

SINGLE EQUALITY SCHEME

BACKGROUND

1. COMMITMENT

- 1.1. We will work towards the elimination of discrimination, whether overt, covert, or by omission, in employment and in studying or residing at Ruskin, and we will seek to ensure that individuals and communities have equal access to learning programmes.
- 1.2. Ruskin College strives to ensure that every member of the College, whether staff or student, is equally valued and treats one another with respect. This Policy reflects the College's commitment to equality of opportunity and it places an obligation on staff to promote good practice. The College will treat all complaints seriously, with respect and empathy.
- 1.3. We will seek to foster good relations amongst all members of the College, both staff and students, and with the wider community, including through links with our partner organisations.

2. DUTIES AND RESPONSIBILITIES

- 2.1. The College accepts the following specific duties and responsibilities, to:
 - ◇ Issue a written statement of its policy for eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.
 - ◇ Put in place arrangements for implementing the policy, publicising its contents and monitoring its effectiveness.
 - ◇ Report the results of its monitoring procedures to members of the Governing Executive.
 - ◇ Include the resultant equality objectives in its Annual Report.

3. MEETING OUR DUTIES

- 3.1. We will seek to ensure that:
 - ◇ Members of the Governing Executive, staff, students and their funders, and all the partners and stakeholders with whom we have links, are aware of this Single Equality Scheme and the action needed for its implementation.
 - ◇ All decisions taken by the Governing Executive have due regard to the three aims of the Equality Duty set out in the Equality Act 2010 and are duly influenced by consideration of equality issues.
 - ◇ Members of the Governing Executive, staff, students and their funders are aware of the value placed upon equality of opportunity and that action will be taken in the event of any breach of the policy contained in this Scheme.
 - ◇ Members of the Governing Executive and staff have access to comprehensive information that will assist them to carry out their responsibilities for monitoring under the Scheme

- ◇ The College's publicity materials present appropriate and positive messages about our community that foster good relations both within the College and externally.
- ◇ The Academic Coordinators review the College curriculum to ensure it demonstrates sensitivity to issues of equality and diversity.
- ◇ Students have equal access to appropriate information, support and facilities
- ◇ Employment vacancies are advertised appropriately to encourage a wide range of applicants
- ◇ Recruitment and promotion information and procedures are designed to eliminate bias
- ◇ Specific staff development events are designed to meet the particular development needs of under-represented groups, whether staff or students.
- ◇ Goods and services are procured in a fair and transparent way that afford equality of opportunity and meets the diverse needs of College staff and students.

4. MONITORING OUR PROGRESS

4.1. To inform the setting of action points and the measurement of our progress in achieving them, we will collect and analyse the information set out below in respect of staff and students.

4.2. Conscious that Ruskin currently employs under 150 staff, including relatively few people from some categories, the College will only monitor the disability, gender, age and ethnic profiles of staff by:

- ◇ Ratios in the College overall
- ◇ Category of work and type of contract
- ◇ Job application rates
- ◇ Selection success rates

The data to be monitored will be reported to the Governing Executive annually by the Principal and action points will be determined accordingly.

4.3. The College will gather data about its student body through a range of sources, including the cross-College survey (which may require one or more targeted questions). The College will monitor the disability, gender, age and ethnic profiles of students by:

- ◇ Ratios in the College overall and on each course.
- ◇ Applications for courses, including success and failure rates in admission, in the College overall and on each course.
- ◇ Retention rates (including withdrawals and exclusions).
- ◇ Achievement rates
- ◇ Success rates
- ◇ Disciplinary action overall and by disposal
- ◇ Complaints
- ◇ Any reported incidents of harassment or bullying

Figures derived from the data sources listed above will be reported to the AQSC annually by the Quality Officer and action points will be determined accordingly.

4.4. The College will also attempt to monitor the following:

- ◇ Language and images used in internal and external communications and for display purposes
- ◇ The content of training in equalities and diversity.
- ◇ The content of induction programmes and relevant handbooks, including in publicising relevant policies and procedures.
- ◇ The general impact of the College's range of equality policies.
- ◇ The use of monitoring information to influence change.
- ◇ The representativeness of the membership of the Governing Executive and Council.

