



Single Equality Framework

1. Introduction

This framework has been developed in response to our statutory duties to promote equality, diversity and inclusion. It explains how we will meet our statutory duties under the Equalities Act 2010. It provides a framework for promoting equality, diversity and inclusion and for tackling prejudice, discrimination and their causes in a holistic and proactive way. This document encompasses the College's previous race, disability and gender equality schemes.

This framework meets all of the requirements of the public sector equality duty. It embraces all the protected characteristics and includes a plan of action to address our priorities. It meets the public sector specific duties to publish information relating to employees and service users who share protected characteristics in order to demonstrate compliance with the general equality duty. Please note this information is published annually and will be included in the next update of this document.

We recognise that this framework impacts on learners, staff, Governors, visitors and other stakeholders and that they will all have a role in contributing to its success. We will work in partnership with them to implement it.

Our aim is to do more than simply comply with current legislation. The College will encourage and support all students in the development of their full academic and personal potential and will encourage and provide opportunities for the continuing development of all staff. We intend to eliminate any barriers to success for particular groups and to take positive action to redress any differentials in outcome for learners and staff. We will reinforce our commitment to Equality and Diversity in our communications to students, parents, employers, educational institutions and other interested parties.

2. Legislative Context and Definitions

The United Kingdom has had several pieces of legislation leading the way to the most recent single Equalities Act of 2010, these include:

- Disabled Persons Act 1944
- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination 1995
- Gender Reassignment Regulations 1999
- Race Relations (Amendment) Act 2000
- Religion and Belief Regulations 2003
- Sexual Orientation Regulations 2003
- Disability Discrimination (Amendment) Act 2005
- Age Regulations 2006
- Equality Act 2006
- Equality Act 2010
- Counter-Terrorism & Security Act 2015

(Please note the above list is not exhaustive)

The Equality Act 2010 imposes a new public sector equality duty. This public sector equality duty came into force on 6th April 2011. The College is specifically listed as a public authority under schedule 19, section 149 of the Act.

In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

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

The second aim of the general duty is also requires the need to have due regard to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- Encourage people with certain protected characteristics to participate in public life or other activities where their participation is disproportionately low.

Protected Characteristics

Equalities laws impose positive duties on all public bodies to promote equality and fairness in everything that we do. The Equality Act 2010 has extended these duties to cover age, gender reassignment, pregnancy and maternity, religion and belief and sexual orientation as well as including race, disability and gender, as before. Although socio- economic status as a protected characteristic was debated whilst the legislation was making its way through Parliament, it has since been rejected as a protected characteristic. However the College is aware that it is factor which can cause disadvantage to some groups and has in the past and will continue to take this into consideration when supporting students.

Protected Characteristics Definitions

Age - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - The process of transitioning from one gender to another.

Marriage and civil partnership - Marriage is defined as a 'union between two people'. Same-sex couples who previously had 'civil partnerships' can opt to have marriages.

Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - A man or a woman.

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Other Important Definitions

Direct discrimination- cannot be justified in law on any grounds whatsoever. This is treating a person less favourably because they are a member of a group or have a certain characteristic. In the case of a disabled person, any failure to make reasonable adjustments to their disability related needs is discrimination.

Indirect discrimination is less favourable treatment for a reason which relates to the group membership or characteristic. For example imposing a minimum height for employees, as this is likely to be more difficult for women and those from certain ethnic minority groups to meet. Indirect discrimination may sometimes be “justified” in law, but this is rare.

Harassment is defined as unwanted conduct (verbal or non-verbal) which either
(i) undermines the dignity of the person towards whom the behaviour is directed OR
(ii) creates an environment which is intimidating, hostile, degrading, humiliating or offensive provided that (given all of the circumstances, including the views of the recipient of the behaviour) the behaviour could reasonably be considered to have that effect.

