



Single Equality Scheme

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Single Equality Scheme

Our Single Equality Scheme is informed by our values and aspirations. The College strategy indicates our vision and how we will achieve this. Equality and Diversity and a commitment to inclusion are at the centre of our College values and underpin the success of all students.

Our Commitment

BCA is committed to helping achieve equality for all students, apprentices, staff and our other stakeholders. We aim to ensure that all students, whatever their background, have the opportunity to benefit from aspirational and inspirational learning opportunities.

BCA's Mission Statement:

Providing high quality education that gives our students the knowledge, skills and experience to be successful in their chosen career.

BCA is committed to reducing gaps in attainment among people of all backgrounds, to promote equality and diversity as an integral part of all that we do. We are committed to ensuring that everyone has the opportunity to fulfil their potential through a fully inclusive approach to learning in which:

- equality is actively promoted
- diversity is welcomed, valued and celebrated ·
barriers are broken down
- unfairness, discrimination and inequalities are tackled and resolved

The College will strive for excellence in its promotion of equality and diversity. We will use the specific duties which are in place to eliminate conscious and unconscious discrimination. We will make equality and fair treatment an underpinning theme of the policies we develop, a constant in our teaching and learning and service provision and the management of our staff.

The scheme will be published on the College website and intranet.

Purpose

BCA's Single Equality Scheme sets out our approach to Equality and Diversity. It explains why and how we intend to promote equality and tackle discrimination for all our students, staff and communities.

This Single Equality Scheme was originally developed in response to our statutory obligations under the General and Specific Duties under the Equality Act 2010.

It is our intention to promote equality such that our approach goes beyond compliance with legislation and becomes embedded in our culture. This will enable us to become a fully inclusive organization, eliminating discrimination, promoting equality and embracing diversity in all that we do.

The College is, therefore, well placed to meet the requirements of the Single Equality Duty and to address equality across the nine protected characteristics of:

- age
- disability ·
gender
- gender reassignment
- marriage and civil partnership (employment issues only)
pregnancy and maternity
- race
- religion or belief ·
sexual orientation

And to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimization and any other prohibited conduct
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

We will also be mindful of our actions in relation to socio-economic factors. The scheme will enable the College to:

- create a positive learning and work environment which actively promotes, values and celebrates equality and diversity
- support retention and achievement irrespective of students' backgrounds
- provide high quality inclusive provision, support and services which are responsive to the needs of all staff, students and service users
- promote greater understanding and awareness
- achieve a workforce and student body that reflects the communities served by the College. Improve participation by under-represented groups

National and Regional Drivers

Single Equality Act

Legislative Context

The Equality Act brings together all existing equality legislation and includes a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011.

The new legislation features a general equality duty and two specific equality duties, which all apply to public sector organizations.

The General Equality Duty

This requires public sector organizations, including colleges, to:

- eliminate unlawful discrimination, harassment and victimization
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

The Specific Equality Duty

The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually
- set and publish equality objectives, at least every four years. All information must be published in a way that makes it easy for people to access it.

Ownership and governance

The College will promote ownership of the Scheme by all Governors, staff and students and will present a high public profile of the Scheme by means of:

- planning for equality and diversity within the College strategic planning framework
- regular communication and publicity to ensure awareness of the policy among:
 - students / apprentices
 - staff

- people applying to be students or staff ·
work placement providers
- suppliers of goods and services ·
the public
- opportunities for students, staff, external clients and others working in partnership with the College to influence the policy
- staff induction and development opportunities to promote ownership and awareness of the scheme and its provisions and to enhance and embed good consultative practice
- student induction and tutorial programmes to raise awareness and engage in debate
- taking reasonable steps to ensure that subcontractors, and third parties working for the College, are aware of and abide by this scheme
- working closely with employers and work placement providers to promote best practice

Monitoring

The Vice Principal, has responsibility for ensuring that the equality objectives are updated and regular reports on progress and performance against the action plan are made to SLT and the Corporation.

