



Student Equality, Diversity and Inclusion Policy

2020-21

1.	Introduction	1
2.	Our Commitment to you is to... ..	1
3.	The Equality Act 2010.....	2
4.	Our Key Principles	2
5.	Compliance	3
6.	Monitoring and Reporting	3
7.	Accessibility	3
8.	Discrimination, bullying and harassment	4
9.	Appendix 1 - Glossary	5
10.	Appendix 2 - Equality, Diversity & Inclusion (EDI) Steering Group.....	6
11.	Appendix 3 – Standard provision for accessible and inclusive facilities	8
12.	Appendix 3 – Equality & Diversity Monitoring Form.....	9

1. Introduction

1.1 NMITE is committed in its pursuit of academic excellence to equality of opportunity and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. This commitment is underpinned by NMITE's [Shared Principles, Values and Behaviours](#) and additional information can be found in the 'about us' section of our website www.nmite.ac.uk

1.2 A Glossary of terms used can be found in [Appendix 1](#).

2. Our Commitment to you is to...

2.1 Create, foster, and promote a positive inclusive culture that promotes a mutual respect for each other and the values, beliefs, and individual differences we all hold. They are what make us individual and collectively are what creates diversity and strength within NMITE.

2.2 Ensure equal opportunities to students and employees of any age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

2.3 Actively encourage and will strive for equality and inclusion within NMITE and will not condone or tolerate discrimination or unacceptable behaviour. We have a tolerant and social culture that benefits everyone.



- 2.4 This policy will be monitored and reviewed annually by the [Equality, Diversity and Inclusion \(EDI\) Steering Group – Appendix 2](#); who ensure that equality, diversity and inclusion is continually promoted throughout NMITE. NMITE will review student recruitment practices and procedures when necessary to ensure fairness and to update policies to reflect any changes in legislation.

3. The Equality Act 2010

- 3.1 Underpinning the policy is The Equality Act 2010 which came into force on 1 October 2010 and the Public-Sector Equality Duty from 5 April 2011. The Equality Act established 9 'protected characteristics, on the grounds of which it is unlawful to discriminate against a person:

Age - A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

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

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

Marriage and civil partnership - Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

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

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

Religion and belief - religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - A man or a woman.

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

4. Our Key Principles

- 4.1 All students, applicants and employees will be:
- i. Treated fairly, respectfully and with dignity
 - ii. Recognised for the contribution they make as individuals and valued for who they are and what they will become



- iii. Will be supported within their study and/or workplace
 - iv. Provided with fair and equal access to programme delivery and student support services
 - v. Accountable for the impact of their own behaviour and actions and cognisant and aware of those around them to be good citizens of the NMITE culture
- 4.2 Leadership and commitment at all levels of the organisation are central to the success of the scheme to ensure we eliminate discrimination and seek to promote equality, diversity, and inclusion wherever we can. We look to everyone – staff and students – to act as a role model, to develop in themselves and in their work continued commitment to equality, diversity, and inclusion, and to challenge the inappropriate behaviour and attitudes of others.
- 4.3 All NMITE staff with leadership responsibilities have a responsibility to promote and implement the principles of this policy. They are also responsible for responding appropriately to any reports of harassment or discrimination and ensuring issues are dealt with in a timely fashion through appropriate channels and processes.

5. Compliance

- 5.1. As a Public body, NMITE has additional duties to promote equality – The Equality Duty. The Equality Duty requires NMITE to have ‘due regard’ to the need to:
- **Eliminate Unlawful Discrimination**, harassment, and victimisation on the grounds of a protected characteristic
 - **Advance equality of opportunity** between people who share a protected characteristic and those who do not; and
 - **Foster Good relations** between people who have a protected characteristic and people who do not.
- 5.2. Equality Impact Assessments (EIA) have been completed to support our commitment to the Equality Act 2010, these can be provided upon request.

6. Monitoring and Reporting

- 6.1. Using the [Equality & Diversity Monitoring Form](#) NMITE will monitor the recruitment and progress of all students and staff, collecting and collating equalities information and data as required by law and for the furtherance of NMITE’s equality aims and objectives.

