

Staff Equal Opportunities Policy

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This document is available in large print or in an alternative format that meets your needs.
Please contact the HR Manager. ■

Staff Equal Opportunities Policy

Overview

1 Summary

This is an explanation for staff of the policy and procedures regarding staff rights and responsibilities in relation to Equal Opportunities issues.

2 Further Information

Deputy Principal
Director of Quality & Learner Services
Human Resources Manager

UCU Representative(s)
UNISON Shop Steward
Personnel Department

3 Approval

The policy was originally approved by the Employment and Finance Committee on 27 November 2000, Corporation and Senior Management Team on 15 November 2000.

4 Review

This document will be reviewed annually by the Human Resources Manager in consultation with the Equality & Diversity Committee, Personnel, UCU & UNISON. ■

Staff Equal Opportunities Policy

Key Information

1 Summary

1.1 Purpose

To ensure:

- That the college is actively advancing Equality of opportunity.
- That all members of staff are aware of their rights and responsibilities in relation to the Equality Act.
- Eliminating discrimination, harassment and victimisation and any other conduct prohibited by or under the Equality Act 2010.

1.2 Statement

- The College is committed to providing an environment that reflects and respects the diversity of individuals and ensures equality of opportunity for all.
- The College seeks to employ a workforce which reflects the diverse community at large because we value the individual contributions of all people.
- We will treat all employees with respect and dignity and provide a working environment free from unlawful discrimination, harassment or victimisation.
- The College, within the framework of the law and best personnel practice, are committed, wherever practicable, to achieving and maintaining a workforce, which broadly reflects the local community.
- No employee or job applicant should be disadvantaged or treated less favourably because of conditions or requirements imposed, which can not be objectively justified by the College. The College will seek to make reasonable adjustments to its arrangements and premises with a view to avoiding any disadvantage to individuals.
- Action will be taken to ensure that individuals are treated according to their individual needs and that decisions on recruitment, selection, pay, training, promotion and career management and on the termination of employment are based solely on objective and job related criteria.

2 Responsibilities

The Deputy Principal has overall responsibility for the procedure.

All employees have personal responsibility for the practical application of the policy, which extends to the treatment of employees, and through contractual agreements.

The Human Resources Manager and the Associate Director of Quality and Staff Development have responsibility for staff training and dissemination of the policy information, monitoring systems and procedures and development and implementation of the action plan in relation to Equality & Diversity.

The HR Manager has responsibility for ensuring that fair and adequate arrangements exist for both effective handling and recording all aspects of the employment relationship, recruitment and selection.

All managers have responsibility for ensuring that both they and the staff they manage understand and implement the policy. ►

Staff Equal Opportunities Policy

Key Information

3 Legal Requirements

The College is committed to achieving equality of opportunity for all people who work for the College and recognise the requirements under:

- The Equality Act 2010
- The Equal Pay Act 1970
- The Rehabilitation of Offenders Act 1974
- The Protection From Harassment Act 1997
- The Data Protection Act 1998
- The Human Rights Act 1998
- The Public Interest Disclosure Act 1998
- The Public Order Act 1998
- Special Educational Needs and Disability Act 2002

Together with associated Codes of Practice.

4 Positive About Disabled People

The College is an authorised user of the Positive about Disabled People logo.

5 Mindful Employer

The College is an authorised user of the Mindful Employer logo. This is a charter for employers who are positive about mental health. ■

Staff Equal Opportunities Policy

Primary Information

1 Definitions

Equal Opportunities

The means by which disadvantage and discrimination is reduced and eliminated by legislation and positive action.

Equal Opportunities aims to ensure that no group receives less favourable treatment, thereby enabling all people to have equal access to the provision of goods, services, education, training, facilities, premises and employment.

IT DOES NOT MEAN TREATING EVERYONE THE SAME

THIRD PARTY HARASSMENT

A person has experienced harassment at work from someone outside their employers organisation.

