City College

NOTTINGHAM

everyone smiles in the same language

POLICY AND PROCEDURES	EQUALITY, DIVERSITY & INCLUSION (EDI)
POLICY NUMBER:	MA/U8
ACCOUNTABILITY:	EDI MANAGER
COMPILED BY:	SARAH BERRY
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APPROVED BY: SIGNED:	RON BELL *R. Bell*
LAST UPDATED BY:	Kevin Rowland
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EQUALITY, DIVERSITY AND INCLUSION POLICY AND PROCEDURES

"diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their colour" Maya Angelou

"Inclusion works to the advantage of everyone. We all have things to learn and we all have something

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character" Martin Luther King, Jr.

Without prejudice
Difference Dignity **Belong**
Respect Fair Understanding
Equal Tolerance Unique

CONTENTS

1.0   Purpose

The purpose of this document is to set out City College Nottingham's core values and commitment to Equality, Diversity and Inclusion (EDI), how it will meet and monitor those commitments, and its legal obligations as a provider of education services.

Readers are referred to the Information Booklet entitled *"Equality, Diversity and Inclusion – What you Need to Know"*, for key Information, Advice and Guidance on EDI legislation, support and definitions (Appendix 1). A Glossary (explanation) of some key terms is provided in Appendix 2.

The Policy has been published following a Consultation exercise in which learners, staff and other stakeholders were invited to provide feedback. The feedback received was evaluated and acted upon to produce this final version, which was subsequently approved by the College's Board of Trustees.

2.0   Legislation and Codes of Practice

Legislation and Codes of Practice relevant to this policy include:

- The Equality Act 2010
- The Human Rights Act 1998
- The Protection from Harassment Act 1997
- The Disability Discrimination Act (DDA) 1995 (and amendment to DDA 2005)
- Technical Guidance on Further and Higher Education – Equality and Human Rights Commission
- Rehabilitation of Offenders Act 1974 (Exemptions Order) 1975
- Serious Crimes Act 2015 (FGM)
- Counter-Terrorism and Security Act 2015 - Legislation

3.0   Allied Policies

This Policy and Procedure underpins every aspect of the College's work, and all of its processes, systems, policies and procedures. Nevertheless, particular Policies and Procedures that should be read in conjunction with this document include (but not exclusively):

AC-U4 Data Protection
MA-U1 Access to Assessment (incorporating Reasonable Adjustments and Special Considerations)
MA-U15 Health & Safety
MA-U22 Admissions and Enrolment
MA-U25 Safeguarding Vulnerable Groups / Prevent
MA-U27 Support for Learners
HR-U1 Staff Recruitment and Selection
HR-U2 Staff Performance Management
HR-U4 Staff Training and Continuous Professional Development

4.0   The Protected Characteristics

It is unlawful to discriminate against a person (directly or indirectly) on any of the following grounds:

- *Age*
- **Disability*
- *Gender/Sex* (i.e. male or female)
- *Gender reassignment* (whether intended or actual)
- *Pregnancy and Maternity*
- *Race*
- *Religion or belief*
- *Sexual orientation* (i.e. lesbian, gay, bi-sexual or heterosexual)
- *Marriage and civil partnership*

These are the "*Protected Characteristics*", *Equality Act 2010*.

5.0   Our Responsibilities as a College and as an Employer

City College Nottingham is required to comply with the Equality Act 2010 as both an Employer, and a Training Provider. In the exercise of its functions as a provider of educational services, it adopts the key principles laid out in the "**Public Sector Equality Duty**" (2011), which requires public bodies, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups, including tackling prejudice and promoting understanding

6.0   The College's Core Values, Principles and Commitment to the achievement of Equality, Diversity and Inclusion

The College has a long history and record of providing Equality of Opportunity in training and education, and has a multi-national, multi-lingual, multi-racial, and multi-cultural learner and staff population. This has been supported through the College's *Core Values, principles,* and *commitment* to the achievement of Equality, Diversity, and Inclusion, which are to:

- develop a learning environment which is fair, accessible and free from discrimination and harassment
- foster a culture of mutual understanding and respect, nurturing multi-cultural awareness and celebrating diversity
- ensure that all learners and prospective learners feel welcome and valued
- ensure that learners feel that they belong equally in the College's community

- ensure that the College's buildings and facilities are accessible to people with disabilities
- support all learners and staff in meeting their learning and development needs, and to fulfil their potential
- support social and economic inclusion and integration
- challenge and eliminate all forms discrimination and harassment
- provide staff with appropriate training to raise awareness, and support policy implementation
- foster attitudes and behaviours amongst staff and learners, that embrace and embed Equality, Diversity and Inclusion in everyday life, learning and work

6.1 *Commitment Statement*

"City College Nottingham will strive to achieve a harmonious working and learning community, where everyone feels included and welcomed, respected and valued, is treated fairly, without prejudice or discrimination, in an environment within which he/she can be themselves and feel equally supported in achieving their personal objectives in life, learning and work"

7.0 Our Policy – how we will aim to achieve this

City College Nottingham will have a zero tolerance policy on discrimination.

We will strive to meet our commitment to EDI by:

- actively promoting our services, learning and employment opportunities to the local and wider community in ways which encourage participation, inclusion and integration, particularly for those who are most at risk of social and economic exclusion
- developing a curriculum which supports inclusion, and enables learners to make choices which support their individual needs effectively
- developing robust processes and procedures which identify individual learners needs early on, and address those needs through targeted support
- recruiting bi- or multi-lingual Tutors wherever possible, for provision which engages learners with English as a second language
- ensuring that all teaching and learning materials and assessment methods are designed to help learners learn, develop, achieve and progress, and that these materials are not discriminatory through either language or use of inappropriate or offensive imagery.
- producing teaching and learning materials in accessible English, publishing key documents in Large Print (including this Policy), and using translation wherever practical and possible, especially where it meets the needs and enhances the learning experience of the target audience

- producing "Easy Read" simplified versions of key documents (including this Policy), to improve access by English Language/ESOL learners, and individuals who have literacy barriers or other special educational needs (e.g. Learners with Learning Difficulties or Disabilities)
- actively monitoring teaching, learning and assessment practice (including through graded observations) to ensure that EDI is effectively promoted and incorporated into the planning and delivery of lessons, and that robust evidence is captured.
- recognising religious holidays and family life as far as possible, through flexible and sensitive course timetabling
- promoting inter-cultural awareness, integration and respect through EDI friendly teaching and learning strategies, and developing a programme of inter-College events, extra-curricular activities and awareness raising activities and dialogues, which celebrate diversity and improve understanding of different cultures and faiths
- challenging and addressing discriminatory behaviours, prejudices and stereotyping
- ensuring that the values stated in this policy are upheld and fully embedded across the College's operational, administrative and managerial systems, processes, policies and procedures, including governance
- ensuring that every effort is made to make *Reasonable Adjustments* for learners with particular needs, through the fair adaptation of service provision to enable those learners to have access to the facilities, resources, tools and equipment which will enable them to participate, progress and achieve successfully and on equal terms, subject to funding constraints and budget limitations
- appointing a named Senior Manager with overall responsibility for Equality, Diversity and Inclusion within the organisation
- encouraging and promoting the creation of "EDI Champions" – individuals from the organisation who are innovators and leaders in EDI practice, who pro-actively contribute to awareness raising, breaking down barriers, challenging and changing negative behaviours and attitudes, and make a significant contribution to achieving the College's commitment to EDI

8.0   Scope and Application

This policy applies to all individuals who are engaged in activity at, or who provide a service for or on behalf of City College Nottingham i.e.

- *Staff - across all delivery, administrative, managerial and support services, regardless of role or contracted hours
- External Contractors – such as for maintenance
- Volunteers
- Visitors
- Learners
- *Employers (i.e. for work based learning and apprenticeships)
- Persons representing Partner organisations

*For the purposes of this Policy, a **Staff** member is deemed as an individual in the paid service of the College, whether as an Employee, Self Employed Contractor, Consultant or temporary Agency or Supply worker

The range of the policy covers all operational activities and functions of the College, and across the learner journey from Initial Advice and Guidance through to completion and destination aims.

NB. *Employers are independently responsible for their own compliance to EDI legislation; nevertheless, as they employ individuals who are also learners of the College, the College's Policy is also applicable to them.

All employees of the College have a responsibility to ensure that they challenge and report any inappropriate (non-compliant) behaviour by any individual, to the EDI Manager. This includes persons not directly employed by the College (such as contractors, learners, volunteers, visitors)

9.0   Access to this Policy

This Policy, and the supporting "Equality, Diversity and Inclusion – What you Need to Know" Information Booklet, will be:

- freely accessible
- published on the College's website (in the public area)
- issued to staff at Induction via a paper based and/or electronic soft copy
- available from Reception Services, as a paper based "hard" copy
- available in Large Print (on request)
- available as an "Easy Read" version (on request)

The College's EDI "Commitment Statement" will also be promoted on Notice Boards, in classrooms and workshops, in Reception and other public areas, and in Learner, Staff and Employer Handbooks.

10.0   Responsibilities

All staff have a responsibility to ensure that this policy is implemented, that they fully understand it, and know how to apply it confidently and competently in their daily work. In this respect, Staff members will be asked to sign a Disclaimer Statement (Appendix 3) to confirm acknowledgement and understanding. This document may also be used for learners.

Tutors, Assessors and Additional Learning Support staff have a particular responsibility and accountability to ensure that (for learners):

- initial advice and guidance is impartial and unbiased
- initial assessment is effective in identifying potential or actual learner needs
- learner needs are effectively met in the classroom and workshop through the adoption of teaching, learning and assessment strategies which support differentiation and individualised learning, as far as possible

- appropriate Reasonable Adjustments are made for learners with particular needs, including for assessment

Managers have a particular responsibility to monitor front line practice, to challenge non-compliance and to report concerns to the Equality, Diversity and Inclusion Manager.

11.0 EDI Manager

The College's EDI Manager at the time of publication of this Policy, is *Kevin Rowland* (see also Section 16 for contact details)

12.0 Non-Compliance

The College will operate a zero tolerance policy on discrimination within its community.

Learners, Staff and other personnel who do not uphold this policy, i.e. they participate in discriminatory behaviour or action, or incite discriminatory behaviour or actions in others (whether directly or indirectly), should expect to be challenged and may face disciplinary action being taken against them, in line with the College's Disciplinary Policy and Procedures and current Employment Law.

Discriminatory behaviours by external contractors or employers may result in contracts either being terminated or not renewed.

13.0 Measuring the Effectiveness of this Policy

The College will take steps to ensure that this Policy has been effectively implemented and is measured for impact.

The results of the evaluation will be fed into the College's Self-Assessment process and Quality Improvement Plan, as part of its Continuous Quality Improvement strategy.

13.1 *Collection, Monitoring and Evaluation of Equality and Diversity Data*

The College will collect and use both qualitative and quantitative information to evaluate its performance against its policy aims and objectives:

Qualitative Feedback

Learner Voice
Learners will be asked about their experiences and provided opportunities to give feedback through learner voice activities (including fora), at progress and Tutorial Reviews, and via the learner support/welfare team.

Employer Voice
Employers will be asked about their experiences and provided opportunities to give feedback through a range of Employer Voice activities, including the completion of periodic surveys and questionnaires.

Staff will be invited to share their experiences at induction, at performance appraisal (i.e. Professional Development Review (PDR)), by discussion with the EDI Manager, and by any other appropriate means.

Grievances and Complaints

Grievances and Complaints from learners, employers or staff will be monitored for any actual or underlying EDI issues.

Quantitative Data

The College will gather, collate and analyse information in relation to learner and staff ethnicity, gender, age, disability, race, sexual orientation and religion, in order to monitor its performance in achieving Equality, Diversity, and Inclusion in learner and staff recruitment, and to identify and address any areas of possible exclusion or failure to meet policy objectives.

Data for both Staff and Learners will be collected once annually.

All EDI data held will be compliant to Data Protection legislation, and in accordance to the The Privacy and Electronic Communications Regulations 2003.

Statistical and/or other EDI Reports generated from these analyses may be shared with funding partners or other stakeholders.

14.0 College Disclaimer Statement

As City College Nottingham is a private College, not a statutory (Public) College, we may not be able to provide some programmes/courses to learners aged 18 or under, due to funding and contractual limitations or restrictions.

All learners are subject to eligibility and entitlement (to funding) screening, and places on all programmes/courses are subject to funding confirmation and financial viability.

