

FAIRNESS

OPPORTUNITY

RESPECT

Equality, Diversity & Inclusion

Interactive Staff Information Booklet 2018

Equality, Diversity & Inclusion definitions

EQUALITY

- Providing a level playing field for disadvantaged groups to ensure fairness and foster respect.
- The approach is centred on:
 - Equality of opportunity (access).
 - Equality of process (experience and treatment).
 - Equality of outcome (achievement).

DIVERSITY

- Valuing everyone as a unique individual and celebrating this difference.
- Managing diversity successfully will help organisations to nurture creativity and innovation and thereby tap hidden capacity for growth and improved competitiveness. After all, people perform better when they can be themselves and their contributions are valued.

INCLUSION

- Social exclusion is the outcome of multiple deprivation, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live.
- Inclusion in education is regarded as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion.

Equality, Diversity & Inclusion Statement

Launched in September 2015, City of Glasgow College's Equality, Diversity & Inclusion (ED&I) Statement is:



This statement is derived from one of the College values and the components of the Public Sector Equality Duty (PSED).

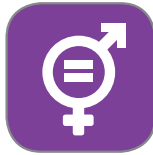
See pages 23 - 27 for more details.

What are the College Values?

Equality, Diversity & Inclusiveness is a core value of the City of Glasgow College. As a college we value:



The Individual



**Equality, Diversity
& Inclusiveness**



**Integrity, Honesty
& Transparency**



**Excellence &
Achievement**



Partnership



**Innovation &
Enterprise**

What are the College behaviours?

In conjunction with students and staff, we have identified **behaviours to support each of our values** and promote a positive culture for everyone.

Our expected behaviours for Equality, Diversity & Inclusiveness are:

- **Be fair.**
- **Respect others and consider differences.**
- **Appropriately challenge unwanted behaviours.**

Adopting these positive behaviours will help to create an inclusive and supportive environment for everyone.

During your time at College you should expect all staff, students and visitors to demonstrate these behaviours.



Why do we need this booklet?

City of Glasgow College is committed to ED&I, as outlined in our Strategic Plan, ED&I Initiative, ED&I Policy and responses to relevant statutory duties.

However, as our own behaviour affects other staff and students at City of Glasgow College, it is important to reinforce our commitments and expectations to provide everyone with meaningful information, encouraging local ownership of ED&I.

The purpose of this booklet is to provide a summary of ED&I information, with a focus on expected behaviours, and to signpost staff to other useful ED&I resources.

This booklet is your personal copy. Please read it carefully and keep for future reference.

Why are ED&I so important to the College?

We value and advance Equality, Diversity & Inclusion for everyone, across all of protected characteristics, defined under the Equality Act (2010) as: Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; and Sexual orientation (see pages 32 and 33 for further information).

An organisation which effectively commits to and manages ED&I results in real people benefits, improved corporate performance and an enhanced reputation.



A diverse workforce, representative of the communities the College serves is one which is extremely productive. Indeed, there are 7 main benefits of Equality, Diversity & Inclusion (ED&I):

MORAL & ETHICAL

A commitment to ED&I is unashamedly the right thing to do.

LEGAL

There is a legal requirement to ensure fair treatment for all staff, students and visitors.

STAFF

Commitment to ED&I allows an organisation to recruit, develop, engage with and retain the best people for the job.

CUSTOMER

Organisations develop a proven track record for being able to meet diverse and ever-changing customer needs.

DECISION MAKING

Diversity of thought is often more important than sheer talent in making better decisions and creating better outcomes.

PRODUCTIVITY

People perform better when they can be themselves.

REPUTATION

Organisations develop a positive corporate reputation as champions for ED&I.



What has it got to do with me?

Who is responsible for advancing ED&I through promoting the College values and complying with equality legislation?

All of us!

Call to action

You can do this by:

- 1. Treating everyone with respect and being mindful of your language and behaviour.**
- 2. Using accessible formatting.**
- 3. Pro-actively accounting for individual needs.**
- 4. Not being a bystander.**
- 5. Asking yourself, ‘Should I seek advice from the EDI Team?’.**

How are our ED&I responsibilities delivered?

The College’s business, moral and legal responsibilities for equality, diversity & inclusion are directed and delivered across its strategy and operations by the following structures and groups:

- Students, Staff and Equalities Committee of the Board of Management.
- Senior Management Team.
- ED&I Advisory and Engagement Group comprised of representation from senior staff, students and external user-led equality organisations.
- ED&I Working Group comprised of staff and student representation.
- Equality, Diversity & Inclusion Team.
- Human Resources Team.
- Organisational Development Team.
- College and departmental strategies and operations.
- College staff, students and visitors.

What support and development opportunities are provided?

ED&I themed months

To support staff and students, and provide a sense of focus, a series of activities are delivered across 7 cross-college ED&I themed months:

- **Black History Month** in October.
- **Interfaith Awareness Month** in November.
- **Disability Awareness Month** in December.
- **Age Awareness Month** in January.
- **LGBT History Month** in February.
- **Gender Equality Month** in March.
- **Poverty Awareness Month** in April.

Please support these **themes** through local mainstreaming and remember to share your good practice with the ED&I Department!

ED&I badge

You are encouraged to log onto Connect and achieve the **ED&I Badge**. All you need to do to achieve your badge is:

1. **Complete the ED&I Module.**
2. **Check the accuracy of and update your ED&I information.**
3. **Read the pledge and then sign-up to become an ED&I champion.**

ED&I staff development

An **Online ED&I in the Workplace Module**, face to face ED&I welcome integration and specific Learning & Development sessions have been developed.

Refer to the **CPD Calendar** and communications from Organisational Development for more details.

Staff networks

We have a network for staff who define as being LGBTQ+. There are many opportunities for allies to get involved and show support.

We are also developing a Disabled Staff Network and are interested in developing a Carers Network and Women's Network.

If you are interested in finding out more, or would like to get involved with running these, please contact ED&I for more details. Also, if you are interested in developing another support network, please let us know.

Please contact ED&I for more details.

Diverse City newsletter

3 editions of our **informative newsletter** are published each academic session.

Spiritual care

Our Chaplaincy team supports the diverse **spiritual needs** of staff and students and help celebrate various dates throughout the year. We have representatives from a range of faith and non-faith communities, including the Humanist Society.

We also have a quiet reflection room in both campuses. These are rooms for quiet reflection, prayer and meditation for people of all faiths or none and are open to all staff and students.

ED&I section of Connected

A variety of supporting resources have been uploaded to the **ED&I section** of Connected, organised under various helpful headings.

Why are dignity at work and expected behaviours important?

The College aims to provide opportunities for all our applicants and staff to help realise their full potential and improve their life chances, regardless of characteristics or background.

Students, staff and visitors have the right to be treated fairly, with dignity and respect and without prejudice. In turn, every person, regardless of position, has a responsibility to respect one and all.

Genuine respect involves viewing another person as an individual of fundamental worth. This means that others should not be judged on the basis of their personal characteristics.

Sometimes, people say that they did not mean to cause offence, but were simply joking, or not being serious. Furthermore, people often justify the use of derogatory language on the basis of their personal beliefs.

Whilst every person is entitled to their own beliefs, the expression of these beliefs is not an absolute right, particularly whilst at work.

By becoming more aware of the effect that words have, each individual should consider taking the time to think before speaking and recognise that some words may be offensive to others.

In summary, please think about how your words and behaviours can affect others.

The College will not tolerate harassment, bullying or derogatory language of any kind.

If necessary, appropriate action will be taken to address the issue and ensure the behaviour stops.

What is the College's policy?

The Dignity at Work Policy states that all staff have the right to work in an environment that is free from any form of harassment, bullying, or derogatory language and where everyone is treated with dignity and respect. The policy also states that all staff have a responsibility to help create and maintain an environment free from harassment, bullying and derogatory language.