5. HOW WILL WE USE THIS INFORMATION?

5.1. The intention is that the analyses will help the College to:

- ◇ Monitor the representativeness of staff and students
- ◇ Monitor the success rates of students or under-performance.
- ◇ Review any areas of under-representation and develop action plans to address issues as appropriate.

5.2. Alongside this we will review good practice in other colleges so as to continually monitor our policy and Action Plans.

6. PUBLICISING OUR POLICY AND PROGRESS

6.1. To the public:

- ◇ Our commitment to advancing equality of opportunity and to celebrating diversity and fostering good relations will be made known via inclusion of this policy in all relevant College publications and on the Ruskin website.

6.2. To students:

- ◇ All students will be made aware of the policy through the *Student Handbook* which will highlight the College's commitment to equality and diversity and the action to be taken against any breach of College policies.
- ◇ Tutors, Programme Co-ordinators and all other relevant staff will reinforce the policy during induction.
- ◇ All students will be made aware of the process to be followed by anyone suffering from discrimination.
- ◇ The College Harassment Policy highlights abuse or assault as causes for invoking the disciplinary procedure.

6.3. To staff:

- ◇ All staff will be made aware of the policy through the *Staff Handbook* which will highlight the College's commitment to equality and diversity and the action to be taken against any breach of College policies.
- ◇ Academic and Programme Co-ordinators and all other staff will reinforce the policy during induction.
- ◇ All staff will be made aware of the process to be followed by anyone suffering from discrimination.
- ◇ The College Harassment Policy highlights abuse or assault as cases for invoking the disciplinary procedure.

7. DIVISION OF RESPONSIBILITIES

7.1. This policy extends to all visitors to the College, all partners of the College, and to all contractors and subcontractors of the College.

7.2. The Search Committee is responsible for: ensuring that every effort is made to ensure the membership of the Council and Governing Executive reflects the diversity of the communities served by the College.

Members of the Governing Executive are responsible for:

- ◇ Approving this Scheme;
- ◇ Ensuring that it is reviewed at least every three years in the light of appropriate evaluation, and approving the resultant revisions;
- ◇ Receiving a monitoring report at least annually and approving the proposed action planning.

7.3. The Management team is responsible for ensuring that:

- ◇ The College reflects the diversity of the population
- ◇ They are aware of their responsibilities as outlined in this policy and their duties in relation to current legislation.
- ◇ They receive monitoring information on students and staff
- ◇ The College's strategic plan includes a commitment to equality and diversity.
- ◇ The procedures for the recruitment and promotion of staff are non-discriminatory and advance equality of opportunity.
- ◇ The College's publicity materials present appropriate and positive messages.
- ◇ Induction and tutorial programmes reflect the College's commitment to the promotion of equality of opportunity.

7.4. Members of the Academic Quality and Standards Committee are responsible for ensuring that:

- ◇ They are aware of this policy and the duties in relation to equality legislation
- ◇ Monitoring in relation to the range of courses is carried out annually and appropriate action taken if necessary to target under-represented groups

- ◇ A review of the recruitment, retention and achievement of students is made annually and included in the Self-Assessment Report, Self-Evaluation Report and annual reports to professional validating bodies
- ◇ Academic Groups are aware of the monitoring statistics for their own area and active in following these up through Quality Improvement Plans and equivalent action plans for higher education programmes.

7.5. Academic staff are responsible for ensuring that:

- ◇ They are aware of the College's duties in relation to equality legislation, are aware of this policy and carry it out.
- ◇ Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and diversity
- ◇ They attend staff development events to support them in this process.
- ◇ They challenge inappropriate behaviour by either students or other members of staff.

8. REVIEW PROCESS

- 8.1. The Governing Executive will approve the final policy and any objectives arising from it.
- 8.2. They will review the policy every three years, in consultation with the JNC, the Ruskin Student Union and any relevant College committees.

