

Race Equality Policy

Document Control

Reference: ISPOL4200013E

Version: 2

Review Date: 30/06/2028

Author: Sian Thompson

Approver: Eva Rees

Mae'r ddogfen hon ar gael yn Gymraeg | This document is available in Welsh

Scope and Application

Pembrokeshire College is committed to creating and sustaining a fully inclusive working and learning environment for staff and learners which is fair, positive, supportive, and free from any form of discrimination, victimisation or harassment.

The College's commitment to Equality, Diversity and Inclusion is embodied in the College's Strategic Equality Plan 2024 – 2028. The College's progress towards meeting its legislative responsibilities is recorded in an Annual Equality Report which is published on the College website.

Pembrokeshire College is committed to supporting the Welsh Government's vision of an anti-racist Wales by 2030, and its Race Equality Action Plan reflects the [Anti-racist Wales Action Plan: 2024 update \[HTML\] | GOV.WALES](#).

Accountability for advancing anti-racism across the College sits with the Governing Body, Principal, Senior Leadership Team and Senior Management Team.

This Policy complies with the following legislation:

- The Equality Act 2010
- The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011;
- The Well-being of Future Generations (Wales) Act 2015
- The Race Relations (Amendment) Act 2000;
- The Health and Safety at Work Act (1974)
- The Crime and Disorder Act 1998;
- The Sentencing Act 2020.

This Policy should be read alongside the College's Strategic Plan 2023 – 2028; Strategic Equality Plan 2024 – 2028; the Equality, Diversity, and Inclusion Policy; and The College Race Equality Action Plan which all demonstrate the College's commitment to Equality, Diversity and Inclusion for its learners, staff, and members of its Community.

This Policy applies to all staff and learners at Pembrokeshire College. Managers and staff are responsible for implementation, and the College is responsible for providing the necessary resources.

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1. Introduction

- 1.1 The College has a zero-tolerance approach to anyone who has committed, authorised, or condoned an act of discrimination, harassment, or victimisation and these will be dealt with under the College's Staff Disciplinary Policy or Positive Behaviour Policy for learners.
- 1.2 The College fully complies with its Public Sector Equality Duty (PSED) in that it will:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
 - Foster good relations between people who share a protected characteristic and those who do not.
- 1.3 The College will not tolerate any form of discrimination, harassment or victimisation on the grounds of race and will challenge all forms of oppression.

2. Roles and Responsibilities

Role	Responsibilities
The Principal and The Governing Body	➤ Accountability for advancing anti-racism across the College and ensuring that the College Race Equality Action Plan is implemented ➤ Ensures the College has an appropriate Race Equality Policy in place ➤ Ensure there are sufficient resources for the implementation of this Policy and its Race Equality Action Plan (REAP)
Senior Leader Team and Senior Management Team	➤ Ensuring the College staff comply with their Equality, Diversity, and Inclusion legislative responsibilities ➤ Drive forward the objectives of College's Race Equality Action Plan (REAP)
Equality and Diversity Committee	➤ Receive updates on the progress of the College's Race Equality Action Plan (REAP) ➤ Approves any actions needed in response to any key trends and areas for investigation highlighted by the Annual Equality Report

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Additional Learning Needs and Inclusion Lead	➤ Work with the Senior Managers to ensure that the actions contained in the College's Race Equality Action Plan (REAP) are implemented ➤ Ensure that all staff are made aware of their Equality, Diversity and Inclusion legislative responsibilities and provide training and support to deal with allegations of racial discrimination, harassment, or victimisation.
Inclusion Services Manager	➤ Provide advice and guidance on Anti Racism for staff and learners ➤ Work with Aspire to ensure Anti Racism awareness raising and training is provided for all staff ➤ Raise awareness with learners their Anti Racism responsibilities
Designated Safeguarding and Wellbeing Lead and Safeguarding team	➤ Ensure that appropriate action is taken in relation to any allegations of racial discrimination towards learners ➤ Ensure that appropriate support is offered to any learner who is subject to racist behaviours or comments.
Human Resources Department	➤ Provide managers with guidance on this Policy, and pm any training requirements ➤ Ensure that appropriate support is offered to any member of staff who is subject to racist behaviours or comments.
Complaints Manager	➤ Ensure that all complaints relating to Racism are recorded and outcomes reported in the Annual Complaints report.
Staff	➤ Challenge any racist incidents or comments ➤ Report all racist incidents to their line manager as soon as practicable. ➤ Ensure that the learner is supported by the Safeguarding team ➤ Ensure that the member of staff is supported by a member of the HR team. ➤ Promote racial equality and good relations at all times

3. Intersectionality

- 3.1 The Equality Act 2010 specifies that there are nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

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3.2 Intersectionality refers to the interactions between the nine protected characteristics, plus wider characteristics that shape lived experiences of discrimination, inequality and privilege such as socio-economic disadvantage, occupation and care-experience

3.3 Intersectionality is a concept for understanding how aspects of a person's identities combine to create different and multiple discrimination and disadvantage or privilege.

4. Race Equality

4.1 The Equality Act 2010 states that Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality.

4.2 All College learners and staff have the right to be treated with respect and to feel safe regarding their individual ethnic background and identity.

4.3 All College learners and staff should feel welcomed and celebrated for the advantages they bring to the college community, including diversity, multi-cultural education and wider lived experiences, and the opportunity to share ideas and practices to broaden minds.

4.4 Learners have the right to receive their education and staff to work in an environment which is free from humiliation, oppression, or abuse on racial grounds.

4.5 Racism:

- is when an individual is treated unfairly because of their race, or because of the race of someone they are connected with, such as a partner or other family member.
- is where someone treats another person differently because their skin colour is not the same as theirs or they speak a different language.
- can be conscious or unconscious, intentional, or unintentional. Racism can be direct or indirect.

4.6 Racism may take the form of:

- verbal abuse or physical intimidation;
- more subtle and innocuous words or acts e.g., a microaggression (See Section 3 above);
- Apathy which is a lack of interest or concern;
- Minimisation which is downplaying the significance; and
- Systematic which is patterns of behaviours, policies, and practice within organisational systems that reinforce disadvantage

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- 4.7 Protected ethnic groups include Sikhs, Jews, Romany Gypsies, Irish Travellers, Scottish Gypsies, and Scottish Travellers.
- 4.8 Staff and learners should feel reassured that where an allegation of racism is made, it will be investigated, recorded, actioned and that help, and support will be given to all involved.
- 4.9 This Policy should be read in conjunction with the College's Whistleblowing Policy.

5. Religion or Belief Equality

- 5.1 The Equality Act 2010 states that no individual can be treated differently because of their religion or belief, or lack of religion or belief.
- 5.2 The treatment could be a one-off action or because of a rule or policy. It does not have to be intentional to be unlawful.
- 5.3 The Equality Act 2010 states that any individual must not be discriminated against because:
 - they are, or are not, of a particular religion;
 - they hold, or do not hold, a particular philosophical belief;
 - someone thinks they are of a particular religion or hold a particular belief i.e. discrimination by perception; or
 - they are connected to someone who has a religion or belief i.e. discrimination by association.
- 5.4 Religion or belief can mean any religion, for example an organised religion like Christianity, Judaism, Islam or Buddhism, or a smaller religion like Rastafarianism or Paganism if it has a clear structure and belief system.
- 5.5 The Equality Act 2010 also protects individuals who have a lack of religion or belief. They are protected if they are discriminated against because of their beliefs.

6. The College's commitment to Anti Racism

- 6.1 The College's Core Values to Anti Racism are outlined in the College's Race Equality Action Plan (REAP). These are:
 - a strong commitment to lead from the front and demonstrate it in terms of anti-racist values, behaviours, representation at all levels of the organisations and accountability measures.