What can I do if I am being harassed or bullied at work, or object to the use of derogatory language?

If you believe that you have been subjected to harassment and/or bullying, or have found the use of another person's language to be derogatory support is available.

If you feel able, you can challenge this directly. However, if you don't feel comfortable challenging this directly yourself, please speak with your line manager, contact Human Resources (HR), or get in touch with the ED&I Team for further support.



What is harassment?

Harassment may be directed at an individual or a group. Under the Equality Act 2010, harassment related to a protected characteristic is defined as “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.”

In this context, the word “unwanted” means “unwelcome” or “uninvited”. It is not necessary for the individual(s) to say that they object to the behaviour for it to be unwanted. For harassment related to a protected characteristic, it is also not necessary for the individual(s) to have a particular protected characteristic themselves. Instead, they could be associated with someone else who does (discrimination by association), or be wrongly perceived as having a particular protected characteristic (discrimination by perception).



Differences in attitude or culture can mean that what is perceived as harassment by one person might not be by someone else. In such circumstances, the perpetrator may not fully understand the impact of their behaviour. The defining feature, however, is that the behaviour is unwanted.

The relevant protected characteristics are:

- age.
- disability.
- gender reassignment.
- race.
- religion or belief.
- sex.
- sexual orientation.

The following protected characteristics are not covered under harassment legislation:

- pregnancy & maternity.
- marriage & civil partnership.

As such, harassment can be:

Ageist - because of, or focusing on age.

Disablist - because of, or focusing on disability.

Biphobic or homophobic - because of, or focusing on sexual orientation.

Racist - due to a person's race, colour, nationality (including citizenship), ethnic or national origins.

Religion, or other belief based - because of, or focusing on religious faith or belief.

Sexist - because of, or focusing on a person's sex.

Sexual - unwanted physical contact or sexually abusive comments.

Transphobic - because of, or focusing on a person's transgender identity.



Can you give me some examples of harassment?

Many forms of behaviour may constitute harassment. Examples of such behaviours, which are not intended as being exhaustive, are outlined below:

Threatened or actual physical contact - ranging from touching to serious assault.

Verbal and written communication - lewd, offensive and inappropriate jokes, remarks, banter, gossip, slander, threats, emails and use of social media on the basis of relevant protected characteristics.

Visual displays - posters, images, graffiti, slogans, obscene gestures, flags, bunting or any other offensive material (which may include inappropriate screensavers, social media, desktop wallpaper etc.).

What is bullying?

Bullying is not specifically defined in law. However, in their “Bullying and Harassment at Work” advice leaflet, ACAS defines bullying as “offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.”

In this sense, bullying is more open and less specific than harassment as it is not explicitly grounded on protected characteristics. Although not intended to be an exhaustive list, bullying can relate to:

- Clothing and appearance.
- Voice and mannerisms.
- Behaviours.

Can you give me some examples of bullying?

Bullying can take many forms. Although not intended to be exhaustive, these include:

Emotional - being unfriendly, excluding, and tormenting (e.g. hiding possessions, threatening gestures).

Physical - pushing, kicking, hitting, punching or any use of violence.

Cyber - misuse of email, internet chat rooms, text messaging, telephone calls or associated technologies such as cameras.

In summary, bullying relates to behaviours which have the intention of hurting another person.

What is derogatory language?

Derogatory language tends or intends to detract, disparage or belittle and can often be considered offensive.

Derogatory words have the power to hurt and potentially cause violence or other forms of hostility.

The origins of these derogatory words or phrases can depend on geographic location, history and culture of a particular region.

The list of derogatory words based upon personal (and indeed protected) characteristics is growing as people find new words to categorise a particular group with the intent to demean or persecute.

Although not intended to be exhaustive, examples of derogatory language include: chav, ned, tink, pikey, jakey, bum, tramp, specky, fatty, baldy, cow, dog, bitch, slut, poof, homo, fairy, bent, pansy, dyke, that's so gay, tranny, retard, mental, nutter, nut-job, mingo, schizo, paki, chinky, nigger, half-caste, coloured, hun, fenian, tim or other phrases.

