

# Equality, Diversity and Inclusion

## Single Equality Scheme

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**LANCASTER & MORECAMBE COLLEGE**

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**Date: September 2023**

The  
**Hexagon**  
Student & Learning Centre



Lancaster &  
Morecambe  
College

## Policy name: Equality, Diversity and Inclusion

<b>Policy Owner:</b>	Head of Learning Support
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Applicable to students:	Yes
Published on website:	Yes
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Notes:	

## **SINGLE EQUALITY SCHEME**

### Introduction by the Principal

Lancaster & Morecambe College is committed to the principles of Equality and Diversity for everyone. The College's existence and activities are determined by a belief in and a desire to ensure that all members of the College have an equal opportunity to maximise their potential and are all equally valued and treated with respect. It seeks to provide employment, education and services in an environment in which diversity is welcomed, respected and valued.

The College's Single Equality Scheme (SES) is intended to respond to the spirit as well as the letter of the Equality Act 2010. We seek to ensure the elimination of discrimination, harassment and victimisation in relation to the protected characteristics identified in the Act. We will work to advance equality of opportunity and foster good relations throughout our organisation. The SES also aims to promote all other forms of equality and human rights that might be relevant to our work including the Children and Families Act 2014.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. We recognise that the scheme is a work in progress, to be consulted on and refined as necessary and regularly reviewed. The practical steps to be taken are presented as an action plan.

Wes Johnson  
Principal

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## **Relevant Legislation**

Equality Act 2010 - [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)

Children & Families Act 2014 - [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6)

Terrorism Act 2006 - [The Terrorism Act 2006 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/the-terrorism-act-2006)

Counter Terrorism and Security Act - [Counter-Terrorism and Security Act - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/counter-terrorism-and-security-act)

Prevent Duty Guidance for Further Education Institutes [Prevent duty guidance: for further education institutions in England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales)

Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education)

SEND Code of Practice - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

Public Sector Equality Duty Guidance - [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/advice-and-guidance/equality-and-human-rights-commission)

Transgender Guidance - [Providing services for transgender customers: a guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-services-for-transgender-customers-a-guide)

Associated College Policies policies where information connected to the implementation of EDI can be found

Access to Assessment Policy  
Additional Learning Support (ALS) Policy  
Admissions and Admission Appeals Policies  
Assessment and Assessment Tracking Policy  
Attendance, Withdrawal and Transfer Policy  
Behaviour/incidents/unacceptable behaviour policies (Staff and Learners)  
Closure of classes due to minimal numbers policy  
COSSH Policy  
Enrolment Policy  
External Activities Policy  
Family Leave Policy  
Fees Policy  
Flexible Working Policy  
Harassment and Bullying Policy  
HE Teaching and Learning Policy  
Health and Safety Policy  
Induction and Probationary Policy  
Initial Assessment Policy  
Internal Quality Assurance Policies  
IT Policy

Learner Support Fund Policy  
Learning Centre General Policy  
Malpractice and Plagiarism Policy  
Recognition of Prior Learning Policy  
Recruitment Policy  
Redundancy Policy  
Resolution of Grievance Policy  
Room for wellbeing and Reflection Policy  
Safeguarding Policy including Prevent  
Sickness and Absence Policy  
Social Media Policy  
Timetabling Policy  
Transport Policy  
Tutorial Policy  
Values and Behaviours Policy (staff)  
Visible ID Policy  
Volunteer and partnership working Policy  
Whistleblowing Policy  
Working at Height Policy  
Work Placement Policy

## Section 1 - Introduction

The scheme is valid for a period of three years after which it will be reviewed (next review due is in August 2023). The Single Equality Scheme (SES) sets out how the college intends to meet its duties under the various legislative acts designed to promote Equality, Diversity and Inclusion (EDI). The Single Equality Scheme (SES) is the response of the college to the Public Sector Equality Duty (PSED).

This is an updated version of the College's first Single Equality Scheme, setting out our approach to equality, diversity and inclusion (EDI) as an employer of a significant number of staff and as a GFE college.

The SES explains how the college intends to respond to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act 2010. The response will include how we intend to use our best endeavours to protect the rights of the individual outlined in the Children and Families Act (2014). LMC extends the principles embodied in the SES to all learners and not just exclusively to those specifically mentioned in the Equality Act.

There are 3 general duties related to the Equality Act 2010

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

The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it.