SEXISM

All attitudes, procedures and patterns - economic, social and cultural - whose effect, though not necessarily whose conscious intention, is to create, maintain and extend power, influence and privilege of one group of people over another. Sexism is prejudice or discrimination on the basis of gender.

DETRIMENT ARISING FROM DISABILITY

Unfavourable treatment because of something arising in consequence of a persons disability.

PREJUDICE

An opinion or feeling about people of a different group which is formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.
Pre-judging without having correct information which leads to irrational preferences.

SEXUAL DISCRIMINATION

Unequal treatment of an individual or group on account of their gender or marital status.

HARASSMENT/BULLYING

Harassment can constitute causing another to fear violence will be used against them. It can also involve threatening, abusive or insulting words or behaviour. This offence can also involve the display of any writing or sign which is threatening, abusive or insulting. Causing alarm or distress to a person also constitutes harassment.

SEXUAL HARASSMENT

Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of men and women at work (European Community Code of Practice). Repeated and/or unwanted verbal or sexual advances, sexually explicit or derogatory statements or sexually discriminatory remarks. (TUC).

A DISABLED PERSON

A disabled person is anyone with a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to-day activities. ►

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DISCRIMINATION

To single out a particular person, group, etc, for less favourable treatment because of a protected characteristic.

ADVANCING EQUALITY

New options for positive action, and wider public sector duties.

DISCRIMINATION BY ASSOCIATION

It is unlawful to discriminate against someone because they associate with a third person who possesses a protected characteristic.

DISCRIMINATION BY PERCEPTION

It is unlawful to discriminate against someone because they are perceived to possess a particular protected characteristic even if that is a mistaken belief.

DIRECT DISCRIMINATION

Where a person treats someone less favourably than another person is, or would be, treated on the grounds of their protected characteristic.

INDIRECT DISCRIMINATION

Where an unjustifiable requirement or condition is applied equally but, whether intentional or not, has an effect which disadvantages people who share a protected characteristic.

VICTIMISATION

This consists of treating a person less favourably than others are or would be treated in the same circumstances because that person has made a complaint of allegation of discrimination, or has acted as a witness or informant in connection with proceedings under equality legislation.

PAY TRANSPARENCY

When a person is appointed for a job solely on the basis of their protected characteristic. This is unlawful.

POSITIVE ACTION

Under sections 158 and 159 of the Act positive action can be taken where people who share a particular protected characteristic are underrepresented in an activity:

- To provide facilities for special training which would help them compete on equal terms for jobs;

OR

- To encourage them to apply for posts in the organisation/those areas of employment or training.

PROTECTED CHARACTERISTICS

The Equality Act 2010 protects against discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. ►

Staff Equal Opportunities Policy

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2 Responsibilities

Learners

Specific legal requirements are laid on educational establishments for whom it is unlawful to discriminate:

- In the terms on which they offer education
- By refusing to accept an application
- In the way learners are afforded access to benefits facilities or services
- By exclusion of a learner from the establishment, or subjection to any other detriment.

Staff

It is unlawful to discriminate in:

- Recruitment and selection
- Terms of employment
- Promotion or transfer
- Access to benefits, facilities or services
- Dismissal.

Staff in College are legally obliged to:

- Act in an accordance with the Code of Conduct
- Report all incidents
- Co-operate with agreed policies.

Managers and supervisors responsibilities:

- Advance equality
- To intervene in situations where they witness/are told of unacceptable behavior
- To follow appropriate College policies and procedures.

3 The Five Dimensions To Equal Opportunities

1. Discrimination

Eliminating any discrimination in relation to staff recruitment and promotion, the purchase of goods and services, or curriculum management.

2. Harassment/Bullying

Ensuring that all learners, staff and visitors can go about their business in an atmosphere free of threat or abuse.

3. Widening Participation

Encouraging the maximum access to the full range of courses and other College services for people of all social backgrounds and cultures. ►

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4. Inclusive Learning

Providing support to enable individual learners of different abilities and needs to progress through the curriculum towards successful achievement.