As part of BCA's commitment to equality and diversity, data will be collected every year to monitor the College's achievement in maximising success for all students, regardless of ethnic or social background, gender, age or disability.

Analysis of this data will enable the College to identify actions to promote equality and diversity more effectively across all aspects of its provision. Such analysis and corresponding recommendations will be reported as above. Every effort will be made to ensure that data collection is as unobtrusive to individuals as possible.

Managers and senior leaders will also be responsible for the monitoring of the scheme, reporting through the planning and self-assessment processes and quality systems as required.

Good practice as identified by lesson observation and self assessment will be systematically highlighted and disseminated.

In addition to the annual data pack analysis, levels of staff and student satisfaction are considered annually by managers and senior leaders. Additional monitoring is undertaken of a range of information including complaints, disciplinaries and student welfare by a range of demographic factors.

BCA will review its Single Equality Scheme annually and welcomes feedback to inform improvement.

Harassment, bullying and dignity at work

BCA is committed to an environment that is free from discrimination and intimidation, in which everyone is treated with dignity and respect and where harassment is known to be unacceptable.

Individuals should have the confidence to deal with and challenge these without fear of ridicule or reprisals.

Harassment and bullying both humiliate, denigrate and undermine the dignity of people in the workplace. They may be related to age, sex, race, disability, religion, nationality sexual orientation or any personal characteristic of the individual, and may be persistent or an isolated incident. In all cases the actions or comments are viewed as demeaning and unacceptable to the recipient.

Harassment could include:

- insulting someone by word or behaviour (particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief)
- any behaviour which causes discomfort, intimidates or offends or which incites others to do so (for example derogatory names, racist, sexist or homophobic jokes, ridiculing cultural difference)
- the display or circulation of offensive material, including racist, sexist or homophobic graffiti, electronic mail or information published through the Internet.

The College will:

- take action to prevent discriminatory behaviour against individuals or groups, including harassment and bullying related to age, sex, race, disability, religion, sexual orientation or any other protected characteristic
- deal promptly with any incidents that do arise and ensure they are reported, in accordance with its Anti-Bullying and Harassment Policy and formal complaint/grievance procedures
- record and monitor such reported incidents and report on these termly to SLT

Complaints

There are robust policies and procedures in place to deal with any staff or student reports of discrimination, harassment or bullying. These include the College Complaints Procedure and the Staff and Senior Post-holders' Grievance Procedures. Discriminatory complaints and grievances are monitored by SLT to identify trends and appropriate action. Complaints are categorized and include categories of:

- harassment and bullying ·
equality and diversity
- homophobia

Staff and students are responsible for their own conduct and must ensure that their behaviour does not make any other person feel uncomfortable. It is the duty of all staff and students to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy. The College Staff or Student Disciplinary Procedures will be used, as appropriate, for non-adherence to the policy.

Any individual who feels s/he is being discriminated against or harassed for reasons of a protected characteristic should raise the matter formally or informally, as appropriate, with one of the following in the first instance:

Students: Course tutor, Student Welfare Manager, Vice Principal
Staff: Director, Human Resources, a member of SLT

The College Anti-Bullying and Harassment Policy should be referred to as appropriate. The student complaints and staff / senior post-holders' grievance procedures are available for cases of alleged discrimination, harassment and bullying.

All complaints under this Scheme will be recorded and actioned to an appropriate conclusion.

Complaints will be monitored and reported on through SLT and Corporation meetings.

Teaching and Learning

The College is committed to achieving the highest quality of teaching and learning. The College will ensure that all staff are aware of the standards of practice expected of them in terms of equality and diversity practice both in and out of the classroom.

To develop this area, the College will offer support and development to teaching staff to ensure that:

- teaching and learning activities are inclusive ·
materials and activities promote diversity

- teachers are confident to challenge unacceptable behaviour and attitudes demonstrated by students and other staff
- opportunities for the promotion of diversity are maximised · additional learning support is used effectively

Mechanisms for ensuring this will be followed include:

- corporate induction
- bespoke induction for teaching staff · lesson observation
- continuing professional development
- performance management and appraisal · self-assessment.