AGE EQUALITY

1. Introduction

- 1.1 Age discrimination prevents people of all ages from realising their full potential in the workplace, the classroom and the wider society. Age equality can help the College deliver better services to its staff, students and local community.
- 1.2 The College recognises the valuable contributions made by staff and students of all ages, in terms of skills, qualities and experience. It advocates adult and lifelong learning and expects to benefit from employing workers of all ages at all levels of responsibility and across all areas of work and from educating adults of all ages.
- 1.3 Ruskin College believes that the opportunity to learn and receive training should be open to all, regardless of age. The aim is to create a positive, inclusive ethos, in the College and in the classroom, with a shared commitment to challenging and preventing stereotyping, prejudice and discrimination, respecting diversity and difference, and encouraging good relations between people of all ages.
- 1.4 The College will take positive action within the law to support older and younger learners and older and younger workers and by monitoring its student and staff profiles in terms of recruitment and success rates for learners and recruitment, promotion and training for employees.
- 1.5 The College will ensure that its publications and publicity materials promote positive images, in both language and illustration, of staff and students of all ages.
- 1.6 Equality training will incorporate anti-ageist principles including appropriate use of language.

2. Age equality in learning and teaching

- 2.1 The College will work towards the elimination of prejudice and discrimination, whether overt or covert, and will seek to ensure that all students have equal access to the full range of College facilities, regardless of their age. As well as respecting the specific needs of students at either end of the age spectrum, the College will seek to fulfil its duty of care to all learners, irrespective of age:
 - As part of our commitment we will not impose upper age restrictions upon our student intake. However, it can sometimes be justifiable to adopt an age-specific approach to

the delivery of vocational education or training, provided this is a fair means of achieving a genuine aim. Therefore, we may target older learners as an example of positive action. In targeting older learners, we have been mindful of NIACE's insistence that education is key to 'helping older people achieve fulfilment in later life...ageing well and healthily...developing new skills and developing their voices collectively and individually' (Older and Bolder, 2008).

- In order to encourage potential students of all ages, all recruitment and publicity materials will present course entry without age bias. In particular, the College will avoid the use of any language likely to deter applicants of any age
- Dates of birth and dates of school attendance will only be used for monitoring purposes and will be on a separate sheet, not on the main application form
- Student intakes to all courses will be monitored by age to ensure fair representation, with remedial action taken where necessary
- The College will seek to provide a supportive environment for students of all ages. Any instances of age discrimination or age harassment will be logged and acted upon according to the appropriate College procedure.

3. Age equality in employment

3.1 The College recognises that, despite attempts to achieve equality, older workers can still be subject to discrimination at work, including bullying, exclusion from training, and poor employment prospects once aged over 50. Young workers just starting out may also be victims of discrimination, including bullying, being denied job opportunities, or being patronised. Workers at both ends of the age-scale can be victims of negative stereotyping, e.g. young people may be regarded as unreliable or older workers as unable to adapt to change.

3.2 The College will not discriminate on the grounds of age in the way it recruits and selects staff. To achieve this we will ensure that:

- All criteria used in personnel specifications will be job-related: the person specification, job description and advertisement will not identify a particular age range for the job or imply age requirements. Specifications will not be unnecessarily prescriptive about essential experience or length of service required, with skills and potential also being valued.
- All members of short-listing and interviewing panels, and all those involved in other selection processes, will be trained in equality principles.
- Dates of birth and dates of school attendance will only be used for monitoring purposes and will be on a separate sheet together with information on gender, ethnic origin and disability, not on the main application form.

All these principles will apply to promotion, as well as initial appointment.

3.3 An employee who requests a transfer to part-time work or lighter duties on the grounds of age, whether on a short-term or permanent basis will have their requests sympathetically considered. In the first instance, any claims for part-time working will be considered on a fractional, rather than hourly-paid, basis.

DISABILITY EQUALITY

1. Introduction

The primary aim of the College with respect to students and staff with learning difficulties, mobility or sensory impairments or mental health problems (hereafter: disabilities) and long-term health conditions is to provide a welcoming and supportive environment within which the students' educational and social potential and staff members' potential contribution in the workplace can be nurtured and developed. Ruskin has a tradition of offering high quality education to mature students, many of whom have suffered from social or economic disadvantage. It is entirely consistent with this tradition that the College should seek to develop its capabilities to engage more fully with the particular needs of all students who attend the College and all staff in its employ.

