



# Equality, Diversity And Inclusion Policy

## SCOPE OF POLICY

London Metropolitan College (LMC), committed to creating an environment where learners, its customers, staff, governors and other stakeholders celebrate and promote equality diversity and inclusion in all activities providing equal opportunity to all students.

We will work towards achieving the following;

- A richly diverse staff and student body including ethnicity, gender, disability, age, sexual orientation and religious belief;
- Equivalent levels of satisfaction and achievement rates for all groups of students;
- Good progression rates for all students.

## 2. POLICY SUMMARY

The College is committed to creating a place where everyone, whatever their circumstances and/or background:

- Is fully respected
- Is listened to and encouraged to give their views
- Feels welcome
- Is treated in a friendly way
- Is treated in a fair way
- Has equality of opportunity
- Has full access to all activities wherever possible

### 2.1 *The General Duty*

In accordance with the Equality Act 2010 the College will, in carrying out its functions, have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

## 3. POLICY STATEMENT

The College will work to ensure that:

- Equality of opportunity is embedded in all policies, practices, decision-making and evaluation processes;
- Equality impact analysis is explored in respect of all policies and procedures;
- A visibly diverse environment is created which values difference and raises aspiration;
- Flexible opportunities are offered which meet local learning needs and enable all students to realise their potential;
- All staff are clear about standards and strategies to meet diverse learner needs including learners with a learning difference and are equipped to respond effectively;
- The fullest participation of all learners and staff is secured in all areas of College life;
- Issues of under-representation will be addressed and where appropriate incorporated into equality and diversity impact measures;

- Comprehensive and imaginative feedback systems are developed to capture learner, staff and stakeholder perceptions of our performance and potential for improvement;
- Positive images of achievement from all sections of society are recognised and celebrated;
- No member of its community is unfairly disadvantaged because of their social or economic background.
- Job applications are welcomed from all sectors of society and selection is made on the basis of specified skills and abilities. Exceptions are only permitted in the event that there is a genuine occupation requirement.
- College performance indicators are analysed in relation to equality and diversity impact measures, including recruitment, retention, achievement and success rates.
- College self- assessment reports will analyse achievement data by ethnicity, gender, age and disability and develop strategies to closing any achievement gap which maybe identified.
- Learner and staff survey captures information on disability and/or learning difficulty such as dyslexia, autism, sexual orientation, transgender, religion and belief.

### **3.1 Inclusiveness**

Inclusiveness is central to all the decisions and actions of College staff. Staff and Governors are responsible for ensuring that they are aware of, and meet, their statutory responsibilities. Learners are made aware of, and expected to behave in a way that is consistent with, the College's Equality, Diversity and Inclusion policy. Individual breaches of the policy will be dealt with under the Student or Staff Disciplinary Procedures. The College will support individuals who have a justified complaint. The Whistle blowing procedure may be one mechanism in which an issue could be raised.

### **3.2 Commitment**

The College believes a commitment to equality is more effectively met when it is embedded across a range of activities and is alert to the need to demonstrate the efficacy of commitments which are implicit and integrated. The College will also develop a clear set of equality, diversity and inclusion measures to assess the impact of its policy and practice and benchmark College performance against comparable external outcomes.

The Vice Principal is responsible for monitoring this policy and will provide regular reports to the Executive and Corporation Board as appropriate.

## **4. GENDER**

### **4.1 Position Statement**

The College will:

- Work actively to create a supportive and inclusive environment for all that enables full participation and success in learning and employment and will open up opportunities by actively combating discrimination in every area of College life. The College will not allow sexual harassment or unfavourable treatment in any form;
- Recognise that people are often treated unfairly in terms of education, training and employment because of their gender. The College aims to eradicate gender discrimination and to actively promote gender equality;
- Recognise the importance of listening and responding to the needs of every individual involved in College life. We understand the potential damage that may be caused by gender discrimination and will take positive action to break this cycle.

## **4.2 Policy Statements**

The College will:

- Oppose sexism and be committed to taking positive action to identify and remove sexism from College life;
- Be proactive in the development of equality of opportunity for all throughout their College career;
- Monitor and review the participation and performance of male and female students and redress inequalities;
- Positively encourage learners into non-traditional areas of study and work to minimise gender stereotyping;
- Not tolerate sexual harassment in any area of College life. Any incidences of sexual harassment will be vigorously challenged through College disciplinary procedures;
- Not tolerate discrimination on the grounds of gender re-assignment towards either trans-gendered or transsexual people;
- Ensure that policies, procedures and opportunities for professional development will be family-friendly to encourage full participation;
- Gender equality sub group will monitor and promote the above.

