

EQUALITY & DIVERSITY

For use by whom: All Staff

Commencement date: September 2006

Reviewed: November 2009

Next Review: November 2010

INTRODUCTION

Langdon, the only national specialist residential College for young Jewish students aged 16 to 25 years, is committed to providing existing and potential students with inclusive high quality education and social care provision that enables them to achieve their full potential whilst at the same time supporting the social, behavioural, and emotional development.

1. PRINCIPLES

Langdon College is proud to be an equal opportunities employer; we value diversity and are determined to ensure that:

- We treat all individuals fairly, with dignity and respect
- Opportunities are open to all
- We provide safe, supportive, inclusive and welcoming environments for all staff, students and visitors free from any form of harassment

2. OBJECTIVES

The objectives of the policy are to:

- Avoid and eliminate discrimination
- Promote the Jewish culture and ethos
- Promote equality and diversity across the College
- Promote good relations between people of different backgrounds, social class and ethnic origins

3. POLICY

This framework sets out the main parts of the College's equality and diversity policy and the main equality issues.

This policy is a commitment to make full use of the talents and resources of all staff; to enable access to programmes by all potential students and users of the College's services; and to provide an environment which will encourage good practice, productive working, and inclusive learning opportunities.

The College is fully committed to supporting the policy by achieving the following:

Langdon College intends:

- To promote diversity proactively within the College
- To pursue policies and practices which will prevent unfair discrimination against any groups or individuals whether students or members of staff.
- To make education for a multi-cultural society an essential and integral feature of its work
- To recognise and remove institutional barriers that prevent equality of access and participation for students and staff
- To provide training and education for staff and students in Equality and Diversity issues
- To monitor the implementation of the Equality and Diversity Policy.
- To monitor the achievement, success, recruitment, retention of students and the recruitment, retention and promotion of staff
- To appoint staff according to ability and qualifications
- To ensure all staff are provided with opportunities for development

4. POLICY IN DETAIL

NB: Throughout the remainder of this document 'discriminatory and/or prejudiced' is used to describe anything which could be deemed offensive on the grounds of;

- Gender, disability, religion, nationality, ethnic or national origin, marital status, having dependants, age, being trans-gender, sexual orientation, social class, trade union activity, political belief, being part-time or full-time.

The operation of this policy must not expose people to physical danger or practices outside the law. Langdon College will ensure that the Equality and Diversity Policy is implemented.

A. Legislation/Policy*Gender*

Langdon College is committed to ensuring that both female and male staff and students are given equal access to all areas of college life; appropriate, non-sexist language is used; stereotypes are challenged in all circumstances.

Ethnicity

Langdon College values cultural diversity, and aims to recognise and counter racism and cultural stereotyping in all its forms. In the light of the MacPherson report Langdon College recognises that institutional racism can affect the quality of the lives of both students and staff. Langdon College undertakes to examine its structures to ensure that they are offering equal opportunities to all staff and students whatever their cultural background. We will encourage an ethos of understanding, empathy and respect for all cultures. Langdon College will ensure that all staff and students are given appropriate training and/or education in cultural diversity.

Disability

Langdon College sees education as a right for every student and or potential student who can and wishes to benefit from it. We are committed to ensuring that people who are disabled including those with learning disabilities and challenging behaviours are treated fairly. All reasonable adjustments to provision will be made to ensure that students who are disabled and staff and other people with disabilities are not substantially disadvantaged.

Sexuality

Langdon College seeks to challenge homophobic remarks and graffiti, which can be damaging to the self-image of lesbian, gay, bisexual or transgender students and staff. Langdon College also undertakes to train staff and to educate the student body to ensure that homophobic attitudes are challenged. Langdon College will respond sensitively and supportively whenever individuals raise the issue of their sexuality.

Class and Background

Langdon College aims to challenge prejudiced comments related to class, accent or background for all members of its community. Langdon College is committed to supporting students from disadvantaged backgrounds so that they can enjoy the full range of experiences that Langdon College has to offer.

Religious and Political Convictions

Langdon College respects the right of individuals to hold their own religious beliefs and political convictions. Individuals are expected to respect the rights of others and to be tolerant in listening to views other than their own. Langdon College will not tolerate the expression of intolerant beliefs and opinions, which infringe the rights of others.