Can you give me some examples of derogatory language?

Derogatory language is engrained in our society. Such words and phrases are often heard in the workplace, music, movies and social media. Referring to someone or something through using derogatory language whilst playfully joking around is still offensive.

People can use these so called jokes or words as a way of expressing their prejudices. However, using this language associates members of a particular group with behaviour, beliefs or actions that are extremely negative.

Please refer to the [ED&I Inclusive Language Guide 2018](#) for more details.





What are the effects of harassment, bullying and derogatory language on people?

People who are subjected to harassment, bullying and derogatory language may lose their confidence, their self esteem and are at an increased risk of suffering stress.

The effects can take many forms. Although not intended to be exhaustive, these include:

Physiological Problems - sleep loss, nausea, loss of appetite, skin disorders, headaches, or shaking.

Psychological Problems - anxiety, tearfulness, depression, or panic attacks.

Behavioural Problems - aggression, irritability, or becoming withdrawn.

The behaviour of perpetrators would constitute gross misconduct and potentially result in dismissal.

What are the effects of harassment, bullying and derogatory language on the College?

Harassment, bullying and derogatory language also violate the College values and expected behaviours, having a significant impact on the organisation as a whole. In short, staff working in a climate of fear and resentment cannot perform to the best of their ability.

The College could also be at risk from potential damage to its reputation, as an employer of choice and place of study.

Perpetrators risk civil action and costly compensation, or criminal offences under hate crime legislation.

What does the law say?

The purpose of the Equality Act 2010 is to streamline, strengthen and harmonise 40 years of equalities legislation. As such, the Act replaces and supersedes all previous equalities legislation.

Fairness, Opportunity and Respect have been included within the College's ED&I Statement to reflect legislation.

Protected Characteristics

The Act establishes 9 protected characteristics. These are:

- Age.
- Disability.
- Gender reassignment.
- Marriage & Civil Partnership.
- * Pregnancy & Maternity.
- Race.
- Religion or Belief.
- Sex.
- Sexual orientation.

Equality Act 2010 and Public Sector Equality Duty

FAIRNESS, OPPORTUNITY AND RESPECT form the foundations of the Equality Act 2010 Public Sector Equality Duty (PSED).

This states that:

A public authority must, in the exercise of its functions, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;

FAIRNESS

- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

OPPORTUNITY

- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

RESPECT

As such all staff, in particular managers, are responsible for ensuring that the Public Sector Equality Duty is embedded in all functions and activities. This is what is meant by mainstreaming equality.

FAIRNESS

This is about:

- Being non-discriminatory.
- Making reasonable adjustments.

Examples include:

- **Conducting Equality Impact Assessments (EqIA) to ensure that policies, procedures and decision making are fair.**
- **Providing auxiliary aids, including creating accessible, inclusive documents in the College house style, uploaded to MyCity/Connected in advance of delivery.**
- **Adapting the physical environment, where appropriate.**

OPPORTUNITY

This is about:

- Removing disadvantages experienced by people who share a relevant protected characteristic.
- Meeting the particular and unique needs of people who share a relevant protected characteristic.
- Encouraging the participation of people who share a relevant protected characteristic in public life.

Examples include:

- **Proactively considering and meeting the different needs of all learners/staff.**
- **Reflecting a diverse and inclusive society in which individuals from all relevant protected characteristics can make a positive contribution and have a full range of experiences.**
- **Introducing feeder/taster courses to target under-represented groups, e.g. “Women into Engineering”.**

RESPECT

This is about:

- Tackling prejudice.
- Promoting understanding.