Teaching staff who persistently fail to show evidence of best practice in equality and diversity will be subject to College performance management processes.

The Curriculum Leadership Team plus teaching staff will work together to:

- audit learning materials for inclusiveness and recommend improvements · support teaching staff to identify opportunities for promotion of diversity · undertake follow-up from lesson observation where E&D practice requires development
- lead continuing professional development events through the general programme · undertake a 1:1 meeting with new teaching staff as part of bespoke induction
- advise Head of Department of best practice in E&D in classroom practice be members of the Quality of Learning Team.

College Services

The College is committed to providing the highest quality services to students. In order to gauge levels of satisfaction among service users, the College will require that all service areas, as part of self-assessment, seek feedback and evidence from students as to the quality of their experience with a particular focus on equality and diversity. This feedback will be analysed, reported and improvements planned as appropriate as part of the annual process of self-assessment.

Publicity

All BCA's marketing and promotional information aims to project equality of access and opportunity to all the sectors of the community it serves.

College publicity will be regularly reviewed to ensure promotion and reflection of the diverse community which the College serves.

As much information as possible is provided to support a potential student in making an informed choice.

Every effort will be made to ensure that appropriate publicity reaches all groups in the community enabling the widest possible recruitment and participation in the College's education and training opportunities.

All College users and potential College users will be made aware of:

- the services offered by the College Additional Learning Support Service
- the student support services available within the College, for example, the provision of counselling, careers information, financial and welfare support

Environment

College communications and publications (internal and external) will be regularly reviewed to ensure they are accessible by all users and do not use language or images which are potentially discriminatory against any group or individual. Guidance is available for staff to ensure that all materials produced are accessible and promote diversity.

The College will seek appropriate advice, in respect of equality and diversity, from relevant outside agencies when planning changes to its environment and facilities. The College will undertake to monitor work placement, work experience and apprenticeship provides for equality and diversity practice.

New construction and refurbishments to College premises will be compliant with all relevant access legislation and reflect good practice.

Wherever possible, the College will make facilities available to meet the faith needs of students and staff. For example, a multi-faith prayer room will be available and catering services will reflect needs for individual diets.

The College will maximise opportunities to celebrate festivals of major faiths and significant human rights events.

Recruitment and Selection - Staff

No College employees will discriminate unfairly, directly or indirectly, in making selection decisions.

If possible, interview panels' diversity will reflect that of the College. At least one member of staff involved in the selection and interview procedures will have been trained in recruitment and selection procedures, which will include an understanding of appropriate legislation.

All applications will be assessed according to clear pre-stated criteria which will be both objective and job-related.

Protected characteristics cannot be used as reasons for rejection (except where a Genuine Occupational Qualification or Genuine Occupational Requirement is in force).

In accordance with the College ethos any applicant who has disclosed a disability and who meets the essential requirements of the job, will be given an interview and the opportunity to discuss any adjustments that would be required to enable them to do the job.

The recruitment and selection of staff will be monitored in accordance with the Equality and Diversity Monitoring Framework.

Recruitment and Selection - Students

The procedures involved in gaining admission to College programmes will be clearly expressed and structured to allow ease of access to students. Prospective students will be offered appropriate support and guidance at all stages.

At enrolment, students will be asked to disclose their gender, age, ethnic origin, postcode and any additional support needs. This information will only be used for the purposes of providing support and for monitoring/review and funding purposes.

Students will have access to professional advice throughout the recruitment and guidance procedures.

Students will be given various opportunities to disclose support needs and will be able to discuss ways of providing solutions to problems of access and other issues which present a barrier to learning.

Recruitment of students will be monitored in accordance with the Equality and Diversity Monitoring Framework.

Initiatives will be developed to recruit students to non-traditional areas.

Curriculum and Access to the Curriculum

BCA is committed to inclusive, personalised learning, which recognises that students are individuals with individual learning styles and support needs.

The College will provide a diverse range of learning opportunities to facilitate access and achievement for the whole community.