## **5. SEXUAL ORIENTATION**

### **5.1 Position Statement**

The College:

- Is working actively to create a supportive and inclusive environment for all which is conducive to excellent practice in education, training and employment. The College actively combats discrimination, sexual harassment or unfavourable treatment in every area of College life;
- Recognises that people are often treated unfairly in terms of education, training and employment because of their sexuality;
- The College's aim is to eradicate discrimination on the grounds of sexuality and to promote equality of opportunity for all.

### **5.2 Policy Statements**

The College will

- Strongly oppose discrimination on the grounds of sexuality and are committed to taking positive action to identify and remove homophobia from College life.
- Encourage positive acceptance of gay, lesbian, bisexual, gender re-assignment and heterosexual people.
- Not tolerate homophobic harassment in any area of College life. College commitments will be made explicit to new learners and staff. Sexual harassment and discrimination will be challenged through College disciplinary procedures.

- Employment policies and procedures will be family-friendly and will apply equally to households based on same-sex partnerships and to non-traditional parenting and care arrangements where appropriate legislation is in place.

## **6. DISABILITY**

### **6.1 Position Statements**

The College:

- Aims to identify and eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulty such as dyslexia, autism
- Is committed to ensuring an inclusive, professional and friendly environment for students, employees and members of the public with disabilities and/or learning difficulties such as dyslexia, autism

### **6.2 Policy Statements**

The College fully accepts its responsibilities under the Disability Discrimination Act Part 4 (and the subsequent Equality Act 2010) and is committed to making any reasonable adjustments within the Corporation's business activities that will promote equal access and equal opportunity for students, employees and members of the public with disabilities and/or learning difficulties such as dyslexia, autism, using College facilities.

The College will ensure that all disabled learners and learners with learning difficulties such as dyslexia, autism have access to:

- Appropriate opportunities to disclose disability and/or learning difficulty such as dyslexia, autism throughout their time as a learner at the College;
- Flexible and inclusive learning opportunities e.g. Additional learning support, dyslexia
- Assessment of need to ensure that any reasonable adjustments to College provision are made and are appropriate to the individual;
- Direct and indirect, student centred learning support to enable access to College provision including specialist equipment and technology;
- All other aspects of College provision;
- Information in relevant formats to ensure equal access;
- Information on support available including a Disability statement to learners;
- Disability equality sub group will promote and monitor disability issues at College;

The College will ensure that all potential and current employees with disabilities and/or learning difficulties such as dyslexia, autism have access to:

- Appropriate opportunities to disclose disability and/or learning difficulty such as dyslexia, autism throughout their time as an employee at the College;
- Employment opportunities including promotion and are not refused due specifically to a disability and/or learning difficulty such as dyslexia, autism;
- Information in relevant formats to ensure equal access and opportunity;
- The College will maintain strong links with external agencies to ensure the provision of appropriate and effective support for staff with disabilities and/or learning difficulties such as dyslexia, autism.

The College is committed to:

- Ensuring that its services and facilities are open to the public;
- Equal and dignified treatment in the provision of those services and facilities;
- Continual improvement in all aspects of equal access and opportunities in all areas of College provision;
- Maintaining strong links with external agencies to ensure the provision of appropriate and effective support for students with disabilities and/or learning difficulties such as dyslexia, autism;
- Undertaking health and safety risk assessments to assess entry onto programmes where appropriate;

## **7. RELIGIOUS OBSERVANCE OR BELIEF**

### **7.1 Position Statement**

The College recognises the need to ensure compliance with the Employment Equality (Religion or Belief) Regulations (and any subsequent amendments there to) under which it is unlawful to discriminate against workers because of religion or similar belief.

For the purposes of treating all students and employees equally on religious grounds, the College defines religion or belief as being any named religion, religious belief or similar philosophical belief. It will therefore be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the regulations.

### **7.2 Policy Statement**

The College will:

- Not discriminate directly against anyone. That is, to treat them less favourably than others because of their religion or belief;
- Not discriminate indirectly against anyone. That is to apply a criterion, provision or practice which disadvantages people of a particular religion or belief unless it can be objectively justified;
- Not subject anyone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment having regard to all the circumstances and the perception of the victim.
- Not victimise anyone because they have made, or intend to make a complaint, or allegation, or have given or intend to give evidence in relation to a complaint of discrimination on the grounds of religion or belief;
- Not discriminate or harass anyone in certain circumstances after the working relationship has ended;
- Multi-faith chaplaincy will promote understanding of the diverse range of religious belief at College amongst staff and students.

## **8. RACE AND ETHNICITY**

### **8.1 Position Statement**

The College:

- Is committed to promoting equality of opportunity and good race relations between

persons of different groups and avoiding racial discrimination, whether direct or indirect;

- Recognises its responsibilities under the Race Relations Act 1976, the Race Relations (Amendment) Act 2000 and the Equality Act 2010.

## **8.2 Policy Statements**

The College actively supports and welcomes diversity amongst its students, staff and visitors, recognising the particular contributions to the achievement of its mission that can be made by individuals from a wide range of backgrounds and experiences.

The College is committed to:

- Actively tackling racial discrimination, and promoting racial equality and good race relations;
- Encouraging, supporting and helping all students and staff to reach their potential
- Working with other institutions, local communities and others to tackle racial discrimination and to encourage and promote good practice in achieving race equality;
- Assessing the effects of the policy on staff and students from different racial groups
- Monitoring, by racial group, the admission and progress of students, and the recruitment and career development of staff;
- Promoting the race equality inside and outside the College via the Race Equality sub group.

## **9. AGE**

### **9.1 Position Statement**

The College:

- Recognises that people are often discriminated against and stereotyped because of their age. This is evident in the range of beliefs, assumptions and attitudes which underpin judgements about an individual's potential, behaviour and preferences.
- Believes that prejudice and discrimination on the grounds of age ('ageism') have no place in an educational establishment. There should be no discrimination employment on the grounds of age, subject to normal arrangements for employees to retire. The College will not discriminate against students on the grounds of age, except where age is a mandatory criterion for entry to a course;
- Recognises the value of Life Long Learning and that an individual's life experiences add to their role as a member of the College community and their personal learning experience.

### **9.2 Policy Statements**

The College will:

- Promote and actively support educational achievement for people of all ages;
- Work to remove arbitrary age barriers to educational access and to the realisation of individual potential and success;
- Provide learning experiences which meet the needs of particular cohorts;



- Promote actively up-skilling and re-training programmes for those in paid employment or who wish to re-enter training;
- Develop teaching and learning and support strategies to meet the particular needs of learners from different age groups;
- Promote positive images of achievement by people of all ages and which recognise and celebrate the knowledge and experience which people bring their learning throughout life;
- Welcome job applications from all age groups and select on the basis of specified skills and abilities.

## **10. GENDER REASSIGNMENT**

The definition has changed so that people no longer have to be under medical supervision to be protected by the law. Gender reassignment continues to cover those who intend to live permanently in a gender other than the one assigned at birth. References to transsexual people under the act covers employees who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex, i.e. gender reassignment.

## **11. MARRIAGE AND CIVIL PARTNERSHIPS**

Under the 'Marriage (Same Sex Couples) Act, 2013 the marriage of same sex couples is lawful and must be treated the same as married heterosexual couples. The Equality Act 2010 does not define marriage as a protected characteristic in the context of education, however, marriage is a protected characteristic in employment practices.

## **12. PREGNANCY AND MATERNITY**

This section defines what it means to discriminate because of a woman's pregnancy or maternity, as distinct from her gender, in specified situations outside work. It protects a woman from discrimination because of her current or a previous pregnancy. It also protects her from maternity discrimination, which includes treating her unfavourably because she is breast-feeding, for 26 weeks after giving birth and provides that pregnancy or maternity discrimination as defined cannot be treated as sex discrimination.

## **13. MONITORING EQUALITY (Equality Analysis)**

The College undertakes to conduct comprehensive and effective monitoring of all aspects of staff and the student body. These will be conducted via the Learners Quality and Curriculum Committee and the Equality sub groups.

Monitoring will be undertaken in accordance with best practice recommendations, particularly from bodies such as the Equality and Human Rights Commission and with regard to data protection principles. The outcomes of such monitoring will be reported on to the Executive Management Team and the Governing Body.

Equality Impact Analysis of a current or proposed policy to see whether it has or will have a different impact on individuals or groups of individuals based on the protected characteristics in the Equality Act. Policies are monitored to determine their level of impact on college staff, students and the local community, and policies that affect core functions of the College have

all been impact assessed.

