



GRIMSBY INSTITUTE GROUP

Equality, Diversity and Inclusion (EDI) Policy 18/19

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Contents

1.	Introduction	4
2.	Purpose	4
3.	Duties	4
4.	Specialist Staff	5
5.	Equality, Diversity and Inclusion Code of Practice	6
6.	Compliance with Legal Responsibilities	7
7.	Monitoring & Evaluation	9
8.	EDI Improvement Action Plan	9

Introduction

We are committed to raising awareness of equality and human rights, promoting diversity and combating all forms of inequality, disadvantage, prejudice, unfair discrimination, harassment and mistreatment within our community. Furthermore, GIG are committed to ensuring that all forms of prejudice and unfair discrimination are unacceptable and challenged, moreover training and raising awareness of these standards will take a high profile throughout the group. Finally, the Group's marketing policy, materials, promotional messages and information aim to project equality of access and opportunity to all the sectors of the community it serves.

The Grimsby Institute of Further and Higher Education delivers Apprenticeships and Skills training provision under the ESFA Adult Education Budget. ESFA funding is used as match funding for the European Social Fund, and thus supports specific contract and provision within the English Operational programme for ESF, which reflects the following objectives:

"The European Social Fund (ESF) Operational Programme is part of the European Structural and Investment Funds Growth Programme for England in 2014-2020. It will deliver the Programme's priorities to increase labour market participation, promote social inclusion and develop the skills of the potential and existing workforce". The institute is contracted under ESF Investment Priority 2.1, Support in Skills – Apprenticeship Services in YNYER LEP Area, as well as subcontracted for delivery under SSW in YNYER, Humber and Lincolnshire Areas. The Institute is committed to inclusive learning, and ensures that it embed within its training and educational plans, clear targets and objectives to address horizontal principles to address Equality and Diversity.

Purpose

This document will act as GIG policy in both our commitment to the Public Sector Equality Duty mandated by the Equality Act 2010 but it will also serve as our commitment to ensuring all learners, staff and stakeholders are treated equally and that diversity is valued across the organisation. In addition, this document will be reviewed annually to ensure the GIG are fully compliant with current legislation and new trends within EDI. Implementation of this policy is the responsibility of all and this will be monitored and reviewed by the EDI Committee.

1. Duties

1.1 Duties under the Equality Act 2010

The Grimsby Institute Group (GIG) is fully committed to its Public Sector Equality Duty under Section 149 of the Equality Act 2010. It continues to be ambitious when advancing and embedding Equality and diversity for all learners, staff, stakeholders, contractors and visitors and to challenging all forms of discrimination based on the promotion of fundamental British values. This policy reinforces the spiritual, moral, social and cultural (SMSC) life of GIG including a broad and balanced curriculum provided for learners attending the Academy Grimsby, according to section 78 of the Education Act 2002; and with reference to the advisory document published by the Department for Education; "Promoting Fundamental British values as part of SMSC in schools", 2014.

1.2 In order to fulfil its commitment to promoting EDI across the group, as well as meeting its requirements under the Public Sector Equality Duty, the GIG will:

- Implement necessary actions and training to ensure that equality is advanced and embedded for all in line with a broad spectrum of corporate and curriculum policies, which guide the delivery of the whole curriculum and wider corporate business.

- Engage and communicate, both internally and externally, with learners, staff, employers, sub-contractors, visitors and the wider community where appropriate, in relation to the above.
- Ensure an organisation wide commitment to advancing and embedding EDI and that it is understood by all.
- Ensure that the GIG EDI Policy and Strategy is linked to GIG's mission statement and strategic objectives.
- Ensure that the principle of equal opportunities is embedded in service delivery and that gender equality is promoted.
- We will make every endeavour to devise and develop accessible education and training and promote inclusion in line with our public duty under the 2010 Equality Act.
- Ensure the monitoring of impact of equal opportunities policies across the provision is in line with the wider ESF programme targets detailed in the Operational Programme.
- Ensure that the policy is informed by current legislation, the current Ofsted Framework for Inspection, as well as Ofsted's Eight Strategic Themes for the Inspection of EDI and is supplemented by the following GIG policy documents:
 - Harassment Policy and Procedure
 - Grievance Policy and Procedure
 - Marketing Policy
 - Learner Assessment and Appeals Procedures
 - AFAN Policy
 - Anti-Bullying Policy

2. Specialist Staff

For the GIG to fully meet its commitment to the Public Sector Equality Duty then it is vital that each member of the GIG takes responsibility for following and supporting this policy. The policy applies to all GIG stakeholders including: students, governors, employees, agents, contractors, volunteers and visitors. Furthermore, we expect all members of our community to follow our commitment to promoting EDI across the group.