The content and resources of College programmes will be considered by the Curriculum Leadership Team to ensure that they promote equality and diversity and do not discriminate against any student group.

Course content and methods of delivery will be considered to ensure that they address the learning needs of targeted groups. Courses will be made accessible to as wide a range of students as possible by enhanced flexibility in both delivery and timing.

Additional Support will be provided to all students requiring it, subject to available resources. Ways of modifying curriculum delivery to facilitate access for individuals with additional support needs will continue to be sought.

Procedures for accreditation and assessment will be flexible and responsive to the needs of the whole range of students who attend the College. This includes supporting those students for whom access arrangements and/or facilities may be required during examinations or assessments.

The College supports the entitlement, for the whole College community, to information, guidance and counselling, which will enable individuals to control their personal development and opportunity.

Achievement of a student's full potential is our priority. Differential patterns of achievement and retention by specific groups will be regularly monitored in accordance with the Equality and Diversity Monitoring Framework and the analysis used to inform planning and development of the curriculum. The self-assessment process will include analysis at programme area level of success rates by demographic factors.

Any applicable financial support will be fairly distributed and available in response to identified students' needs.

Individual Learning Plans will be in place for all full-time and substantive part-time students.

Awareness of equality and diversity issues will be included in student induction and tutorial programmes.

Equality Analysis

The College will assess the differential impact of all of its policies and procedures through a systematic process of equality analysis. Policies and procedures will be screened for potential adverse impact on the grounds of all protected characteristics.

New policies will be developed ensuring that avoidance of direct or indirect discrimination and promotion of diversity is a core consideration.

New policies will be screened for potential adverse impact and appropriate action taken if this is detected.

Existing policies are reviewed regularly. The College will undertake equality analysis of policies as they become due for review.

Consultation

Consultation and involvement are both ways of ensuring that the College meets the specific duties to promote race, disability and gender equality.

The College recognises its duty to consult in terms of race and gender equality and its duty to facilitate involvement in the case of disability equality.

Planned consultation with students will include questions on awareness of equality and diversity which can be analysed by ethnicity, gender and disability. Additional consultation will take place through student forums and staff surveys. Disabled staff and students shall be involved in the further development and implementation of the Disability and Equality Scheme Action Plan.

BCA will continue to search for and develop innovative, effective and meaningful ways of consulting to secure the input needed to ensure fulfilment of our commitments to students and the wider College community.

Reviewing and updating

Progress towards achieving the objectives identified in the Equality Action Plan will be reviewed by Senior Managers.

Continuing Professional Development

BCA recognises that all staff have a responsibility to promote equality and diversity. All staff shall have access to continuing professional development and support to ensure that they are aware of their individual responsibilities and to enable them to promote equality and diversity effectively and confidently.

Through the induction and professional development programmes, staff will be made aware of:

- the Single Equality Scheme
- the College's Recruitment and Selection Procedures, as appropriate
- the learning needs of disadvantaged/minority groups
- race, gender and disability issues and how to challenge discriminatory behaviour
- relevant equality and diversity legislation

Programmes will be designed to meet professional development needs in line with strategic objectives and in response to recommended best practice.

Opportunities will be provided to raise awareness of new or changed relevant legislation.

The Vice Principal will work with Human Resources, as well as with programme areas, to identify training and development needs related to equality and diversity and to support the embedding of best practice principles of equality and diversity in teaching and learning.

All equality and diversity training will be available to all staff as on-line packages on MOODLE.

Partnerships

The College values partnership working and seeks to develop and maintain strong and productive community links.

The College will encourage communities to participate at all levels in the full life of the institution and will take steps to encourage the involvement and participation of under-represented groups and sections of the community.

The College will work in partnership with communities, employers and other stakeholders to develop positive attitudes to diversity and difference and to address specific incidents.

The College will undertake consultation, where appropriate, with representative groups where impact assessment indicates this is required.

All work placement providers will receive a summary of their responsibilities under the policy and will sign to confirm their understanding of them. Contractors providing services to the College on or off College property will be made aware by means of a written statement of the College's Single Equality Scheme.

The College requires that contractors' staff conduct themselves so as not to give offence to others by means of unfair or unlawful treatment of any person because of race, colour nationality, ethnic or national origins, religion, creed, gender, sexual orientation, marital status, disability or age.

Currently, all Contractors for main services have a contractual obligation to ensure compliance with the College's Single Equality Scheme in the terms and conditions of the contract. The Scheme's action plan will ensure that this process is more robust.

Appendix 1

Disability Equality Guidance

Our Commitment

BCA celebrates and values the diversity brought to the College community by all individuals. It believes that the College will benefit from employing and recruiting both disabled and non-disabled people at all levels of responsibility, and across all areas of work and study. The College will treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

BCA is committed to combating all forms of prejudice and unfair discrimination concerning disability and to providing an environment that reflects and respects inclusive learning. The aim is to create a positive, inclusive ethos with a shared commitment to challenging and preventing stereotyping, prejudice and disability discrimination, to respecting diversity and difference and to encouraging good relations between disabled people and non-disabled people.

Purpose

The College will work towards the elimination of disability discrimination and discrimination arising from a disability whether overt, covert, direct or indirect or by omission. The College will ensure that individuals and communities have equal access to our learning programmes, facilities and employment opportunities and appropriate access to support services.

Consultation

The Single Equality Scheme, including the Disability Guidance, will be available on the student intranet and to the public via the College's website. Copies of the policy will be made available in the Learning Centre, Staff Room, Zone and HR.

The College will establish a Disability Equality Advisory Group involving disabled staff and students, whose task is to undertake an annual review of the Scheme and identify appropriate amendments or priorities for action.

Students and staff will have representation on the Corporation.

Monitoring

We will collect data in accordance with our Equality and Diversity Monitoring Framework in order to monitor the participation, performance and satisfaction of College users with disabilities.

For example, for students and employees, we will monitor by disability:

- participation ·
 success
- job applications, recruitment and turnover
- satisfaction levels with regard to the College as a learning and working environment ·
 staff/senior post-holders' student grievances
- complaints
- staff/student disciplinarys
 - type of contract (permanent, temporary) ·
 promotion, application and success rates
- access to learning / training / cpd opportunities

Staff and students will be represented on the Corporation, which will receive monitoring reports.

The College Corporation will receive an annual report on equality and diversity.

Complaints

See Single Equality Scheme

Publicity

College publicity material presents appropriate and positive messages about disabled groups in accordance with the Single Equality Scheme.

The College uses accessible language and font in policies and in communications with staff. The College's website is accessible.

We will publicise to stakeholders, including students, work placement providers and staff, our commitment to disability equality and celebration of diversity; this will be highlighted in our prospectus, annual report and annual financial statement.

A summary of the results of our monitoring information will be included in our annual report and will be available to the public on the College website.

All staff will be informed about the Single Equality Scheme and have access to it via the staff Intranet.

Environment

BCA is committed to providing an inclusive learning environment. Contributions from all students are valued and teaching is differentiated to take account of individual needs and different learning styles.

The teaching environment will allow all students to contribute fully and feel their experiences are valued. Teaching will encourage students to express their point of view, listen to the views of others and examine critically a range of ideas. Resources will include positive images of disability.

The College recognises that disabled students have an entitlement to adjustments being made for them, and will continue to make efforts to maximise the Additional Learning Support budget and other income streams to the benefit of its disabled students within funding constraints.

We recognise the need for the Additional Learning Support Team to be responsive to changing support needs and to deliver a high standard of service.

The College recognises that staff with a disability have an entitlement to reasonable adjustments being made for them. The college will endeavour to consult with the employee to provide any adjustments which are reasonable within the context of the organisation.

Recruitment and Selection – Staff

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from under-represented groups.

The College interviews all disabled applicants who meet the essential criteria for a job vacancy and consider them, based on their abilities.

The College understands the difficulties facing those with mental illness in the workplace and is striving to remove the stigma associated with mental illness.

