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Equality and Diversity Pack

Recognising individual needs and aspirations

Policy and Procedure

NORTON RADSTOCK COLLEGE

Equality and Diversity Pack

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Part 1 Equality and Diversity: What does it mean?

Our Policy Statement

'All members of the college are of equal value irrespective of their age, childcare responsibility, cultural background, disability, dress preference, employment status, gender or gender preference, health, marital status, political views, race, religion, or sexual orientation. As such all are entitled to be treated fairly and without prejudice in every aspect of college life. The Senior Manager Student Support Services is responsible for overseeing Equality and Diversity issues.'

All staff and students will be made aware of this policy and practice.

Equality

We want to ensure everyone will have an equal opportunity to develop full potential in education, work and leisure.

We expect learners, customers, staff and governors to avoid any behaviour, which makes another person or group of people, feel unaccepted, uncomfortable or vulnerable.

Diversity

We want everyone to be able to maximise their potential and be valued for the contribution they make to our community.

Everyone will be valued as an individual.

We want to celebrate diversity by encouraging people to be successful as themselves. We will not tolerate any situation where a person is not respected and valued for what they are and what they can contribute.

Equality and Diversity: Our broad objectives

- To ensure learners, customers, staff and other stakeholders are treated fairly with respect, courtesy and integrity.
- To meet the needs of and represent the wider community that the College serves.
- To challenge discriminatory attitudes and behaviour particularly in relation to ability, age, disability, ethnicity, gender, heritage, marital status, nationality/citizenship, race, religion, sexuality, social background or membership of any group or organisation.
- To promote positive action for those who are disadvantaged and people from under-represented groups.

- To remove barriers wherever possible to enable each individual to engage fully in their chosen College activities
- To appoint the best person for the post. All selection and interviewing processes, whether internal or external, will follow Equality and Diversity practices to ensure that there is no discrimination on the basis of gender, age, disability, culture, religion, sexual orientation or any other discriminatory grounds. The same practices will be adhered to in the interviewing of students.

Equality and diversity in practice

The following examples of behaviour will not be tolerated and could lead to legal or disciplinary action being taken.

- **Direct discrimination** (This is when a person is treated less favourably than others because of their ability, age, disability, ethnicity, gender, heritage, marital status, nationality/citizenship, race, religion, sexuality, social background or membership of any group or organisation)
- **Indirect discrimination** (When a rule or requirement which applies equally to everyone has a disproportionate adverse effect on people from a particular group)
- **Victimisation** (When a person is discriminated against for taking action in accordance with their rights in law or the policies of the College; or by supporting such action by a colleague.)
- **Harassment** (When a person is subjected to unwelcome or inappropriate behaviour that undermines, demeans, offends, insults or injures them; creates an unpleasant learning or working environment; and/or threatens their security, development prospects or the outcomes of their studies.)
- **Institutional discrimination** (When an organisation collectively fails to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantages minority ethnic people. This can also apply in the cases of gender and other stereotype attitudes.)

Our legal responsibilities

The Corporation is ultimately responsible to ensure that no learner, member of staff, customer or stakeholder experiences discrimination in any way.

The Corporation is ultimately responsible for any act of discrimination by a member of staff in the course of their employment.

The Corporation must be able to show that all reasonable steps have been taken to prevent discrimination. Failure to do so may have no defence in law if there is subsequent discrimination.

Part 2 Equality and Diversity for Learners/Staff/Community

Procedure

1. Learner Recruitment

1.1 All recruitment literature must include a statement of our equal opportunity policy

1.2 Non-discriminatory language will be used in all College publications, this will be clear and simple.

1.3 Prospective students will be given realistic and clear guidance on the costs they can expect to face and of financial support arrangements available to them.

1.4 The College will monitor students who withdraw temporarily or permanently from their Course to see if there are implications for a policy of responsible recruitment.

1.5 All applicants will be judged solely on their ability to benefit from the education or training on offer. Applicants with a learning difficulty or disability will be asked to give information about the learning difficulty or disability and should be invited to discuss individual needs and how these might be met. The College will make every effort to offer suitable provision.

1.6 Interviews will be conducted in such a way as to ensure that the interviewer makes no reference to any irrelevant distinction (e.g. gender, ethnic origin, marital status), although candidates must be given the opportunity to raise questions that may reflect their own situation.

2. Staff Recruitment

2.1 Advertisements will be placed in the widest range of appropriate journals and publications.

2.2 Job descriptions and Person Specifications will relate to those qualifications, skills and qualities which are genuine requirements for the post.

2.3 The information provided in job descriptions will be as detailed as possible to help candidates to make an informed decision.

2.4 Shortlisting procedures will be based on an objective assessment of the genuine requirements for the post, and will reflect the person specification.

2.5 The job description and person specification will be used as the basis of the interview questions and the interview will therefore only deal with those qualifications, skills and qualities that are required for the post.

Personnel will keep all records relating to the interview for 6 months.

2.7 Information on job opportunities will be circulated to all College sites.

3. Curriculum, Teaching and Learning

3.1 The curriculum is at the centre of the college's activities and therefore all policy and practice will seek to embed Equality and Diversity.

Curriculum accessibility will be provided through

- Learning support as required by the individual
- Flexibility in learning opportunities and delivery methods
- Where feasible the college will move provision to an accessible area to accommodate the needs of individuals.

3.2 Curriculum materials will be free from all forms of discrimination and will promote diversity.

3.3 Participation, retention and achievement targets will be set for all areas of the curriculum and these will be monitored at regular intervals to ensure that the targets are being achieved and that appropriate corrective action is taken where necessary.

3.4 Learners will receive the same level of service and access to resources regardless of the centre at which they are studying.

3.5 All learners will receive, where appropriate, information about finance, enrichment programmes and other opportunities.

3.6 Special arrangements will be made available to students with known disabilities to compensate for the restriction imposed by the disability without affecting the validity of the course work and any examination.

4. Student Placements

4.1 Staff with responsibility for the organisation of student placements will not knowingly use employers or institutions which operate discriminatory practice

4.2 The College must make every effort to make suitable arrangements to enable a student with disabilities or family responsibilities to participate in placement schemes

5. Student Support Services

General

5.1 The College will take all reasonable steps to satisfy itself that all staff who provide services to students are operating in accordance with the College's Equality and Diversity Policy.

5.2 The College will provide Equality and Diversity training for staff.

5.3 The use of support services is monitored by the School of Essential Skills.

5.4 Student Services will ensure that Tutor and Student Handbooks will include reference to the College Equality and Diversity Pack.

Course Tutor System

5.6 Although a student normally has a tutor from a curriculum area associated with their course, if there is no-one in the curriculum area in whom they wish to confide, then they may seek a tutor from another curriculum area or another member of staff.

5.7 The College will provide Equality and Diversity training for all Course Tutors.

5.8 The provision and use of study skills support will be reviewed regularly by the School of Essential Skills and monitored to ensure that it is appropriate and available to the students who are most in need of support.

Careers Advisory Service

5.9 All employees who are involved in staff recruitment activities will be made aware of the College's Equality and Diversity Policy.

5.10 The College will provide Equality and Diversity training for all Careers and IAG Advisory staff.

Childcare

5.11 The allocation of places will be in accordance with the published guidelines and the College's Equality and Diversity Policy.

Social Facilities

5.12 The provision of social facilities will be kept under regular review so that the needs of all students are met.

Student Forums

5.13 The Student forums must follow our Equality and Diversity Policy, and is subject to monitoring from and scrutiny by the Equality and Diversity Support Team.

5.14 The College expects the Student forums to keep under regular review the colleges services and facilities to ensure that the provision does not disadvantage any particular group of students.

6. Access, Safety and Transport

6.1 The College will make every effort to ensure that, so far as reasonably practicable, all parts of the College are accessible and safe. The needs of people with disabilities will be given special consideration.

6.2 The College will work closely with the Student Forums to ensure the security of students both on campus and when travelling to off-campus facilities, including any transport provided.

6.3 The College will ensure that Equality and Diversity principles are taken into account in its policy on providing transport and parking with a special regard to the needs of students with disabilities.

7. Community

7.1 The College will identify main groups and their leaders and seek to establish links with these groups.

7.2 The College will identify the specific education and training needs of minority groups and each school will develop programmes of study to meet identified needs.

7.3 Publicity material will be produced specifically related to minority groups.

7.4 Course leaflets will indicate where there may be physical access problems and how we will provide access support.

8. Staff Support/Training

8.1 Equality and Diversity issues will be embedded into all staff development activities.

8.2 Equality and Diversity and guidance will be available in three ways:

- a) Embedded into all training activities (eg induction, awaydays, tutorials).
- b) Individual guidance will be provided on request.
- c) Specific training sessions will be offered to groups of staff (including governors) as required.

9. Monitoring

The Senior Manager Student Support Services, is responsible for monitoring the whole policy. The Equality and Diversity Support Team (Co-ordinated by the Student Services Officer) assists the Senior Manager Student Support Services in this task.

As part of the monitoring process, the Support Team will review data collected through the college's quality assurance mechanisms and other systems to analyse college responsiveness to Equality and Diversity and assess its effectiveness in meeting these targets.

10. Complaints

If a student or prospective student complains that their application has not been treated in accordance with the Equality and Diversity policy then they can use the Compliments, Concerns and Complaints Procedure S13-1, available on the College Intranet or from admissions. This also applies to any student who feels they have not been treated in accordance with the Equality and Diversity policy during their time at the College.

Compliments, complaints and concerns are monitored for ethnicity, gender etc. Analysis is provided to SMT monthly and Governors annually.

Part 3 Race Equality Policy

We accept the definition of Institutional Racism as being the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping, which disadvantages minority ethnic people. This can also apply in cases of gender and other stereotyping.

We aim to include and make everyone welcome at Norton Radstock College and as good practice arising from the Race Relations Amendment Act 2000, we outline our race equality policy:

- We are committed to promoting race equality and encouraging integration and mutual respect.
- We will not tolerate any form of racial harassment or racial discrimination and will take appropriate action if such behaviour is identified.
- We will involve and consult black and minority communities to identify changes and improve the quality of the services we provide.
- We will ensure that all the services delivered by us and on our behalf will reflect equality and a commitment to race equality.
- We will take steps to ensure our policies, plans and decision-making processes meet the needs and aspirations of black and minority ethnic communities in Bath and North East Somerset.

We will do this by:

- Identifying and seeking to meet all learners needs so they reach their full potential.
- Taking swift and specific action to tackle any discrimination based on racial grounds.
- Creating a positive and inclusive service based on mutual respect.
- Preparing learners for a multi-ethnic society
- Developing effective relationships with black and minority ethnic communities.
- Agreeing challenging equality targets and measuring progress
- Monitoring equality targets and reporting periodically to governors
- Continuously reviewing ways to improve our services to black and minority ethnic people.
- Establishing links with the Bath and North East Somerset Race Equality Council. To ensure external review of our performance.
- Co-operating with our partners and challenging them by publishing and disseminating good practice.
- Provide training for students and staff on race equality issues

Part 4

Norton Radstock College

Disability Statement 2006-2007

College Mission Statement: “Norton Radstock College will be recognised for excellent learning and support, inspiring and nurturing success”.

In this information booklet we use the term ‘learners with learning difficulties and/or disabilities’ to include anyone with a learning, physical, sensory or mental health issue.

The College is continually improving its services and facilities for all students including those specifically for learners with learning difficulties and/or disabilities. The College wishes to ensure that it complies with the Disability Discrimination Act (DDA) as amended by the Special Educational Needs and Disability Act (SENDA) 2001.

If you wish to know more about the DDA contact: <http://www.drc-gb.org/thelaw/thedda.asp>

If you wish to comment on this Disability Statement please contact Student Services or the Additional Support Co-ordinator (see contact list).

If you wish further information please contact the Enrolment Officer at Norton Radstock College main site on 01761 433161 or fax on 01761 436173

You can also find information on our website: www.nortcoll.ac.uk

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Getting Help and Information

For more information about College courses and facilities and how we can support your learning or disability needs you can contact:

Additional Support Co-ordinator: Liz Aspinall
liz.aspinall@nortcoll.ac.uk

Enrolment Officer: Vicki Wilkinson
vicki.wilkinson@nortcoll.ac.uk

Student Services: Barbara Chambers
barbara.chambers@nortcoll.ac.uk

Careers Advisor: Hilary Walker
hilary.walker@nortcoll.ac.uk

Senior Manager - Student Support Services: Maggie Hutton
Maggie.hutton@nortcoll.ac.uk

Please telephone 01761 433161 and ask for the member of staff you require.

What learning opportunities are on offer at Norton Radstock College?

The College offers a range of courses:

- Full and part time further education and higher education courses
- Part time adult and continuing education courses
- Vocational training programmes (Work Based Learning/Apprenticeships)

Access to all courses depends on the entry requirements. Some courses are specially designed to meet the needs of learners with learning difficulties and/or disabilities.

You can find details of all our courses in the College Prospectus and the Part Time Course Guide or visit the College website at: www.nortcoll.ac.uk

The college also organises regular information and advice sessions where you can meet staff and discuss your aspirations and your needs. Details of these sessions are published in the prospectus, course guide, the website and in the local press.

Applying to College

You apply to the College using the application form or enrolment forms which are in the College Prospectus and Part Time Course Guide. You can also visit any of our sites or apply using the forms on our website at www.nortcoll.ac.uk If you require help in completing your application form please contact Student Services, the Enrolment Officer or the Administration Staff at any of our sites.

When you apply to join a course at Norton Radstock College it is important that you make us aware of your particular needs as early as possible. This information will be treated in confidence and used by us to help give you the right pre-course Advice & Guidance and identify the adjustments which may be required in order to accommodate your particular needs.

Once we know that you may need support or assistance, we will discuss this with you. If appropriate, please bring along information which may be helpful such as a Statement of Educational Needs, medical information etc. The sooner we know about your needs the sooner we can make reasonable adjustments to eliminate any disadvantages you might face in studying or in using College facilities.

We may ask you to undertake a short assessment to enable us to identify how best to support you. Once accepted you will have a learning plan which will state what you want to achieve and how we will support you to help you achieve this.

While we aim to provide for all, our courses or facilities may not be appropriate for everyone. In these cases we will give impartial advice about provision at other colleges and places of education.

Support and Accessibility

Learning and Additional Support

The College has an experienced team of tutors and support staff who can help you with your additional support needs

We can provide different ways of learning. You may

- learn in small groups
- receive individual or small group support
- access help with basic/key skills

Dietary needs

If you have special dietary requirements the college catering services can meet your needs provided you tell them in advance. You will need to speak to the catering manager of the site at which you are based. Please note not all sites have college provided catering facilities.

Equipment Available

A range of equipment is available to support students across the college. All students have access to computers to help in doing assignments. Some students may also find access to the following equipment beneficial for their studies:

- portable word processors and lap top computers
- special IT adaptations e.g. large keyboard, roller ball mouse
- CCTV for large print
- Texthelp software
- Dictaphones
- Portable Induction Loop

Accessibility

The College has 4 main sites and a number of local Learning Centres. The main site, Centurion Vocational Centre and B6 are all fully accessible. The Animal Care Centre is in a listed building and does not have full accessibility; however, classes can be programmed into downstairs rooms to ensure accessibility. All practical areas are accessible.

Some courses are offered in centres not in the direct control of the College, we make every effort to ensure that these venues do not have any accessibility issues. If you have concern regarding any of our sites/venues and wish to discuss accessibility issues please contact Martin Peter, Head of School for Facilities on 01761 433161 or at martin.peter@nortcoll.ac.uk or Liz Aspinall, Additional Support Co-ordinator on 01761 433161 or at liz.aspinall@nortcoll.ac.uk

Centre maps are shown in the Part Time Course Guide and on our website www.nortcoll.ac.uk

Website

The College website holds a lot of information which you will find useful on your course. All pages on our website follow college standards for accessibility. This means that all pages should work properly with audio browsers and screen readers.

You can quickly set the size and colour of text on our website to make reading easier. The IT technicians or Learning Support staff will show you how to do this.

Special Arrangements for Examinations

Some students with specific needs may require different arrangements to be made to enable them to take examinations/tests. We can arrange to help you but need to discuss this early in your course so that we can inform the awarding body of your needs and provide the evidence they require. If they agree to you having special arrangements we can then provide the support allowed. Please discuss your needs with the Exams Officer.

Exams Officer: Sue Angel 01761 433161
sue.angel@nortcoll.ac.uk

Counselling, Chaplaincy & Welfare Services

Counselling, Chaplaincy and welfare services are provided through Student Services and are available to all students. Please contact Student Services for further details or to make an appointment.

Careers Advice & Guidance

Contact Student Services to arrange an appointment with either the College Advice & Guidance Staff or a Connexions Personal Advisor as appropriate.

Young people can contact Connexions on

- Bath & North East Somerset 01225 461501
- Frome 01373 465302
- Bristol 0117 987 3700

Adults can contact Information, Advice & Guidance Officer on

- 01761 433161 ext 309

Compliments, Concerns or Complaints.

We hope you are happy with the College and what it offers you. If you have any compliments, concerns or complaints about your course, assessments or the way you are treated please tell us straight away.

You can get help to raise your compliments, concerns or complaints through Student Services. The Compliments, Concerns and Complaints Procedure is in the College Handbook which you should have been given at the start of your course. If you need another copy please ask Student Services or at any Reception area. This information is also on your college Data Pen.

You can also raise your compliments, concerns and complaints with Liz Aspinall, Additional Support Co-ordinator, Martin Peter, Head of School for Facilities, Maggie Hutton senior Manager – Student Support Services or Eva Wright, PA to the Principal.

SENDA

SENDA, the Special Educational Needs and Disability Act (2001), is an amendment to the DDA, Disability Discrimination Act (1995) and is incorporated as Part 4 of the DDA.

The college has a duty to

- Not treat people with learning difficulties and/or disabilities less favourably than others for a reason relating to their disability
- Make all reasonable adjustments to ensure that students with learning difficulties and/or disabilities are not placed, or likely to be placed, at a substantial disadvantage when compared with students who are not disabled.

These duties are 'anticipatory'. This means that the college has to be generally prepared to meet the needs of disabled people, as well as being prepared to make reasonable adjustments to meet the needs of individuals. The College is committed to taking all reasonable steps to ensure that students with learning difficulties and/or disabilities are not substantially disadvantaged, in their studies or use of college facilities.

In determining a reasonable adjustment the College will consider a number of factors including the need to maintain academic standards, the cost of taking a particular step, the extent to which it is practicable and efficient to take a particular step, health & safety requirements and the relevant interests of all parties including other students.

You can find a copy of the DDA part 4 Code of Practice published by the DRC, Disability Rights Commission, at: www.drc.org.uk

Equality & Diversity Policy

Norton Radstock College is committed to Equality & Diversity and assumes that everyone has a right to education and training. For a copy of the College's Equality & Diversity Policy please contact Student Services, or visit our website at: www.nortcoll.ac.uk

The Disability Equality Duty (DED) 2006

From December 2006 the DDA 1995 will be amended to place a duty on all public bodies, including the College, to promote disability equality.

The DED will require the College to work towards eliminating unlawful discrimination and to promote equal opportunities for people with learning difficulties and/or disabilities. This is similar to the duty placed on the College to promote race equality under the Race Relations (Amendment) Act.

Under the DED the College is required to develop a Disability Equality Scheme. We welcome this and will be consulting with a wide range of people during 2006 to ensure the Disability Equality Scheme fully reflects the needs of learners with learning difficulties and/or disabilities.

If you are a person with a learning difficulty and/or disability who would be interested in contributing to the development and monitoring of the College's Disability Equality Scheme, please contact maggie.hutton@nortcoll.ac.uk

Part 5 Eliminating Harassment Policy

The policy of the College is that it will not tolerate any form of harassment by anyone of students/staff, users of the educational services.

This paper explains what harassment is, and what actions can be taken by victims to stop it.

What is Sexual Harassment?

It is behaviour that makes a person feel embarrassed, demeaned, ridiculed or intimidated because of their gender or sexual orientation.

In the past many people have accepted some forms of sexual harassment because they did not know how to stop it.

Sexual harassment can include:

- suggestive remarks/letters/comments
- comments about your appearance
- embarrassing jokes about sex or sexual orientation
- offensive/pornographic pictures displayed in your workplace
- unwanted touching or other physical contact
- demands or requests for sexual favours
- unwanted attention, presents

Why Do Some People Sexually Harass Others?

Sexual harassment is often an attempt by one person/group of people to display their power over another. It may be people who are unwilling to accept women as equals in the classroom/workshop and so seek ways of treating women as inferior. It may be used to try and intimidate lesbians or gay men into hiding their sexual orientation, or leaving their course. It may be used as a way of discouraging people from entering courses that have been held by the other sex in the past. It may be a way of using power at the college to get sexual contacts that would not otherwise be available etc.

Whatever the reasons for sexual harassment, many people will try to trivialise it as a way of justifying their own attitudes or actions, or as a way of discouraging victims from taking action.

The rest of this paper explains the ways in which you can take action to stop sexual harassment. It also explains what advice is available to you. Do not be afraid to seek advice if you are in any way concerned that the way in which you are being treated is sexual harassment.

What is Racial Harassment?

It is any words or actions that make a person feel frightened, humiliated, ridiculed and/or undermined in confidence because of their colour, nationality or ethnic group.

Racial harassment can be:

physical abuse;
spoken abuse;
insulting comments or jokes;
written abuse, such as graffiti, offensive pictures, cartoons or other material;
treating a person less well than other people of a different ethnic group for no good reason.

Victims of racial harassment are often isolated. They are often the only member of their ethnic group in a class or School etc. There would rarely be more than a few people of the same ethnic group. Some people may be able to deal with harassment and stop it. This is more likely if they have the support of other people around them.

Other people are not able to deal with harassment alone. Some people have been forced to stop using college services because of racial harassment. Other people have had to put up with it for a long time because they thought nothing could be done.

Any person (or their parents) who feels that they are being racially harassed should take action in the ways described below. Witnesses of racial harassment should also take action.

Norton Radstock College is committed to stopping racial harassment.

Why Do Some People Racially Harass Others?

Racial harassment is an attempt by a person or group of people to exert power over others. It may come from people who will not accept people of different colour, nationality or ethnic group as equals. They find ways of treating them as inferior. They may succeed in frightening members of minority groups into stopping using services that they have a full right to use.

Some people will try to trivialise racial harassment as a way of justifying their own attitudes, or as a way of discouraging victims from taking action.

The rest of this leaflet explains ways in which you can take action to stop racial harassment. It also explains what advice and help is available to you. Do not be afraid to seek advice if you need it.

Other Forms of Harassment

Harassment may be defined as behaviour of a deliberate nature toward people that can have the effect of diminishing their position, status or esteem. It may involve behaviour intended to undermine the persons well being, making the workplace and/or learning environment unpleasant and often intolerable.

The following examples of harassment all constitute breach of college regulations and should be acted upon. There are other examples that may also occur and require the same urgent investigation and action as the following:-

- i. Physical attack against a person or group.
- ii. Derogatory name-calling, verbal or non-verbal insults.
- iii. Graffiti or any other written insult.
- iv. Displaying unpleasant materials such as leaflets, comics, newspapers or magazines on the college premises.
- v. Making threats or bullying against a person.