7. Accessibility

- 7.1 NMITE will ensure that services and information are accessible to everyone; it has an agreed standard of accessible and inclusive facilities for all of its learning sites – Appendix 3. Documents will be provided in other suitable alternative formats where possible.
- 7.2 NMITE will make reasonable adjustments to learning and assessment to ensure that students with a disability are not put at a disadvantage. Reasonable adjustments are also available for students who might not consider themselves to



have a 'disability' but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition. It is your responsibility to notify NMITE if you believe you require reasonable adjustment, and you are encouraged to make a request as early as possible by contacting [Student Support Services](#).

8. Discrimination, bullying and harassment

- 8.1 NMITE emphasises that discrimination, bullying, and harassment is unacceptable conduct which may lead to disciplinary action under the Student Disciplinary Policy & Procedure [insert hyperlink]. Please also refer to the Student Anti-bullying and Harassment Policy [insert hyperlink].
- 8.2 Any student who feels that they have not been treated fairly should discuss this with a member of the Student Support Services Team or their Personal Tutor.
- 8.3 If this approach does not solve the issue, the employee should raise the issue through the Student Complaints Resolution Procedure [insert hyperlink]. Investigations of a complaint will be handled sensitively with due respect for the rights of all parties involved. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the appropriate procedure.
- 8.4 NMITE will ensure that individuals who make such allegations in good faith will not be victimised or treated less favourably as a result. If it is resolved that the allegations of unfair treatment under the policy are unfounded but have been raised in bad faith against an alleged person, the initial complainant may be subject to disciplinary action.



9. Appendix 1 - Glossary

Protected characteristics – A characteristic or trait of a person which may not be used as a basis for decision making in the workplace and, if used might constitute unlawful discrimination. Section 4 of the Equality Act 2010 defines the following groups as protected characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief (including lack of belief), Sex and Sexual Orientation.

Direct Discrimination – occurs if you treat someone less favourably than someone else has been treated (or would be treated) because the person belongs to one of the protected groups.

Indirect Discrimination – occurs when an organisation makes a decision, or puts in place a particular policy, practice or procedure, which appears to treat everyone equally, but which in practice leads to people from a particular protected group being treated less favourably than others.

Harassment - Harassment is unwanted behaviour by one or more people, whether intentional or not, which violates a person's dignity and created a feeling of anxiety, humiliation, distress, or discomfort. It has three common features:

- It is unwelcome
- It makes the environment intimidating, degrading or offensive
- It is unacceptable to the complainant.

Bullying - is a form of harassment and describes a threatening or intimidating environment in which one or more people may become fearful because of negative or hostile behaviour.

Victimisation – is where an employee is treated less favorably than others because they have asserted legal rights against NMITE or assisted a colleague in doing so. For example, victimization may occur where an employee has raised a genuine grievance against NMITE and is demoted as a result.



10. **Appendix 2 - Equality, Diversity & Inclusion (EDI) Steering Group**

10.1 NMITE are committed to the fulfilment of our Public Sector Equality Duty, the responsibility for the coordination and implementation of this Equality Scheme lies with the EDI Steering Group Chair who is accountable to the Board. The EDI Champion and Executive Lead is the Chief of External Engagement.

10.2 Public Sector Equality Duties

The Equality Act 2010 broadens the Public Sector Equality Duties to cover all protected characteristics (except Marriage and Civil Partnership). Section 149 required public sector bodies to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by or under the Equality Act 2010
- Advance equality or opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

10.3 The purpose of the EDI Steering Group is to provide leadership to NMITE's EDI agenda. This includes:

- Setting strategic direction for NMITE in connection with EDI.
- Promoting & aligning EDI activities with NMITE's aspirations and values.
- Raising the profile of the EDI Steering Group and EDI activities at NMITE and the wider community.
- Monitoring diversity data, highlighting EDI trends and recommending best practice solutions.
- Aligning the work of the different areas of focus across EDI to ensure a joined-up approach.
- Reporting to the Board and SLT as appropriate.

10.4 The EDI Steering Group members' duties include:

- Contribution to and defining the direction of NMITE's EDI strategy.
- Responsibility for ensuring practices and policies underpin delivery of NMITE's Equal Opportunities and Dignity in the Workplace Policy and other relevant policies.
- Sharing EDI best practice and lessons learned throughout the organisation.
- Developing the business cases for our continued commitment to EDI and supporting the implementation of new policy, training and other resources required to improve our EDI performance.
- Promoting internal and external EDI events for our people, learners, and other stakeholders to benefit from.