Rehabilitation of newly disabled employees

The College will make every effort, if an employee becomes disabled, to make sure they stay in employment through a range of Human Resources' policies and practices.

The College is aware of its legal obligations to make reasonable adjustments to enable disabled staff to carry out their duties.

Applications for employment, recruitment and promotion will be monitored by disability and reported on to the Corporation.

We will continue to find new ways to engage with all sections of the community to ensure recruitment of the best talent.

Recruitment and Selection – Students

College staff will promote the recruitment of students from under-represented groups.

Applications and recruitment will be monitored by disability and reported to SLT and the Corporation.

Partnerships with schools

BCA works in partnership with schools from a wide geographical area. Students from Special

Schools attend link courses at BCA to enable them to experience College life and to act as a transitional programme. This ensures that the needs of students progressing onto a BCA course are appropriately met.

The College encourages students with learning difficulties and/or disabilities to attend taster days on-site and the School and Marketing teams contact the schools to make arrangements for attendance.

Curriculum and Access to the Curriculum

The College strives to eliminate all barriers to disabled people across all aspects of College activity, including raising awareness and promoting the use of the preferred language of disability.

We recognise that within our student and staff body, 1 in 4 are likely to be disabled according to the definition within the Equality Act 2010 but, despite several opportunities for disclosure, many will prefer not to disclose a disability. Their wishes will be respected but our vision for disability equality is one where we will proactively work towards developing our procedures and practice into mainstreaming solutions that will benefit not only our disabled staff and students, but also our prospective staff and students.

Our Additional Learning Support Team will continue to work with teaching staff to promote the use of dyslexia-friendly materials and raise awareness of strategies which will support the learning of students with a range of disabilities. We will continue to invest in assistive technology and publicise its availability. This will include the provision of digital recorders and podcasts which enables the independence of disabled staff and students.

Where students are provided with learning support assistants as part of their support package at College, their support will be regularly reviewed with a view to reducing their dependence on others.

All staff are responsible for ensuring that:

- publications, policies, lesson content and teaching resources promote positive images of, and attitudes to, people with disabilities
- all teaching resources are free from bias, avoid stereotyping and promote diversity
- opportunities to embed positive attitudes to disability are identified
- stereotyping and discriminatory behaviour are challenged

Staff will attend mandatory equality and diversity training, initially at induction and during the course of the academic year and receive information regarding events as required.

Equality Analysis

The College will ensure that all the College's policies and practices help to achieve equality for disabled students and staff and have no adverse impact on them. The College will monitor the differential impact of all policies and procedures.

Professional Development

The staff induction programme will reinforce the College's commitment to disability equality, explain legal responsibilities and examine good practice in terms of eliminating discrimination and celebrating good practice.

During the same induction, a representative of the ALS team will deliver information on the requirements of the DDA and individuals' responsibilities including where and how to access further support. Professional development will be available throughout the year to address issues of equality and support for students with disabilities. Sessions will also be available on the staff intranet.

Appendix 2

Race Equality Guidance

Our Commitment

BCA is committed to eliminating discrimination, and creating a working and learning environment based on good relations between members of different racial groups. The aim is to create an inclusive culture/environment where College staff and students challenge and prevent racism and discrimination, respect diversity and difference and encourage good relations between people of different groups. The College celebrates and values the diversity brought to the College community by individuals from a variety of racial, ethnic and cultural backgrounds.

Purpose

The College will work towards the elimination of racism whether overt, covert, direct or indirect or by omission to ensure that individuals and communities have appropriate access to our learning programmes, support services, facilities and employment opportunities.

Monitoring

We will collect data in accordance with our Equality and Diversity Monitoring Framework in order to monitor the participation, performance and satisfaction of different ethnic groups.