The College will work towards the elimination of prejudice and discrimination against disability and ill-health, whether overt or covert, and will seek to ensure that all staff and students have equal access to the full range of types of College facility. Given the College's location in buildings of a range of ages, this will not always mean access to every floor or every room in every building, but to an appropriate working and study environment with the full range of facilities and support enjoyed by other staff and students.

The College will seek not only to eliminate disability discrimination, but also to create a working environment based on good relations between disabled people and non-disabled people. To this end, the College undertakes to provide diverse images in any material it produces, including positive images of people with a range of impairments. The aim is to create a positive, inclusive ethos with a shared commitment to challenging and preventing stereotyping, prejudice and disability discrimination and to respecting diversity and difference.

2. Disability equality in learning and teaching

2.1 The College's general policy with regards to disabled students is to strive to ensure that:

- every attempt is made to produce a learning environment appropriate to the particular needs of individual students
- the physical requirements of students concerning accommodation and access to college resources are, as far as is reasonably practicable, addressed promptly and efficiently, whenever possible prior to the students being admitted to the College. These include teaching, catering, library, computing and administration facilities
- a network of tutorial staff and learning support staff is available to develop general learning strategies with students and to identify and guide them towards more specialist support where appropriate
- students are encouraged to play as full a part as they wish in all aspects of College life and appropriate steps are taken to enable them to do so.

Lead responsibility for co-ordinating these policy objectives rests with the Vice-Principal (Academic).

2.2 *Admission arrangements*

The awarding of a place to study at Ruskin is independent of a student's disability, being decided purely on ability to meet the admissions requirements for the programme in question. All College publicity, programme details, admissions and other general information can be provided in a range of accessible formats on request.

The application form asks potential students for details of any special learning requirements or disabilities they may have, purely in order that these can be met should the student be accepted. These requirements are cross-checked at the interview stage, when applicants are asked whether they are aware of any special learning difficulties and/or disabilities that may affect them. The interviewer or chair of the interview panel, makes a note of any response to these enquires. All students have the option of keeping this information confidential if they prefer, but are warned that the College will not then be able to make special provision to meet any particular needs that are not disclosed at interview. Similarly, students who have an external assessment of their needs undertaken, normally for funding purposes, will be asked to provide a copy of the report. If so provided, this report will be kept on the student's personal file. The College operates a reasonable adjustment panel which assesses whether a student's needs can be met by the College.

3 Procedures to ensure disability equality in employment

- 3.1 The College celebrates and values the diversity and hence the benefits that are brought to its workforce by employing both disabled and non-disabled people at all levels of responsibility and across all areas of work. This also provides role models for a diversity of students in all subject areas. The College is committed to equality of treatment for all employees regardless of whether or not they are disabled. This will apply to the operation and implementation of all its employment policies. The College will treat all employees with respect and dignity, and seek to provide a positive working environment free from disability discrimination, harassment or victimisation.
- 3.2 The College undertakes to make every reasonable effort to ensure that an employee who becomes disabled and who wishes to remain in employment is enabled to do so, including by considering a change of hours or duties where requested.
- 3.3 The College will normally accept all recommendations made after an assessment carried out under the Access to Work Scheme and will make all the required contributions towards the cost of providing the recommended reasonable adjustments.

3.4 The College will not discriminate on grounds of disability in the way it recruits and selects staff, ensuring that:

- Job descriptions are drafted to ensure they do not unreasonably exclude disabled people
- Recruitment materials are made available in a range of alternative formats on request.
- Interviews are fully accessible and reasonable adjustments are made to allow disabled candidates to attend the interview without being placed at a disadvantage.
- Impairments are not used to excuse the non-recruitment of candidates who meet the minimum criteria.
- Where an applicant has particular needs, consideration is given to the reasonable adjustments and adaptations needed to enable him or her to do the job if appointed.

3.5 Most of the detail of these procedures relates to those staff who have declared a disability. However, the college will seek to fulfil its duty of care to those staff who do not declare a disability but where the College as employer could reasonably be expected to know of the existence of a disability and also to those staff who are caring for a disabled dependant.

