



HARTPURY

**Inclusivity 2025
Single Equality Scheme 2020-2025**

"At Hartpury we aim to provide a unique high quality experience in a focused supportive environment, challenging our learners in the pursuit of excellence. *We are passionate about creating an inclusive environment where differences are celebrated and everyone is valued and respected*". **Russell Marchant: Vice Chancellor, Principal & CEO**

1. Introduction

The **Hartpury Single Equality Scheme (SES) 2020-2025** sets out our commitment to creating and sustaining a positive, supportive working environment where all staff and students are equally valued and respected. It is set within the context of Hartpury's values and as articulated in the Hartpury 2025 Strategic Priorities. The SES sets out Hartpury's approach to eliminating discrimination and celebrating diversity, whilst the **Single Equality & Inclusivity Action Plan & Objectives** outline the associated objectives and aims.

Strategic Priorities

Being the best we can be

Hartpury will be relentless in the pursuit of excellence, building upon its reputation as a world-class provider of specialist further and higher education.

To develop our high academic standards we will:

Retain our TEF Gold and our Ofsted Outstanding ratings.
Attain sector leading student satisfaction scores.
Contribute to new knowledge and transfer into practice, at national and international levels.
Continue to aim for the best possible student experience.
Contribute to economic and community development within our region.
Work closely with employers and industry to shape the specialist education we provide.

Building strength through partnerships

Our development will be enabled through effective partnerships and collaborations with those who share our vision for the future.

As a result of effective partnerships we will:

Create Hartpury College and Hartpury University side by side on the same campus, with parity of esteem.
Work in partnership with our students, staff and parents, supporting them to achieve their full potential.
Drive forward successful centres or hubs, to support the sharing of best practice and research in the agriculture, equine, animal and sports industries.

Inclusive in all we do

We will create an inclusive and accessible environment that promotes respect for our students, staff, and the wider community.

Through our culture and frameworks we will:

Pro-actively recognise and promote equality, diversity and wellbeing within our community.
Support students from under-represented groups to access, succeed and progress at Hartpury.
Strive to achieve and sustain sector leading student and staff retention rates.
Commit to listening to the student and staff voice and utilising it to enhance activity.

Our Values

Excellence	We strive to achieve the highest quality in every aspect of our work. We expect and achieve high standards of our students and staff, whilst providing a learning experience that is truly first class.
Passionate	We create an environment in which our students and staff can develop and celebrate their shared interests. We empower our graduates to combine their passion with their career and shape the future of the specialist industries we serve.
Challenging	We support students and staff who want to challenge and be challenged. We inspire them so that they can confidently achieve their ambitions, create their own successes, and be the very best they can be.
Nurturing	People are the centre of everything we do, with our students at the heart of our community. We invest in our people, support their development, and encourage them to reach their full potential.
Respectful	Inclusivity underpins our organisation; we respect and celebrate equality and diversity. We seek to create a community in which all of our staff, students and partners thrive and feel proud to belong.

The Scheme helps to highlight how Hartpury is committed to providing a fair and mutually supportive learning and working environment for staff and students, covering all aspects of the life and work of Hartpury within these values. Where appropriate Hartpury will seek external accreditations and support, to recognise and celebrate good practice that will help identify and work on specific equality and diversity gaps.

2. Institutional context

Hartpury's SES encourages a cross-campus approach to embedding equality, diversity and inclusivity into every working practice. The Single Equality & Inclusivity Action Plan and Objectives have been developed to achieve a holistic approach to equality, diversity and inclusivity at Hartpury with the aim of valuing our students and our staff.

Hartpury places students at the heart of day-to-day operations (**figure 1**) to enable them to be the 'best they can become', aiming to support the entire student journey to produce skilled, knowledgeable, employable, and adaptable well-rounded citizens.

Hartpury aims to create an environment where the workforce is happy and proud to work within (**figure 2**). Staff should feel included with evidence of how and where they can play a significant role in future developments, and in the continual improvement of teaching, learning and assessment of the overall student experience.