Victimisation is a specialised form of discrimination where one person treats another less favourably because he or she has asserted his or her legal rights under the Equality Act 2010 or has helped someone else to do so. For example a woman makes a formal complaint against her manager because she feels that she has been discriminated against because she is married. Although the complaint is resolved through the organisation’s grievance procedures, the woman is subsequently ostracised by her manager. She could claim victimisation

3. Equality and Diversity Code of Practice

QMC celebrates and promotes equality and diversity for all. We expect students, staff and visitors to help us to create an environment where all members feel safe and valued and within which they are treated with dignity and respect irrespective of:

- Whether or not they are disabled
- Their ethnicity, culture, national origin or national status
- Their gender and gender identity
- Their religious and non-religious affiliation or faith background
- Their sexual orientation
- Their marital or civil partnership status
- Whether they are currently pregnant or have recently given birth
- Their age
- Whether or not English is their first language
- Which school they attended
- Their socio-economic status

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, students, students’ families or visitors may face. We aim to challenge any instance of prejudice and or/harassment. In line with our statutory duty, we will refer any cases of bullying/harassment where a link to extremist threats or potential radicalisation is suspected to the appropriate authorities.

4. Aims

Our aims in relation to equality are to promote equality, diversity and inclusion in all aspects of our work, and to put into place a range of measures that help us to monitor and evaluate our progress in relation to these aims.

The aim of this Equalities, Diversity and Inclusion Framework is to give us a coherent, integrated framework for action across all 'Protected Characteristics' within the context of our current mission, values and strategic aims of the College:

Our Mission is:

- To invest in individuals to build better futures.

Our Values are:

1. **To Excel** in everything we do.
2. **To be Inclusive** in our approach to student recruitment, teaching, learning and support.
3. **To Innovate and Inspire** in curriculum delivery and design: our best keeps getting better.
4. **To Respond** to the needs of every learner regardless of their starting points; we will empower them with the skills, knowledge and resilience necessary for success.
5. **To Enable** every member of the College community to achieve the extraordinary.

Our Strategic Aims & Objectives are:

1. **Quality & Standards:** To ensure that every learner aspires to and achieves the highest possible qualification grades, irrespective of their academic starting points.
2. **Teaching, Learning & Curriculum:** To provide a coherent and responsive curriculum that successfully meets the needs and interests of all learners.
3. **Financial Sustainability & Resource Management:** To deliver the best possible learning environment through a staffing and resource infrastructure of the highest calibre, whilst sustaining the financial stability of the College.
4. **Reputation & Relationships:** To ensure that Queen Mary's is acknowledged as the sixth form College of choice by students, parents and all other key stakeholders, and continues to make an outstanding contribution to the wider community through its partnership work.
5. **Leadership & Governance:** To use strategic leadership and governance to bring about sustainable growth, financial security and outstanding achievements and outcomes for all learners.

5. A Snapshot of Progress

QMC has carried out a significant amount of work on promoting equality and celebrating diversity. In line with our aim of celebrating diversity, QMC encourages cross College events which promote equality and celebrate diversity. Our progress to date is set out below.