The Equality Act of 2010 consolidates and simplifies all other discrimination laws, acts etc., alterations and amendments and identifies the 9 protected characteristics of:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

- Sexual orientation
- Being married or in a civil partnership

We must therefore ensure, through our functions, policies and practices that we do not discriminate on any of these grounds, directly, indirectly or by association. We must also ensure that harassment and victimisation do not occur and that reasonable adjustments to practice are accommodated where necessary.

There is further protection for individuals outlined in the Safeguarding Policy for Lancaster & Morecambe College, which draws on the Counter Terrorism and Security Act, Prevent Duty guidance and Keeping Children Safe in Education (~~2014~~) (2022). This document is available by contacting Lancaster & Morecambe College.

Our Single Equality Scheme (SES) will help us to achieve a framework for action across all aspects of equality. We believe that a combined scheme will enable us to communicate and manage our equality commitments and action.

We also believe that publishing one combined scheme and one consultation is an appropriate and proportionate approach to equality which should maximise people's opportunities to be involved in our policy making. The SES demonstrates our commitment to go beyond mere compliance with the legislation and to move towards mainstreaming equality, diversity and inclusion by bringing together our work in one place, consulting widely and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

There is considerable overlap between British Values, The Children and Families Act (2014), the SEND Code of Practice 2015 update and the EDI Policy.

## **Section 2 – Equality, Diversity and Inclusion (EDI) Objectives**

1. To actively promote the principles and values embedded in the Equality Act 2010 and the Children and Families Act 2014 and in addition embed good practice throughout the organisation in line with British Values and the RESPECT agenda.
2. To robustly tackle all forms of discrimination and create a respectful and harmonious organisation that has a zero tolerance for unfair discrimination, harassment and victimisation. Including implementing the college PREVENT Strategy.
3. Raise awareness of discrimination, harassment and victimisation and the College procedures for tackling and addressing any occurrences through developing the Respect and British Values campaigns as a focus for a strong organisational norm. This includes
  - promoting the "Report It" facility on the College Hub via curriculum links programme and any wellbeing CPD for staff
  - Encouraging staff and learners to report any incidents of bullying, supporting staff to develop an environment which fosters a sense of community and belonging, organising anti-bullying awareness training and how to report it.



- analysing data and addressing retention and/or attainment gaps in relation to equality, diversity and inclusion
  - analysing all learner outcomes data at a range of levels against the protected characteristics and devising appropriate responses to be confident of the equality and fairness of opportunity applies to all learners
  - using the designated Learner Review Days (LRD) for reviewing in-year data to ensure any necessary action is timely
  - considering and responding to, where possible, the impact of social deprivation on education and achievement
  - analysing social economic data, in particular when planning and costing courses
  - ensuring that new or reviewed policies do not bring unfair disadvantage to people with a protected characteristic
  - maintaining recruitment and developing procedures that ensures equality and diversity within the workforce
  - reviewing HR data against the protected characteristics
  - evaluating systems and opportunities for part-time staff to ensure equality of opportunity
4. Develop and update an integrated programme of professional development for all staff roles in line with changing needs and legislation
    - the college has a three year cycle for updating staff
    - new staff undertake Induction Training on EDI with their line manager and Prevent and British Values training with Personnel
    - develop ways of embedding EDI into the College curriculum
    - develop effective resources relating to EDI and promote via curriculum links programme
  5. To provide a transparent grievance resolution procedure to resolve complaints early and positively
  6. To publish an annual report on Equality, Diversity and Inclusion (EDI)

### **Section 3 – The College Vision for Equality**

As a College we are fully committed to securing equality of opportunity in all our activities and to celebrate cultural diversity. In this respect, every member of the College community has a responsibility for equality and diversity.

1. We will treat all our members with dignity, respect and provide a working environment free from unlawful discrimination.
2. We will not tolerate any form of behaviour or activity, which discriminates on the grounds of age, colour, disability, ethnic origin, gender, family responsibility, marital status, nationality, race, religion, belief, sexual orientation or socio-economic status.



3. We are fully committed to meeting all our learners' needs, encouraging them to achieve their full potential and raise their educational standards. We aim to create a positive, inclusive atmosphere based on respect for people's differences and the challenging of stereotypes.
4. In line with the Children & Families Act 2014, to use our best endeavours to implement all reasonable adjustments to facilitate equality of access and admission, progression and development.
5. We are committed to making our workforce more representative of the surrounding community it serves, by making full use of the skills and knowledge of people from different groups (embedded in the People and Wellbeing Strategy 2021-2026)
6. We strive to create good relations between people of different groups ensuring the improvement of staff morale and performance.