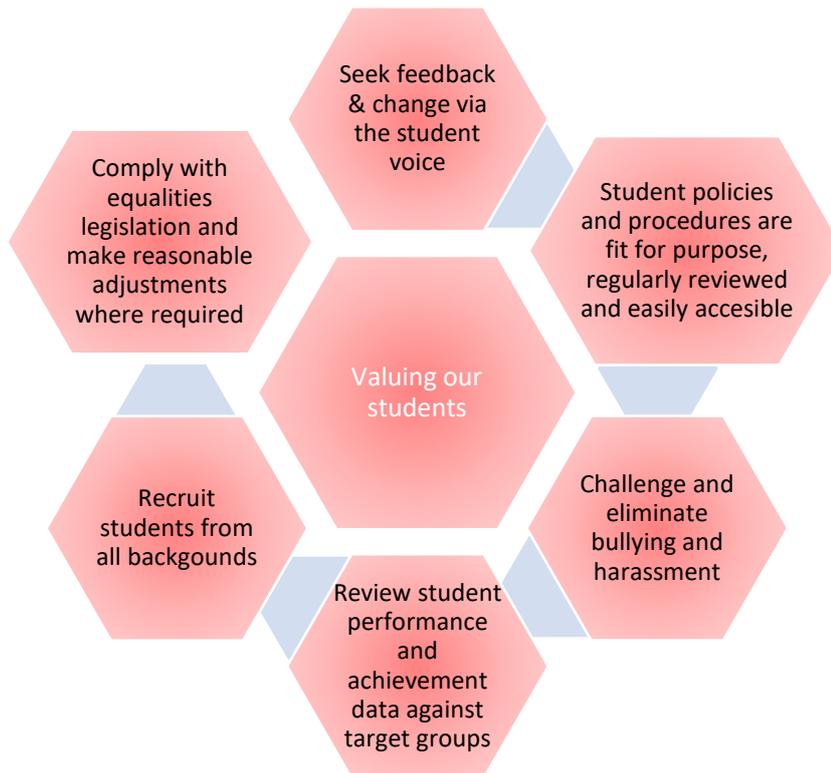


Figure 1



Figure 2

Inclusivity is embedded in the Hartpury 2025 Strategy (figure 3), with increasing visibility in day-to-day practices.

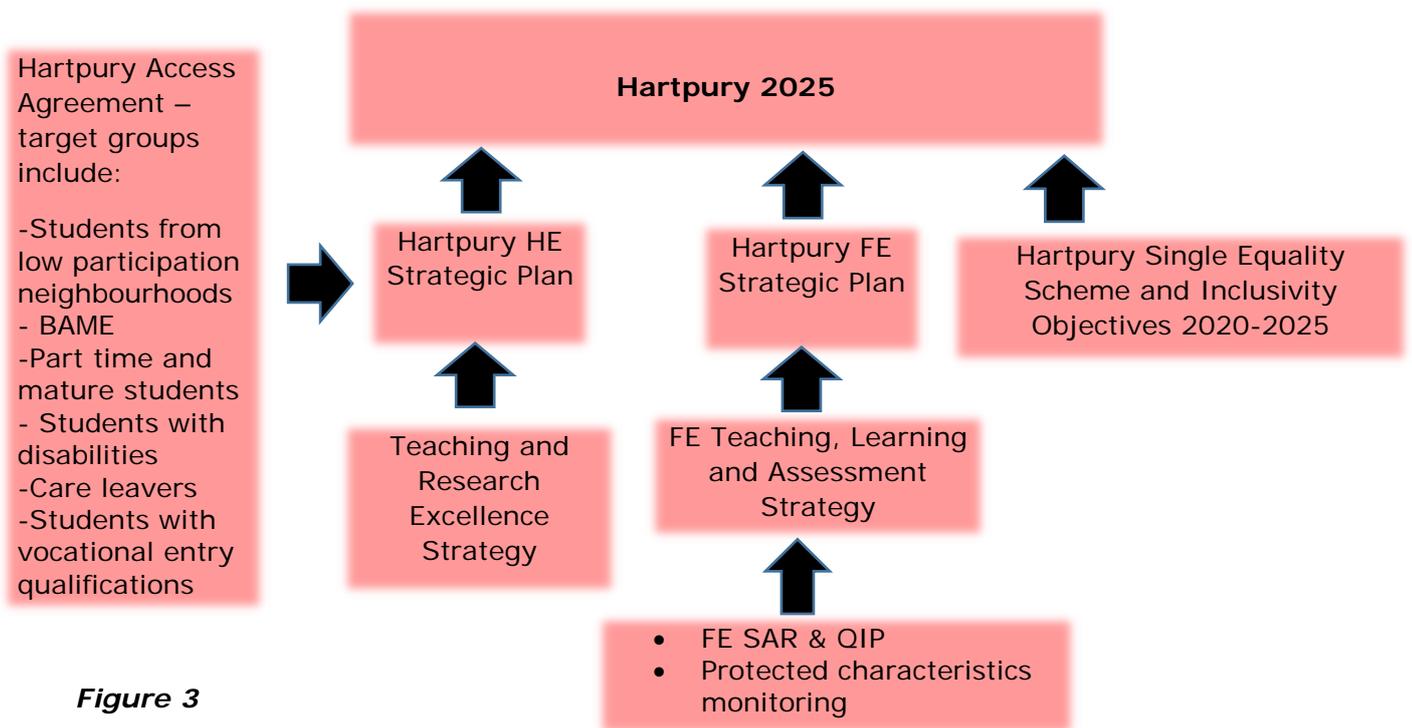


Figure 3

3. Equality, Diversity & Inclusivity Objectives

The following objectives and main themes are the drivers behind the Hartpury SES, however they should not be considered an exhaustive list of all equality, diversity and inclusivity activity planned at Hartpury for the period 2020-2025.

Promote and celebrate equality & diversity: Each equality group to have as positive an outcome as others

- *Raise awareness of diverse cultures and nationalities*
- *Increase competency around inclusive behaviours and practice*
- *Publish, maintain and make available a consistent set of equality data that meets the Equality Act requirements*

Respect and dignity for all: Each equality group to have as positive an outcome as others

- *Run annual events to promote wellbeing*
- *Raise awareness of anti-bullying*
- *Zero tolerance on harassment*
- *Integral to FE Code of Conduct*
- *Robust disciplinary procedures tackling inappropriate conduct*

An accessible environment: Each equality group to have as positive an outcome as others

- *Ensure the campus is inclusively designed, accessible and easy to navigate as far as reasonably possible*

Student and staff recruitment -Student and staff populations to match the relevant populations of Gloucestershire/UK/ Sector

- *Increase recruitment and progression of BAME staff*
- *Increase recruitment and progression of BAME students*

Foster a sense of inclusivity: Each equality group to have as positive an outcome as others including student experience, performance and progression.

- *Improve experience of students and staff from diverse backgrounds*
- *Identify and narrow discrepancies in attainment between target groups*

The SES reinforces and restates our commitment to Equality, Diversity & Inclusivity Objectives for the next five years. These objectives are designed to ensure that we continue to embed equality, diversity and inclusivity in everything we do. Our objectives for the next five years respond to, and exceed, the reporting requirements of the Equality Act 2010.

4. Responsibilities for implementing and monitoring the Single Equality Scheme

- The Vice Chancellor, Principal and CEO is responsible for equality and diversity within Hartpury.
- The Equality Diversity and Inclusivity Forum will monitor the Single Equality & Inclusivity Action Plan and Objectives, identify issues and make recommendations to the SMT and Corporation.
- The Executive team is responsible for ensuring appropriate equality action plans are in place where necessary and that action is carried out and followed up and that equality of opportunity is promoted.
- Hartpury managers are responsible for ensuring improvements and action plans are implemented and met, and that they operate fair and consistent management practices in both curriculum management and staff management.
- All members of the Hartpury community are expected to comply with this Scheme, with the Single Equality & Inclusivity Action Plan & Objectives and with any of the Hartpury's equality and diversity initiatives.

5. Consultation and Involvement

Hartpury will seek to continue consulting and involving staff, students and any other interested parties on this Scheme, and the Single Equality & Inclusivity Action Plan & Objectives and any other equality and diversity initiatives as appropriate. All sub-contractors and work placement providers will be made aware of this scheme. In addition Hartpury will continue general awareness training on equality and diversity; specific training initiatives will be included in the Single Equality & Inclusivity Action Plan & Objectives.

Hartpury has a number of methods for consulting with, and involving, staff:

- Equality, Diversity and Inclusivity Forum
- Managers Forum
- Membership of committees
- Equality, Diversity and Inclusivity section on the staff intranet
- Staff surveys
- Staff Forum

Hartpury also has a number of methods for consulting with, and involving students, including:

- Equality, Diversity and Inclusivity Forum
- Students' Union
- Student Representatives
- Student surveys
- Membership of committees
- Student Governors

6. Equality Impact Assessments

We will consider the needs of staff and students when shaping policy, delivering services and in relation to employment. We will ensure our decision-making is robust, transparent and that we have fully considered the impact of our proposal on all equality groups. Having a sound decision making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient and effective.

While the Equality Act does not explicitly require Equality Impact Assessments (EIAs) to be conducted we must consciously consider the 3 aims of the Equality Duty a part of our decision making process.

7. Monitoring

A number of activities will continue to be undertaken, as a matter of good practice and are outlined here rather than separately in the Action Plan:

- **Monitoring (staff)** – applications for vacancies, the staff profile, promotions, grievances and disciplinary procedures, resignations, dismissals and redundancies, incidents of harassment, and participation in training and development
- **Monitoring (student)** – applications, the student profile (to include socio-economic groups), progression, retention, performance, pass rates, graduations, complaints, disciplinary procedures, and incidents of harassment
- **Consultation** will take place regularly with staff and students and through the variety of methods outlined. As and when required, consultations on specific topics will be undertaken
- **Data Validation Exercise** - will take place regularly to ensure that staff data is as up to date as possible
- **Benchmarking against other institutions** - Human Resources will continue to benchmark Hartpury's activities in terms of equality and diversity issues to ensure we identify and, where appropriate, utilise best practice
- **Outreach** – Hartpury will continue to engage with schools, colleges and learners locally, regionally, nationally and internationally to encourage a diverse student population and to ensure the benefit of a Hartpury education is available regardless of background
- **Local and National community links** - maintaining links with local/national community organisations to publicise Hartpury and opportunities available.

8. Reporting on Progress

Each academic year the Equality, Diversity and Inclusivity Forum will produce an annual report with appropriate recommendations to the Executive Team and Corporation.

These reports will contain the following:

- a review of this Scheme, including any feedback and proposed revisions
- a review of progress on the Action Plan
- a review of any relevant equality and diversity policies, and proposals for any new policies
- any other relevant activities which have taken place during the year

9. Legislative context and non-adherence

As a public sector body, Hartpury is required to meet the requirements of equality legislation outlined below. Our Inclusivity Action Plan is one of the ways in which Hartpury strives to meet, and go beyond its legal equality obligations to:

- eliminate discrimination, harassment, victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between those who share a protected characteristic and those who do not.

10. For further information

If you have any comments or suggestions, wish to talk to someone about any aspect of equality, diversity and inclusivity including discrimination, or would like further information please refer to the Equality, Diversity and Inclusivity sections on the intranet.

RELATED PROCEDURES

- Hartpury Student Charter
- Student Academic and Non-Academic Disciplinary Policy
- Equality, Diversity and Inclusivity Policy
- Health and Wellbeing Policy (Staff)
- Child Protection and Safeguarding Policy and Procedures
- Grievance Policy (Staff)
- Disciplinary & Dismissal Policy and Procedure (Staff)
- Complaints Procedure
- Recruitment and Selection Policy (Staff)
- Harassment and Bullying Policy
- Admissions Policy (Students)

Appendix 1

The nine protected characteristics – our approach

Gender

Our Commitment

Hartpury welcomes people of all genders, in all departments and roles and educational programmes across our curriculum learning environments, including anyone identified as non-binary. We promote an inclusive culture of mutual respect in relation to gender. We will not tolerate gender-based harassment. We will remove barriers and actively encourage inclusive participation in traditionally gender specific job roles, job levels, curriculum areas and programmes of study, in accordance with legislation. Hartpury will be a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status as we seek to build an environment where respect is valued by all.

Our context

In 2011, the gender split of Gloucestershire residents was 49% men to 51% women, which mirrors the gender distribution in the UK. Staff data reflects this trend. We collect robust data concerning the gender of our staff, and will continue to analyse it on a yearly basis to ascertain the impact of any actions.

Overall, participation rates between male and female students at Hartpury are broadly the same. However, efforts to promote gender balance in some areas of the curriculum must continue. We are committed to dealing swiftly with any gender related concerns students may have and our student population regularly report feeling safe at Hartpury.

We will revisit our current practices in, for example Equal Pay, and ensure that we address any issues and promote a culture of gender equality in all areas and levels of the workforce.

Our intended impact

- Recruitment that actively encourages students to access careers of their choice, regardless of traditional gender under representation.
- A well-developed curriculum that positively reflects different gender contributions in the workplace and promotes them equally and effectively.
- A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.
- Facilities that enhance and support the experience of men and women equally in using our services or as employees.
- A reward and remuneration structure which prevents pay gaps between the genders.
- A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels and promotes a culture of respect.
- To continue to develop a culture where all gender identities, including non-binary, third gender or transgender, are respected and accepted by all members of our community.
- A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders.