Trade Unions

Staff who belong to a trade union or to none will be equally welcome to join Langdon.

B. Admissions and Entry Requirements

The Procedures for admission will be responsive to the needs of the individual and not present undue barriers. In pursuit of this, the College will continually monitor its admission procedures and make changes where appropriate.

C. Marketing

- ensure that publicity reflects the College's commitment to equal opportunities;
- that equality of access to all courses and services is available to all students dependent on their needs;
- ensure information about access is shown on publicity materials where appropriate;
- distribute publicity in a wide range of accessible locations;
- produce supplementary publicity in appropriate forms where and when appropriate;
- ensure that there is nothing in words or illustrations suggesting any role stereotyping.

D. Organisation and Timing of Courses

The organisation and timing of courses where practicable should not exclude potential students:

- ensure student entitlement to an individual learning programme;
- ensure appropriate assessments are carried out and strategies are put in place;
- investigate greater flexibility and access to provision.

E. Facilities and Ethos

Facilities and the ethos of the College will promote an atmosphere welcoming to all:

- ensure the Jewish culture and ethos is actively expressed;
- prohibit racist and sexist graffiti and pictorial displays and ensure that any such material found is immediately removed;
- ensure that the welfare needs of all in the College are met;
- enable students and staff from ethnic communities to express their identity in College through the use of their language, dress and cultural individuality;
- adopt, monitor and publicise procedures on racial and sexual harassment;
- ensure that, within the resources available and where need arises, facilities are available for religious and ethnic groups and that key signs are in major community languages including English.

F. The Curriculum

Students' Recruitment

- Care should be taken by each programme leader to make sure that the courses they offer are accessible and appealing to all students.
- Staff should monitor issues such as the images, language and content of leaflets; the prospectus; the web site and displays; role models (e.g. staff and students at Annual Day and liaison with partner orgs); interviewing strategies.
- The number of students taking up provision should be recorded each year (by gender, ethnic minority and disability and using widening participation indicators), to enable Langdon College to monitor the differentiation in recruitment, retention and achievement and, where appropriate, to set targets to counteract imbalance.

G. Teaching and Resources

Curriculum content

Curriculum should embrace cultural diversity, recognise, and include the experience and contributions of those who have traditionally been 'invisible' within it.

H. Resources

- A variety of experiences should be made apparent throughout Langdon College; in visual displays, textbooks, library books and resources, other teaching resources and material handed out by staff. Offensive material should either be withdrawn or, in some appropriate cases, used as a resource to promote discussion.
- Staff should be aware of the impact, which both images and language can have on students in challenging or reinforcing stereotypes, or in appearing to include or exclude groups like women, ethnic minorities or people who are disabled.

I. Methods

- Staff should be aware of the need to use a variety of teaching methods and learning styles to encourage the full participation of all students, whatever their level of confidence, and including methods which encourage more students to express their views.

J. Environment

- All services will be accessible or provision will be made welcoming to all students and staff.
- Langdon College wants to make sure adequate access and other physical provision is made for students and staff who are disabled. This aim should be implemented in any new buildings and in adapting the existing buildings and grounds of Langdon College.
- Displays will be used to foster positive attitudes to those groups often discriminated against, and to counteract stereotypes.
- Discriminatory and/ or prejudiced literature/posters will not be displayed or distributed. Discriminatory and/ or prejudiced graffiti or posters will be promptly removed. The perpetrator should be made to remove graffiti immediately. Teaching, support staff and students should be made aware of this policy and their support encouraged. ICT and specialist equipment, tables and desks should also be checked regularly. Staff should express strong disapproval of racist or discriminatory symbols, pictures or language.

K. Relationships & Ethos

Verbal Abuse

- No member of Langdon College should ignore any form of discriminatory and/or prejudiced abuse or harassment whatever the perpetrator's status.
- Serious or persistent student offenders should be reported to senior staff, who will take appropriate action.
- Senior management will deal with offending staff or contract workers. Langdon College will operate a system for recording incidents of abuse

Physical intimidation and attacks

- No incident should be ignored. Action should be taken to stop any attack and the perpetrators should be isolated and the incident reported to senior management. There should be a written account of the incident and the consequent action taken. In serious cases the police will be informed by a designated senior manager or delegated alternate.