If any constraints or inequality are identified, action will be taken. Amendments will be made if the policy is deemed to have or potentially have an adverse effect or is not accessible to any group of individuals.

### **13.1 Employment**

The College is committed to the collection of statistics, analysis of data and presentation of data as well as monitoring on an ongoing basis as employment policy and practices change.

The College will use the two main forms of monitoring, i.e. of the composition of the existing workforce and the recruitment and selection process. Looking at the workforce with reference to age, race, ethnicity, disability and gender, in particular.

The College will also categorise staff according to grade; contract type, i.e. whether full-time or part-time, permanent or temporary; length of time in post; place of work and salary. Records will also be kept of training, performance reviews, promotions, regrading's and discretionary pay awards.

After the employment relationship has ended, the College may retain statistics; data about the composition of the workforce, including appraisal and promotion records for the purpose of carrying out equality and diversity monitoring, and may also look at reasons for resignation and resignation rates.

### **13.2 Students**

The College will monitor all students and potential students in order to inform the setting of targets and the measurement of progress in achieving them. For example, in:

- Applications, success and failure rates for admission to programmes
- Retention rates
- Achievement rates
- Work placements including success rates, satisfaction levels and job offers
- Learning support Progression Disciplinary action
- Complaints by students or their sponsors
- Student satisfaction surveys

## **14. DELIVERING AN INCLUSIVE ENVIRONMENT**

LMC will provide an inclusive environment that promotes equality of opportunities and diversity and is free from unlawful discrimination, harassment or victimisation of any kind. This also includes bullying, harassment and unlawful behaviours towards lesbian, gay, bisexual, and transgender (LGBT) community of staff and students as well as students with additional needs and learning difficulties.

All staff, including temporary associate lecturers and agency staff, students and other users of the LMC services will be made aware of behaviour which amounts to discrimination, harassment or victimisation. Such behaviours may result in disciplinary action and/or amount to a criminal offence.

LMC will manage Equality, Diversity and Inclusion by:

- Taking appropriate action, including disciplinary action, against any student or staff member who does not comply with the policy. In serious cases, this may lead to permanent removal from the organisation.
- Storing sensitive information on staff and students including disability and additional needs protectively and confidentially in accordance with the General Data Protection Regulation (GDPR) 2018.
- Ensuring promotional, research and teaching/learning materials present appropriate and positive images and sizes relating to all the dimensions of diversity and equality.
- Ensuring to upload learning materials in the VLE by the teaching staff at least one day in advance to lectures.
- Ensuring Governors, directors, managers and staff members have access to comprehensive information to assist them in planning, putting into practice and monitoring their responsibilities under the Equality, Diversity and Inclusion Policy.
- Striving to challenge behaviour which does not accord with the LMC Equality, Diversity and Inclusion Policy.
- Considering appropriate measures to overcome underrepresentation in particular jobs or education identified by the monitoring and impact assessment processes.
- Responding positively and competently when issues relating to equality, diversity and inclusion are identified and discussed.
- Ensuring that all students and staff know how to raise complaints and that LMC provides a timely and sensitive response.
- Providing extra supports and reasonable adjustments for lecture delivery and assessment methods for students with learning difficulties and additional needs (e.g. providing appropriate extra time for assignment submissions for students affected by Dyslexia).
- Allocating time for students with medical conditions to have rest breaks at regular intervals during classes, assessments and exams.
- Appointing a counselling officer for providing confidential advice and guidance for students when they need, for example for the students with anxiety.
- Arranging exam invigilations under controlled and specific conditions for students with learning difficulties and additional needs.
- Providing disability car park facilities and access facilities for buildings and toilets and other disability access arrangements.

- Providing transgender people to access to disability toilets or other suitable arrangements depending on their preference.

## **15. MEETING OUR DUTIES**

The College will seek to ensure through its core values that the College meets its general and specific duties under the Equality Act 2010. This will be achieved by ensuring that:

Governors, staff, students and their sponsors (including work placement providers) are aware of our Equality Policy and the action needed for its implementation:

Staff, students and their sponsors (including work placement providers) are aware of the value placed upon equality and that action will be taken in the event of any breach of the policy.

Governors and staff have access to comprehensive information, which assists them to plan, implement and monitor actions to carry out the responsibilities under the policy.

The College will also ensure that publicity materials present appropriate and positive messages about equality and diversity.