5. Advancing Equality

Advancing equality of opportunities between those who share a relevant protected characteristic and those who do not.

4 Policy Guidelines

Recruitment and Selection

The College will ensure that all recruitment procedures are both fair and relevant by ensuring that:

- Direct discrimination does not occur.
- Indirect discrimination does not occur.
- Person specifications should match job descriptions.
- Equality Statements are present in all job advertisements.
- Positions are advertised in such a way as to ensure exposure to minority groups.
- All advertising material and accompanying literature relating to employment will avoid presenting minority groups in stereotypical ways.
- Selection decisions will be made on the basis of the requirements of the job as set out in the job and person specifications.
- Interviews will be conducted in such a way so as to avoid misunderstandings because of individual differences which may lead to underestimation of a candidates abilities.
- Individuals on interview panels will be fully acquainted with issues relating to prejudice and discrimination.
- No questions will be asked of the applicants unless they can be shown to be essential.
- The College recognises its responsibilities under Equality legislation. It further recognises that there are other disadvantaged groups not covered by legislation and will permit no discrimination against these groups during employment or at recruitment and selection.
- All job advertisements will include the statement 'Striving to be an Equal Opportunities Employer' or otherwise include reference to the organisation's commitment to equality of opportunity.
- Advertisements for job vacancies will not appear in a form or be published in a manner which is likely to discriminate against applicants from a particular minority group.
- Applications for employment with the College will be considered solely on the basis of suitability for the post.
- Where educational requirements are stated equivalent overseas qualifications will be accepted as an alternative.
- It is the College's policy not to discriminate on age grounds, [subject to the College's normal retirement age of 65 years and to legal requirements for certain jobs
- Job applicants will be assessed according to their personal capabilities to carry out a given job. It will not be assumed that men only or women only will be able to perform certain kinds of work.
- Jobs for which a person's sex is a genuine occupational qualification will be periodically reviewed to see whether that qualification still applies.
- Job advertising will be written in such a manner as to encourage applications from suitable candidates of all protected characteristics. ►

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- Interviewing arrangements will be periodically reviewed to ensure that unlawful discrimination is avoided in the use of selection tests processing of applications and the content of questions posed to applicants.
- There will be full and fair consideration of disabled persons for all types of vacancy. All disabled applicants who have the written support of their Disability Employment Adviser will be guaranteed an interview, provided they meet the essential requirements.

Monitoring

- The staff of the college should reflect the learner body.
- It is the responsibility of all employees to ensure that they treat all service users with equal respect and that they are aware of the specific needs of disadvantaged groups in their area of work. Managers should constantly monitor and review service provision in order to ensure that the needs of all members of the community are met.
- The College is committed to providing responsive services which are relevant to the needs of all sections of the local community. Guidelines and procedures will be kept under review to ensure that individuals receive appropriate services, on the basis of their needs.

Staff Development

- Training is an integral part of promoting equal opportunities and the College recognises its responsibility to raise in all its staff an awareness of equal opportunities issues. Staff will be required to undergo such Equality development as is deemed relevant and appropriate.
- All staff will receive induction, tuition and information necessary for compliance with equal opportunities legislation and practice.
- All staff will receive career counselling and will be encouraged to fulfil their career potential. The College will arrange positive action training and other measures where appropriate to ensure that proper attention is given to meeting the needs of minority groups which arise from a history of discrimination and disadvantage.
- All those involved in staff review shall actively develop anti-discriminatory practice, and challenge stereotypical career paths, in accordance with the equal opportunities policy. Everyone involved in training shall themselves have been trained in equality.
- Training will be arranged for all employees to understand their position in law and under this policy.
- Redundancy, training and promotion practices and the operation of conditions of service will be periodically reviewed to ensure that they are not directly or indirectly discriminatory. Cultural and religious needs will be considered and met wherever reasonably practicable within the framework of current Conditions of Service.
- Employees who become disabled for whatever reason, will be retained in employment whenever possible. Guidance and assistance will be provided to help the individual readjust, and job restructuring, if necessary, will take place wherever possible.

Decision Making

- Wherever possible consultation should take place with representatives of the minority communities and their representation sought on decision making bodies.
- The College will maintain regular contact with the Disability Employment Adviser and the team at Job Centre Plus. ►

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Childcare Responsibilities: Staff and Learners

- The College recognises that, as a result of the inequality in childcare and other domestic duties parents/guardians suffer, it will need to undertake special measures to ensure genuine equality of access for staff and learners with care responsibilities.
- The College will endeavour to provide nursery/creche facilities at the institution for both staff and learners whenever they are required to be on the premises. Flexibility into timetabling will be encouraged to assist those with family responsibilities. Additionally, the College will provide refresher courses for those returning from career breaks and will make appropriate arrangements for job sharing and part-time working. ►

Dietary Requirements

The College catering facilities managed by 'Aramark' will seek to ensure that all dietary requirements are catered for in the campus eating areas.

- The Zone – Hot Stuff
- The Zone – Shop & Snack
- Java City
- Kingsway Centre – Subway
- Beacon House

Examples of special dietary requirements include:

- Vegetarian
- Vegan
- Gluten Free
- Allergies e.g. Foods containing nuts
- Halal/Kosher and other religious requirements

Where possible these foods will be clearly labelled and separated from other foods.

Any special dietary requests should be communicated to either:

Karen Hooke
Aramark Manager
Tel: 01724 294169

Scott Wilson
Human Resources Manager
Tel: 01724 294602

Alternatively staff/learners can complete a suggestion form and place it in one of the numerous suggestions boxes placed around the campus.

5 Procedure For Dealing With Incidents Of Discrimination

Confidential advice on the procedure and associated matters may be obtained in the first instance from the College Counsellors, the College's Human Resources Manager or Trade Union representatives. Confidentiality is to be maintained, by all parties involved, concerning all matters referred for resolution under these proceedings. ►

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1. The member of staff should report the incident as promptly as possible, in writing or in person, to a line manager or the Human Resources Manager in the first instance, who will initiate an immediate inquiry, referring where necessary to other College policies - eg grievance, Dignity at Work etc.
2. The Line Manager or Human Resources Manager will report the complaint immediately to the College's Deputy Principal who shall maintain a confidential record of such complaints and how they are resolved.
3. The member of staff bringing the complaint may be accompanied by a representative, being their Trade Union representative or workplace colleague at all stages of the procedure.
4. The learner or member of staff against whom the complaint is made may also be accompanied by a workplace colleague or Trade Union representative at all stages of the procedure.
5. The Line Manager, or in her/his absence the Human Resources Manager, shall normally interview all parties concerned within five working days of receipt of the complaint.
6. Effective conciliation will be sought as a primary objective throughout the procedure.
7. The member of staff and the person against whom the complaint is made shall be entitled to counselling if either party so wishes.
8. At any stage following receipt of the complaint it appears to the Line Manager, or in his/her absence the Human Resources Manager, that
 - The complaint should be investigated as a disciplinary matter; and/or
 - There may be grounds for suspension of the person against whom the complaint is made pending investigation the provisions and entitlements in the College's Staff and Learner Disciplinary Procedures shall apply (see appropriate).
9. Following the conclusion of the Investigation the outcome and any action taken (including any recommendation that a disciplinary meeting should be held) will be communicated in writing within ten working days to the individual bringing the complaint and to the person against whom the complaint was made.
10. If the individual is not satisfied with any decision regarding his/her complaint, s/he should communicate the matter in writing to the Deputy Principal, or in her absence to another member of the College's Senior Management Team, within ten working days of receiving the communication regarding the outcome of the investigation by the Line Manager, or in her/his absence by the Human Resources Manager. ■

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Supporting Information

1 The Human Rights Act 1998 (HRA)

Came into force on the 2nd October 2000.

Article 14 of the European Convention on Human Rights states that:

“... the enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any grounds as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.”

All public authorities are required to adhere to the HRA.

This means that courts, which themselves are considered public authorities, will have to interpret domestic law in line with the HRA. This means that issues such as sexual orientation could have been ruled unlawful despite not being directly covered by UK legislation until December 2003.

2 Special Educational Needs and Disability Act 2001 (SENDA) as amended by the Equality Act 2010

- SENDA is part of the Equality Act 2010 that relates to Education.
- It came into force in September 2002 when SENDA became effective. It means that Colleges and Local Education Authorities have legal responsibilities:
 - not to treat disabled learners less favourably; and also
 - to provide reasonable adjustments for disabled learners.
 - these responsibilities apply to any service, which is provided specifically for students eg all teaching, catering facilities, outings and trips etc. ▶

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- the responsibilities are also 'anticipatory' which means that the likely needs of disabled learners must be anticipated and provision should be made in advance ie they should not just respond to the individual's needs of one learner when the situation arises.

Don't think you need this now as all wrapped up in the Equality Act.

3 Social Diversity And Inclusive Language

As a working community, North Lindsey College is increasingly characterised by social diversity. This is partly the result of some of the positive policies that have been adopted in recent years; policies such as the recruitment of mature students and the setting of staff targets. The College is committed to promoting equal opportunities and aims to create an environment where people are encouraged to realise their potential, whether as employees or learners.

One of the ways of working towards these aims is to foster a greater awareness of the role that language plays across all sectors of the College. Since this is an educational institution, we have a responsibility to use language in ways which make all members of the community feel included and to create a climate of equality, understanding and mutual respect. However, language can also be used in ways which exclude or discriminate against particular social groups. In these guidelines, the College has identified aspects of language use which can cause offence, regardless of the intentions of the speaker or writer. Three main aspects of language are highlighted: language which excludes, language which defines people in stereotypical ways, and language which degrades.

In writing this document, the College has tried to keep in mind different dimensions of language use: spoken communication, informal written language, publications and visual images (such as College brochures) and non-verbal communication in face to face interaction. We have also tried to keep in mind language about people from different social groups as well as language addressed to them. In each section, we have also drawn attention to positive communicative strategies and inclusive uses of language.

This is not intended to be a fully comprehensive document. The purpose of this set of guidelines is to raise general principles and, wherever possible, to illustrate these with examples. ►

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Supporting Information

From Exclusive Thinking to Inclusive Thinking

The term staff should be used to include all staff but there is still considerable variation on campus in the ways in which the term is used. It is important that when staff handbooks are prepared, when services to staff are offered by the College or when circulars are mailed out, the aim should be to be as inclusive as possible.

Terms of Address: Respecting Preferences

Many staff in the College are on a first name basis with their immediate colleagues, and are happy to be addressed by their first and last name, in speaking or writing. It is important that there should be equal treatment and mutual respect in this regard across different categories of staff: cleaners, librarians, people involved in administrative work, lecturers or support staff.

LANGUAGE AND DISABILITY

Avoiding stereotypes and language which can cause offence

Over 14% (6 million) of the population in Britain have some form of disability although not all disabilities are readily observable. For any audience or readership, there is therefore a strong chance that some may be disabled and will thus be offended by the use of insensitive and outmoded statements such as handicapped or sub-normal. Of the 6 million people with disabilities, only some 4% are wheelchair users but it is all too easy to structure attempts to improve facilities, services and language use around the stereotypical assumption that disabled means wheelchair user. This can lead to other disabilities being ignored. It is important to remember that people are more disabled by society's attitude than by their actual condition.

When speaking or writing about people with disabilities, positive attributes are all too often overlooked. Words and phrases such as handicapped, mentally deficient or slow learner tend to predominate. Descriptions such as spastic, epileptic and the disabled group people together into artificial categories and encourage stereotyping by recognising only a single characteristic. Also people diagnosed as HIV positive are often grouped together with people who have AIDS. Comments like polio sufferer and wheelchair bound are seen as patronising and condescending. People with disabilities do not necessarily suffer except as a result of society's approach to them: For example a wheelchair user is not confined to or bound to their wheelchair, it is an aid to mobility and freedom.

It is worth noting, too, that profoundly deaf people who use British Sign Language as their preferred means of communication regard themselves as a cultural and linguistic minority, as members of the Deaf Community.

Many people when they start to think about the use of language in the presence of disabled people find that common phrases are potentially offensive, but phrases such as blind spot, see you soon, are also commonly used by people with disabilities. If you are concerned about using expressions such as these, ask a disabled person or persons if they find it offensive. They live with their disability and with this sort of language every day of their lives. They are unlikely to be offended by your interest or concern.

Equal Access?

Often there is no consideration of the needs of disabled people in spoken communication and in written material e.g. for teaching purposes or for general information on college campus. The result is that access is denied. Disabled students can get assistance in class (e.g. there are members of staff who take notes for them). Lessons can also be audio or video-recorded. Those who are producing written material should consider the impact of the physical presentation on people with disabilities. For example, it is possible to reproduce written texts in Braille or on audio cassette for those with visual impairments. Video tapes can be provided with subtitles for people with hearing impairments. Bulky publications can be broken down into smaller more manageable units for ease of handling. Texts can be arranged for people with dyslexia. ►

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The The success Centre 4171/4606 will be glad to give further advice in relation to appropriate language and alternative media facilities or on any other matter relevant to people with disabilities.

LANGUAGE AND GENDER

There are as many women students as men students at North Lindsey College. Women also make up a substantial proportion of the staff. It is important to ensure that women students and staff receive equality of treatment in all aspects of college life. This includes equality of treatment in language used about women or in language addressed to women. As in the case of other social groups already discussed, three aspects of language use can cause offence: exclusion, definition, degradation. This may happen regardless of a speaker's or writer's intention. The first two are probably the greatest areas of concern in any organisation. In the following sections we identify possible ways in which exclusion, definition and degradation of women may occur within the College, and suggest alternatives.

Exclusive or Inclusive Language?

The so-called generic terms he and man (along with men, and - man) are still heard and read across a range of workplace settings: "all businessmen ", Man...." In academic circles, they may be more characteristic of certain disciplines than others. They can rarely, if ever, be fully generic. Use of such terms also excludes by allowing a writer or speaker to slip from generalisations about people into generalisations about men. There is now ample evidence from research which shows that terms such as he and man are often not interpreted generically.

Alternatives are available: people or human beings instead of man; he or she, s/he (in writing) or 'singular' they instead of 'generic' he. A Comprehensive Grammar of the English Language (1985) notes that 'singular' they is part of current usage. The use of they has always been common in speech but is now also becoming common in writing, including academic writing. Another way to avoid the 'generic' he is to re-write the sentence in plural.

Language Which Defines?

Gender Stereotyping

It is not usually necessary to specify the gender of a person in a particular role. To do this is, in effect, to define them in a particular way and run the risk of reinforcing gender stereotypes. It is often worth testing the effect of specifying a role by gender e.g. man doctor as compared with a woman doctor? In the College most occupations are not gender-defined, e.g. administrative assistant, lecturer. There may occasionally be a good reason to specify gender, for example in an Equal Opportunities statement on a job advertisement, like 'Women (Men) are currently under-represented in and are particularly encouraged to apply'. In addition, everyone should feel free to request a woman doctor or a man doctor at the Choices Health Clinic.

Asymmetric Use of Titles and Gender Terms

If it is felt necessary to use a title, and if a woman's marital status is not known or considered unimportant. Ms is the obvious solution. It is a title for a woman which is an alternative to Mrs or Miss and the equivalent of Mr, since it does not indicate marital status. At the same time, a woman's own wishes with regard to her title needs to be respected. For different reasons, some women feel uncomfortable with Ms. In some cultural groups, titles are not used at all and a woman's own wish thus extends beyond the above alternatives to the option of no title at all. Official College documents, such as memos, telephone listings and application forms should take this range of options into account.