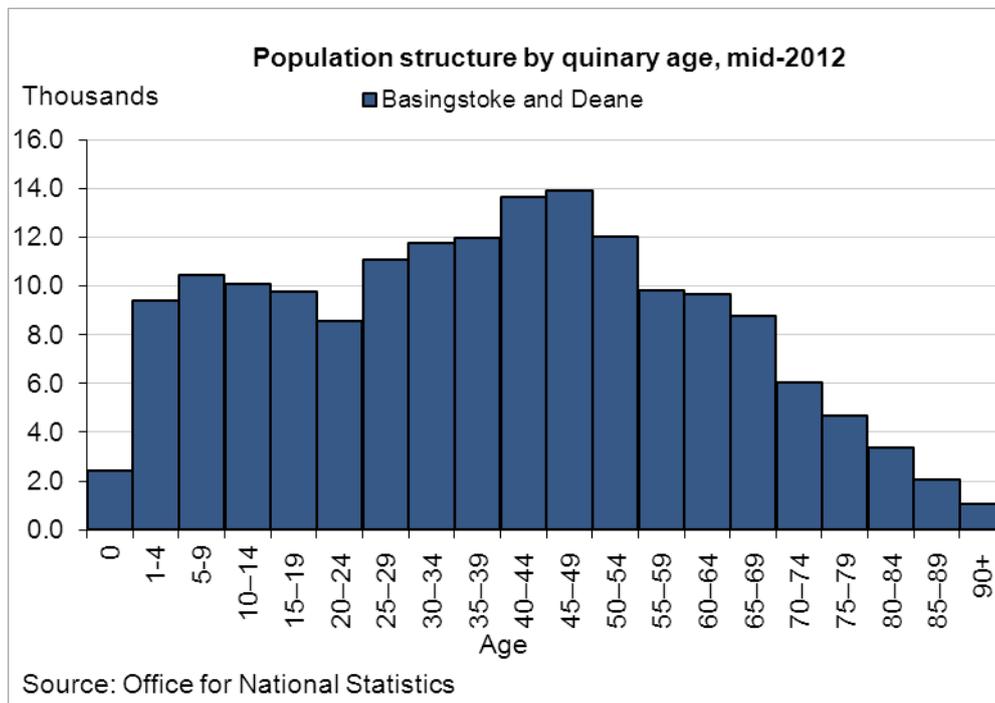
- Events include an annual One World Fortnight, LGBT (Lesbian, Gay, Bisexual, Transgender) History Month, Black History Month, World Aids Day, Respect Week Campaign and Holocaust Memorial Day. Such events are supported by our tutorial programme.
- The College continues to be a member of the Basingstoke Multicultural Forum and the Basingstoke Multi-Agency Diversity Forum.
- Students are encouraged and supported in setting up groups and societies which reflect protected characteristics.
- We have an active Gay Straight Alliance (GSA) which supports lesbian, gay, bisexual and transgender students.
- We host and provide support for the annual EMTAS (Ethnic Minority & Traveller Achievement Service) Young Interpreters Conference for primary school children in Basingstoke
- We are committed to supporting transgender staff and students. If a student or member of staff disclosed that they were transgender, the College would ensure that confidentiality was respected (permission to disclose would be sought).
- QMC continues to provide bespoke, non-judgmental support to students who are pregnant and /or on maternity leave. The College works hard to focus on providing an environment in which individual students can discuss concerns with a range of appropriate staff.
- Equality and Diversity is a prominent aspect of staff development. It is a key feature of new staff induction and all College Inset days are always devoted to aspects of Equality and Diversity, including embedding equality and diversity in the curriculum, challenging discriminatory language and equality and diversity for support and teaching staff. In addition we have delivered training on specific protected characteristics and.
- In the light of the 2015 Counter-Terrorism Act we have carried out a PREVENT Risk Assessment and have developed an Action Plan which includes specific training for staff, students and governors.

6. Local context (from the most recent census in 2011)

QMC is situated in the Borough of Basingstoke and Deane. The population was estimated at 170,500 in mid-2012 (Office for National Statistics).

Age

The median age of the population is 39. The population has aged since the 2001 census, with a 10.7% increase in the population aged 45 or over and a 6.3% decrease in the population aged 45 or under.



Disability

21.2% of households (14,663) in Basingstoke and Deane had one or more persons with a long-term health problem or disability at 2011 Census, with 5.6% of residents (9,326) describing themselves as suffering from a long-term health problem or disability which limited day-to-day activities a lot. This percentage increased with age, representing 1.4% of residents aged 0-15 and 20.1% of residents aged 65 or over.