The SES helps us to achieve this vision and provides a framework for action across all equality strands. We believe that publishing one combined scheme and one consultation should maximise people's opportunities to be involved in our policy and decision making.

This SES demonstrates our commitment to go beyond mere compliance with the legislation. It moves towards and fully embeds quality and diversity by bringing together our work into one place, consulting widely on it and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

## **Section 4 - The Legal Framework**

### **The Equality Act 2010**

The Equality Act 2010 requires the public sector (Lancaster & Morecambe College) to respond to one general duty, covering eight of the protected characteristics (as above) to give due regard to:

1. Eliminating and preventing discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. Advancing equality of opportunity
3. Fostering good relations between people who identify with a protected characteristic(s) and those who do not.

To comply with two specific duties to:

1. Set out and publish equality outcome objectives together with and informed by evidence of engagement
2. Report and publish, at least annually, a range of information relating to both workforce and service delivery, so others can assess the effectiveness of our response to the general duty.

### **Children and Families Act 2014**

The Children and Families Act 2014 seeks to strengthen the protection for the individual rights regarding Education (Part 3) for children and young people in England with special educational needs or disabilities. The protection extends from birth to 25 years of age and sets out the duties of the Local Authority and providers. Part 3 is concerned with ensuring equality of access and provision for children and young people under 25. It places a duty on LMC to:

- co-operate with the Local Authority in the production of a Local Offer
- pay attention to the wishes of the family and young person regarding their future aspirations and needs
- once the institution is named in the Education, Health and Care plan (EHC plan) admit a learner without delay and make reasonable adjustments and adequately support a learner through their course, including ensuring the learner is on the correct level of course
- have an inclusive admission policy, where LMC will use its best endeavours to meet individual need as required by the Children and Families Act 2014.

We will accomplish this by creating and adhering to a focused and relevant action plan and submitting an annual report to our Governors on EDI. The annual report will cover activity across the race, disability and gender as well as other equality activity.

As the college also acknowledge that EDI means more than compliance with the law the college seeks to:

- ensure that all our College's activities are managed in a way which enables each individual to feel valued and reach their full potential
- understand the concept of diversity in order for management and staff to underpin the College's Strategic Plan.
- promote the recognition of each individual rather than group differences

- welcome the variety of appearance brought by individual styles and choices. The wearing of items arising from particular cultural / religious norms, e.g. cross, niqab, higab, kippah, mangal and sutra is seen as part of this welcome diversity. However, security, health and safety and the ability to communicate effectively in order to succeed are paramount and all staff and learners will need to dress in a way that does not compromise these principles.
- enhance all staff and student's commitment to diversity by promoting cross college awareness and an understanding of its approach
- ensure that the concept of diversity informs all policies, practices and procedures
- encourage a culture of empowerment through an environment characterised by open communication, participation and consultation and an absence of prejudice and discrimination.
- Individual needs are recognised, supported and reasonable adjustments are in place to ensure any disadvantage will be minimised.

## **Section 5 – Monitoring and reporting**

The College actively monitors and promotes the principles and values of EDI by

- termly meeting of the Safer College Community Committee representing all areas of the College
- an annual report is compiled and presented to Curriculum and Support Managers, Senior Managers and Governors, detailing activity and evaluation of success.
- Actions required to improve identified in the Supported Learners Review will be included in the whole college quality improvement plan and monitored termly by Senior Managers and Head of Performance and Improvement
- each team reviews EDI as part of the Annual Self-Assessment Review-
- The Equality Act 2010 places a statutory duty on the College to monitor and review any adverse or differential impact on all the identified protected characteristics. We will continue to analyse the overall make-up of the workforce, recruitment and promotions, training and development, disciplinary and grievance processes and turnover.
- the continued implementation of the Children & Families Act 2014 is monitored through the admissions, disciplinary and complaints procedures.

## **Section 6 – Equality Impact Assessments**

It is important to know whether our services are meeting everyone's needs, and that people who need our services have access to them. To achieve this, the College completes an Equality Impact Assessment on all policies.

An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service may affect people differently and, if so, whether it affects them in an adverse way. The College has a rolling programme of carrying out Equality Impact Assessments on its policies and services. Assessments are carried out on new policies and services, as they are developed and updated. Training and support has been provided to people who are responsible for undertaking Equality Impact Assessments.