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- participation in all decision making and senior leadership groups in a way that enables lived experiences of minority ethnic people to be heard and acted upon.
 - achieve, at the very least, minimum requirements of the Equality Act 2010 and publish the results in an open and accessible forum/platform.
 - minimum standards and provision of culturally sensitive and appropriate services, including provision of translation and interpretation.
 - ensure robust complaints policies and processes for racial harassment that are validated to the satisfaction of minority ethnic groups.
- 6.2 A standardised approach to collecting and reporting on ethnicity data reporting formats and terminology is adopted for all College Annual reports. The format and collection of all Learner, staff and Governor ethnicity data are aligned.
- 6.3 The College will challenge all forms of direct or indirect racism, including unconscious bias, or microaggressions. Examples of unacceptable racist acts includes:
- Direct physical assault or threat of it;
 - Inciting racism in others;
 - Behaving in a racist way and treating others less favourable on the basis of race;
 - Microaggressions;
 - Racist name-calling or racist joke-making;
 - Expressing prejudices or deliberate misinformation on racial or ethnic distinctions;
 - Distributing racist literature;
 - Writing or expressing provocative slogans or catch phrases; or
 - Refusal to co-operate with other people because of their ethnic origin.
- 6.4 The College will treat all forms of racial abuse by any person within the College seriously and they will be investigated under the College Complaints or Safeguarding Policies (See Section 7) and reported to the police where appropriate.
- 6.5 The College will ensure that staff have training in dealing with and reporting any incidents of racism, promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multifaith society.
- 6.6 The College will ensure that learners are encouraged to acquire the knowledge, understanding, skills, and attitudes to recognise and challenge examples of racism they may meet in their lives.
- 6.7 Responsible managers will incorporate anti-racist QDP (Quality Development Plan) actions where relevant; for example, those concerning participation by and outcomes for Black, Asian, and Minority Ethnic WBL and FE learners.

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- 6.8 Responsible Managers will review the Quality Development Plan (QDP) actions about recruitment and performance of underrepresented groups in apprenticeships.
- 6.9 Staff recruitment strategies will target an increase in recruitment from individuals from Black, Asian and minority ethnic communities. The HR Annual Report will include quantitative and qualitative staff recruitment and selection data and lived experience data.
- 6.10 Data in relation to learner outcomes to be analysed and any differentials identified and actioned with appropriate support or resources.
- 6.11 The College's commitment to Anti Racism will be shared with all its partner organisations.
- 6.12 Responsible Work Based Learning Managers and Leads will ensure that they will comply with the Commissioned Contract Holders Anti Racist Aide Memoire.

7. Dealing with Allegations of Harassment, Discrimination or Victimisation

- 7.1 The College recognises that a racist incident is one where the target or any witness to the incident believes it to have been racially motivated, regardless of what the perpetrators intention was. This is in line with The Crime and Disorder Act 1998 and Section 66 of the Sentencing Act 2020.
- 7.2 With a hate crime or hate incident it is 'who' the victim is, or 'what' the victim appears to be that motivates the offender to commit the crime. Evidence of the hate element is not a requirement. An individual does not need to personally perceive the incident to be hate related. It would be enough if another person, a witness or even a police officer thought that the incident was hate related. Someone can be a victim of **more than one** type of hate crime. For definitions of Hate Crime, Hate Speech and Hate incidents see the Section 9.
- 7.3 All acts of discrimination, harassment, victimisation, or abuse on the grounds of race will be investigated promptly, reported on, and treated as a serious disciplinary offence.
- 7.4 If a member of staff feels they are being harassed or discriminated against on grounds of their race or ethnicity, they should raise the matter with their Line Manager or the HR Manager. The Wellbeing Officer and member of the HR team will support any member of staff to report the incident to the police as appropriate.
- 7.5 Learners who feel they are being harassed or discriminated against on grounds of their race or ethnicity should raise their concerns with their Course Tutor or report it to safe@pembrokeshire.ac.uk The Safeguarding team will support any learner to report incidents to the police as appropriate.

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- 7.6 All incidents or concerns raised by staff or learners in relation to racial discrimination, harassment or victimisation will be reported to and logged by the Complaints Manager. These complaints will be reported as part of the annual Complaints Report and presented to the Governing Body. The details of the incident, the finding and any recommendations arising from the investigation into the incident or concern, will be published in the Report.
- 7.7 All incidents or concerns raised by or involving learners in relation to racial discrimination, harassment or victimisation will be reported to and logged by the Safeguarding Team and will be reported as part of the Annual Safeguarding Report and presented to the Governing Body. The details of the incident, the finding and any recommendations arising from the investigation into the incident or concern, will be published in the Report.
- 7.8 The Inclusion Services Manager, HR, and Payroll Manager, ALN and Inclusion Lead and Designated Safeguarding and Wellbeing Lead, are available for confidential support and advice for staff and learners.
- 7.9 Where personal information is divulged in confidence this will be respected unless there is a conflict with statutory obligations.

8. Review

- 8.1 This Policy will be reviewed in line with College's Strategic Equality Plan 2024 – 2028 unless there are any legislative, Equality and Human Rights Commission or Welsh Government Guidance developments.

9. Definitions

Term	Meaning
Antisemitism	"a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities." The International Holocaust Remembrance Alliance (IHRA).
Buddhism	One of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that the human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve enlightenment, or nirvana.
Christianity	The most widely practiced religion in the world, with more than 2 billion followers. The Christian faith centres on beliefs regarding the birth, life, death, and resurrection of Jesus Christ.

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Extremism Right Wing Terrorism (ERWT)	Those involved use violence in furtherance of their ideology. These ideologies can be broadly characterised as Cultural Nationalism, White Nationalism and White Supremacism. Individuals and groups may subscribe to ideological tenets and ideas from more than one category.
Gypsy, Romany, and Traveller (GRT)	Gypsy Travellers are a defined ethnic group protected by equality legislation despite sharing many aspects of common heritage, these groups may also identify some clear differences between themselves. The term 'Gypsy/Travellers' refers to distinct groups – such as Roma, Romany Gypsies, Scottish and Irish Travellers, who consider the travelling lifestyle part of their ethnic identity. These groups are distinct but are often reported together. <i>Roma</i> refers to a group while <i>Romani</i> is singular or referring to an individual. In the European context, the term 'Roma' officially refers to a variety of groups of people who describe themselves as Roma, Gypsies, Travellers, Manouches, Ashkali and Sinti, as well as other titles. Movement may be triggered by the need to find work or escape violence, racism, and discrimination. The Romani people arrived in Europe from India over 700 years ago and are thought to be the largest ethnic minority in Europe, (estimated 10 to 12 million people). Despite consistent negative attitudes towards them, they have maintained their culture and language wherever they have settled. Romany Gypsies belong to the wider Romani people (including Roma, Kale, Sinti, and others) from Northern India in the 11th century. Over time, Romani people gained many European influences but kept a distinct ethnicity and heritage. Irish Gypsies or Travellers, also known as Pavees or Mincéirs, are a traditionally peripatetic indigenous ethno-cultural group originating in Ireland. They are predominantly English-speaking, though many also speak Shelta, a language of mixed English and Irish origin. Scottish Gypsies or Travellers. Historical records of Romani people, whose ancestral home is India, date their arrival in Scotland as the late 15th century. Welsh Gypsies or Travellers - Kale (also Kalá, Valshanange; Welsh: Roma yng Nghymru, Sipsiwn Cymreig, Cale) first arrived in Wales during the 16th century, probably came from Spain, through France and landed in Cornwall, eventually making their way to Wales. Many claim to be descendants of Abram Wood, who was the first Romani to reside permanently and exclusively in Wales in the early 18th century. Kale are almost exclusively found in Northwest Wales, specifically the Welsh-speaking areas. Romanichal Travellers inhabit South Wales (in and around Cardiff, Swansea, Newport) and Northeast Wales (in and around Wrexham as well as in parts of Wales close to Liverpool and Chester).

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	Gypsy Travellers regard 'travelling' as an important aspect of their ethnic/cultural identity, although they might not be 'on the road' all the time.
Hate Crime	Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender. Any crime can be prosecuted as a hate crime if the offender has either: • demonstrated hostility based on race, religion, disability, sexual orientation, or transgender identity or • been motivated by hostility based on race, religion, disability, sexual orientation, or transgender identity There is no legal definition of hostility so we use the everyday understanding of the word which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment, and dislike.
Hate Incident	Any incident which the victim, or anyone else, thinks are based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.
Hate Speech	In the form of xenophobia, racism, antisemitism, anti-Muslim hatred, anti-LGBTQI+ hatred, misogyny and other types of intolerance is on the rise worldwide, spreading faster and further than ever before through social media. "Any kind of communication in speech, writing or behaviour that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor." The UN Strategy and Plan of Action on Hate Speech 2019.
Ideology	A set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism.
Islam	Is the second-largest religion in the world after Christianity, with about 1.8 billion Muslims worldwide. As one of the three Abrahamic religions, the others being Judaism and Christianity, It too is a monotheistic faith that worships one God, called Allah.