3.6 Where information is divulged in confidence, every attempt will be made to respect this.

ETHNIC EQUALITY AND ANTI-RACISM

1. INTRODUCTION

- 1.1 Ruskin College Oxford is situated in a city which, according to the 2001 census, has a 13 per cent black and minority ethnic population (almost 50 per cent above the 9 per cent national average) but within a more rural county where the overall average drops to just under 5 per cent. This may provide us with a useful benchmark for establishing targets for our course intakes, even though these are national in overall origin. It is also relevant to our employment profile, particularly in jobs that recruit locally.
- 1.2 The College strives to ensure that everyone is equally valued - regardless of ethnic or cultural origin, nationality or skin colour - and treats one another with respect.
- 1.3 We will work towards the elimination of racism, whether overt, covert, or by omission, and we will seek to ensure that individuals and communities have equal access to our learning programmes.

2. BUILDING ETHNIC AND RACIAL EQUALITY INTO OTHER POLICIES

2.1 *Admission and access*

The College will work to ensure that:

- applicants are attracted from all ethnic, cultural and religious groups
- the admissions process is applied consistently and fairly to applicants from all backgrounds and communities
- everyone involved in interviewing and selecting applicants knows about this policy and has received training in putting it into practice
- ethnic data on student admissions is used to inform planning and decision-making.

2.2 *Achievement, progress and assessment*

The College will work to ensure that:

- students' retention, achievement and progression rates are monitored by ethnic group and used to inform planning and decision-making
- criteria for assessment are explicit, and varied, so as to be fair to all students.

2.3 *Racial harassment and the institution's values*

The College will work to ensure that:

- it publicly promotes good personal and community relations, including relations between people from different religions, and that it opposes all forms of racism and discrimination
- students and staff know the procedures for dealing with racist incidents and racial harassment and use/apply them effectively
- that it works with others to tackle racism and racial harassment, both in the institution and more widely.

2.4 *Guidance and support for students*

The College will ensure that:

- its services identify and meet all students' needs, including any cultural or religious needs they might have
- students from all ethnic, cultural and religious groups know about the different kinds of support available
- any placements or work attachments arranged by the College will be with employers and other providers who are committed to ethnicity equality and anti-racism, and that procedures are in place should this be breached.

2.5 *Teaching and learning*

The College will ensure that:

- students are encouraged to understand and value cultural and religious diversity
- teaching staff create an environment free of prejudice, discrimination and harassment, where students can contribute fully and freely and feel valued
- teaching takes account of students' cultural backgrounds, language needs and different learning styles
- resources are available to meet any specific needs that students from particular ethnic, cultural and religious groups might have.

2.6 *Curriculum*

The College will ensure that:

- the curriculum deals with questions of racism and diversity
- the needs of students from different groups are taken into account when planning the curriculum, and that ethnic equality aims are built into all its programmes
- departments monitor and assess their curriculum to see that it meets the expectations of students from different racial groups
- extra-curricular activities and events cater for the interests or needs of all students, and take account of any concerns about religion or culture.

2.7 *Staff recruitment, professional development and support*

The College will ensure that:

- posts, including posts for non-teaching staff, are advertised in such a way that makes them open to the widest pool of applicants
- everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise
- its recruitment and selection procedures follow good equal opportunities practice
- applications for employment, training and promotion, and those staff in post, are monitored by racial group and this information is used to inform planning and decision-making
- all possible steps are taken to tackle differences in patterns of employment between staff from different racial groups (for example in grade, types of contract, or other terms and conditions), and targets or positive action are used as appropriate
- departments give their staff the support they need.

RELIGION OR BELIEF EQUALITY

1. Introduction

- 1.1. Ruskin celebrates and values diversity, and believes that the College will benefit from engaging staff and recruiting learners from a variety of religious or non-religious backgrounds and with a range of belief systems. This will, we feel, enable us to meet the needs of, and to provide positive role models for, a diverse student population within a multicultural society. Ruskin is committed to equality of treatment for all employees and for all learners. This will apply to the operation and implementation of all its employment policies and its learning and support policies. The College will aim to treat all employees and all learners with respect and dignity, and will seek to provide a positive working and learning environment free from discrimination, harassment or victimization on the grounds of religion or belief.
- 1.2. Ruskin will seek not only to eliminate discrimination on the grounds of belief systems but also to create a positive working and learning environment based on good relations between members of different belief systems. We will aim to create a positive, inclusive ethos where issues of stereotyping and discrimination can be discussed openly within a shared commitment to challenging and preventing discrimination, respecting diversity and difference, and encouraging good relations between people of different belief systems.
- 1.3. Ruskin will work towards the elimination of discrimination whether overt or covert, and will seek to ensure that all staff and all students have equal access to learning programmes and facilities.