All potential employees will be vetted through the Disclosure and Barring Service (DBS). Where a criminal record or other disclosure is identified where that individual poses a significant safeguarding risk, the College has the right to refuse or terminate employment on safeguarding grounds.
A full Safeguarding Risk Assessment record will apply to staff/volunteers/learners where risks are identified that may pose a significant rick to others within the College. (not linked to full barring disclosure)

15.0 Staff Training

- A copy of this Policy will be provided to all staff and volunteers at induction, either paper based and/or electronically.
- All staff will be required to undertake EDI training at any time, as part of their Continuous Professional Development (CPD), and this will be a condition of their contract. This training will be provided as either an on-line activity, through attendance at an internal or external course, and/or through completion of a distance learning programme, or a combination of all three.
- All records of EDI training will be retained by the Human Resources Manager, in line with the College's Staff Training and Development Policy and Procedures.

16.0 What to do if you feel that you have been subject to discrimination?

If you feel that you have been unfairly treated or you have observed discriminatory behaviour in any form, either by a Staff member or a learner, you are encouraged to bring this to the attention of the EDI Manager immediately. The College will investigate any alleged discrimination, and take any necessary follow up actions. All EDI concerns will be treated in confidence, as far as possible.

Mr. Kevin Rowland
EDI Manager
City College Nottingham
Carlton Road, Nottingham
NG3 2NR

☎ 0115-9101472/☎ 0115-9101455
E-mail: kevin@ccn.ac

17.0 **FGM Guidance**

Serious Crime Act 2015 came into force. Updated from previous versions

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:
- The right to anonymity for victims
- The offence of failing to protect a girl aged under 16 from the risk of FGM
- The provision of Female Genital Mutilation Protection Orders (FGMPO); and
- The duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For staff/volunteer discovering FGM it will occur from a disclosure and not a physical examination.

18.0 **Prevent within EDI**

City College Nottingham is a community led education provider working within Nottinghamshire and Derbyshire, supporting young and vulnerable people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of students make it crucial to be actively involved in the Prevent strategy. The College has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the College and British values which make our community successful such as respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

This strategy has five key objectives:

1. To promote and reinforce College and British values; to create space for free and open debate; listen and support the learner voice and enable students to develop their self-knowledge, self-esteem and self-confidence.

2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.

3. To ensure student safety and that the College is free from bullying, harassment and discrimination.

4. To provide support for students who may be at risk and appropriate sources of advice and guidance.

5.   To ensure that students and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

19.0 Policy Review

This policy will be reviewed at least once annually, or as needed, in the event of legislative changes.

20.0 Further Reading and Support

This document has been deliberately set out to relay the principles and policy of the College in a clear, concise, and accessible way, which is not cumbersome to read and is understandable to all stakeholders. It is not meant to be exhaustive in either depth or detail. However, if you require further information, greater clarity or particular guidance in any area, there is extensive further reading in Equality, Diversity and Inclusion available.

Please see the Information Booklet entitled *"Equality, Diversity and Inclusion – What you Need to Know"*, for key Information, Advice and Guidance on EDI legislation, support and definitions (Appendix 1).

Appendices

Appendix 1:
* *"Equality, Diversity and Inclusion – What you Need to Know"* Information Booklet

Appendix 2:
* A Glossary (explanation) of key terms

Appendix 3:
* City College Nottingham Staff/Learner Disclaimer Statement

Appendix 1

Information Booklet entitled *"Equality, Diversity and Inclusion – What you Need to Know"*,

Helplines and Websites

The Equality and Human Rights Commission

the body for equality and human rights in the UK.
Helpline: ☎ 0808 800 0082
Website: http://www.equalityhumanrights.com/

The Equality Advisory and Support Service

provides free advice, information and guidance to individuals on equality, discrimination and human rights issues.

Helpline: ☎ 0800 444 205
Website: http://www.equalityadvisoryservice.com/

The Campaign for Real Education

A voluntary organisation which campaigns for higher standards and more parental choice in state education

Helpline: ☎ 01435 830109
Website: http://www.cre.org.uk

For Legislation and Codes of Practice

Website: http://www.legislation.gov.uk/

Every effort has been made to ensure that the information provided in this booklet is accurate and up to date at the time of publication.