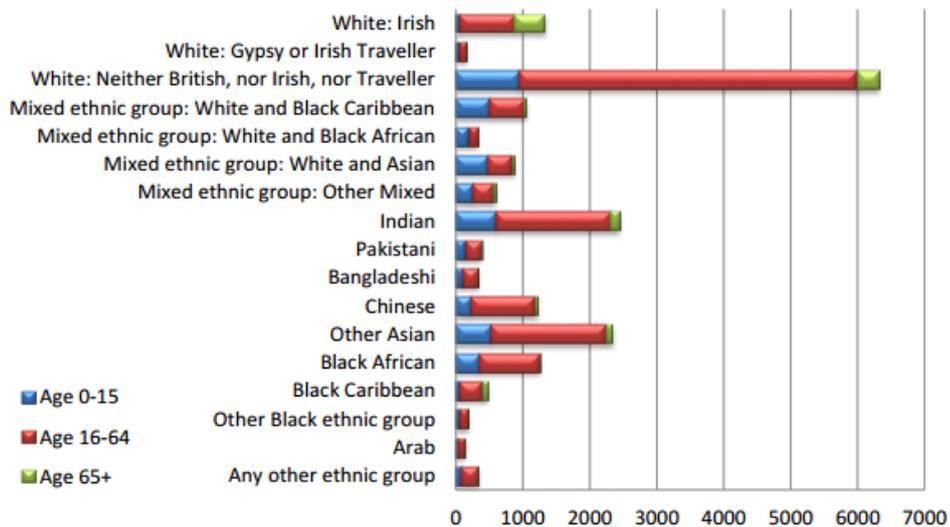
Ethnicity

10.7% of the population of Basingstoke and Deane were born outside the UK. 69.7% of these people had lived in the UK for 10 or more years.

At the 2011 Census, 88.2% of the borough population (148,078 people) described themselves as 'White British'. The only other ethnic groups to exceed 1,000 population in the borough at 2011 were:

- White Irish at 1,324 (0.8%)
- Other White at 6,323 (3.8%) including 1,765 Polish (1.1%)
- Mixed: White and Black Caribbean at 1,047 (0.6%)
- Indian at 2,437 (1.5%)
- Chinese at 1,221 (0.7%)
- Other Asian at 2,338 (1.4%) including 1,053 Nepalese (0.6%);
- Black African at 1,259 (0.8%)

Basingstoke and Deane: minority ethnic population by broad age band 2011



Source: Table DC2101EW, 2011 Census, ONS

The Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) School Report showed that:

- Children from ethnic minorities at Basingstoke & Deane schools accounted for 19.9% of the overall total for the county.
- There were 99 different languages spoken by children and young people within the Borough
- 6.6% of the pupils had English as an additional language

Gender

Mid-Year Estimates for 2012 indicate that the Basingstoke and Deane population consisted of about 83,400 males (49.5%) and 86,100 females (50.5%). Within the population under the age of 20, the percentage of males in the borough is higher than that of females: 12.7% of the overall population being males under 20, and 12.0% females.

Gender reassignment

There is no reliable data on the number of people who have undergone or are in the process of undergoing gender reassignment.

Marriage and civil partnership

Of the 133,947 borough residents aged 16 or over in 2011:

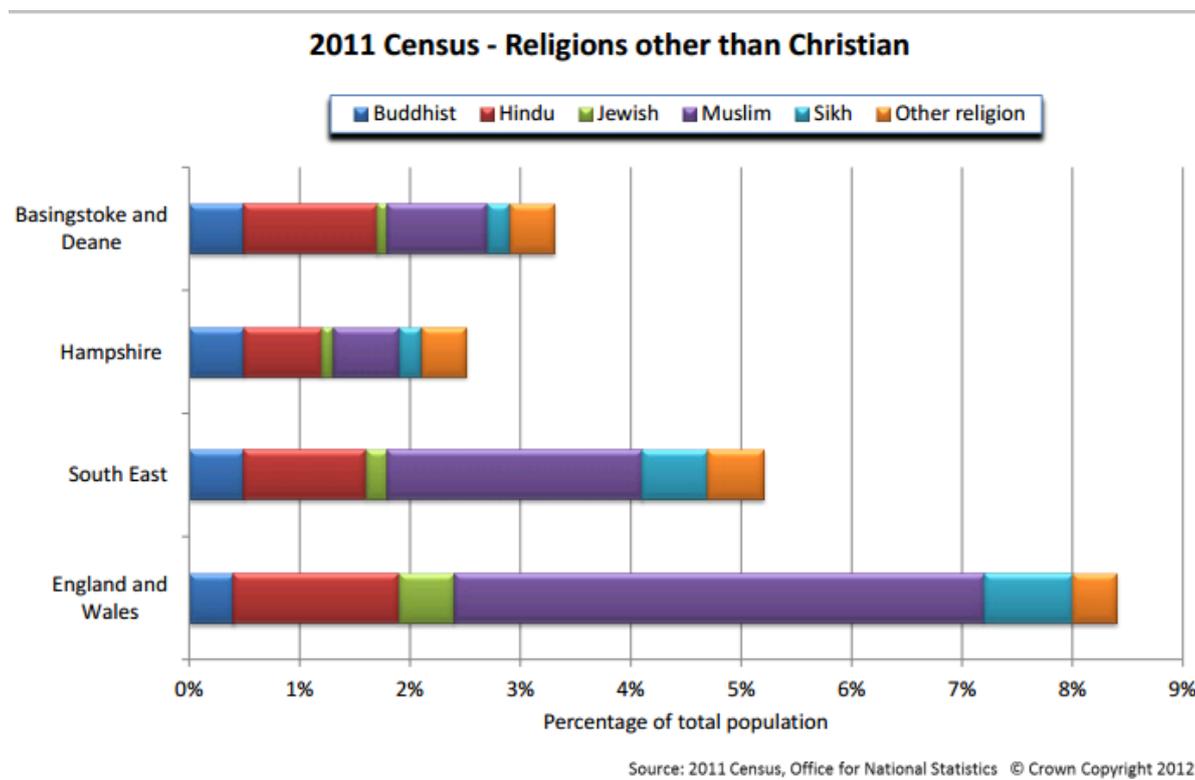
- 29.6% were single (never married)
- 52.5% were married
- 0.2% were in a registered same sex civil partnership
- 2.6% were separated
- 9.3% were divorced
- 5.9% were widowed.

Pregnancy and maternity

A total of 2,401 live births were recorded in Basingstoke and Deane over the calendar year 2012, representing an increase of more than 29.4% over the previous decade from 1,855 in 2002. 74 conceptions were recorded to females aged under 18 in the borough in 2011, representing 24.6 per 1,000 women aged 15-17, and following a trend that has been generally downwards for at least a decade.

Religion and belief

In the 2011 census, 60% of borough residents stated their religion as Christian. 29.7% of residents said that they were of no religion. 3.3% stated that their religion was other than Christian. The highest levels of religions other than Christian recorded within the borough in the 2011 Census were Hindu (1.2%) and Muslim (0.9%):



Amongst children under 16, 52.5% stated their religion as Christian, 1.3% as Hindu and 1.3% as Muslim. 36.2% stated that they had no religion. There is no data specific to the 16-19 age group.

Sexual orientation

Currently, there is no reliable data on the numbers of Lesbian, Gay and Bisexual (LGB) residents within Basingstoke and Deane.

8. Responsibilities

The College Governors are legally responsible for promoting equality and diversity, eliminating unlawful discrimination, implementing the public sector duties and ensuring that effective policies and procedures are in place.

The Principal is responsible to the College Corporation for ensuring that Equality and Diversity is continuously promoted and comprehensively implemented in all aspects of the College's operation.

The College Equalities Group which has staff and student membership from across the College is responsible for promoting, monitoring and reviewing this framework and for evaluating its effectiveness. We seek to ensure that there is extensive consultation and involvement from a representative cross-section within the group.

All SAR (Self Assessment Review) action plans should include reference to ways in which individual teams are planning to address equality issues of particular relevance to them.

The Deputy Principal, the Human Resources Director and Lead Teacher for Equality & Diversity will work with the College Equalities Group and other relevant parties to monitor, review and refine the plan.