Our aim is to achieve a practical, two stage process to impact assessment; checking for likely impact in terms of all protected characteristics.

If the evidence supports further investigation, a full impact assessment (involving people who are or are likely to be affected by our policy) will be carried out.

A summary and analysis of the results of the Equality Impact Assessments will be reported as part of the annual review of EDI.

## **Section 7 – Consultation and Involvement**

Ongoing consultation and involvement are both ways of ensuring the College receives the input it needs to fulfil the various statutory duties explained in this SES.

The College regards consultation and involvement as a fundamental and vital part of the development and implementation of the SES.

The College will be consulting and involving staff, students, SMT and other stakeholders to ensure that the College promotes equality across all the protected characteristics in everything that we do via the annual student conference.

The College will approach this commitment in an interactive way, with workshops, focus groups and surveys to ensure as much involvement from as many groups as possible.

- **The College as an Employer**

We have established employment-related policies and procedures that reflect our commitment to equality and diversity and that will assist us in achieving and retaining a diverse workforce.

- **The College Governors**

This Scheme is subject to the approval of the Corporation who will monitor our performance.

- **The College as a Provider of Learning**

We are committed to ensuring that teaching and learning are available to and accessible for a broad range of students.

We will achieve this through:

- diverse marketing and admissions arrangements
- the provision of full and part-time courses many of which are available on a modular basis
- the employment of a range of teaching methods and media
- the delivery of a diverse curriculum
- the provision of a broad range of student support services that cater for students with diverse needs.

- The College as a Partner

We work in partnership with a broad range of other institutions and agencies to provide our services and to support others in achieving community cohesion. We will work to ensure those partners adopt the same commitment to equality and diversity as the College. Our concern is to ensure that learners enjoy the same positive experience wherever their place of study or work placement.

To this end we will work closely with our partners to share experiences and learn from each other's best practice.

- The College as a Purchaser

When buying products or services from another provider, we will seek to be reassured about that organisation's commitment to equality and diversity. This will be a significant factor in selection during any tendering process.

- The College Facilities

We are committed to ensuring our buildings and the facilities therein are accessible and to creating an environment where everyone can live, learn and work without unnecessary barriers.

## **Section 8 - Complaints Procedures**

The College welcomes contact from stakeholders, individuals and/or organisations that wish to discuss any issues relating to EDI. All complaints or concerns will receive a response in line with the College Complaints Procedure.

Complaints and concerns should be raised initially with the course tutor, Programme Area Manager. If, after this process, a concern or complaint has not been resolved, then a complaint or concern should be addressed to the Director of Curriculum and Innovation via an official College Comments, Compliments and Complaints form.

Further details about the Complaints Procedure can be located on the College website at [www.lmc.ac.uk](http://www.lmc.ac.uk)