Sources of Advice

There are various sources of advice available to you, including the following:-

- a) you can approach your tutor, line manager, Student Services, a Senior Manager, a Director or the Principal.
- b) each Head of School may wish to nominate a person who will be a source of help and advice to those people who feel that they have suffered harassment.

Taking Action

Under the Grievance and Disciplinary Procedures sexual harassment will be regarded as misconduct or gross misconduct. If there is a case to answer the college will take action under the Disciplinary Procedure. You can make a formal complaint under the Grievance and Disciplinary Procedure. Before you reach this stage you may find that it is helpful to seek advice from one or more of the people listed in the section above, you may also follow the course of action suggested below.

- a) If you feel able to, approach the person yourself and ask them to stop the offending behaviour. If the harassment continues, put this request in writing and keep a copy.

- b) Keep a written note of incidents over a period of days or weeks including dates and times, and whether other people witnessed them. (In a case of severe harassment amounting to criminal assault, the police may, of course, be notified immediately).
- c) If you do not feel able to approach the person yourself, seek advice from one of the people listed in the section above. They may be able to speak informally on your behalf.
- d) Always give the 'harasser' the opportunity directly, or through a third party, to explain or amend their behaviour, and keep a written note of what you have done.
- e) If the harassment continues, you should approach a senior member of staff and see if the college is prepared to undertake a formal investigation. If not you will have to decide whether you wish to make a complaint under the Grievance Procedure.

Recording

Recording of all incidents of harassment can assist the college in reviewing its Equality and Diversity Policy and Aims. Such records are organised as follows:-

- i. All alleged incidents of harassment are reported to the Principal when they have been dealt with at a lower level.
- ii. Reports include details of the incident sufficient to indicate its character but to preserve the anonymity of those involved.
- iii. The Principal, where appropriate, reports these incidents to the Corporation in the context of a review of the college's policy statement on Equality and Diversity.
- iv. Such records of incidents of harassment form part of a monitoring and evaluation of the college's Equality and Diversity policy that will inform new policies and procedures.

Part 6 Equality and Diversity: Responsibilities and Implementation

Responsibilities

All employees have personal responsibility for the practical application of the policy. In particular,

- The Governors have responsibility for reviewing the Equality and Diversity pack at least annually.
- The Principal and the senior management team has overall responsibility for the implementation of the Policy
- All employees and students are expected to treat each other with equal respect, and to bring any cases of discrimination, intimidation, prejudice or harassment to the attention of the College through the appropriate channels.
- The Equality and Diversity Support Team will develop and deliver plans for the improvement in Equality and Diversity and evaluate, approve and influence the policy.
- The Senior Manager Student Support Services will support the monitoring and promotion of and implement practices, which promote Equality and Diversity throughout the College.

Management of Equality and Diversity

The Senior Management Team through the Senior Manager Student Support Services, will ensure that:

- All staff are trained in the implementation of Equality and Diversity Policy, including governors, managers, administrative and reception staff, trainers and tutors and support staff
- All advertising and promotions literature promotes the ethos of equality
- All data on ethnicity, gender, age and disability is collected and used to review policy
- Procedures for complaints are clear to everyone and data is collected to review the Equality and Diversity Pack.
- All line managers promote and constantly review Equality and Diversity in their specific areas of work.

Co-ordination of Equality and Diversity

The Student Services Officer is responsible for promoting and monitoring best practice in Equality and Diversity throughout the College. She/he will ensure that:

- Equality and Diversity has a high profile by leading the Equality and Diversity Support Team (attended by staff and students from throughout the College including the Senior Manager Student Support Services) and providing opportunities for staff, students, trainees and outside contractors, to discuss, evaluate, review and influence the Policy
- Targets are set to improve College performance, which are monitored and measured – See the Equality and Diversity Impact Measures in Part 1 Equality and Diversity: What does it mean?’
- Advice is sought when appropriate, from outside agencies
- Steps are taken to address any discrimination and offset disadvantages
- An ethos of equality is encouraged in the organisation