Language

- The language used in Langdon College publicity, letters, meetings etc. will reflect the aims of the Equality and Diversity Policy e.g. by being gender-neutral and culturally sensitive. Staff awareness of the power of language in forming and developing attitudes is to be encouraged.

Individual consultations with students

- Individual consultations between teachers and students should be conducted in a spirit, which generally encourages mutual respect and eliminates pre-judgments of all kinds.

Visiting speakers

- Care should be taken to ensure that an appropriate variety of positive role models are presented to students.

L. Staffing

Langdon College provides a community service and is committed to ensuring equality of opportunity in employment and a high level of service for the local community. The aim of our Equality and Diversity Policy is to ensure that as far as possible the staff should reflect the local community:

- No applicant or employee should be discriminated against on the grounds of, for example, gender, disability, religion, nationality, ethnic or national origin, marital status, having dependants, age, trans-gender, sexual orientation, social class, trade union activity, political belief, being part-time or full-time
- Selection criteria and procedures are regularly reviewed to ensure that individuals are selected, promoted and treated on their merits and abilities
- All employees are given equality of opportunity and training to progress within Langdon College
- Employees understand their responsibilities and are given the training to develop their confidence and competence in operating this policy
- Procedures are in place and promoted for any employee who believes that they have been unfairly treated within the scope of this policy
- Targets are set within the context of this policy; monitoring arrangements are put in place to indicate that performance and outcomes are regularly reviewed by Langdon College

M. Recruitment

- Advertisements will use feminine and masculine pronouns and if illustrations are used must portray men and women, ethnic minorities and people with disabilities.
- All advertisements will make it clear that the Langdon College aim is to be an equal opportunities employer.
- Advertisements should state that Langdon College operates an Equal Opportunities Policy and welcomes applications from as wide a field as possible from suitably qualified candidates.
- Where posts are advertised externally, internal applicants will be considered on the same terms. Appropriate sections of the media will be used to reach a wide audience when advertising.

Selection

- All personnel responsible for interviews and selection should have received training in interviewing and equal opportunities issues.
- Interviewers should only have regard to the criteria listed in the person specification when determining whether to accept or reject a candidate.

Interviewers must not ask questions:

- About personal or home circumstances unrelated to the job
- About gender - e.g. pregnancy/child care plans; designed to test certain candidates more rigorously on the basis of gender, ethnicity or disability
- If an applicant with a disability is successful; every effort will be made to ensure suitable working arrangements are set up for the employee
- Concern over the feasibility of these arrangements should not be a factor influencing the outcome of the interview
- Interviewers will assess the applicant's commitment to equality and diversity
- "Informal" interviews are not permitted unless they are part of the selection process in which all candidates are given the same information and are treated equally

If any member of an interview panel considers discrimination has occurred, she/he should report it to the Personnel Officer and / or the Principal. No selection decision should be made until the issue has been resolved.

N. Training

Langdon College recognises that training is essential to maximise the effectiveness of its employees and will ensure that training needs are properly identified and adequately met. All employees will be encouraged to take advantage of the training facilities that are available and where appropriate will be given special training to progress within Langdon College.

All employees will be made aware of the Langdon College's EOP and will be given training and guidance in their responsibilities in implementing the policy.

O. Other Personnel Procedures

It is unlawful to discriminate in the operation of grievance, disciplinary, redundancy or dispute procedures. In all cases of this kind involving equal opportunities, the personnel manager and or Principal must be informed as soon as possible.

Accurate records gathered by Langdon College personnel will enable Langdon College to:

- produce reliable statistical data on the distribution of groups within the workforce and identify changes over time.
- report information regularly to LSC and trade union meetings (where relevant).
- review the operation of Langdon College's Equality and Diversity Policy.
- Use data in cases of grievance or at individual tribunals.

5. IMPLEMENTATION, MONITORING AND DEVELOPMENT

The implementation of the Equality and Diversity Policy is an integral part of all Langdon College practices and policies.