For example, for students, we will monitor by ethnicity:

- ethnic profiles
- enrolments by ward compared to ethnic population size ·
enrolments by programme area
- retention rates and trend data over 3 years
- achievement rates and trend data over 3 years ·
disciplinary action
- satisfaction rates

For employees, we will monitor by ethnicity:

- ethnic profiles of employees by job family ·
job application rates
- selection success rates
- type of contract (permanent, temporary) ·
promotion application and success rates
- disciplinary proceedings ·
grievances

- satisfaction rates

Racial harassment and bullying

The College will:

- take action to prevent racist behaviour against individuals or groups, including racial harassment and bullying;
- deal promptly with any incidents that do arise and are reported, in accordance with the Anti-Bullying and Harassment Policy and formal complaint/grievance procedures
- record and monitor such reported incidents and report on these termly to SLT

Racial harassment could include:

- any behaviour which causes discomfort, intimidates or offends or which incites others to do so (derogatory names, insults, racist jokes or ridiculing cultural difference)
- the display or circulation of offensive material, including racist graffiti, electronic mail or information published through the Internet
- verbal abuse and threats of physical attack

Complaints

There are robust policies and procedures in place to deal with any staff or student reports of discrimination, harassment or bullying. These include the College Complaints Procedure and the

Staff and Senior Post-holders' Grievance Procedures. Racially motivated complaints and grievances are monitored by SLT to identify trends and appropriate action.

Staff and students are responsible for their own conduct and must ensure that their behaviour does not make any other person feel uncomfortable. It is the duty of all staff and students to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy. The College Staff or Student Disciplinary Procedures will be used, as appropriate, for non-adherence to the policy.

Publicity

College publicity material presents appropriate and positive messages about minority ethnic groups in accordance with the Single Equality Scheme.

We will publicise to stakeholders, including students, work placement providers and staff our commitment to racial equality and celebration of diversity. This will be highlighted in our prospectus, annual report and annual financial statement.

All staff will be informed about the Single Equality Scheme and have access to it via the staff Intranet.

Environment

The College is committed to providing an inclusive learning environment and maximising opportunities to celebrate diversity.

The teaching environment will allow all students to contribute fully and feel their culture and experience are valued. Teaching will encourage students to express their point of view, listen to the views of others and examine critically a range of viewpoints. Books and materials will reflect ethnic and cultural diversity.

Recruitment and Selection – Staff

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias and are in accordance with the SES. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from under-represented groups. We will continue to find new ways to engage with the area's diverse communities to ensure recruitment of the best talent.

Applications for employment, recruitment and promotion will be monitored by ethnicity and reported to SLT and the Corporation.

Recruitment and Selection – Students

See SES

Curriculum and Access to the Curriculum

Schemes of work, course content, induction and tutorial programmes are sensitive to and positively promote cultural diversity. Students, irrespective of background, have access to the full range of College programmes, resources, support services and facilities.

All staff are responsible for ensuring that:

- publications, policies, schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity
- all teaching resources are free from bias, avoid stereotyping and promote diversity · opportunities to celebrate diversity are identified
- different cultures are respected and valued
- stereotyping and discriminatory behaviour are challenged

Staff will attend mandatory equality and diversity training, initially at induction and during the course of the academic year and receive information regarding events as required.

Equality Analysis

The College will endeavour to ensure that all the College's policies and practices help to achieve race equality for students and staff from different racial groups and have no adverse impact on them. The College will identify the potential differential impact of all policies and procedures through a systematic process of equality analysis.

Consultation

The Race Equality Policy will be made available to all students, together with the Single Equality Scheme, on the student intranet and to the public via the College's website. Copies of the policy will be made available in the Learning Centres, Staff Room and Human Resources.

Students and staff will have representation on the Corporation.

Professional Development

The staff induction programme will reinforce the College's commitment to race equality, explain legal responsibilities and examine good practice in terms of eliminating discrimination and celebrating diversity.

Partnerships

All work placement providers will receive a summary of their responsibilities under the policy and will sign to confirm their understanding of them. Contractors providing services to the College on or off College property will be made aware by means of a written statement of the College's Single Equality Scheme.

Appendix 3:

Gender Equality Guidance

Our Commitment

BCA is committed to eliminating discrimination and creating an equal working and learning environment which gives women and men real choice and equality of opportunity, an environment where both genders receive equal chances, treatment and pay. The aim is to create an inclusive culture where College staff and students challenge sex discrimination and stereotyping.