To realise our commitment to EDI it is important that those in different roles across the group understand their function is its success.

2.1 Governors

The governing body carries the ultimate responsibility, under the law, for ensuring that the GIG meet the requirements of the Public Sector Equality Duty. In particular governors at GIG will:

- Set and maintain the strategic direction for EDI.
- Monitor performance and targets through regular reports.

2.2 Staff

Each member of GIG staff is responsible for supporting this policy and the law. Every role in the group has an EDI component and staff will:

- Apply and embed the vision and values of this policy in their work and roles.
- Support and enable students to follow this policy.
- Take appropriate and immediate action in the event of incidents of harassment, unfair discrimination or misbehaviour alerting or involving if necessary senior GIG staff.

2.3 Students

Students are expected to support our commitment to EDI and follow this policy by:

- Treating everyone with respect, fairly and with understanding, making them feel welcome in the group
- Abiding by the law
- Using language carefully, without swearing or inappropriate language, and not say rude, hurtful or disrespectful things about other people
- Reporting any concerns they have for themselves or others
- Resolving differences and disagreements amicably (threatening or attacking anyone is a serious disciplinary offence)

2.4 Sub-Contractors

All Sub-Contractors are expected to support our commitment to EDI and follow this policy by:

- Have an up-to-date Equality & Diversity policy in place.
- Apply and embed the vision and values of GIG EDI policy in their work and roles.
- Support and enable students to follow this policy.
- Take appropriate and immediate action in the event of incidents of harassment, unfair discrimination or misbehaviour alerting or involving if necessary senior GIG staff.

3. Equality, Diversity and Inclusion Code of Practice

3.1 Equality, Diversity and Inclusion for Teaching & Learning

The Group is committed to inclusive learning and embedding EDI in all aspects of the curriculum; in doing so we recognise that all learners are individuals with individual learning styles and support needs. It will therefore provide a diverse range of learning opportunities to facilitate access and achievement for the whole community. Adherence to this policy will ensure:

- Courses and training opportunities will be made accessible to as wide a range of learners as possible, by enhanced flexibility in both delivery and timing. Procedures for accreditation and assessment will be flexible and responsive to the needs of the whole range of learners who attend GIG locations. This will include supporting those learners for whom special arrangements and/or facilities may be required during examinations or assessments.
- Learners will understand their own rights and responsibilities; and the rights and responsibilities of others under the Equality Act 2010, which will prepare them for future employment and life inside and outside of the Group.
- The content and resources of GIG programmes will be regularly examined by practitioners to ensure they do not discriminate, directly or indirectly, against any learner group.
- Individual learning targets will be matched to the learners needs yet stretch and challenge learners to aim high in all that they do, in order to add value, increase success rates and maximise achievement. Learners will understand their targets and understand the steps required in order to achieve them.
- Tracking of progress of all groups of learners will be carried out by practitioners to eliminate possible gaps in success rates, retention and attendance. Regular monitoring and data analysis will be used to inform planning and development of the curriculum by Associate Principals,

Curriculum Managers, subject leaders, tutors/teaching staff and the Quality Team. Any gaps that are identified will be addressed by using a range of inclusive strategies matched to learners.

- Where possible, the content and resources of GIG programmes should be enhanced by including positive acknowledgement of the contributions made to society by all cultures.
- Courses / training content and methods of delivery will be examined to ensure that they address the needs of all learners. Ways of modifying curriculum delivery to facilitate access for individuals with additional support needs will continue to be sought and embedded.
- Additional support will be provided for all learners requiring it, subject to available resources. Reasonable adjustments will be carried out where appropriate.

3.2 Equality, Diversity and Inclusion for Staff Development

All GIG staff will have equal access to training, development opportunities throughout the induction process and staff development programmes. Staff will also be made aware of the EDI Policy. In addition, staff development will support and facilitate good practice in embedding EDI objectives gained from training courses. To facilitate opportunities for all, information and publicity concerning training opportunities will be widely available to all staff.