2. Ensuring equality on the grounds of religious belief

- 2.1. The College values all its staff and students equally, and will endeavour to create an environment in which everyone, whatever their belief systems, feels equally valued and welcome, and where behaviour that discriminates against those of a particular belief system is not tolerated. This policy is based on the principle that all staff and students have a right to their own belief system, but no right to enforce it on others.
- 2.2. The College will be committed to a working and learning environment in which everyone is treated equally and with respect. The College will aim to eliminate discrimination on the grounds of belief systems in its structures and employment practices and will ensure equality of opportunity and treatment for all staff and students regardless of their belief systems.
- 2.3. The College environment, in terms of its pictures, images, publicity materials, literature, and so on, will aim to reflect the diversity of its staff and students, including diverse religious and cultural backgrounds.
- 2.4. Abuse, harassment or bullying on the grounds of belief systems (e.g. name-calling, derogatory jokes, unacceptable or unwanted behaviour and intrusive questions) are serious disciplinary offences, and will be dealt with under the appropriate procedure.

- 2.5. Propaganda directed against any particular belief systems in the form of written materials, graffiti, music or speeches will not be tolerated. The College will aim to remove any such propaganda whenever it appears on the premises.
- 2.6. The College recognises that the right to freedom of thought is absolute, but the right to manifest beliefs is qualified by the need to protect the rights and freedoms of others. Any attempt at coercing others to comply with a particular belief system, for example through distribution of literature, threats or offensive remarks, will be regarded very seriously and may result in disciplinary action. The College takes the view that atheists and agnostics have as much right to employment protection and respect for their beliefs as do adherents of religions.
- 2.7. Issues of belief systems will be included in all equality training and internal attitudinal surveys, monitoring of complaints, and so on. The results of monitoring will be published.
- 2.8. In so far as is reasonably practical, the College will provide space for staff and students who wish to meet to share religious experience during break times as long as no attempt is made to convert others at work, or to pressure others to join in.

3. Facilities

- 3.1. The College should be mindful of cultural and religious norms when considering the use of a staff or student dress code. The wearing of items arising from particular cultural/religious norms (e.g. hijab, kippah and mangal sutra) is seen as part of a diversity of styles and cultures within the College; however they need to satisfy health and safety requirements.
- 3.2. The College will provide a quiet space for prayer and contemplation, with suitable washing facilities nearby, for the use of staff and students.
- 3.3. All staff are required to work according to their contracts and all students to study according to their published timetables, including, for staff, the number of days of annual leave overall and the annual hours worked. Where a request for leave is made for a day related to a belief system, every attempt will be made to meet the request, taking into account the needs of the College.
- 3.4. The College will treat positively and sympathetically requests for unpaid leave and student requests to be absent for religious purposes, such as pilgrimages, births, weddings, deaths in another country, and so on. Such requests will be granted unless there are operational, exceptional or extenuating circumstances not to do so which would be discussed with the individual involved with a view to reaching an agreement.
- 3.5. The College will undertake to provide on request food that meets religious dietary requirements (e.g. vegetarian, kosher, halal).

SEX EQUALITY

1. Introduction

The College is committed in its role both as an employer and as an education provider to work to eliminate sexism in its structures, employment practices and curriculum content, as well as to encourage changes in individual behaviour and attitudes, and to ensure equality of opportunity and treatment for women and men.

The College recognises that stereotyped gender roles can be harmful to both women and men, who may feel constrained to behave in ways, and work in areas, traditionally considered appropriate for their sex. Encouragement and support will be given to staff and students who are trying to step outside the constraints of stereotypes in any area of the College's work.