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Islamist terrorism	Is the threat or use of violence to establish a strict interpretation of an Islamic society. Islamist should not be interpreted as a reference to individuals who follow the religion of Islam.
Islamophobia	is anti-Muslim racism. it is any distinction, exclusion, or restriction towards, or preference against, Muslims (or those perceived to be Muslims) that has the purpose or effect of nullifying or impairing the recognition, enjoyment, or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."
Jew	any person whose religion is Judaism and any person belonging to the worldwide group that constitutes, through descent or conversion, a continuation of the ancient Jewish people, who were themselves descendants of the Hebrews of the Bible
Judaism	is one of the oldest monotheistic and ethnic religions. Jews believe that God appointed the Jews to be his chosen people to set an example of holiness and ethical behaviour to the world. It comprises the collective spiritual, cultural, and legal traditions of the Jewish people, having originated as an organized religion in the Middle East during the Bronze Age.
Microaggression	a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.
Paganism	Pagans believe that nature is sacred and that the natural cycles of birth, growth and death observed in the world around us carry profoundly spiritual meanings. Human beings are seen as part of nature, along with other animals, trees, stones, plants, and everything else that is of this earth.
Racist Incident	Any incident which is perceived to be racist by the victim or any other person" (The Macpherson Report 1999)
Rastafarianism	Is a religious and political movement, begun in Jamaica in the 1930s and adopted by many groups around the globe, that combines Protestant Christianity, mysticism, and a pan-African political consciousness
REAP	Race Equality Action Plan
Sikhism	The Sikh religion is strictly monotheistic, believing in one supreme Creator, free of gender, absolute, all-pervading, and eternal. It constitutes the fifth largest religion in the world.
Xenophobia	a dislike of or prejudice against people from other countries.

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10. The Welsh Language / Yr Iaith Gymraeg

9.1 The Corporation has a duty to comply with the Welsh Language Standards Regulations under section 150 (2) of the Welsh Language (Wales) Measure 2011. It will therefore ensure that the Welsh language is not treated less favourably than the English language when offering and providing services to students, staff, and the wider community and that they can use the Welsh language in accordance with the Standards.

Mae gan y Gorfforaeth ddyletswydd i gydymffurfio â Rheoliadau Safonau'r Gymraeg o dan adran 150 (2) o Fesur yr Iaith Gymraeg (Cymru) 2011. Felly, bydd yn sicrhau na chaiff y Gymraeg ei thrin yn llai ffafriol na'r Saesneg wrth gynnig a darparu gwasanaethau i fyfyrwyr, staff a'r gymuned ehangach a'u bod yn medru defnyddio'r Gymraeg yn unol â'r Safonau.

The College is committed to the promotion of Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing, and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd.

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Appendix A – Integrated Impact Assessment

The Integrated Impact Assessment (IIA) should be completed in line with the IIA Guidance.

Section 1: Details

Name of the Initiative <i>(this could be strategy / policy / project / procedure / strategic decision)</i>	Race Equality Policy
Strategic Decision	Yes (all strategic decisions require Section 4 the Socio-Economic Duty to be completed)
Department	Inclusion
Author	Sian Thompson
Those affected? Please state e.g. learners, staff, parents/carers, wider community etc:	Learners, staff, parents, carers, and the wider community
Internal administrative process	No
Is it a new Strategy/Policy/Procedure?	No

Section 2: Protected Characteristics

What impact will the implementation of the initiative have on people who have one or more characteristics protected by the Equality Act 2010?

Please ensure that you have considered that anyone affected by the initiative can fully understand the impact, application, and the consequences on them if the initiative is implemented e.g., those with learning difficulties or disabilities, are under 18, those who have English as a second language, etc.