3.3 Equality, Diversity and Inclusion for Recruitment and Selection of Staff

Group employees will not discriminate unfairly and illegally, directly or indirectly, in making selection decisions. As such:

- All staff involved in the selection and interview process will have been trained or briefed in recruitment and selection procedures and the Equality Act 2010.
- All applications will be assessed according to clear pre-stated criteria which will be both objective and job related.
- Any applicant who is classified as having a disability will be given the opportunity to discuss ways of overcoming any problems of access or any other issues relating to their disability.
- Any applicant who is classified as having a disability and meets the essential criteria for the post will be guaranteed an interview.
- Candidates will only be asked health-related questions during the interview process when this is necessary to support the candidate through that process or if it refers to specific requirements of the post (e.g. heavy lifting).

4. Compliance with Legal Responsibilities

The Equality Act 2010 gives the key legislative requirements relating to EDI. The Act identifies nine protected characteristics which are: age, disability, gender, gender identity, pregnancy and maternity, race, religion and philosophical beliefs, sexual orientation and marriage and civil partnerships. All nine characteristics are covered in the employment duties of the Act. The protected characteristic of marriage and civil partnership is not included in the educational duties of the Act.

4.1 The Act outlaws unfair discrimination against an individual because of a protected characteristic and this includes the following types of discrimination:

- Direct discrimination (including discrimination based on association or perception) – occurs when you treat a person less favourably than you treat another person because of a protected characteristic.
- Indirect discrimination - occurs when a practice has the effect of putting people sharing a protected characteristic within the general group at a particular disadvantage.
- Harassment – occurs when someone behaves in a way that creates an offensive, hostile, degrading, humiliating or intimidating environment for a person.
- Victimisation - occurs if you treat someone badly because they have been involved in a claim or complaint about discrimination.
- Discrimination arising from disability - occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment.
- Failure to make reasonable adjustments (for disabled people) – occurs when an organisation fails to make reasonable adjustments for a disabled person to avoid the disabled person being placed at a substantial disadvantage compared to a non-disabled person.

4.2 The Act has introduced a new public sector equality duty which requires the GIG to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

4.3 The first part of this duty to eliminate unlawful discrimination, harassment and victimisation applies to all nine protected characteristics while the rest of the duty applies to eight of the protected characteristics and excludes marriage and civil partnerships.

The Grimsby Institute Group actively wishes to encourage participation in education and training both internally and externally by staff/learners from all backgrounds and groups including those generally under-represented in Further Education.

Examples of under-represented groups include the following:

- People who are unemployed or who have been out of the labour market because of domestic, childcare or other caring responsibilities;
- Learners who are or have been 'Looked After' especially those in the care of the local authority;
- People who speak English as an additional language;
- People that have undergone or are undergoing gender reassignment ;
- Lesbian, gay, bisexual people;
- People in low income groups;
- Black and minority ethnic groups (BME) including Gypsies, Romas, Travellers;
- People with learning difficulties and/or disabilities including those with mental illness and those with sensory and/or mobility impairment;
- People without formal qualifications;
- People with emotional and behavioural difficulties;
- Ex-offenders;
- Part-time and temporary workers;
- Unskilled manual workers;
- Males or females in an environment predominantly consisting of the opposite sex.

5. Monitoring and Evaluation

Corporate monitoring of the policy will be the responsibility of the EDI Committee. Faculties and departments will also be responsible for the local monitoring and implementation of the policy through procedures and practices, reporting through the planning process and to the EDI Committee, as required. This will include:

- The Annual EDI Report
- Self-assessment at curriculum, faculty and group level
- Learner and Staff surveys
- Data analysis
- Monitoring of formal complaints
- Reporting to governors
- Collecting and disseminating examples of good practice
- Quality Improvement Strategy
- EDI Committee
- Observation of Teaching & Learning

6. EDI Improvement Action Plan

Objective	Action	Outcome	Who	When
Outstanding learner success is our number one priority.	Implementing necessary actions and training to ensure that equality is advanced and embedded for all in line with a broad spectrum of corporate and curriculum policies, which guide the delivery of the whole curriculum and wider corporate business.	No significant gaps in attainment between different groups of learners at Contract level evidenced	Leadership Team, curriculum Managers, Quality Managers, Learner Services	Review July 19
To ensure the offer meets the needs of the local and regional economy.	Engage, communicate and influence, both internally and externally, with learners, staff, suppliers, employers, visitors and the wider community where appropriate, in relation to furthering equality, diversity and inclusion across the region.	Improved community cohesion and collaboration on matters of equality, diversity and inclusion.	Learner services, marketing, teaching staff, managers, business development, support services	Review July 19