Equality, Diversity and Inclusion

What you Need to Know

An Information Booklet for learners, Staff and other stakeholders

everyone smiles in the same language

Version 3, April 2015

The Equality Act 2010

The *Equality Act 2010* (the Act) came into force on 1st October 2010. The Act simplified the law, by bringing together, extending and replacing all the legislation that was *previously in place, with one, single Act, which covers England, Scotland and Wales.

The Act helps achieve equal opportunities in the workplace and in wider society, by banning unfair treatment and discrimination in access to employment, and to private and public services (including education) regardless of "*Protected Characteristics*".

*The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations (& Race Relations Amendment) Acts 1976/2000, The Disability Discrimination Act 1995, The Employment Equality (Religion or Belief) Regulations 2003, The Employment Equality (Sexual Orientation) Regulations 2003, The Employment Equality (Age) Regulations 2006, The Equality Act 2006 (Gender Equality Duty), The Gender Recognition Act 2004

The Protected Characteristics

It is unlawful to discriminate against a person (directly or indirectly) on any of the following grounds.

- *Age*
- *Disability*
- *Gender/Sex* (ie male or female)
- *Gender reassignment* (whether intended or actual)
- *Pregnancy and Maternity*
- *Race*
- *Religion or belief*
- *Sexual orientation* (ie lesbian, gay, bi-sexual or heterosexual)
- *Marriage and civil partnership*

In reality, both discrimination (or perceived discrimination) and prejudice can happen against any individual, including divorcees, widows/widowers, those on low incomes, the unemployed and other groups, but only the Protected Characteristics are covered by the Act.

*where a disability is a mental or physical impairment that has a long term and substantial adverse effect on a person's ability to carry out normal day to day activities (Disability and Discrimination Act 2005 definition)

 (NB: Marriage and civil partnership is also listed as a "Protected Characteristic" under the Act, but this does not apply to further and higher education - source ref: Equality and Human Rights Commission)

What is Equality, Diversity and Inclusion?

- *Equality* is about fairness and fair access to the same opportunities.
- *Diversity* is about recognising that the human population is diverse, that people are not the same but very different, and that every individual is unique.
- *Inclusion* is about individual recognition, that everyone needs to be taken account of, and equally valued.

Equality, Diversity and Inclusion (EDI) is about ensuring that the *differences* between individuals (whether visible or non-visible) are recognised and embraced, that each and every individual is treated *fairly*, with dignity and *respect*, free from discrimination, harassment, victimisation and bullying, and that individuals are

able to access the same opportunities, regardless of their individual characteristics, differences or disability. This means that, in order to achieve equality of opportunity, some individuals may need to be treated differently to ensure fairness (such as through a Reasonable Adjustment), so that they are able to access the same opportunities without discrimination.

What is Discrimination?

Discrimination is about treating people unfairly because of perceived or actual differences between individuals.

Discrimination can take many and multiple forms:

Direct Discrimination – treating a person less favourably than another because of a protected characteristic

Discrimination by Association – treating a person less favourably than another because they have an association or relationship with a person with a protected characteristic

Discrimination by Perception - treating a person less favourably than another because of an "assumption" or unfounded "thought" that that person has a protected characteristic

Indirect Discrimination – a policy or practice that has an unjustifiable, positive or negative impact on a person with a protected characteristic, compared to someone else ie there is an unfair bias against that individual

Discrimination arising from a Disability – treating a disabled person unfavourably as a result of their disability

Failing to make Reasonable Adjustments – failure to make reasonable adjustments for an individual with a protected characteristic to enable them fair access to employment or services, is another form of discrimination. Making Reasonable Adjustments is also a requirement for compliance to the Disability Discrimination Act 1995 (and amendment 2005)

Harassment – unwanted and unsolicited behaviour or language used by someone, which is hostile, degrading, humiliating, upsetting, or offensive. Harassment is also applicable to people who do not have a protected characteristic, but who find the behaviour of others offensive, even if the behaviour or language is not directed at them. Bullying is a form of harassment, regardless of what form it takes, including on-line (cyber-bullying).

Victimisation – treating someone unfavourably because they have taken, or might take, action under the Equality Act, or supporting someone who is.