Age

Our commitment

Hartpury is committed to equality of opportunity for our students and our staff regardless of their age. Our aim is to enable all students to access learning and to improve their personal and professional development, their employability and their chances of success. We will continue to work to narrow age related success gaps.

Our recruitment methods and employee support will reflect best practice. We will create opportunities for staff to have a voice via the staff forum and will work to develop excellent professional development and progression opportunities to evolve staff careers, irrespective of their age. We will act firmly to eliminate any unfair behaviour arising from differences in age.

Our context

Hartpury welcomes students and staff of all ages. However, government priorities and funding agendas clearly differentiate between the needs of young people and those over the age of 19 and this does lead to different levels of provision and support for different age groups. Barriers to access for adult students have been minimised as much as possible and we are committed to supporting all students, regardless of their age, in their learning and career progression.

Age structure of Gloucestershire (ONS 2011):

% 0-19: 22.8% (136,588 people)

% 20-64: 58.5% (349,057 people)

% 65+: 18.7% (111,355 people)

Our intended impact

Within the context of legislation and government funding and priorities, we aim to break down barriers associated with age both as a provider of education and as an employer.

We aim to ensure that:

- Our curriculum offer, facilities and support services cater for the different needs of our students.
- Achievement gaps between different age groups are addressed and closed.
- All students are given the support they need to progress into and at work.
- Younger entrants to the workforce are given the support they need to succeed and progress.
- Older employees do not face discrimination on account of their age.
- Our HR policies support staff to balance work with family requirements.

Race

Our commitment

We are committed to making Hartpury a place where students and staff are valued and respected and able to develop equally. We will promote best practice in race equality and we will identify and combat racism. Racial harassment will not be tolerated within the organisation. We will continue to take positive action to encourage the recruitment of Black, Asian and Minority Ethnic (BAME) groups of students on all courses and to close any gaps in success. Our curriculum and extra-curricular activities will raise awareness and

enable students to gain respect, self-esteem and confidence, preparing them to live in a racially diverse society.

We will continue to seek to increase the number of staff, particularly senior staff, from BAME groups and encourage links with supportive professional bodies such as the Network for Black Professionals. We will work to develop role models through our body of students and our community and recognise the contribution they can make to students' aspirations. We will work to secure the fullest participation of BAME students and staff.

Our context

We will continue to create an environment which challenges racial discrimination and promotes race equality as central to its mission. We recognise the benefits of a diverse workforce and the talent contribution that staff of different races make to the organisation.

During the period 2001-2011, the percentage of non-white population in Gloucestershire rose from 2.8% to 4.6%. Nationally it was 14.1%. Ethnic groups showing the biggest growth were White-British (up by 11,500 people), 'White-other' (up 9,500), Other Asian (up 2,300) and Indians (up 2,000).

Our intended impact

We aim to further develop and strengthen our work around race equality and to maximise the positive impact we have on students and staff from different racial groups. By doing that, we will achieve the following:

- Close the gap in success rates for BAME students.
- Increase the profile of BAME staff to achieve a workforce and representative of the local community at every level of the organisation.
- Promote good relations between different groups.

Disability

Our commitment

Hartpury has adopted the social model of disability which promotes the right of a disabled person to belong, to be valued, to choose and to make decisions. In adopting this model, we accept that we will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons. We are committed to the development of new and better opportunities for disabled people and aim to develop both practice and delivery options in order to ensure their success.

We will promote positive attitudes towards disabled people and will take steps to remove any barriers, by putting in place reasonable adjustments. We will gather and use information on how our policies and practices affect the educational opportunities available to, and on the achievements of, disabled students and staff.

Our context

Students with learning difficulties/disabilities and special educational needs are well supported and thrive at Hartpury. The organisation has maintained comprehensive and robust data on the disabilities of students and staff collected through the enrolment and the recruitment processes and is able to respond appropriately to their needs. The impact of learning support is very positive on the learner experience and, consequently, students with a disability and/or learning difficulty perform as well or better than those without. Although opportunities are available for staff to declare disabilities, we feel that some may

choose not to do so. We will continue to encourage staff to disclose by increasing the opportunities they have to do so, by promoting positive role models and by creating specific focus groups for staff and students with a disability/learning difficulty.

17% of the population of Gloucestershire is classed as disabled.

Our intended impact

We will:

- Support staff and students to feel confident to declare any disability or learning difficulty, particularly “hidden disability issues, such as mental health and developmental disorders, through training and awareness raising campaigns.
- Continue to celebrate the success of those students who have overcome disadvantage to succeed.
- Focus support to ensure retention, success and satisfaction remain high for students and staff with disabilities or learning difficulties.
- Monitor the impact of our success in improving the conditions and success of disabled staff and students within the organisation.
- Where appropriate, enhance students’ ability to live independently by reducing their dependency on additional learning support.
- Reasonable adjustments will be conducted for both staff and students where needed.

Sexual orientation

Our commitment

Hartpury celebrates the diversity of its staff and students and welcomes people of any sexual orientation. We will adopt a zero tolerance stance to homophobia and will actively challenge homophobia when it arises. Hartpury will be a place where the lesbian, gay and bisexual community is visible, valued and its contribution to the organisation and wider world is recognised. We will create a LGBT+ group and will discuss and agree the best approach regarding asking our staff and students about their sexuality. We will consult our staff, students and partners to ensure that the services and support we provide meet the needs of all our service users.

Our context

We will facilitate students and staff in developing their own LGBT+ teams and these groups will be proactive in raising awareness within the organisation and provide information and support for those who require it. We need to do more to support tutors and students to feel more informed about sexual orientation issues through our staff development programme, learner induction and tutorials, as well as to provide information links via our equality and diversity intranet site and support groups.

There is no definitive data on sexual orientation among the local population. Previous estimates by the government and quoted by Stonewall, suggest that around 5-7% of the adult population (aged 16+) are gay, lesbian or bisexual. This would translate into between 24,000 and 34,000 adults in Gloucestershire. However, a more recent estimate from the ONS Integrated Household Survey put it at 1.9%. This would equate to around 9,200 adults in the County. Compared to heterosexual people, gay, lesbian and bisexual people are found to be more likely to be younger (16-44), male, white, have no religion, better qualified and have managerial/professional occupations. (Source: Integrated Household Survey, ONS, September 2010)

Our intended impact

- A welcoming place for all and an environment where all staff and students feel confident and free to be open about their sexuality, if they choose to.
- An organisation where the rights of all students and staff are respected and recognised, regardless of sexual orientation.
- A learning community where all students feel comfortable, supported and whose voice is heard.
- A community of staff who are confident and able to anticipate and to respond to the needs of all colleagues and students regardless of sexual orientation.
- A zero tolerance stance on homophobia with a workforce that is trained and confident to challenge homophobia when it arises.

Faith, religion and belief

Our commitment

Hartpury welcomes people of all faiths and none, and will promote learning and understanding between religions. We will act firmly to eliminate any discriminatory behaviour arising from differences in belief. We will work to secure respect for beliefs, faiths and religions and welcome all of them equally, providing opportunities for the faithful to celebrate their beliefs. As a learning organisation, we will place firm emphasis on the primacy of education and we will develop and deliver our curriculum to strengthen moral and social awareness wherever it is appropriate.

Our context

Staff and students have access to a well-established multi-faith chaplaincy. The chaplaincy offers a quiet room for meditation or prayer, information and displays about religious festivals and world issues, advice on where to get help outside Hartpury, training sessions, signposting to religious groups and discussion aimed at challenging perceptions and expanding horizons.

Our data in relation to religion and belief is limited and this is an area for further consideration.

The number of Christians in Gloucestershire reduced during the period 2001-2011, in line with the national trend. The biggest rise during the period was people with 'no religion', Muslims and 'other religion'. Christians now account for 63.5% of the population in the County, followed by 'no religion' (26.7%). Muslims account for 1% of the County's population.

Our intended impact

- A climate of understanding in which religious discrimination is promptly addressed if it ever arises.
- Events which celebrate a range of faiths, promoted and owned by all curriculum areas. A clear and equal message of welcome for people of all faiths and none.
- A respectful and value-based curriculum that promotes social and moral development.
- Improved data on the profile of religious belief by students and staff to help us develop our services, with a distinction between cultural identity and actual religious practice. Improved community cohesion in some of our communities.

Gender reassignment

Our commitment

Hartpury is committed to advancing equality of opportunity for transgendered people and to promoting an inclusive culture of respect in relation to gender identity. We will not tolerate discrimination, harassment or victimisation related to gender identity and we will remove any participation barriers by promoting gender identity equality widely and actively across job roles, levels and curriculum and business areas. Hartpury will be a place where people will be encouraged to follow their chosen career or learning pathway regardless of gender status and identity as we seek to build an environment where respect is valued by all.

Our context

Our students regularly report feeling safe at Hartpury, however, we need to do more to promote the interests of transgender staff and students and to raise awareness about transgender issues at organisational level. Hartpury doesn't currently collect robust data for our students and students regarding gender reassignment and gathering this data systematically will be a priority in the future. We will analyse the data on a yearly basis to ascertain the impact of our actions to date. We will make this data better understood and will take steps to address any gender identity issues within the organisation.

There is no definitive data or official estimates of the number of people with gender reassignment or the number of trans people in Gloucestershire as "publicly collected data on trans people is virtually non-existent". However, the Equality and Human Rights Commission official website quotes a Home Office funded study which suggests that between 300,000 and 500,000 adults in the UK are experiencing some degree of gender variance, and therefore could face inequality as a result. The figures are equivalent to 0.6% - 1% of the UK adult population. Applying the same proportions to the Gloucestershire adult population, the number of trans people in the county could be estimated at between 2,800 and 4,700.

Our intended impact

- Student recruitment that actively encourages transgender students to access careers of their choice, regardless of traditional gender under representation.
- A well-developed curriculum and tutorial programme that positively promotes understanding and equality of gender re-assignment people.
- A culture that respects and values the wishes of the person undergoing gender reassignment in all cases and entitles individuals to use the facilities that are appropriate for their own gender identity.
- A robust approach to gender reassignment discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect
- An effective working relationship with other institutions, local communities and others to train and support staff and students, tackle gender discrimination and to encourage and promote good practice.
- A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.
- An approach to transgender issues that promotes understanding and welcome for those involved in any kind of change to their gender.

Pregnancy and maternity

Our commitment

We are committed to advancing equality of opportunity for women who are pregnant or have given birth in the last 26 weeks or are breastfeeding, including a female student of any age, fostering good relations towards the elimination of discrimination, harassment and victimisation related to pregnancy and maternity, providing support services via our Wellbeing Centre.

Our context

The organisation has excellent and well-embedded processes to support employees and students who are pregnant or have recently given birth. For instance, we allow time for ante-natal appointments and care, carry out risk assessments to ensure the environment is safe in relation to new and expectant mothers and provide suitable facilities for nursing mothers to express and store milk. Flexible learning and working arrangements are available for new and expectants mothers in consultation with personal tutors (in the case of students) and with line managers in the case of staff. We work with local agencies to support young and/or vulnerable expectant and new mothers. We don't currently gather this information for students in a systematic way and we are planning to start doing so in the future.

There were around 9,645 live births in Gloucestershire/South Gloucestershire in 2018.

Our intended impact

- Foster an environment and culture that promotes an understanding of the issues that expectant and new mothers face.
- A robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect.
- A well-developed curriculum and tutorial programme that positively promotes understanding and equality of pregnancy and maternity.
- An effective working relationship with local agencies and institutions that will allow us to train and support staff and students.
- A fully developed approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers.

Marriage and civil partnership

Our commitment

We are committed to treating civil partners in the same way as married people in employment, education and training. Any benefits given to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

Our context

Hartpury already has well-established processes to support the partners of all our employees, regardless of whether they are married or in a civil partnership, through the range of benefits available. We don't currently gather information on marriage or civil partnerships for students only staff in a systematic way and we are planning to start doing so in the future.

Marriage

Information based on a GCC local projection model, suggests that cohabitations are increasingly common across all ages and this trend is expected to continue. By contrast, the number of marriages has become static and is predicted to remain so in the near future. The number of lone parents is predicted to rise slightly.

Civil Partnership

1,326 people are in a registered same sex civil partnership in Gloucestershire (Source: ONS 2011).

Our intended impact

- Create and foster a culture of understanding and mutual respect across all our students and employees in relation to marriage and civil partnerships.