Langdon College undertakes:

- To record, analyse and publish quantitative data for each qualification relating to: recruitment; retention and achievement rates; student's destinations by gender, ethnicity and disability. This data will be available from Langdon College's MIS.
- To record and analyse quantitative data relating to recruitment and promotion of staff by gender, ethnicity and disability.
- To ensure that all programme areas and cross-curricular teams conduct an annual review of equality and diversity issues as part of the SAR process, using relevant data and involving all members of staff in the practical implementation of the policy.
- To ensure that as part of the SAR process each summer all teams set targets to improve any issues highlighted by the data and develop action plans to address them.
- To ensure that as part of the SAR process all teams evaluate the impact of measures taken to address issues arising from the data the following summer.
- To ensure that appropriate targets and actions are set in each team's SAR through the Curriculum Teams and SMT.
- To include Equality and Diversity criteria in lesson observations and grading of SAR's.
- To review once a year its policies, procedures and curricula to ensure that these reflect its commitment to equality and diversity.
- To provide encouragement, support, training and appropriate resources to enable staff to implement the policies.
- The outcomes of monitoring will be published on the Langdon College website and/or be available at reception and other appropriate places for the public to access.

6. Equality and Diversity Impact Measures (EDIMS)

- The targets in the SAR and the actions arising from them, known as EDIMS (Equality and Diversity Impact Measures), should be achievable; measurable and evaluated in the following SAR cycle. Actions, responsibilities and timescales should be clearly identified.
- EDIMS set by different areas are fed into the Langdon College Strategic Plan and 3 yr Development Plan via the SAR process and Senior Management Team Meetings.

7. Action Plan for the Equal Opportunity Policy

The College operates an action plan (as outlined below) to support its Equal Opportunities Policy.

In order to further this commitment Langdon ensures that:

- an Equal Opportunities Policy statement is displayed within the College and residences, and included in the information pack given to new students and staff;
- statistical reports relating to sex and gender, and people from ethnic communities will be monitored by the College;
- changes are made to recruitment, career development, training and curriculum development practices, where necessary;
- the equal opportunities code of practice is published and distributed throughout the College;
- the equal opportunities policy is monitored annually for its effectiveness in achieving the above objectives and monitoring is built into the quality management system;
- All reasonable adjustments to the provision and environment of the College and its homes will be made to ensure that all students and other people with a disability are not substantially disadvantaged.

8. Implementation

The implementation of the Equal Opportunities Policy, in respect of the recruitment of students, the curriculum and the employment of staff, is the responsibility of the Managers.

Denial or deliberate infringement of equal opportunities will result in the implementation of the disciplinary procedure for both students and staff.

Langdon College considers the provision of work experience to be of great importance to the development of participating students whilst standing them in good stead for pursuing paid employment at the end of their College life.

It is the responsibility of Langdon College to offer a varied and extensive choice of work experience settings, including Catering and Hospitality, Retail, Horticulture, Conservation, Working with Animals, and Hairdressing, offering long term placement to as many students as possible.

Priority must be given to ensure Year 3 students have access to work experience followed by Years 2 and 1.

A physical impairment would not preclude any student access to Work Experience sessions, however, behavioural problems, which might endanger students or the general public, would be deemed to be too great a risk for the College to condone.

Langdon is committed to ensuring that all work placements are both safe and suitable and, where necessary, students will be supported by Langdon staff. All students and staff involved will be provided with the necessary personal protective clothing and/or equipment, supplied by the College Work Placement Provider.

All Health & Safety issues pertaining to the world of work will be covered by short courses delivered by the local Connexions Officer and the College.

Extensive Health & Safety Audits will be carried out and recorded termly as well as Risk Assessments for each and every placement.

When a student attends a placement independently without Langdon Support the Work Placement Co-ordinator will carry out random spot checks ensuring the welfare of the student.

If appropriate, students will be transported to and from placement in the designated College vehicle; punctuality being of the utmost importance. Some students will travel independently when completed comprehensive travel assessments.

The College aims to achieve a minimum of 50% student access to work experience during an academic year. All references obtained from Work Placement Providers for students will be held on file to be used as and when necessary.

Signed:

Date:

Policy Review Date: November 2010