

### Single Equality Scheme (Revised April 2016)

<b>Policy Owner</b>	Executive Team
<b>Policy Approver(s)</b>	SES Monitoring Group
<b>Related Policies</b>	Equal Opportunities, Dignity at Work, Diversity,
<b>Storage Location</b>	ESO Learning Zone
<b>Effective Date</b>	November 2013
<b>Next Review Date</b>	April 2018 or sooner should the need arise.

### **INTRODUCTION and CONTEXT**

The European School of Osteopathy provides a 4 year integrated Masters (MOst) and has approximately 200 students and 100 staff at any one time.

We are fortunate to have a diverse student body. The student body is made up of approximately 50% UK students and 50% European students and the rest of the world. More than 20 different nationalities are currently represented at the school. There is a mix of mature students and students who enrol straight from completing their 'A' Levels or equivalent qualification. We have 100 employees of which 57% are female and 43% are male, 86% are part-time. Currently the workforce is made up of 92% UK nationals and 8% European nationals. Whilst this does not reflect the diversity of the student body it does reflect the diversity of the local area.

The ESO is a Partner College of The University of Greenwich (UoG) and through this partnership it is able to access HEFCE funding for its course.

The ESO has a world-class reputation for a high standard of teaching at both undergraduate and postgraduate levels and prides itself on its international links.

The ESO offers an undergraduate course and a range of postgraduate courses and seminars.

The Integrated Masters (M.Ost) is a 4 year full-time programme recognised by the General Osteopathic Council and validated by the University of Greenwich. The osteopathic teaching at the ESO is renowned for its broad approach to osteopathy and the wide range of techniques it teaches.



**ETHOS:** The ESO is proud to provide a friendly, caring and supportive environment in which to work and study and everyone involved is committed to helping students and staff meet their professional goals.

### **ESO VALUES.**

We are dedicated to the provision of the highest quality in:

- Osteopathic undergraduate and postgraduate education
- Clinical care in the community
- Osteopathic research

We are committed to:

- Concern for the individual
- Respect for the origins and philosophy of osteopathy
- The need to embrace the wider community of Europe and the world

The European School of Osteopathy is an osteopathic teaching institution recognised by the General Osteopathic Council to provide training for student osteopaths who, on successful completion of the course, are eligible to apply for registration with the General Osteopathic Council. The School is dedicated to the provision of both undergraduate and postgraduate osteopathic training, emphasising all essential elements of good practice, sound management and quality care.

The ESO values all of its students and employees and, where appropriate, reasonable adjustments will be made to ensure equality of opportunity for all regardless of race, gender, disability, culture and belief.

## SINGLE EQUALITY SCHEME

### 1. Purpose of the SES

As a school we recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The aim of our SES is to ensure equality for all and to embed fairness and equality at the heart of our school community and in all aspects of our **policies, procedures and practices (PPPs)**. We recognise within this scheme the inequality linked to poverty and socio-economic factors.

Our SES draws together the general duties under existing equalities legislation and, applying the principle of “levelling up”, enables us to achieve the following for all groups.

The ESO achieves equality of opportunity through vision, strategy and practice and will not tolerate unlawful discrimination or harassment and bullying of any kind.

In addition, the SES ensures that the ESO treats everyone equally and endeavours to involve all stakeholders in the development and reviews of the scheme.

#### **Our priorities are to:**

- Monitor the attainment of all employees and students in the school, identifying any trends.
- Ensure that all students and employees reach their full potential.
- Improve access to information for all students and employees.
- Promote a positive attitude towards diversity.
- Promote a zero tolerance policy on bullying.

#### **Levelling up**

The principle of ‘levelling up’ refers to applying the general duties across all equality strands and for all vulnerable groups. We continue to do this to ensure that we maintain a level of equality for all groups while taking into account the need to apply the test of what is **relevant and proportionate**.

We ask whether our PPPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **monitoring of outcomes, impact assessment** and **action planning** incorporating the fullest possible **participation of stakeholders**.

## **Participation**

Our consultative groups and working party include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.

The school aims to involve a variety of stakeholders including students, staff, patients and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

## **Anticipation**

We apply the principle of the 'Anticipatory Duty' in all aspects of the SES which means that we think ahead about how our PPPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative. We also anticipate that there may be 'hidden' disabilities and equality issues, so we are thorough in identifying factors that lead, or have the potential to lead to inequality such as mental health needs.

## **2. Responsibilities**

### **The Executive Team (ET)**

The ET achieves equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- keeping up-to-date with changes in relevant legislation (EHRC);
- ensuring understanding of the broad definition of disability within the DDA;
- sensitively encouraging declaration of equality strand identity by students and staff and other users of the school;
- implementing the gender and age duties in employment functions;
- ensuring that any necessary action is taken to remedy issues identified. plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while 'levelling-up' expectations in the other strands;
- The SES is reviewed by the HR Committee which has a responsibility for policy development and review. Membership includes a member of the ET, a staff representative and the student welfare officer. Patient and student representatives are co-opted as necessary and definitely in the case of the SES. The review , ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately;
- providing appropriate training for staff and other members of the school community;

- Monitoring the outcomes and impact of policies, procedures and practice on all groups, and responding with appropriate actions;

### All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (employees, trustees, contractors and students) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's PPPs;
- maintaining an awareness of, and professional interest in, the school's current SES and the PPPs to which it relates;
- implementing PPPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community.

### 3. The HR Committee (assuming the role of the SES Monitoring Group)

The HR Committee is involved throughout the planning, monitoring and evaluation of the SES. The Key Functions of the monitoring group are:

- to ensure the involvement of the widest possible range of people representing the different equality strands;
- to identify the information required relating to all equality strands;
- to consider arrangements for impact assessments;
- to report to the ET on outcomes of information gathering and impact assessment

### 4. Information Gathering

Information will be gathered on all strands of the equality scheme to ensure the scheme meets its remit. Specifications will be found in the Action Plan but more general actions are a matter of good practice.

- **Monitoring (staff)** – Applications for vacancies, the staff profile, promotions, training and development activities, grievances and disciplinary procedures, resignations, dismissals and redundancies, incidents of bullying or harassment.
- **Monitoring (students)** – Applications for admissions, the student profile (to include socio-economic data), retention, progression, graduations, complaints and incidents of bullying or harassment.
- **Consultation on the SES** – To take place regularly with staff, students and other stakeholders.

- **Widening Participation** – The School will continue to engage schools, colleges and learners locally, regionally, nationally and internationally to ensure the widest participation of all groups. In addition the School will continue to advertise vacancies widely with the aim of attracting widest participation of all groups.

## 5. Reporting on Progress

Each year, the HR Committee will prepare a report on progress to share with the ET, trustees, staff, students and any other interested party. This will be published on our website and will be available in different formats.

This report will contain the following

- A review of the 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.
- Staff Profile
- Student Profile
- Any other relevant activities that have taken place during the year (e.g. Feedback from the Disability Equality Questionnaire, Equal Ops Monitoring Forms, reviews of related policies, any cases of harassment and bullying, disciplinaries, grievances, dismissals, Fitness to Practise/Study cases, the Equality Impact Assessment, retention, attainment and attendance – students and staff.

## 6. Equality Impact Assessment

Impact assessment refers to the review of all-current and proposed PPPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PPPs are developed in an increasingly inclusive and equitable way.

We undertake our impact assessment in a relevant, proportionate and systematic way. In addition to using the Overview of Outcomes as a focused starting point, regular meetings regarding student progress are undertaken by the programme committee, impact assessments are incorporated into the school's planned review and revision of every policy and are also undertaken according to the review timetable.

Reviewing PPPs helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. We are aware that many PPPs have the potential to affect different groups in different ways and this is factored into the screening process.

Every new PPP is drawn up with regard to the school's duties as described in this SES and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

## **7. Action Plans (Current action plan – see separate document)**

**Our chief aims over the next three years are:**

- To complete an Equality Impact Assessment on all school policies/schemes.
- To run Equality and Diversity awareness days for students and staff.
- To produce an annual report for the ET (July/August).
- To improve processes for data gathering and recording relating to the SES.

We have action plans covering all relevant equality strands. The traffic light system is used to ensure that all actions are checked, monitored and evaluated systematically. These describe how we are taking action to fulfil both the general and specific duties of the relevant legislation and how we are extending our practice through 'levelling-up' as described above.

The action plans show:

The action, the reason for the action, the accountable person, the timescale, the success measures, the equality strand and the progress. The progress will be indicated by a traffic light system, with green meaning action completed, amber is partially completed and red, no progress.

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them.

The school evaluates the effectiveness of the SES by regular monitoring by the SES working team.

## **8. Publication and Reporting**

The SES is available on the ESO websites and the ESO Learning Zone. The school prospectus includes a reference to the SES and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PPPs.

## 9. Review

The HR Committee will review this Scheme every two years or sooner if the need arises.

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans.
- This incorporates an overview of the outcomes using the impact assessments to ensure that actions taken have a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

## 10. Contacts and Further Information.

If you would like to contribute to the SES or have any comments or questions, please contact the Corporate Services Manager at: [jacquieharris@eso.ac.uk](mailto:jacquieharris@eso.ac.uk) or the Student Welfare Officer at [jacquiwhite@eso.ac.uk](mailto:jacquiwhite@eso.ac.uk).

### Revision History

Version	Change	Author	Date of Change
001	Complete review to reflect the embedding of the SES within the organization.	JH and JW - to be approved by the HR Committee.	April 2016

## ANNEX ONE

### GLOSSARY

<b>ESO</b>	European School of Osteopathy
<b>SES</b>	Single Equality Scheme
<b>PPP</b>	Policies, Procedures and Practices
<b>UoG</b>	University of Greenwich
<b>HEFCE</b>	Higher Education Funding Council for England
<b>MOst</b>	Integrate Masters in Osteopathy
<b>Working Party</b>	Those members of staff designated to complete the tasks required by the SES
<b>Stakeholders</b>	Trustees, employees, patients, students, contractors
<b>Anticipatory Duty</b>	Thinking ahead about how our PPPs may affect different members of our school
<b>DDA</b>	Disability Discrimination Act
<b>ET</b>	Executive Team