Harassment, discrimination and bullying

We want to build and maintain a positive working and living environment and we work to ensure that all our communities, employees, students and visitors, are treated equally, with dignity and respect. This is irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All students and employees are expected to respect each other, treat each other with dignity and in a courteous manner, and recognise that the behaviour that is acceptable to one individual may not be acceptable to another, and that all individuals may need to adapt their behaviour.

Harassment

Harassment occurs when a person is subjected to unwanted behaviour which is related to one or more of the protected characteristics which has either the purpose or the effect of:

- Violating a person's dignity
- Creating an intimidating, hostile, degrading or offensive environment
- Unwanted, unwelcome or uninvited behaviour

A person does not have to say that they object to the behaviour for it to be unwanted. It is the view of the recipient or observer of an incident that determines what is acceptable behaviour. It is the impact of the conduct and not the intention of the perpetrator that determines what constitutes harassment. Behaviour associated with harassment can take many forms and is defined as unwelcomed physical, verbal or nonverbal conduct, causing another individual or group to feel threatened, humiliated or harassed, interfering with performance and/or creating a threatening or unpleasant environment. The Equality Act states that it is not necessary for a person to immediately say that the behaviour that they object to is unwanted for the behaviour to be construed as harassment.

Sexual harassment occurs when a person is subjected to unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. It may be defined as unwanted sexual advances, inappropriate touching, explicit derogatory statements or sexually discriminatory remarks or jokes that are offensive to the person involved and which cause the person to feel embarrassed, threatened, patronised or harassed.

It is also unlawful to treat a person less favourably because they either submit to or reject sexual harassment or harassment related to their sex.

The table below illustrates some examples of unwanted behaviour, including those of a sexual nature:

Behaviour	Example	Sexual Nature
Physical	Assault, pushing, standing too close, intimidating stance, threats of violence, deliberate abuse	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, remarks, emails, phone conversations, text messages, derogatory comments, jokes	Sexual jokes, emails or comments
Non-verbal	Hostility, display of offensive pictures and photographs, wearing of offensive badges or insignia, offensive publications, insulting gestures	Pornographic photographs or drawings, gestures of sexual nature

Racial harassment is a form of racial discrimination, which includes harassment on grounds of a person's religion or beliefs.

Bullying

Bullying is an unjustified and inappropriate behaviour which is threatening or humiliating. It is usually the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, helpless or humiliated. It has an effect on confidence and self-esteem.

Examples of bullying include:

- Unwanted physical contact
- Threats or menaces
- Jokes, offensive language, malicious gossip, slander,
- Inappropriate songs, letters, posters or graffiti,
- Obscene gestures
- Isolation or non-co-operation, deliberate exclusion from activities
- Intrusion by pestering, spying and stalking
- Being constantly criticised, having responsibilities removed or being given trivial tasks
- Setting a person up to fail by overloading them with work or setting impossible deadlines

Discrimination

Discrimination is described as any action which deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.

Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

Discrimination based on association also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur, for example, when you treat a learner less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception also occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity).

Discrimination because of pregnancy and maternity is the treatment of a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman less favourably because she is breast-feeding a child who is more than 26 weeks old.

Discrimination arising from disability is treating a disabled person unfavourably because of something connected with their disability when this cannot be justified, and failing to make reasonable adjustments for disabled people.

Indirect discrimination occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage. It doesn't matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic. 'Disadvantage' within the organisation could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

Indirect pregnancy and maternity discrimination are not covered under the equality act although it could be included in the definition of direct sex discrimination.

Institutional Discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their protected characteristics.

Preventing harassment and bullying

Staff, students and visitors should have respect and dignity for others. Managers and staff also have a responsibility to ensure that employees and students within their direct or indirect line of responsibility act in a suitable way in their relationships with each other. Any unacceptable behaviour should be addressed immediately. Everyone should be encouraged to express any concerns rather than let an incident go unreported.

Harassers and bullies can only operate when their unacceptable behaviour is allowed. Any complaints will be dealt with objectively and fairly and we will investigate any matters sensitively and with dignity. Intimidation, victimisation, retaliation or discrimination will not be tolerated where an individual makes a bullying or harassment complaint. If after matters are investigated, there is a case for complaint about unacceptable behaviour, matters will be progressed via Disciplinary Procedures, as appropriate, with a view to taking immediate corrective action. Equally, any malicious complaint of harassment or bullying is not acceptable and will be regarded as misconduct and dealt with under the organisation's Disciplinary Procedure.

Approval and Review Cycle

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Approving Committee	Corporation
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