The College:

- has a zero-tolerance approach to discrimination, harassment, and victimisation (Section 1 & 4.4–4.8).
- Is committed to advance equality of opportunity and foster good relations (Public Sector Equality Duty).
- Considers intersectionality and how multiple characteristics interact and may compound disadvantage.

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Protected Characteristics	Positive Impact	No Impact	Negative Impact	Explanation / Evidence / Data How it might impact?
	Please tick as appropriate			
Age	Yes			
Disability	Yes			=
Gender Reassignment	Yes			
Marriage or Civil Partnership	Yes			
Pregnancy or Maternity	Yes			
Race	Yes			
Religion or Belief	Yes			
Sex	Yes			
Sexual orientation	Yes			

Section 3: Welsh Language

The College complies fully with the Welsh Language Standards and is commitment to treat Welsh no less favourably than English

Welsh Language	Positive Impact	No Impact	Negative Impact	Explanation / Evidence / Data How it might impact?
Does the initiative impact on:				
	Please tick as appropriate			
People's opportunities to use the Welsh language	Yes			
Treating the Welsh language no less favourably than English	Yes			

Section 4: Socio Economic Duty

The College ensures that its decisions and actions address socio-economic disadvantage, e.g.:

- Recruitment strategies targeting underrepresented ethnic groups
- Analysis of learner outcomes and addressing any differentials

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Socio Economic Duty:	Positive / Advantage	Neutral or N/A	Negative / Disadvantage	Details of the impact / advantage / disadvantage
	Please tick as appropriate			
Impact on reducing Socio-economic disadvantage?	Yes			-

Section 5: Biodiversity and Carbon Net Zero

Biodiversity / Carbon Net Zero – Does the initiative impact on:	Positive Impact	No Impact	Negative Impact	Explanation / Evidence / Data How it might impact?
	Please tick as appropriate			
Maintaining and enhancing biodiversity		No		
Promoting resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		No		
Supporting the College's commitment to Carbon Net Zero		No		

Section 6: Engagement and Consultation

What engagement and consultation will you undertake?

As part of this process, there will be consideration of minority ethnic lived experiences in any decision-making: engagements with members of the Black, Asian and Minority Ethnic Communities; and engagement with partner organisations to share anti-racism practice and commitments

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Engagement and Consultation	Yes / No	Outcome	Date Completed
SMT	Yes		
LJCC	Yes		
Cross College FMT	Yes		
Health and Safety Committee			
Environment Committee			
Equality, Diversity, and Inclusion Committee	Yes		
Digital Accessibility Group			
Safeguarding Panel			
Staff Forum			
Wider Staff			
Departmental			
Learner Executive	Yes		
Welsh Language Steering Group			
Wider Learner Groups			
Wider Community			
Other (<i>please state</i>)			

Section 7: Digital Accessibility

Please ensure you have considered digital accessibility of your document. The policy template is generally compliant with digital accessibility requirements, however if you change the formatting or add tables or pictures to the document, please ensure you have considered digital accessibility and further information is included in the guidance.

The Race Equality Policy is digitally accessible, and the College will consider accessibility considerations for ethnic minority groups e.g., translation and interpretation services.

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Section 8: Actions

As a result of completing the IIA, consider any actions which need to be taken to remove or reduce any negative impact, or to improve any positive impacts?

Impact	Actions to Improve Positive Impact or Mitigating Negative Actions

Section 9: Monitoring and Review

How will the initiative and any impacts be monitored and reviewed, please make specific reference to any actions outlined above:

Monitor / Review	Timeline
Monitoring will include: - Progress recorded in Annual Equality Report and Annual Complaints Report. - Review the SEP every four years or sooner if the legislation changes - Reporting of ethnicity data in a standardised format to monitor trends - Staff training on anti-racism and reporting incidents on an ongoing basis - Learner education on recognising and challenging racism on an ongoing basis - Incorporating anti-racist objectives into Quality Development Plans annually - The Complaints processes validated by minority ethnic groups	

Signed (Author): Sian Thompson

Title: ALN and Inclusion Lead

Date: January 1, 2026