9. Reviewing and Monitoring the Scheme

Progress towards meeting the commitments detailed in the Equality Action plan will be reviewed and updated annually and reported to the Governing body. The review will include consultation with staff, students and governors to ensure that the views of different groups are incorporated.

10. Equalities Data

Data relating to Equality and Diversity is collected and analysed on an annual basis. It includes data of staff, students and applicants in relation to the different protected characteristics. The College aims to collect and analyse the following information by protected characteristics:

Students:

Profile of learners

Application rates

Retention rates

Achievement rates

Value added

Bullying incidents

Participation in trips

Progression rates

Complaints by learners and their response.

Satisfaction surveys

Attendance

Staff:

Profile of applicants against those appointed.

Profile of all staff including casuals.

As a public sector organisation the College is required to provide equalities data relevant to staff and students on an annual basis.

11. Publications

This Single Equalities Framework is published on the College Intranet and website. The College has a range of additional publications relating to Equalities, Diversity and Inclusion. Please contact the Human Resources Director for further information.

12. Equality Action Plan

The College is committed to working with Equalities legislation and has provided a plan with targets to work to for each academic year.

13. Complaints

If you are unhappy about anything concerning Equality & Diversity at College, you have a number of options.

If you are a student, you could:

- Talk to your personal tutor
- Talk to one of your subject tutors
- Talk to your Assistant Principal
- Talk to Beth Linklater, Director of Student Support
- Talk to Lisa Hotten, Lead Teacher for Equalities
- Fill in a 'suggestions, comments and complaints' form and put it in the box provided (form and box can both be found at the Help Desk.)
- Talk to Ali Foss (Principal) or Mark Henderson (Deputy Principal)
- Make an official, written complaint. Details of this and other steps you can take are outlined in the Students' Charter.

If you are a member of staff, you could:

- Talk to your line manager
- Talk to Ali Foss (Principal), or Mark Henderson (Deputy Principal)
- Talk to Sally-Anne Spooner, Director of Human Resources
- Fill in a 'suggestions, comments and complaints' form and put it in the box provided (form and box can both be found at the help desk.)
- Make an official, written complaint. Details of this and other steps you can take are outlined in your contract of employment.

If you are from outside the College,

- You should address your comments, in writing, to the Principal at Queen Mary's College, Cliddesden Road, Basingstoke, Hants RG21 3HF. You will get a written reply within 10 working days.

14. Feedback and Participation

If you are interested in becoming involved in Equality & Diversity at College, please contact Sally-Anne Spooner or Lisa Hotten.

We are always interested in hearing your comments.

Appendix 1

Equalities, Diversity and Inclusion Assessments (EDIA's)

Formal impact assessments are no longer required by law. **HOWEVER** public authorities are still required to consider the impact of their functions on all of the 'protected characteristics.' These are as follows:

Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex, Sexual Orientation.

When considering **any** provision of service within the College, all employees, managers, policy authors/writers, decision-makers or stake-holders should endeavour to have **due regard** to the duties imposed on the public sector by the Equalities Act 2010.

The presumption that a particular service is not relevant to equalities is no longer appropriate and the following checklist should be used in all instances. (Please note this checklist should only take a short amount of time to complete, an example for is attached and please contact the HR Director if you require further assistance completing the form).

Name of policy, function or provision of service.

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Checklist

<p>1) Does the policy affect service users, employees or the wider community? (If your answer is yes, and the policy is new, where possible, can you give evidence of where you have consulted with either an individual or group).</p>	
<p>2) Is it likely to affect people with particular protected characteristics differently? (For example it is a policy which is designed to encourage more young people into sporting activity).</p>	
<p>3) Is it a major policy, and does it significantly affect how functions are delivered? (If this is the case, and the policy is new, where possible, please provide examples of how relevant individuals or groups have been consulted).</p>	