#### Abbreviations

EDI: Equality, Diversity and Inclusion

SEND: Special Educational Needs and/or disability

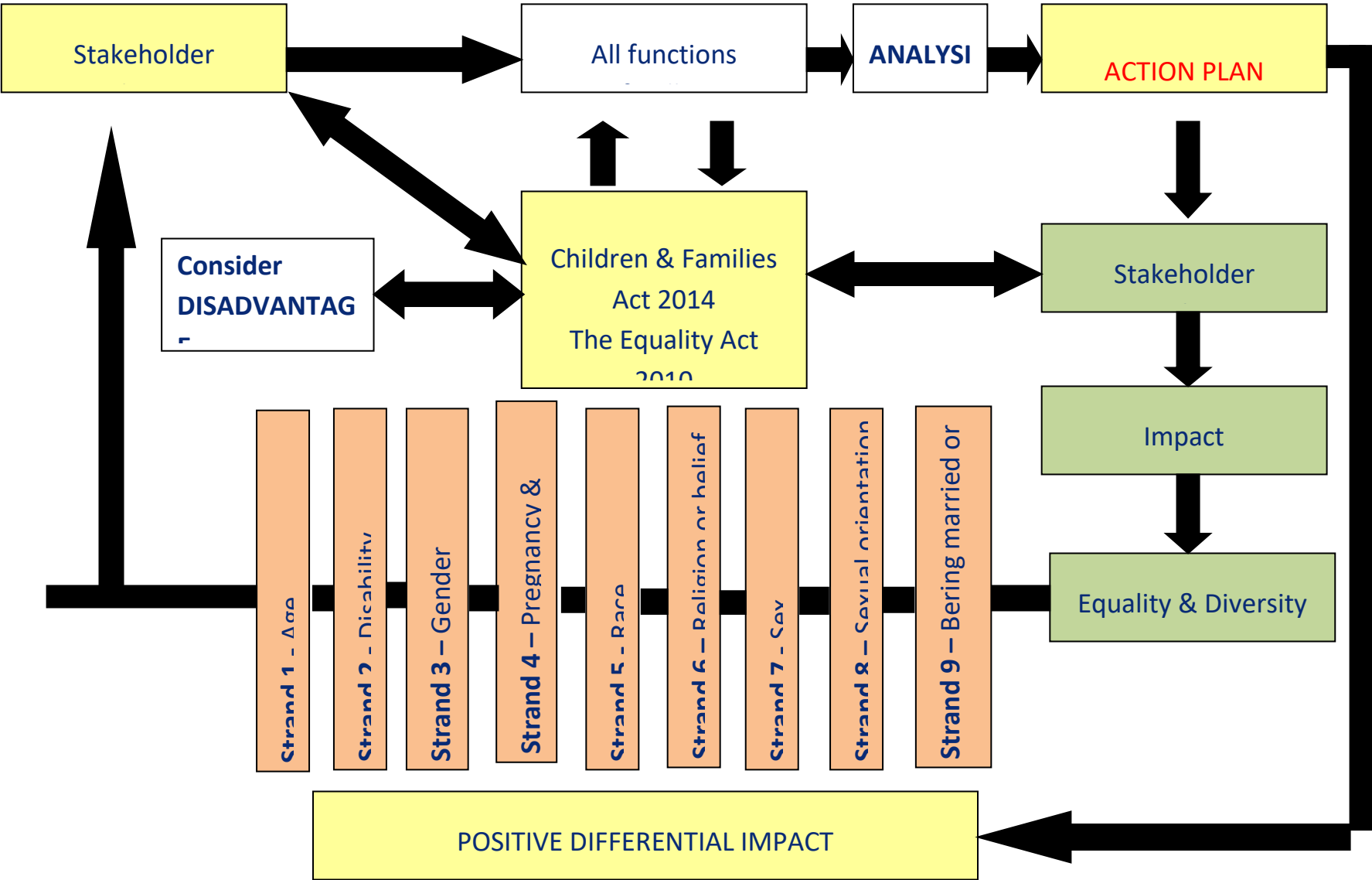
COP: SEND Code of Practice

Scheme of Work: SOW

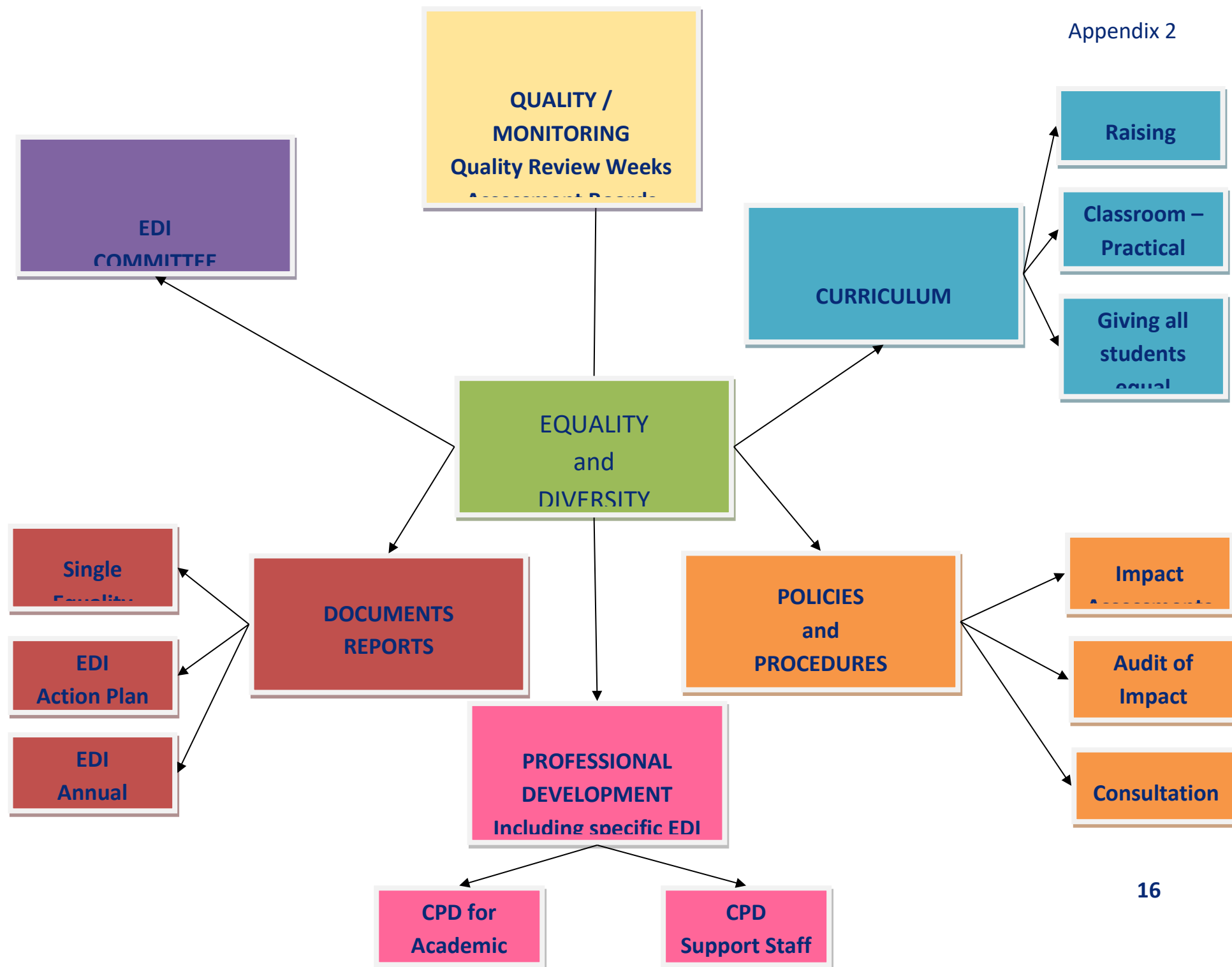
C&FA: Children and Families Act 2014

EA: Equality Act 2010

Lancaster & Morecambe College Single Equality Scheme







## Appendix 3

### Part 1 : Initial Screening for Equality Impact Assessment (including Safeguarding)

#### ***To be completed prior to a Policy, Plan or Procedure being introduced/reviewed***

Name of Policy/Plan/Procedure being assessed: Is this a new or existing document? <b>Existing</b> <input checked="" type="checkbox"/> <b>New</b> <input type="checkbox"/>		Name of Manager/Group carrying out the assessment: <b>Philippa Howsley</b>	
1. In which of the listed areas could the new/amended policy, plan or procedure have an impact?  These areas follow the College SES NB: This could be positive as well as negative. (please tick box)		<input type="checkbox"/> Gender <input type="checkbox"/> Race and Ethnicity <input type="checkbox"/> Disability <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Age <input type="checkbox"/> Religion/belief <input type="checkbox"/> Socio-Economic <input type="checkbox"/> Pregnancy/Maternity <input type="checkbox"/> Gender Reassignment <input type="checkbox"/> None expected <input type="checkbox"/> Marriage/Civil Partnership <input type="checkbox"/> Complies with Children & Families Act 2014 <input checked="" type="checkbox"/> All of the above✓	
2. What are the risks of introducing this policy/change to any of the above groups?		No negative risk	
3. What are the expected benefits of introducing this change to any of the above groups?		Stronger protection in all areas related to SES	
4. Are there any areas or issues that could impact on the safety of staff or learners?		No	
5. What evidence do you have for your responses to Q 2, 3, and 4? e.g. evidence could be provided to counteract identified risks and therefore a full screening would not be required.		Annual review and update. Updated to continue compliance to Equality Act (2010) and the Children and Families Act (2014) Common sense Individual responsibility Disciplinary procedure TLO process	
6. Is this policy/change deemed to have a High, Medium or Low risk?		Low	
7. Is there any further action to be taken as a result of completing this screening form? For example, a need to complete a full Equality Impact Assessment or to set the date of a review		Is a full screening Impact Assessment required? <b>Yes</b> <input type="checkbox"/> <b>No</b> <input checked="" type="checkbox"/> If yes, please move to complete Part 2 overleaf	
Date of Review: 10/8/23			
Date of completion of Impact Assessment: 10/8/23			
Signed (completing Officer): P. Howsley			
Job Title: Head of Additional Learning Support			