Methods of Discrimination

All of the above types of discrimination and harassment can occur in a variety of different ways:

- Verbally – either face to face or behind someone's back

- Non-verbally (ie. the use of negative Body Language or facial expression
- Written – on paper, or via electronic means (see also below)
- Behaviour – an individual's actions and conduct around others
- Attitude - an individual's perspective (way of thinking), often influenced through conscious or sub-conscious prejudices and stereotyping
- On Line (e-bullying or cyber-bullying) - discrimination and harassment are now increasingly prevalent on the internet, through computers, hand held electronic devices and mobile/smart phones, such as via social media (eg. Facebook, Twitter etc) and internet chat rooms, where perpetrator's can more easily target victims and hide their identity.

Further Information, Advice and Guidance

If you require further information, greater clarity or particular guidance in any area, there is extensive further reading in Equality, Diversity and Inclusion available.

FREE guides are available to download from the Equality and Human Rights Commission website, the body for equality and human rights in the UK.

For learners:

"What Equality Law means for you as a student in further or higher education" – also available to download from the College's website www.citycollegenottingham.com, or ask Reception Services for a hardcopy.

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/fehe_user_guide.pdf

For staff and other stakeholders:

"What Equality Law means for you as an education provider - further or higher education"

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/nsg_fhe_provider_version_am_final_281011cm_beo_comments_rcchecked_2_.doc

"Technical guidance on further and higher education"
http://www.equalityhumanrights.com/uploaded_files/EqualityAct/technical_guidance_on_further_and_higher_education.pdf

Equality and diversity in adult and community learning – a guide for managers (Reisenberger A & Dadzie S (2002)), published by NIACE:
http://archive.excellencegateway.org.uk/pdf/A1181.pdf

Information and guidance on the Equality Act 2010, including age discrimination and Public Sector Equality Duty (Department for Culture Media and Sport and Government Equalities Offices)

https://www.gov.uk/equality-act-2010-guidance
http://www.legislation.gov.uk/ukpga/2010/15/section/149

Appendix 2

A Glossary (explanation) of some key terms used in the EDI Policy and Procedures document.

Accountable	ultimately responsible (for)/answerable to
Adjustment	make a change/adapt/modify something
Adoption	make use of/take up
Competently	to do something well, has skills level at required standard
Compliance	meets or exceeds requirements/standards
Consultant	a person who is engaged with specialist skills, knowledge or expertise to provide a temporary and/or specialist service
Contractor	a person or company who provides a service or services under an agreement
Cultural	a way of life, lifestyle
Cumbersome	difficult, hard-going
Differentiation	recognise differences between people and adapt behaviour to ensure the needs of different people are met
Disclaimer	to waive/discount, to be exempt from
Discrimination	to treat someone differently
Diversity	variety, many different forms
Eligibility	to be able to access a service by being able to meet particular requirements
Enhances	increases, improves
Entitlement	to have the right to/qualify for something
Exclusion	left out/ not included
Exhaustive	comprehensive/fully covered/complete
Fora/Forum	Fora – plural of forum - a group meeting for open discussion, in which to express opinion
Governance	Management/control/oversight of (in the context of this policy, by persons who are not staff of the organisation ie the Board of Directors)
Grievance	being unhappy or concerned about something
Harassment	to cause torment or upset, to annoy or pester
Inclusion	to include or belong
Innovator	a person who has and/or introduces new ideas or concepts
Integration	joining in, merge with others
Legislation	what the law says/a set of rules or regulations
Non-Compliance	not as is required/does not meet the standard needed
Prejudice	a perception or belief about someone because of their characteristics
Quantitative	numerical
Qualitative	descriptive
Safeguarding	to keep safe, protection of a person or persons against harm or threat
Stakeholder	a person or organisation that has an interest in the College's work
Stereotype	putting a person into a category (group) because of their characteristics or behaviour
Viability	workable (often used in financial/money terms)
Victimisation	being specifically selected

Appendix 3

City College Nottingham Staff/Learner Disclaimer Statement

I have read and understood the City College Nottingham Equality, Diversity and Inclusion Policy and Procedures

Staff/Learner Name: ……………………………………………………

Occupational Area: ……………………………………………………

Dated: …………………………………………………….

Date added to HR/P file: …………………………. (staff only)