2. Our commitments

- 2.1. The College celebrates the diversity and values the benefits brought to its workforce by both women and men at all levels of responsibility, and across all areas of work, thus hoping to provide role models for both female and male students in whatever area of the curriculum they are engaged. The College will treat male and female employees and students with equal respect and dignity, and will seek to provide a positive working and learning environment free from sex discrimination, harassment or victimisation.
- 2.2. The College will seek not only to eliminate sex discrimination, but also to create a working and learning environment based on good relations between women and men. To this end, the College undertakes to provide diverse non-stereotypical images of women and men in any material which it produces for learners and staff. The aim is to create a positive, inclusive ethos where issues of sexism and stereotyping can be discussed openly, with a shared commitment to challenging and preventing sexism and sex discrimination, to respecting diversity and difference, and to encouraging good working relations between women and men.
- 2.3. The College will work towards the elimination of sexism whether overt or covert, and will seek to ensure that male and female students have equal access to all learning programmes and facilities.

3. Sex equality in employment

- 3.1. The College recognises that, despite legislative attempts to achieve equality, women are still subject to discrimination, lack of opportunity and social injustice. Women are still disproportionately found in lower-paid employment, concentrated into a narrow range of jobs, and under-represented in management jobs in society generally.
- 3.2. The College will try to mitigate the effects of these social trends by auditing its staff to see whether there is any sex discrimination in terms of recruitment, including to senior positions, or in promotion.
- 3.3. If the result of a staff audit shows that there is an under-representation of women in any category of jobs or in managerial levels, or that women are less likely to be promoted, the College will review its practices, including in recruitment and promotion,

to ensure they are free of sex bias. In addition, access to women-only training in management can be arranged.

- 3.4. The College recognises that there is a continued expectation that women should take the major responsibility for childcare, care of other dependent relatives and housework and that, in practice, women still bear the brunt of these responsibilities. The College accepts that, as a result of these inequalities, it may need to resource special measures to ensure genuine equality of access for women staff. These may include a flexible approach to working hours and the creation of part-time jobs to assist those with family responsibilities.

4. Provision for those with dependants

The College recognises that both staff and students are likely at times to have special issues in relation to the care of dependants, and that, while this is likely to impact disproportionately on women, men too are sometimes affected. The College will make every effort to meet the needs and requirements of staff and students with such responsibilities.

- 4.1. Details relating to maternity, paternity, parental, adoption, fertility treatment, dependants' and compassionate leave for staff are available from the Finance Office.
- 4.2. The College will provide support for staff returning after a break caused by caring responsibilities, as well as developing induction opportunities for mature students returning to study.
- 4.3. For staff with significant caring responsibilities returning to work after a career break, the College will treat sympathetically requests to job share, or to move from a full-time to a part-time contract for a specified period.
- 4.4. The College, when producing timetables for teaching staff and students, or work patterns for support staff, will adopt a flexible approach which endeavours, whenever possible, to meet the individual needs of staff with caring responsibilities.
- 4.5. Timetabling of courses, particularly those with a high proportion of mature students, will take account of the needs of students with caring responsibilities.

5. Sex equality and anti-sexism in the curriculum

The College recognises that the content and delivery of the curriculum can be a major factor in either challenging or sustaining sexist attitudes and actions.

- 5.1. The College will aim to audit the curriculum in all subject areas to ensure that it contains no sexist or discriminatory material, and that it provides positive, non-stereotypical content for both women and men.
- 5.2. The College will work to recruit men and women equally and to engage them in learning on an equal basis.
- 5.3. Recognising the extent to which take-up of courses by students reflects traditional gender roles, thus perpetuating the segregation of the job market, the College will encourage students to consider non-traditional choices. Accepting the importance of role models, the College will also try to increase numbers of women teaching staff in male-dominated areas.
- 5.4. Equality training programmes for both staff and students will include anti-sexist material.

SEXUAL ORIENTATION AND GENDER REASSIGNMENT EQUALITY

1. Ensuring Equality

Ruskin values all College members equally, and will endeavour to create an environment in which all staff and students, whatever their sexual orientation, feel equally valued and welcomed.