Purpose

We believe in enabling staff and students to fulfil their potential whatever their gender and continue to work towards this goal. We will aim to ensure that individuals and communities have equal access to our learning programmes, support services, facilities and recruitment opportunities. We will work towards the elimination of sex discrimination and harassment whether overt, covert, direct or indirect or by omission and to promote equality of opportunity between men and women.

Information Gathering and Monitoring

We will collect data in accordance with our Equality and Diversity Monitoring Framework in order to monitor the participation, performance and satisfaction of College users by gender, to measure progress, and to set future targets.

For example, we will monitor by gender:

For students:

- participation in learning by curriculum area ·
success
- satisfaction levels with regard to the College as a learning environment ·
student grievances
- complaints
- student disciplinaries.

For employees:

- job applications, recruitment and turnover
- satisfaction levels with regard to the College as a working environment ·
staff / senior post-holders' grievances
- complaints

- staff disciplinaries

- type of contract (permanent, temporary) · promotion application and success rates

Review of Information Gathering

In addition to the factors listed above, additional monitoring factors related to gender include:

- The gender of employees by grade/salary scale and type of work (e.g. management, teaching, support).
- Rates of requests for flexible working.
- Return rates from maternity leave, and the roles to which they return.

The College confirms that monitoring data collated from staff will be anonymised and treated in confidence. However, the College recognises that transgender employees may still be unwilling to identify themselves as such due to concerns of privacy. No information will be published that will enable an individual member of staff to be identified.

Once the results of the monitoring and analysis are available, the College will use the results to inform the setting of equality objectives. The results and objectives will be published annually in the SES action plan.

Publicity

College publicity material presents appropriate and positive messages about women and men, including positive images in non-traditional roles.

We will publicise to the public (including students, work placement providers and staff) our commitment to gender equality. This will be highlighted in our prospectus, annual report and annual financial statement.

A summary of the results of our monitoring information will be included in our annual report and made available to the public on the College website. All staff will be informed about the policy and have access to it via the staff Intranet.

Environment

The College is committed to providing an inclusive learning environment and maximising opportunities for students to participate and succeed in non-traditional areas.

The College believes the classroom should be a place where contributions from all students are valued.

The teaching environment will allow all students to contribute fully and feel their experiences are valued. Teaching will encourage students to express their point of view, listen to the views of others and examine critically a range of viewpoints. Books and materials will include positive images of men and women in non traditional roles and occupations. Teaching materials will be free from sexist language, bias and stereotyping.

Recruitment and Selection – staff

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias and are in accordance with the SES. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from women and men for non traditional areas.

Promoting and Managing Flexible Working

The College understands the difficulties facing those with young families or other caring responsibilities in the workplace and recognises the importance of a healthy work-life balance for all staff. The College currently operates a number of different working arrangements for different categories of staff.

Curriculum and Access to the Curriculum

Schemes of work, course content, induction and tutorial programmes are sensitive to and positively promote gender equality. Male and female students have access to the full range of College programmes, resources, support services and facilities.

All staff are responsible for ensuring that:

- publications, policies, schemes of work, lesson content and teaching resources avoid stereotyping and sexist language
- all teaching resources promote positive images of men and women
- teaching strategies encourage participation and achievement of male and female students
- stereotyping and sexist behaviour are challenged

Staff will attend mandatory equality and diversity training, initially at induction and during the course of the academic year and receive information regarding events as required.

Equality Analysis

The College will endeavour to ensure that all the College's policies help to achieve gender equality for students and staff and have no adverse impact on them. The College will identify the differential impact of all policies and procedures through equality analysis.

Professional Development

The staff induction programme will highlight the college's commitment to gender equality, explain legal responsibilities and examine good practice in terms of eliminating sex discrimination.

There will be professional training available throughout the year to address gender equality issues, including appropriate language and positive images, challenging sexist and discriminatory behaviour and embedding equality and diversity in teaching resources. All these sessions will also be available on the staff intranet.