



Single Equality Scheme 23/24

**HULL
COLLEGE**

Hull College – Single Equality Scheme.

1. Statement of Intent

1.1 Hull College is committed to promoting equality and diversity through all its activities including the delivery of high-quality teaching, learning and assessment. It believes in promoting equality of opportunity, access, dignity and fairness.

1.2 Our Single Equality Scheme meets the requirements of the Equalities Act 2010 which replaced all previous equality legislation. The Act provides a single, consolidated source of discrimination law.

1.3 The Equalities Act brings together under one single piece of legislation: a. Disability Discrimination Act 1995 and 2005 b. Special Educational Needs and Disability Act 2001 c. Employment Equality (Age) regulation 2006 d. Employment Equality (Religion and Belief) Regulations 2003 e. Employment Equality (Sexual Orientation) Regulations 2003 f. Equality Act 2010 g. Equal Pay Act 1970 h. Human Rights Act 1998 i. Race Relations Act 1976 j. Sex Discrimination Act 1975.

2. The Equality Duty

2.1 The Equality Duty is set out in section 149 of the Act. The Equality Duty is a duty on public bodies and other organisations carrying out public functions.

2.2 It ensures that public bodies consider the needs of all individuals in their day-to-day work in shaping policy, in delivering services, and in relation to their own employees.

2.3 The new Equality Duty supports good decision making – it encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs.

2.4 Since 2018 organisations have been required to produce and publish an Accessibility Statement, which explains how accessible their website is and actions taken to improve this.

3. The Equality Duty Aims

3.1 The Equality Duty has three aims;

a. It requires public bodies to have due regard to the need to:

i. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

iii. Foster good relations between people who share a protected characteristic and people who do not share it.

4. Protected Characteristics

4.1 The Equality Act 2010 states the individual characteristics which are protected by law:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Pregnancy and maternity
- e. Race - this includes ethnic or national origins, colour or nationality
- f. Religion or belief
- g. Gender
- h. Sexual orientation
- i. Marriage and civil partnership (only in respect of the requirement to have due regard to the need to eliminate discrimination).

4.2 The Single Equality Scheme involves treating some people differently and making reasonable adjustments where required. This promotes equality of opportunity, for example this may involve:

- a. Providing additional time for examinations
- b. Accessibility settings on the College website
- c. IT illiterate learners to access web based and learning resources

4.3 The Equality Duty also explicitly recognises that the needs of people with disabilities may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people differently than non-disabled people in order to meet their needs.

4.4 The socio-economic background of an individual is not one of the protected characteristics under the Equality Act 2010. However, within the educational environment the College considers this when guiding and supporting students through their time at the College. Where students are from an area of high deprivation, they may have low prior educational attainment and low expectations which may influence negatively on their achievement.

5. Implementing the Equality Duty

5.1 The College consciously considers the three aims of the Equality Duty as part of the process of decision-making.

5.2 The College ensures that the following principles are followed:

- a. Knowledge - those who work within all areas of the College need to be aware of the requirements of the Equality Duty and approach decision making with the Equality Duty in mind
- b. Timeliness - The College ensures that the Equality Duty is complied with at the time that a particular policy is under consideration or decision is taken
- c. Real Consideration - The College considers the three aims of the Equality Duty and ensures that they form an integral part of the decision-making process. It recognises that the Equality Duty is not a matter of box-ticking but that it is approached with rigour and with an open mind
- d. Sufficient Information - The College supports staff making decisions to consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty
- e. No delegation - The College ensures that any third parties which exercise functions on their behalf, such as sub-contractors are required to comply with the Equality Duty, and that they do so in practice
- f. Review - The College ensures that the aims of the Equality Duty are applied not only when a policy is developed and decided upon, but also when it is implemented and reviewed.

6. How does Hull College implement the Equality Duty?

6.1 Principles

- a. Promoting equality of opportunity for all
- b. Elimination of unlawful discrimination for students, staff and other stakeholders using Equality Assessment when reviewing policies, procedures and practices in every aspect of college business but predominantly:
 - i. Curriculum
 - ii. Support Services
 - iii. Human Resources.
- c. Providing a high-quality training programme that informs staff and students of the requirements of the Equality Act, develops the principles of British Values, fosters good relations and promotes positive attitudes through high expectation of behaviours.
- d. Ensuring that all facilities, materials, products and services are accessible to staff, students, visitors and other stakeholders.
- e. Promoting a culture of inclusivity and to celebrate diversity in our student and staff body
- f. Teaching, learning and assessment embeds and develops diversity and equality of opportunity to promote a culture of understanding and inclusion.

g. Ensure that equality and diversity is embedded into recruitment processes at all stages and that all staff feel valued at the College.

h. The College is developing a Fairness, Respect, Equality, Diversity, Inclusion and Engagement Committee and they will report on equality matters for both staff and students to the Executive Team. The College's quality systems and procedures are also designed to report and highlight any performance differences between different groups of students.

i. Safeguarding takes account of the requirements of the Equality Duty and that issues of bullying and harassments are treated as serious matters.

7. Equality Objectives

1. Continue to monitor, analyse and address any achievement gaps between different types of students and ensure all have equal access to learning.
2. Monitor, analyse and address any differentials between different types of staff and to ensure they are treated fairly including during recruitment processes.
3. Benchmark our inclusive environment against internal and external recognition frameworks such as Investors in Diversity, Black Leadership Group and the AoC Mental Health Charter.
4. Provide unconscious bias and / or inclusive teaching training to all staff by end of next academic year.
5. Develop new reporting systems and staff/student resources to use for discrimination/harassment incidents and promote it across campus.
6. Transform the estate to be more inclusive and welcoming to all.
7. Establish mentoring, leadership and CPD support for minority staff who are seeking career progression.
8. Establish a Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) committee made up of staff, students and governors to support our work in this area and challenge us to do better.
9. Utilise technology to create more equitable access and opportunity for staff and students with diverse needs and backgrounds.

8. Structure at Hull College

8.1 The College has a FREDIE Committee, which includes staff, students and governors. FREDIE considers issues related to staff, students and the geographical area with Learner Services and Human Resources taking overall responsibility for equality and diversity.

8.2 The College implements action plans to ensure that the principles of the Equality Duty are monitored regularly through the FREDIE Committee as a result of the annual FREDIE report.

8.3 FREDIE is co-chaired by a member of EMT and they provide a report to EMT and governors as required.

8.4 The Corporation Board receive an annual Equality and Diversity report which will identify issues and track performance improvement on key priorities.

9. Equality Impact Assessments

9.1 The College is committed to ensuring that no groups of students or staff are affected negatively by any of its policies, procedures or practices with specific reference to those with protected characteristics.

9.2 The College will annually review and report on the following, providing both qualitative and quantitative data to ensure that no groups of students or staff are disadvantaged and where there are any differences in performance or any negative impacts the College will identify the action taken to address that impact.

- a. Student recruitment profile
- b. Student achievement including pass rates and retention rates
- c. Learner voice (across college and specific focus groups)
- d. Student complaints
- e. Student disciplinaries
- f. Staff recruitment profile
- g. Staff complaints
- h. Staff disciplinaries
- i. Staff council feedback.

9.3 An appropriately competent member of staff, in accordance with the policy list, reviews all policies and procedures annually. The staff writing or reviewing policies are required to consider the impact of the policy or procedure on different groups of staff and students. Policies are approved by The Executive Team and /or the Corporation Board to ensure their compliance with the Equality Duty.