<p>4) Will the policy have a significant impact on how other organisations operate in the terms of equality? (For example does it impact on how another stakeholder works within the requirements of the Equality Act 2010)?</p>	
<p>5) Does the policy relate to functions that engagement has identified as being important to people with particular characteristics? (For example a particular group requested to use the Sports Centre to the exclusion of others during a survey and this new policy is about providing that particular service).</p>	
<p>6) Does the policy relate to areas with known inequalities? (For example this policy is about recruiting more females/males into certain subjects).</p>	
<p>7) Does the policy relate to any equality objectives that have been set? (For example the College has identified that there needs to be better retention of certain groups, and this policy is about promotion retention amongst that hard to reach group).</p>	

Engagement

Have you engaged with any service users in the production of this policy? If so please give details.

Notes

Is a full Equalities Impact Assessment required.....Yes No

Policy Author

Signed:

Dated:

CMT Member

Signed:

Dated:

EXAMPLE DOCUMENT

Name of policy, function or provision of service.

Update and Review of DBS Policy

Checklist

<p>1) Does the policy affect service users, employees or the wider community? (If your answer is yes, and the policy is new, where possible, can you give evidence of where you have consulted with either an individual or group).</p>	<p>Yes this policy affects employees, casual workers, students on work experience and governors. This policy is an update.</p>
<p>2) Is it likely to affect people with particular protected characteristics differently? (For example it is a policy which is designed to encourage more young people into sporting activity).</p>	<p>Yes in certain cases DBS clearances can take longer if the individual has lived abroad. Certain groups may find it more difficult to understand the process and how to complete the paperwork. Also once previous convictions and cautions are identified there is a potential for discrimination.</p>
<p>3) Is it a major policy, and does it significantly affect how functions are delivered? (If this is the case, and the policy is new, where possible, please provide examples of how relevant individuals or groups have been consulted).</p>	<p>It is an important policy but it has been in place for several years and the amendments do not affect delivery of functions.</p>
<p>4) Will the policy have a significant impact on how other organisations operate in the terms of equality? (For example does it impact on how another stakeholder works within the requirements of the Equality Act 2010)?</p>	<p>The policy affects other organisations because we provide an umbrella service to other stakeholders, however it should not have any impact that is different to ours. (For example they may have individuals who cannot afford the costs or don't understand how to complete the paperwork as their first language is not English).</p>
<p>5) Does the policy relate to functions that engagement has identified as being important to people with particular characteristics? (For example a particular group requested to use the Sports Centre to the exclusion of others during a survey and this new policy is about providing that particular service).</p>	<p>Not as far as the policy adviser is aware.</p>

<p>6) Does the policy relate to areas with known inequalities? (For example this policy is about recruiting more females/males into certain subjects).</p>	<p>Possibly as DBS costs can cause difficulty for certain groups, but we pay for employees and can assist students if necessary.</p>
<p>7) Does the policy relate to any equality objectives that have been set? (For example the College has identified that there needs to be better retention of certain groups, and this policy is about promotion retention amongst that hard to reach group).</p>	<p>Not currently.</p>

Engagement
Have you engaged with any service users in the production of this policy? If so please give details.
During the initial draft, stakeholders such as the Anvil were engaged with.

Notes
The HR team are aware of the potential issues and will assist individuals to complete the paperwork and explain the process. Employees do not pay the costs and students who face hardship can be supported on a case by case basis. The Deputy Principal is aware of the potential discrimination issues once a caution has been identified.

Is a full Equalities Impact Assessment required..... No

<p>Policy Author Signed:  Dated: 22-04-14</p>	<p>CMT Member Signed: Dated:</p>
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Appendix 2

Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Parent surveys
- Student surveys
- Contact with parents representing pupils with particular protected characteristics
- Contact with the local community and disability organisations

Key Commitments & Targets 2013-15

Further to this we have decided that each year the Equalities Working Group will work through each protected characteristic in turn; for the next academic year (2014/2015) the focus will be Sex, in terms of Gender Discrimination. Please note progress, reflections, findings and agreed areas of development/improvement will be published within the annual Equalities Data report.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.