-making process.
- The Equality, Diversity and Inclusion Policy, Equality Objectives and action plan are implemented effectively.
- The membership of the Corporation reflects the diversity of the local community.
- Equality, diversity and inclusion is fully integrated into the College Strategic Plan.
- The Corporation receives an annual equality and diversity update that monitors progress on the equality objectives and action plan.
- To support the Corporation in meeting its duties, it nominates a Governor to have designated responsibility for equality and Diversity.

### **The Equality and Diversity Working Group (EDWG) are responsible for:**

- Overseeing the continuing application and development of the policy in line with legislation and corporate strategic objectives.
- Preparing, monitoring and reviewing the equality objectives and action plan.
- Reporting progress on equality issues on an annual basis or more frequently of required.
- Advising on the formulation of policies, procedures and resources.

### **The Principal and Senior Management Team are responsible for:**

- Providing leadership and acting as champions to promote equality, diversity and inclusion across the College community.
- Working with the Corporation to ensure that the policy, equality objectives and action plan are implemented effectively.
- Ensuring that appropriate action is taken against individuals working on behalf of the College, or studying at the College, who do not act in accordance with this policy.

### **Managers are responsible for:**

- Ensuring that staff have a clear vision and shared understanding of what the College is aiming to achieve through the policy.
- Implementing the policy as part of their day-to-day management of staff and in applying employment policies and practices in a fair and equitable way.
- Ensuring equality and diversity issues are addressed in performance reviews.
- Ensuring all staff act in accordance with the policy providing support and direction where necessary.
- Effectively managing and dealing promptly when investigations identify issues relating to potential discrimination, bullying or harassment.



- Ensuring that all decisions that will change provisions, practices or policies and affect the workforce or students are subject to an equality impact assessment.
- Taking the lead in creating a positive, inclusive ethos that challenges inappropriate language and behaviour and celebrates diversity.

### **Curriculum leaders are responsible for ensuring that:**

- Equality, diversity and inclusion is promoted in all student settings and embedded into curriculum areas.
- Student performance is monitored by the following protected characteristics, age, disability, race, and sex on a termly basis and actions set to address any identified gaps. The quality of students' experience at the college is monitored through surveys, focus groups, etc. across the full range of protected characteristics.
- Student performance by protected characteristic as described above is recorded in the SAR and actions are set to narrow any identified performance gaps for protected groups.
- Student induction programmes and tutorials develop students' understanding of equality, diversity and inclusion.

### **All staff are responsible for ensuring that they:**

- Have read and understood the policy.
- Implement the policy in their day-to-day work and model behaviour that reflects the spirit of the policy.
- Treat people with respect and dignity in all their interactions.
- Notify their line manager of any concerns with regard to the conduct of other employees, students, visitors or third parties.
- Help to build an inclusive culture where diversity is valued and people feel confident to bring their whole selves into the working and learning environment.
- Challenge inappropriate and discriminatory language and behaviour by staff, students and other users of our services.

### **Human Resources (HR) are responsible for:**

- Developing employment policy and strategy on equality, diversity and inclusion.
- Providing guidance to line managers and staff.
- Supporting managers in investigating issues relating to potential discrimination.
- Monitoring and reporting on the workforce equality data to the Equality and Diversity Working Group (EDWG) and senior managers and governors. This includes reporting on the gender pay gap and actions being taken to improve gender equality, as well as monitoring and taking action with regard to all other protected characteristics.
- Championing equality and diversity issues, internally and externally.
- Facilitating training and development initiatives in relation to equality, diversity and inclusion.



**All students are responsible for ensuring that they:**

- Adhere to the Student Charter and treat all members of the College community with dignity and respect.
- Create and maintain a learning and social environment where there is zero tolerance for bullying, harassment and discrimination.
- Support and promote the equality, diversity and inclusion policy and procedures.
- Understand the consequences of contravening equality legislation and this policy.

**Partners, Contractors and Service providers**

- All partners, contractors and service providers will be responsible for adhering to any equality guidelines in agreements or contracts.
- The Isle of Wight College is committed to ensuring that those organisations with which it works and employs will demonstrate their commitment to equality, diversity and inclusion and have policies and procedures in place to achieve this.

## Equality Objectives 2016 - 2020

	Objectives	Actions	SMT Lead
1	<p><b>Leadership and Management</b></p> <p>1.1 Learners' destinations – make full use of the data available to ensure that all groups of learners secure the same high levels of positive destinations to employment and further study.</p> <p>1.2 Progress on level 3 graded qualifications – research what data is available to monitor the progress of different groups of learners, and based on the findings set targets to ensure all learners make good progress.</p>	<ul style="list-style-type: none"> <li>Develop college systems so that destinations of key groups are available.</li> <li>Analyse destinations data by E&amp;D groups to identify where progression gaps exist</li> <li>Set actions to close any gaps identified and measure impact through SAR and QIP</li> <li>Research what data is available to monitor progress of different groups of learners.</li> <li>Based on the findings set targets to ensure all learners make good progress</li> </ul>	<p>RW</p> <p>RW</p>
<p><b>Progress against objectives:</b></p> <p>1.1 <b>Achieved for 2018/19:</b> The college collates the destination data for 16-18 year olds and those in receipt of an EHCP to the age of 25. This can be analysed as part of self-assessment each year by gender, free college meals (FCM) and students with an EHCP. Actual destinations data for 17/18 (most recent year available, shows no significant gap in the positive destination (further study, work or progression to HE) for any of the identified groups, as follows: All college 78%, male 79%, female 78%, FCM 76% and EHCP 81%.</p> <p>1.2 <b>Achieved for 2018/19:</b> The college uses two methods to assess the progress of students on level 3 graded qualifications. The first is data from the Department for Education (DfE) which informs the Ofsted ISDR (formerly known as the inspection dashboard) and the second is Alps. The DfE data is published in its final version around March each year, therefore the 2017/18 data is the most current available. This data includes the progress of disadvantaged students compared to their peers. In 2017/18 disadvantaged students at college made better progress than their peers. Disadvantaged students are the only equality and diversity group considered in the progress measure in the DfE data. The college also uses the Alps system to measure the progress of students on level 3 graded qualifications. Data for 2018/19 is available here and it separates the progress of male and female students, both of which were 'outstanding' in the Alps grading system. Alps does not consider disadvantage or other equality and diversity groups.</p>			

Objectives	Actions	SMT Lead
<p><b>2</b></p> <p><b>Teaching and Learning</b></p> <p>2.1 E&amp;D is evaluated as good or best practice in at least 85% of observations where it is commented on.</p> <p>2.2 Improve the satisfaction of learners with a disability to at least 93% (Based on student satisfaction survey question 'I am happy with my course' (2016 baseline: students with a disability = 88%, cross college all learners = 93%))</p>	<ul style="list-style-type: none"> <li>E&amp;D Manager to receive copies of all observations where E&amp;D is evaluated so that appropriate support can be put in place or good practice shared.</li> <li>Provide training to college observers to ensure they are suitably skilled and experienced in identifying E&amp;D in observations</li> <li>Identify if satisfaction levels for learners with a disability vary significantly across the college. If low undertake an investigation.</li> <li>Review completed surveys for learners who have disclosed that they have a disability to see if written comments provide any insight into the issues and what actions could be taken to address them.</li> <li>E&amp;D Manager to discuss with curriculum manager for Pathways to see if she can provide any suggestions of actions to improve satisfaction.</li> </ul>	<p>RW</p> <p>RW</p>

**Progress against objectives:**

2.1 **Achieved for 2018/19:** observations of teaching and learning carried out during 2018/19 identified E&D to be best or good practice following table identified the positive promotion of equality and diversity to be 'best' or 'good' practice in 89% (target 85%) of observations (excluding those observations where it was considered to be not applicable. The table below summarises the data.

Criteria	Best practice	Good practice	Practice requiring improvement	N/A
Positive promotion of equality and diversity	9 (8%)	94 (81%)	6 (5%)	7 (6%)

College observers take part in training and moderation activities during the year, which have included consideration of equality and diversity.

2.2 **Achieved for 2018/19:** In the 2018/19 survey 67 students identified themselves as having a disability, of these 99% responded positively to the question 'I am happy with my programme', +5% the QDP nat avg. (NB since this objective was established the college changed the wording of the question in the survey from 'course' to 'programme' to reflect the use of study programmes). This survey does not include students in Pathways who complete a separate survey adapted to their needs. In 2018/19 38 Pathways students completed this survey and 97% replied positively to the most similar question to that in the main college survey referred to in the objective. The college continues to place a high priority on supporting the needs of all its students and most especially those who may face barriers to their learning, such as a disability. It is therefore pleasing to note the high level of satisfaction of students with a declared disability.

	Objectives	Actions	SMT Lead
3	<p><b>Personal development, behaviour and welfare of learners (PDBW)</b></p> <p>3.1 Continue to develop the college's response to tackling extremism (the PREVENT agenda) and the positive promotion of British values:</p> <p>3.2 95% of teaching and assessing staff to have participated in training to enable them to embed the promotion of British values through teaching and assessing</p>	<ul style="list-style-type: none"> <li>Monitoring of staff training</li> <li>Ongoing development of training course/materials</li> <li>Ongoing development of resources to protect learners from the risks associated with radicalisation, extremism, abuse, grooming, bullying</li> <li>Learners feel safe in college – review of student survey results</li> <li>Learners understand their rights and responsibilities</li> </ul> <ul style="list-style-type: none"> <li>Further development of T&amp;L resources, ongoing resources provided to all staff on Office 365, including BV resources, PREVENT annual risk assessment and annual Scheme of Work (SOW) requirement.</li> </ul>	<p>RW</p> <p>RW</p>
<p><b>Progress against objectives:</b></p> <p>3.1 <b>Partially Achieved 2018/19:</b> The college provides staff with a wide range of resources and publicity materials on Office365 to raise awareness of the Prevent agenda, the risks associated with radicalisation and extremism and the positive promotion of British values. . The LRC Manager and the E&amp;D Manager promotes these on an ongoing basis to all college staff as well as curriculum staff following the cross college SoW template that includes E&amp;D themes. Despite the much good work that takes place, the recently completed college personal development self-assessment report included an 'other area for improvement' of '<i>A small minority of students do not yet have a comprehensive understanding of the Prevent agenda and fundamental British values and the part they will play upholding these values as active citizens in a modern, democratic society.</i>' This will now form part of the QIP and actions put in place to ensure it is resolved.</p> <p>In the 2019 student survey, 97% of respondents (1151 students completed the survey) confirmed that they felt safe at college (+4% QDP nat. avg.)</p> <p>3.2 <b>Achieved for 2018/19:</b> The college provides all staff with training on the Prevent agenda and teachers and assessors with resources and training to support them to positively promote fundamental British values in teaching and assessing activities. At the time of writing this update 97% (target 95%) of staff have completed training in the Prevent duty. Since this objective was created in 2016 220 teaching and assessing staff have completed training in the positive promotion of fundamental British values.</p>			

	Objectives	Actions	SMT Lead
4	<p><b>Outcomes for learners</b></p> <p>4.1 To continue to close the gap in the achievement rate between male/female learners so that it is no more than 4%, for overall college data for learners aged 16-18, 19+ and all ages combined</p> <p>4.2 Ensure the gap in achievement rates between learners from deprived areas does not increase beyond the college tolerance of 4%</p> <p>4.3 Improve achievement, attainment and wellbeing of all students through the promotion and celebration of the Equality &amp; Diversity Student of the Year Award at the annual student awards ceremony</p>	<ul style="list-style-type: none"> <li>Ongoing promotion of strategy to improve male AR</li> <li>Review data on students from deprived areas to understand the nature of the problem, i.e. is it certain parts of the curriculum? Certain age ranges? Etc.</li> <li>Based on learning from previous point provide CPD event to support staff</li> <li>Monitor data and report in annual cross college SAR</li> <li>Annual promotion of award to all Department Heads and Curriculum Managers</li> <li>Invite E&amp;D specialist to present the award</li> </ul>	<p>FW/LC</p> <p>FW/LC</p> <p>RW</p>
<p><b>Progress against objectives:</b></p> <p>4.1 <b>Achieved for 2018/19:</b> In 2018/19 there was no significant gap (i.e. greater than 4%) in the achievement rate of males and females: achievement rate 16-18 males 86% compared to 84% for females (60% male / 40% female split by student number), 19+ female 97%, 93% male. In apprenticeships overall achievement rates for females was 73% compared to 71% for males, timely achievement rate was equal for both genders at 64%.</p> <p>4.2 <b>Achieved for 2018/19:</b> In 2018/19 there was no significant gap (i.e. greater than 4%) in the achievement rate (all ages) for students from a deprived ward at 84%, compared to the all college average of 86%.</p> <p>4.4 <b>Achieved for 2018/19:</b> The 2019 Annual Student Awards Ceremony hosted the Equality &amp; Diversity Student of the Year Award for the second time. Trevor Gordon a renowned Equality and Diversity Consultant presented the award. Once again In 2018/19 students across the college achieved well with no significant gaps between the different groups of learners. The college Quality of Education SAR contains the following strength, '<i>Students from minority groups, including those with SEND achieve well with no significant gaps for most groups of students</i>' (NB the small number of groups where gaps do exist are: 19+ offenders 19% gap based on 19 leavers; 16-18 full-time carers 15% gap based on 7 leavers; bursary group A 23% gap based on 41 leavers and bursary group D 10% gap based on 53 leavers)</p>			





# Annual Equality and Diversity Statement

The Isle of Wight College respects and values the social and cultural diversity of its students and employees by seeking to ensure that all have the opportunity to participate fully and achieve their potential irrespective of their protected characteristics' as defined by the Equality Act 2010, namely:

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

In achieving this statement, the college is committed to promoting the three aims of the public sector equality duty (PSED) and has in the performance of its corporate responsibilities due regard to the need to:

- **Eliminate** unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010
- **Advance** equality of opportunity between people who share a protected characteristic and people who do not share it; and
- **Foster** good relations between people who share a 'protected characteristic' and people who do not share it

The college achieves the aims of the public sector equality duty by:

- Providing an inclusive learning and work environment which is free from prejudice, discrimination and any forms of harassment, bullying or victimisation
- Ensuring all policies, procedures and the design and delivery of the college services are free from discrimination and are appropriately monitored to respond to the diverse needs of all students, employees and the wider community
- Promoting awareness of each of the Equality Act 'protected characteristics'
- Investigating any learner and staff concerns
- Promoting a culture within the college that promotes 'positive' behaviours by students, staff and governors

The college champions diversity and inclusion by ensuring that:

- We create a visibly diverse environment which values difference and raises aspiration
- We offer flexible opportunities which meet local learning needs and enable all students to realise their potential
- All governors and staff are clear about standards and strategies to meet diverse learner needs and are equipped to respond effectively



# Annual Equality and Diversity Statement

- We secure the fullest participation of all learners and staff in all areas of college life and act to address under-representation
- We develop a staff profile, management team and governing body which reflect the learner community
- We undertake rigorous and open monitoring of learner and staff performance and experience to identify and act on equality gaps
- We develop comprehensive and imaginative feedback systems to capture learner, staff, governor and stakeholder perceptions of how we are doing and what we could improve
- We value learner and staff feedback to remain alert to patterns of inequality and related concerns which are not identified through statistical monitoring tools.

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