Examples include:

- **Appropriately challenging stereotyping, assumptions and prejudices across all relevant protected characteristics.**
- **Portraying individuals/groups having any of the relevant protected characteristics in a positive way.**
- **Promoting respect for others and being considerate of difference.**

EQUALITY ISSUES AFFECT US ALL, NOT JUST OTHER PEOPLE

The Equality Act 2010 introduced 9 protected characteristics. As indicated in bold, all of us have at least 5 protected characteristics:

- **Age.**
- Disability.
- Gender Reassignment.
- Marriage and Civil Partnership*.
- Pregnancy and Maternity.
- **Race.**
- **Religion or Belief (including No Belief).**
- **Sex.**
- **Sexual Orientation.**

*All protected characteristics (with the exception of marriage and civil partnership) are subject to the full Duty. The Duty also covers marriage and civil partnership, with regard to section a) in employment.







The Equality Act 2010 Public Sector Regulations (Specific Duties - Scotland)

So as to better perform the Public Sector Equality Duty, public authorities have a responsibility to deliver a number of specific duties.

How has the College responded?

To advance ED&I, and promote a positive culture, the College has devised and published the following:

- Equality, Diversity & Inclusion Initiative.
- Equality, Diversity & Inclusion Policy.
- Annual Equality Mainstreaming Report (incorporating staff data).
- Equality Outcomes (Equality Outcomes Framework Report and Progress in Achieving Equality Outcomes Report).
- Equality Impact Assessment procedure, guidance and assessment results.
- Equal pay statement and information.
- Procurement Policy.

Please see the **ED&I section of the College Website** for more details.

Can you tell me more about protected characteristics?

Age: This refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 20-24, 25-29 years old).

Disability: A person is disabled if they have 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. Remember, not all impairments are physical or visible.

Gender Reassignment: This is the process of transitioning from one gender to another. The individual does not need to undergo any medical or hormonal treatment or change their appearance. As soon as they identify and present as a woman/man they should be treated as such, using toilets and changing facilities accordingly.

Marriage & Civil Partnership:

In Scotland, same-sex couples and different sex couples aged 16 or over are legally entitled to get married. Same-sex couples can also have their relationships legally recognised as "civil partnerships". Civil partners must not be treated less favourably than married couples.

Pregnancy & 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: This refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion or Belief: Religion is generally associated with beliefs, but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism, environmentalism, vegetarianism, etc.). Generally, a belief should genuinely be held and affect your life choices or the way you live for it to be included in the definition.

Sex (formerly referred to as gender): This generally refers to whether a person is a man or a woman. For a variety of reasons, some people do not identify according to these definitions.

Sexual Orientation: This generally refers to whether a person's sexual orientation is towards their own sex, the opposite sex, or to both sexes. For a variety of reasons, some people do not identify according to these definitions.



How can I find out more?

For further information, please contact the Equality, Diversity & Inclusion Team:



edi@cityofglasgowcollege.ac.uk



<http://www.cityofglasgowcollege.ac.uk/edi>



<https://connected.cityofglasgowcollege.ac.uk/section/equality-diversity-inclusion>



0141 375 5402 / 5401

ACAS

Bullying and harassment Information:
www.acas.org.uk

Updates

This booklet was originally printed in August 2013 and subsequently updated in August 2015, and again in August 2018.

For the most up-to-date information and related documents, visit the ED&I

Alternative Formats

This document is available alternative formats upon request.

For more information, please call 0141 375 5402 / 5401, or contact edi@cityofglasgowcollege.ac.uk

Useful ED&I Links

In general, sections of text in **bold** throughout this interactive version are active hyperlinks to additional resources.

We hope you find these links both helpful and informative.

How is the College supporting me?

Here are some of the ED&I initiatives the College has committed to. Click each logo for more information.



**EMBRACING
DIVERSITY
COMPETITION**



Creating Accessible Learning Materials



**CHAPLAINCY SERVICE &
QUIET REFLECTION**



MONITORING MATTERS

Have you completed your on-line
equalities data via **MyHr?**

Help us to help you!

CITY OF GLASGOW
COLLEGE

For further information, please contact the
Equality, Diversity & Inclusion Department:

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Scottish Charity Number: SC036198



EUROPE & SCOTLAND
European Development
Investing in a Smart, Sustainable and Inclusive Future