Many young women are happy to be referred to as girls - even in situations where the term boys would not be used for their male counterparts. Many, however, are not. The term woman denotes an adult female and, unless individuals concerned are known to prefer the term girls, the use of the term woman would seem more appropriate. ►

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The term colleague can be used about staff by other staff. Again if people's wishes are to be respected it is a good idea to discuss what people want to be called.

Avoiding language which defines by gender does not mean saying one lives in Personchester or that work is being done down a person-hole. Such words are largely the creation of individuals who wish to trivialise the use of inclusive language. They are not used by those in favour of inclusive language.

Avoiding Language Which Degrades Or Offends

LANGUAGE AND LESBIANS, GAY MEN AND BISEXUALS

Even today, many people who have some understanding of other forms of discrimination still do not realise the extent of bias against people because of their 'sexual preference'. In fact, the very use of the term 'sexual preference' can be a problem; compared to the phrase, lesbians, gay men and bisexuals, it is rather euphemistic. Both the general lack of awareness of homophobia and a reluctance to discuss it openly mean that this type of discrimination is sometimes not taken as seriously as other types. Yet the extreme end result of this discrimination, both in society and the college, can be the same as with other forms -isolation, verbal harassment and physical attacks. It is especially important for colleges to aim to provide an environment in which homophobia is not manifested; many younger people are learning to discover and accept their sexuality and are particularly vulnerable to hostility and victimisation.

Exclusive or Inclusive Language?

Language use can reinforce the exclusion of lesbians, gay men and bisexuals from the mainstream. Most reference to families or to personal relationships assume that everyone is heterosexual - so does most conversation when on the topic of social activities. There may also be an underlying assumption that heterosexuality is 'natural' and that any other orientation is by definition 'unnatural'.

To avoid marginalising the contributions and talents of so many people, on the grounds of their sexual preference alone, we can consider using language that is not based on these assumptions. In speaking and in writing we can aim to be inclusive. It is both fair and accurate to include lesbians, gay men and bisexuals.

Here are examples of everyday language which exclude lesbians, gay men and bisexuals. Alternatives are also suggested. ■

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6 SOURCES OF HELP AND ADVICE

Employers Forum on Disability

Nutmeg House
60 Gainsford House
London
SE1 2NY

Tel: 01717 403 3020

E-mail: disabilitydirections@efd.org.uk

Remploy

Dunedin House
Albion Street
Hull
HU1 3TG

Tel: 0300 4568033

E-mail: hull.branch@remploy.co.uk

Campaigning organisation for women's equality

The Camelot Foundation

1 Derry Street
London
W8 SHY

Tel: 0171 937 5594

An innovative funder focussed on disabled
and disadvantaged people across the UK

Royal Association for Disability and Rehabilitation

Tel: 0171 712 2099

Department for Education and Employment (DfEE)

Moorfoot
Sheffield
S1 4PQ

Tel: 0870 001 2345

Web Site: www.dfes.gov.uk

The DfEE offer a wide range of free publications

Equality and Human Rights Commission

Arndale House
Arndale Centre
Manchester
M4 3EQ

Tel: 0845 604 6610

Web Site: www.equalityhumanrights.com

Fawcett Society (gender equality)

45 Beech Street
London
EC2Y 8AD

Tel: 0171 628 4441

E-mail: poao5d@shef.ac.uk

Shaw Trust (disability)

Fox Talbot House
Greenways Business Park
Belling Close
Chippenham
Wiltshire
SN15 1BN

Tel: 01225 716300

Provides employment related support and services for
people with disabilities

National Disability Council

Tel: 0171 250 3222

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Employers for Childcare

Cowley House
Little College Street
London
SW1 P 3XS

European Business Network for Social Cohesion

London Enterprise Agency
4 Snow Hill
London
EC1A 2BS

Disability Discrimination Act Helpline

Tel: 0345 622 633

Local Employment Services
Placement Assessment and Counselling Team (PACT) ■