The College is committed to creating an environment in which everyone is treated with respect. The College aims to eliminate sexual orientation discrimination in its structures, employment practices and curriculum, as well as to encourage change in individual behaviour and attitudes, and ensure equality of opportunity and treatment for all staff and students, regardless of their sexuality. The holding of religious beliefs which regard homosexuality as a sin will not be a justification for harassment, abuse, propaganda or insults directed against lesbian, gay, bisexual or transgendered staff.

- 1.1. The College environment, in terms of its pictures, images, publicity materials, literature and so on will attempt to reflect the diversity of its staff and students, including diverse sexualities.
- 1.2. Homophobic abuse, harassment or bullying (e.g. name-calling, derogatory jokes, unacceptable or unwanted behaviour and intrusive questions) are serious matters, and will be dealt with under the appropriate procedures, including disciplinary procedures where relevant.
- 1.3. Homophobic propaganda, in the forms of written materials, graffiti, music or speeches will not be tolerated. The College undertakes to remove any such propaganda whenever it appears on the premises.
- 1.4. The College will provide a supportive environment for staff or students who wish it to be known that they are lesbian, gay, bisexual or transgendered. However, it is the right of the individuals to choose whether they wish to be open about their sexuality in the College. To 'out' someone, whether staff or student, without their permission is a form of harassment, and will be treated as such.
- 1.5. Assumptions will not be made that partners of staff and students are always of the opposite sex. Workplace benefits within the College's control will apply equally to same sex partners.
- 1.6. Lesbian, gay, bisexual and transgender issues will be included in all equality training and internal attitudinal surveys.

- 1.7. The College welcomes and will facilitate lesbian, gay, bisexual and transgendered staff and student groups.
- 1.8. The College recognises that lesbian, gay, bisexual and transgendered staff and students come from diverse backgrounds, and will strive to ensure that they do not face discrimination either on the grounds of their sexual orientation or with regard to other aspects of their personal or social identity (e.g. ethnicity, gender, age, socio-economic background, religion, disability).

2. Confidentiality

2.1 The College aims to create an environment in which staff and students feel safe to be 'out' but recognises that the existence of heterosexism and homophobia make confidentiality a major issue for many lesbians, gay men, and bisexual and transgendered individuals. Matters such as special leave, partner benefits and attendance at support groups will be handled with particular attention to standards of confidentiality.

2.2 The College recognises that monitoring individual staff and students for sexual orientation is a sensitive issue and that there is no legal obligation to do so. It undertakes to keep the question of whether such monitoring will occur under review with the recognised trade unions, the Ruskin Student Union and other relevant groups. If it is agreed to undertake such monitoring, it will be explained to staff and/or students that there is no legal obligation to answer the question, that the results will be used to combat discrimination, and that the information is entirely confidential.

3. Gender reassignment

3.1 The College recognises that there are possible differences between physical sex and gender identity. The College will at no time discriminate against people on the grounds of transvestitism, transsexualism, intersex conditions or any process of gender re-assignment, begun or complete. When this policy refers to 'trans people', it has in mind people living with any of these identities. When it refers to 'gender identity', it covers both the fixed identity of people living in the gender of their birth, and the more fluid identities of many trans people.

3.2 The College celebrates and values diversity, and believes that the College will benefit from employing trans people at all levels of responsibility and from recruiting trans people as learners, thus hoping to provide role models for students that identify as trans. The College will treat all employees and students with respect, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

- 3.3 The College will seek not only to eliminate all discrimination on grounds of gender identity, but also to create a working and learning environment based on good relations between all employees, including trans people. To this end, the College aims to include non-stereotypical images of diverse gender identities in materials that it produces. The aim is to create a positive inclusive ethos where issues of stereotyping can be discussed openly, with a shared commitment to respecting diversity and difference, and to encouraging good relations between people with any gender identity.
- 3.4 The College will work towards the elimination of discrimination whether overt or covert, and will seek to ensure that all staff and students including trans people have equal access to all learning programmes and facilities.
- 3.5 The College will work to written procedures covering the adjustment of records, issues of support for and the duty of care towards trans people, and the confidential help (including practical provision) to be made available during the process of transition.