- Promoting a culture of inclusive leadership, supporting our line managers across the organisation to help fulfil our objective of creating an inclusive working environment.
- Act as Ambassadors and Role Models for EDI at NMITE and with partners.



11. **Appendix 3 – Standard provision for accessible and inclusive facilities**

To ensure equality across all sites, wherever feasible¹, NMITE commit to the following model of accessible and inclusive facilities within all NMITE developments which are designed for either the sole or joint function of learning.

- i. Ease of movement - to provide step free/level access to all buildings with the provision of a lift to upper floors.
- ii. Toilet + shower facilities - to provide both gender neutral and discreet single sex toilet and shower facilities
- iii. Hearing Impairment - to install hearing loops or portable hearing devices in appropriate settings.
- iv. Faith and reflection room - to provide a multi-faith and reflection room to supplement local community provision.
- v. First Aid & Quiet Room - to provide a multi-purpose space which can be used as a first aid point and a private space for student, staff, or visitors to meet their personal needs, for example to self-administer medication or breastfeeding.
- vi. Baby changing facilities - to provide a minimum of one baby changing unit.
- vii. Accessible parking bays - to provide a minimum ratio of accessible parking bays.
- viii. Residential Accommodation
 - To provide a minimum ratio of 1:20 fully accessible student accommodation bedrooms in line with legislative specifications in terms of size and facilities
 - Communal areas will be designed to allow ease of movement with kitchens having adjustable height surfaces, storage, and cooking facilities

¹ When considering feasibility NMITE will undertake an assessment of size of the premises, capacity (students/staff) and its proximity to other NMITE premises.



12. **Appendix 3 – Equality & Diversity Monitoring Form**

Students will not be discriminated against on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. The information that you provide on this form will help us monitor equality and diversity policies and make sure it is working in practice. It will be treated in strictest confidence and forms no part of the selection process.

Data Protection Act 2018

The data collected in this form will only be used for the purpose of statistical monitoring. This information will only be retained for as long as is considered necessary for monitoring purposes and then it will be destroyed. At all times it will be kept in accordance with the Act.

What is your gender?

- Male
- Female
- Other (please specify) _____
- Prefer not to say

What is your age?

- 16-24 years
- 25-29 years
- 30-44 years
- 45-59 years
- 60-64 years
- 65-74 years
- 75+ years
- Prefer not to say

Do you have a disability, long-term illness, or health problem (12 months or more) which limits daily activities or the work you can do?

- Yes
- No
- Prefer not to say

If yes, please specify:



- Learning difficulty (e.g. dyslexia)
- Learning disability
- Mental ill health
- Mobility difficulty
- Progressive/chronic illness (e.g. MS/Cancer)
- Sensory Impairment
- Prefer not to say

How would you describe your national identity?

- English Scottish British
- Welsh Northern Irish Irish
- Prefer not to say
- Other (please specify):

What is your sexual orientation?

- Heterosexual Gay Prefer not to say
- Bisexual Lesbian Other (please specify):

What is your religion or belief?

- Agnostic Atheist Bahai
- Buddhist Christian Humanist
- Jewish Muslim Pagan
- Rastafarian Scientologist Sikh
- Zoroastrian No religion or belief Prefer not to say
- Other (please specify):

How would you describe your ethnic group? (tick one box only):

- White** British Irish Traveller Romany/Gypsy
 Other White background (please write in):

.....

- Black or** African Caribbean
Black British Other Black background (please write in):

.....

- Indian Pakistani Bangladeshi



- Asian or Asian British** Other Asian background (please write in):
.....
- Chinese or Chinese British** Chinese
 Other Chinese background (please write in):
.....
- Mixed or Mixed British** White & Black White & Black Caribbean
 White & Asian White & Chinese
 Other Mixed background (please write in):
.....
- Other** Any other background (please write in):
Prefer not to say

What is your marital status?

- Civil partnership Single
 Cohabiting Widow(er)
 Married Separated
 Prefer not to say
 Other: