

Edinburgh's Telford College

Equality and Diversity Documentation Index

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Prepared by	B Lawson

EDINBURGH'S TELFORD COLLEGE

EQUALITY AND DIVERSITY POLICY

1 INTRODUCTION

1.1 This policy reflects Edinburgh's Telford College's commitment to ensure that advancing equality of opportunity is embedded at all levels and for all members of our college community.

1.2 The college aims to embed Human Rights values in our culture and ethos, to support our mission of "transforming Lives through learning" and develop inclusiveness in our day to day practice. These values are:

- Fairness
- Respect
- Equality
- Dignity
- Autonomy

1.3 The policy's aim is to:

Eliminate all forms of prohibited conduct that might occur in the College (this includes direct discrimination; indirect discrimination; victimisation and harassment incidents).

See:

[Appendix A](#) for more detailed definitions of protected characteristics as used in the Equality Act of October 2010

[Appendix C](#) for information on reporting equality related incidents internally

[Appendix D](#) for help in understanding and reporting Hate Crime

Advance equality of opportunity by:

- removing or minimising disadvantages
- taking steps to meet the needs of persons who share a relevant characteristic that are different from the needs of those who do not share it
- encouraging people who share a relevant protected characteristic to participate in public life

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Foster good relations by

- Tackling prejudice
- Promoting understanding

1.4 The College is ethically and legally committed to advancing equality of opportunity for all in our institutional areas of activity, including for those sharing the nine “protected characteristics” defined in the Equality Act of October 2010 as:

- Age
- Disability
- Race
- Sex
- Religion and belief
- Sexual Orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and civil partnership

1.5 The college wishes to create a safe environment in which individual differences and contributions of all staff and learners are recognised and valued and where we strive for fair treatment.

2 SCOPE

2.1 This is a specific policy which addresses the College’s legal duties and responsibilities with respect to equality and diversity.

2.2 The policy applies to all staff and learners; external stakeholders, visitors, contractors; employers or work placement providers are expected to adhere to its ethos.

2.4 The policy is designed to be read in conjunction with the College’s strategic documentation and all related policies and procedures listed at the end of this document.

2.5 As a provider of services and education, the college recognises it has a duty to make reasonable adjustment in our service provision, and to ensure fair and equitable procedures are in place for:

- Admission of learners
- Curriculum
- Learning, Teaching and Assessment
- Learner Progress and Outcomes
- Learner Engagement

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- Access to benefits and facilities
- Grounds for exclusion of learners

2.6 As an employer the College recognises it has a duty to make reasonable adjustment for staff, and to ensure fair and equitable procedures are in place for:

- Recruitment and selection
- Staff Development and Induction
- Working practices in all learning and service environments
- Promotion opportunities
- Staff engagement
- Access to benefits and facilities
- Grounds for exclusion of staff

We are committed to providing a fully inclusive environment for disabled people, and to reporting any discrimination, victimisation or harassment incidents that may occur in our environments to appropriate agencies.

3 KEY PRINCIPLESⁱ

- 3.1 The College's commitment to equality and diversity requires staff and learners to go beyond simple compliance with legal duties and work towards ensuring that it becomes embedded and mainstreamed in institutional life.
- 3.2 The College will provide services to students, staff and other stakeholders without prejudice, taking steps to make reasonable adjustments to provide accessible services.
- 3.4 The College will take appropriate remedial and, if necessary, disciplinary action in order to eliminate prohibited conduct as defined above and in more detail in [Appendix A](#), wherever it occurs in the course of its business.
- 3.5 Staff will foster good relations by demonstrating fair treatment in their engagements with other members of the college community, including those with protected characteristics; this should be demonstrated in all engagements with stakeholder institutions and partners, the local community and other relevant bodies.
- 3.6 The College seeks diversity as an institutional norm, reflecting the proportion and diversity of the local and national population.
- 3.7 The College will recruit, train and promote staff, including members of the

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Board of Management and will recruit and teach learners in accordance with their abilities.

- 3.8 The College aims to be a leader in tackling equality issues in further education and to use this reputation for broadening social attitudes among its students, staff and stakeholders. It anticipates that the policy will make a positive impact on all learners and staff.
- 3.9 The College will systematically collect, analyse and impact assess data to measure the Institution's performance and effectiveness in promoting equality.
- 3.11 The College will take measures to address any identified issues, and track progress, will evaluate the impact of actions, and report on this annually.
- 3.12 The College will regularly review and undertake equality impact assessment of all College policies and related practice to make sure that equality is advanced within the organisation.
- 3.13 The College will aim to fully involve disabled staff, learners and organisations or groups representing people with protected characteristics in the development of desired outcomes and an equality culture through scheduled involvement activities.
- 3.14 The College is committed to embedding and promoting diversity and equality within its publicity and teaching and learning materials. The College will systematically audit and report on this.

4 LINES OF RESPONSIBILITY – General

Please note that there are more detailed guidelines for responsibilities

See [Appendix B](#), also available in the Equality and Diversity area on Moodle or in HR Portal.

- 4.1 All staff should become champions of equality, demonstrating this in their behaviour, and by:
- Embedding equality in their everyday working practice and interactions
 - Dealing with incidents of prohibited conduct and unfairness by reporting as outlined in relevant procedures, and challenging unacceptable behaviour
 - Promoting equality values and fostering good relations
 - Ensuring they maintain awareness of their obligations under equality legislation and college policy on Equality

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- Undertaking CPD (Continuing Professional Development) in equalities to ensure that we are enhancing the experience of staff and learners, personalising learning and promoting equality in the curriculum.

4.2 All learners, visitors and contractors in the college must:

- Be made aware of and comply with the College Equality and Diversity Policy and all related policies
- Be aware of prohibited conduct or unacceptable behaviour and the consequences and encouraged to take appropriate action if this occurs

4.2 The Head of Quality and Information Services is responsible for Quality approval check of this policy and publishing of the policy on the intranet.

5 LINKED POLICIES AND RELATED DOCUMENTS

5.2 **All college policies embed equality by including the following statement:**

“The college is an equal opportunities organisation and aims to reflect the diversity of British Society. We welcome and support staff, learners and visitors irrespective of race, religion and belief, age, sexual orientation, disability, sex, gender reassignment, marital and civil partnership status, and pregnancy and maternity”.

Of specific relevance to this policy are the Appendices and the following:

- 5.1 Equal Pay Policy and respective Codes of Practice associated with the legislation for Education Providers
- 5.2 Dignity at Work Policy
- 5.3 Learner Discipline Policy and Procedure
- 5.4 Fair access Policy
- 5.5 Complaints Policy and Procedure
- 5.6 Grievance Procedure
- 5.7 Staff Discipline Procedure

6 RELEVANT LEGISLATION

- 6.1 Equality Act October 2010, including Equal Pay
- 6.2 Human Rights Act 1998

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7 EFFECTIVE DATE

- 7.1 This Policy and its supporting Procedures become effective from **November 30, 2011**, and supersede all previous policies and procedures. This Policy is due to be reviewed by **November 30, 2014**, unless legislative change requires an earlier review.



COLLEGE EXECUTIVE / EXECUTIVE MEMBER

Date: 30.11.2011

¹ “The college is an equal opportunities organisation and aims to reflect the diversity of British Society. We welcome and support staff, learners and visitors irrespective of race, religion and belief, age, sexual orientation, disability, sex, gender reassignment, marital and civil partnership status, and pregnancy and maternity”.

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APPENDIX A

1. Examples to help your understanding of the nine protected characteristics

Protected characteristics are the grounds upon which discrimination is **unlawful**. The protected characteristics under the Act are:

Age

Where the Act refers to the protected characteristic of age it means a person belonging to a particular age group of the same age or a range of ages for example 18 – 30s or 50 year olds or over 60s. This only covers people over 18 and does not currently cover discrimination in services.

Disability

This definition is based on the social model of disability which is that the disability is created by the following barriers in society:

- The environment – which includes inaccessible buildings and services
- People's attitudes – stereotypes discrimination and prejudice
- Organisations – inflexible policies, practices and procedures

Thus the definition of “disabled people” rather than “persons with disabilities” is used to reflect this model. This is the preferred model for disabled people themselves in the UK.

A person has a disability for the purposes of the Act if he or she:

- Has a physical or mental impairment; and
- The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Gender reassignment

A transsexual person has the protected characteristic of gender reassignment. A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. Gender reassignment does not need to involve any medical supervision or surgical procedures.

Sex

The Act provides protection against sex discrimination for men and women of any age. Pregnancy and maternity discrimination is a form of sex discrimination which is dealt with separately below.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and maternity period. This could be because of:

- The pregnancy;
- Pregnancy-related illness; and
- Taking or seeking to take maternity leave.

During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

Race

This protection is based on:

- Colour;
- Nationality;
- Ethnic origins; and
- National origin.

Caste discrimination can be protected in certain circumstances.

Religion or belief

This protection is for:

- Religion which means any religion and a reference to religion includes a reference to a lack of religion. The religion must have a clear structure and belief system; and
- Belief which means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

This includes non-religious and philosophical beliefs such as atheism, agnosticism and humanism.

Marriage and civil partnership

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner. Single people are not protected.

Sexual orientation

This protection is for people who are lesbian, gay, bisexual or heterosexual. This is a person's sexual orientation towards:

- People of the same sex as him or her;
- People of the opposite sex from him or her; and
- People of either sex.

This relates to a person's feelings rather than their actions.

2 - Prohibited conduct

DISCRIMINATION

a) Direct discrimination

Direct discrimination occurs when a person treats one person less favourably than they treat or would treat others **because of** a protected characteristic they have.

An employer decides not to interview a Muslim applicant for a job because it assumes, on the basis of their religion or belief, that he or she will not be prepared to work in a bar

b) Associative discrimination (Discrimination based on association)

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

- *An employee is overlooked for promotion because their partner has undergone gender reassignment*
- *A Muslim shopkeeper who refuses to serve a Muslim woman because she is married to a Christian*

c) Perceptive discrimination (Discrimination based on perception)

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

- *An employer decides not to promote a female employee because senior staff believe her to be pregnant irrespective of whether she is pregnant or not*
- *A mental health and wellbeing officer refuses to work with a prisoner because they believe the prisoner to be gay irrespective of whether the prisoner is gay or not*
- *An employer who rejects a job application from a white man whom he wrongly thinks is black, because the applicant has an African-sounding name. This would amount to direct race discrimination based on the employer's mistaken perception.*

d) Indirect discrimination

Indirect discrimination can occur when you have an apparently neutral condition, rule, policy or even a practice in your company that applies to everyone but particularly disadvantages people who share a protected characteristic. The person from the protected characteristic has to be affected.

Indirect discrimination can be justified if you can show that you acted reasonably in managing your business, i.e. that it is '**a proportionate means of achieving a legitimate aim**'. A *legitimate aim* might be any lawful decision you make in running your business or organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful. Being proportionate really means being fair and reasonable, including showing that you've looked at 'less discriminatory' alternatives to any decision you make. (Pregnancy and maternity are not included in these provisions).

- An employer who requires staff to commit to working from 8pm to 11pm every evening indirectly discriminates against women, who are more likely to be primary carers of children, unless this can be objectively justified as above.

e) Discrimination arising from a disability

Treatment of a disabled person amounts to discrimination where:

- The disabled person is treated unfavourably;
- The treatment is because of something arising in consequence of the disabled person's disability; and

- It cannot be shown that this treatment is a proportionate means of achieving a legitimate aim.

Unless it is not known, and cannot reasonably be expected to have been known that the person had a disability.

A worker experiencing depression is disciplined after a sudden and short lived deterioration in performance corresponding with their depression

HARASSMENT

a) Three types of Harassment

The Act outlines three types of harassment:

- unwanted conduct that has the **purpose or effect** of creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant, or violating the person's dignity (this applies to all the protected characteristics apart from pregnancy and maternity, and marriage and civil partnership);
- unwanted conduct of a sexual nature (sexual harassment); and
- treating a person less favourably than another person because they have either submitted to, or did not submit to, sexual harassment or harassment **related to** sex or gender reassignment.

- A member of staff makes comments on a prisoner's sexuality in a way that makes the prisoner feel uncomfortable.

The perceptions of the recipient of the harassment are very important and harassment can have been deemed to have occurred even if the intention was not present, but the recipient felt they were being harassed. In deciding whether an incident amounts to harassment, each of the following must be taken into account:

- The perception of the person who may have been harassed – a **subjective** test;
- Whether it is reasonable for the conduct to have that effect – the **objective** test; and
- The other circumstances of the case.

b) Associative and perceptive harassment (based on perception and association)

Harassment based on perception and association will also be covered so that a person who is harassed because of their spouse's religious beliefs or because they are wrongly perceived to be gay, would have a claim.

c) Third party harassment

Employers can be held liable for harassment of employees by a third party (such as a customer or contractor) over whom the employer does not have direct control, if harassment has occurred on at least two earlier occasions and the employer has failed to take reasonably practicable steps to stop it.

The employer fails to take action when staff complains about constant comments and unwanted jokes made by maintenance contractors on the basis of their sex, the employer would be liable unless they have taken reasonable steps to prevent the contractors from doing so.

VICTIMISATION

Victimisation takes place where one person treats another less favourably because he or she has asserted their legal rights in line with the Act or helped someone else to do so.

- An employee alleges that they have encountered racism from a staff member, and as a result they are ignored by other staff members
- a senior member of staff starts to behave in a hostile manner to another member of staff who previously supported a colleague in submitting a formal complaint against the senior manager for sexist behaviour
- an employer brands an employee as a 'troublemaker' because they raised a lack of job-share opportunities as being potentially discriminatory

PREGNANCY AND MATERNITY

There is no need for a comparator in pregnancy or maternity cases of discrimination. The treatment is seen as unfavourable treatment

EQUAL PAY

The 'equality of terms' provisions in the Equality Act 2010 entitle a woman doing equal work with a man in the same employment to equality in pay and other terms and conditions. The Act implies a sex equality clause automatically into her contract of employment, ensuring that her contractual terms are no less favourable than his. The man with whom she is claiming equal pay is known as her comparator.

DUTY TO MAKE REASONABLE ADJUSTMENTS

The Act also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Organisations should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs. So when a disabled person is placed at a substantial disadvantage compared to a non-disabled people, there is a duty to make changes to:

- Provisions, criteria or practices;
- Physical features; and
- A duty to provide auxiliary aids and services (such as hearing loop or a special computer service).

ENQUIRIES ABOUT DISABILITY AND HEALTH

The employer cannot ask health questions of any applicant for a job before (conditionally or unconditionally) offering the post and acting on that information except for certain exceptions. They can only ask health questions:

- To ascertain if the person can undergo an assessment or if reasonable adjustments to the recruitment process are needed;
- For monitoring purposes;
- To ascertain if the person can carry out some function that is intrinsic to the post;
- To allow positive action for disabled people; and
- Where there is a occupational requirement that the job is done by a disabled person.

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APPENDIX B

1. Guidelines on staff roles and responsibilities relating to Equality and Diversity

General expectations and responsibilities are defined in the policy. Here we have outlined specific responsibilities for a number of post holders and categories of staff:

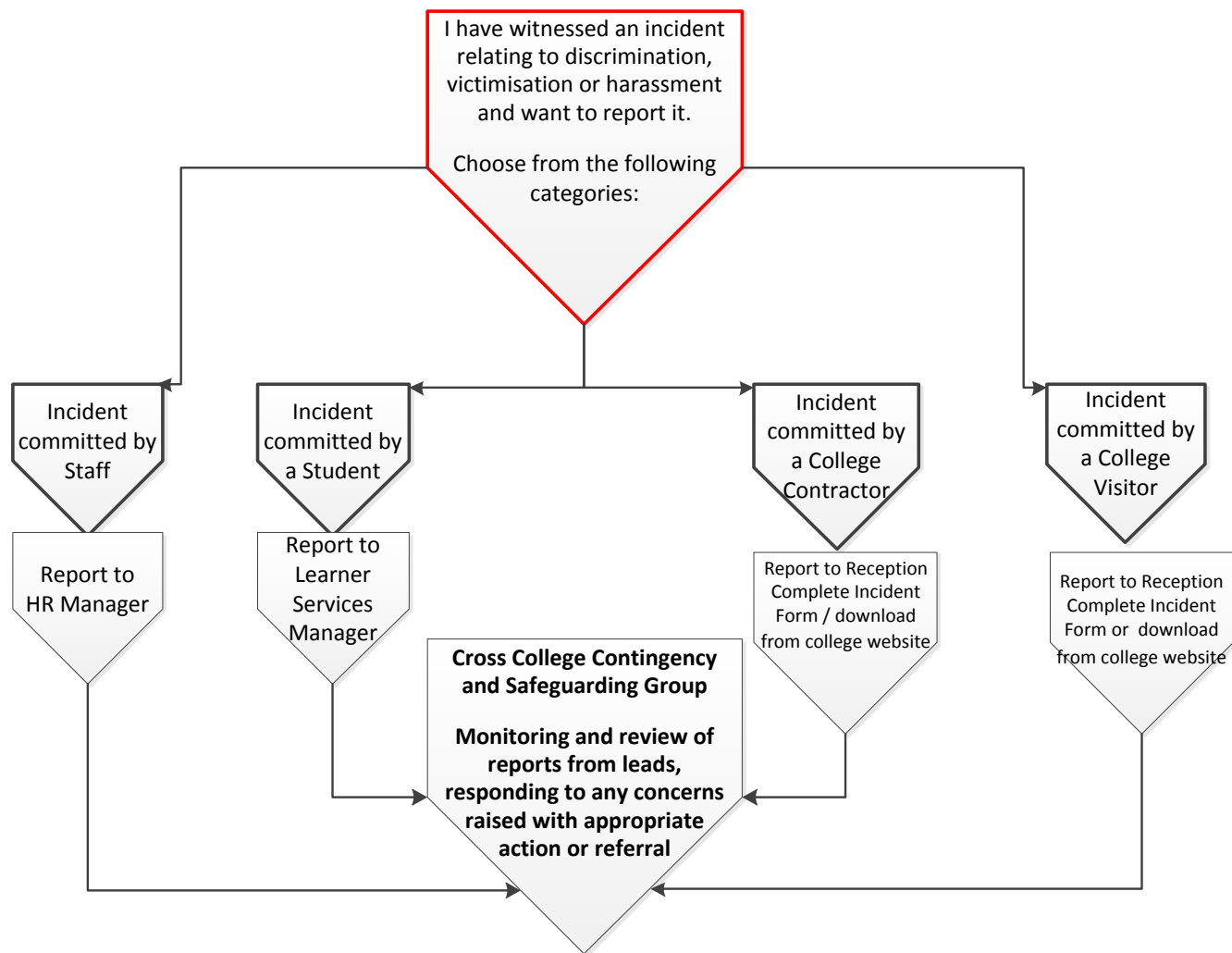
Post or category	Responsibilities
The Board of Management	Ensure that the College complies with Equalities legislation by scrutiny of data and regular reports on quality and equality activity and impact.
The Principal and CEO	Has overall responsibility for ensuring that the college complies with current Equality legislation in practice, both the general duties and those specified by Scottish Government Ministers for Education Providers. The Principal approves the policy, ensures that information, guidance and advice on equality is communicated effectively to staff and learners and that action to achieve the aims in 1.2 of the policy is effective.
The Management Group of the college	Ensure that <ul style="list-style-type: none"> • Inclusive ethos and behaviour is expected within their areas of responsibility; • Equality and Diversity is part of mainstream activities and embedded in curriculum and services provision; • Changes to policy and practice within their areas of responsibility is equality impact assessed, and formally recorded; • They report on outcomes from changes they have made, and the impact on service users; and • They participate in reviewing the Equality and Diversity policy and recommend changes.
Head of External Liaison	<ul style="list-style-type: none"> • Leads implementation of the Equality policy and procedures; • Ensures that new staff are made aware of their responsibilities in relation to equality; • Ensures that required reports are published to the due deadline; and • Chairs the Equality and Diversity Steering Group.
Head of Human Resources	<ul style="list-style-type: none"> • Ensures that arrangements are in place for effective gathering,

	<p>analysing and monitoring staff statistics, including staff with Protected Characteristics (PCs);</p> <ul style="list-style-type: none"> • Ensures that involvement activity with staff, including those with PCs is carried out to inform equality outcomes the college seeks to deliver; • Ensures that assessment of staff development needs in relation to equalities is embedded within the staff development review process, and that analysis is carried out regarding equality of participation in training; and • Ensures that equalities training is carried out as part of organisational development activity and evaluated in terms of the impact it has on the learning experience.
The Head of Quality and Information Services	<ul style="list-style-type: none"> • Ensures that relevant learner data and statistics and survey output including relevant PC data is gathered , monitored , analysed, actioned and reviewed at appropriate fora in the college.
The Head of Learner Services	<ul style="list-style-type: none"> • Ensures that a tutorial programme embedding awareness raising of equality rights and responsibilities is delivered to learners and is evaluated for impact; • Ensures involvement activity with learners, including those with PCs is carried out to inform desired outcomes the college seeks to deliver.
The Diversity and Equality Steering Group has a range of responsibilities related to achieving our mission to mainstream and embed equality and diversity.	<p>These can include:</p> <ul style="list-style-type: none"> • Undertake review of benchmarking on staff and student data which should be used to prioritise action; • Direct equality impact assessment activity; • Contribute to reports and review outcomes from equality action plans; • Review the effectiveness of college equality strategy, involving the college management group and other stakeholder groups to do so; • Identify priority areas for action, and engage with relevant managers and appropriate fora as required, to involve a greater breadth of staff and learners;

	<ul style="list-style-type: none"> • Discuss and recommend priorities for staff development, Diversity and Equality related events and ideas for activities for staff and learners; and • Contribute to agreed monitoring, internal and external reporting requirements related to equalities legislation and duties.
Teaching and Support staff directly engaged with learners and visitors	<p>Ensure that equality is mainstreamed within:</p> <ul style="list-style-type: none"> • Learning and teaching and assessment processes; • All Service delivery; • Professional interactions; and • Social interactions in public domains inside and outside of the college. <p>Take opportunities to gather feedback and identify issues which will help the college in:</p> <ul style="list-style-type: none"> • Eliminating discrimination of any kind; • Advancing equality of opportunity; and • Foster good relations.

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Discriminatory Incident Flowchart and Report Form



[Learner Disciplinary Procedure August 2011](#)
[Staff Disciplinary Procedure February 2011](#)
[Discriminatory Incident Reporting Form](#)

Please use this form for reporting incidents of discrimination, victimisation or harassment based on Age Disability, Race, Sex, Religion and belief, Sexual Orientation, Pregnancy and maternity, Gender reassignment or Marriage and civil partnership.
 Please type, write clearly, or print in black ink. Other formats available on request to the email below
 You may wish to keep a copy of your completed form.

Please complete and return this form to:

Principal's Office

Edinburgh's Telford College

350 West Granton Road, Edinburgh. EH5 1QE.

<p>1. Who is reporting this incident?</p> <p>Are you - Tick appropriate box on the right</p>	Victim <input type="checkbox"/>	Witness <input type="checkbox"/>	Advocate <input type="checkbox"/>	Other <input type="checkbox"/>
	Staff <input type="checkbox"/>	Student <input type="checkbox"/>	Visitor <input type="checkbox"/>	Contractor <input type="checkbox"/>
<p>2. Complainant(s) Details</p> <p>Name:</p> <p>Contact Details: Address:</p> <p>Mobile/Landline:</p> <p>Email:</p> <p style="text-align: center;"> Staff Student Visitor Contractor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>3. Details of person(s) or group discriminated against if known:</p> <p>Name(s):</p> <p style="text-align: center;"> Staff Student Visitor Contractor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>			
<p>4. Alleged offenders(s) name and details if known:</p> <p style="text-align: center;"> Staff Student Visitor Contractor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>				
<p>5. Please describe exactly what happened:</p>				

6. Where did it happen?:		
7. When did it happen?	Time:	Date:
8. Was this a first or repeat incident? If repeat, over what period of time?:		
9. Have you told anyone else of this incident? What was the outcome?: Please describe:		
10. Please classify the incident from the list below ticking all that apply:		
<input type="checkbox"/> Abuse – verbal/gestures	<input type="checkbox"/> Abuse – via text/email/phone	
<input type="checkbox"/> Dispute/threats	<input type="checkbox"/> Emotional abuse	
<input type="checkbox"/> Graffiti	<input type="checkbox"/> Harassment	
<input type="checkbox"/> Sexual	<input type="checkbox"/> Physical Violence	
<input type="checkbox"/> Written/Printed	<input type="checkbox"/> Other – please specify	
Signed:		Date:

<u>Confidential. For College use only</u>	
Date report received:	Person(s) dealing with report:
Date report closed out:	Action taken

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APPENDIX D

1. Understanding Hate Crime and how to deal with Hate incidents

In our college we have outlined our expectations for staff, students, visitors and contractors within our policies, and we ask that if anyone sees, hears or experiences behaviour which they feel contravenes these to report it to us (see the college's Equality and Diversity Policy [Appendix C](#)) to help us take action.

Hate Crime is a matter for the police, and the responsibility lies with the individual to report this, using the reporting processes and arrangements set up by Police Authorities. Please follow the link for information on this:

http://www.lbp.police.uk/contact_us/remote_crime_reporting/edinburgh.aspx

What is a hate incident?

A Hate Incident- is any incident **perceived** as such by you or **any other person**. Anyone can be the victim of a hate incident. Incidents perceived by any person to have been motivated by hatred, malice or prejudice of Race, Religion/Faith, Sexual Orientation, Age, Gender or Disability are recorded, monitored and investigated as hate incidents.

Hate Incident - Race

Racist incidents take many forms but includes; verbal abuse, graffiti and damage to property, physical assault and threats of violence and intimidation which has occurred or perceived to have occurred by reason of race, colour, nationality, or ethnic origin.

Hate Incident- Religion/Faith

Incidents include those motivated by hatred or prejudice of a religion **or** of no religion. **Sectarianism-** Such incidents include incidents between sections of the same faith e.g. Catholic- Protestant sections of the Christian faith, or Sunni - Shia sections of the Muslim faith.

Hate Incident - Sexual Orientation

This includes persons who are homosexual, heterosexual, trans-sexual and bisexual. For example, a person who is homosexual and who assaults a person who is hetero-sexual and which is motivated by that a person's different sexual orientation or perceived different sexual orientation would be categorised as Hate Crime- Sexual Orientation. This is the case with the other combinations of sexual orientation also.

Hate Incident - Disability

This is an incident that is perceived by the victim or any other person to have been perpetrated on the grounds of malice or ill-will against someone's disability. Such disability can be actual or perceived.

Hate Incident - Trans

Incidents can relate to transgender identity.

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Discriminatory Incident Report Form

Please use this form for reporting incidents of discrimination, victimisation or harassment based on Age Disability, Race, Sex, Religion and belief, Sexual Orientation, Pregnancy and maternity, Gender reassignment or Marriage and civil partnership

Please type, write clearly, or print in black ink. Other formats available on request to the office below

You may wish to keep a copy of your completed form.

Please complete and return this form to:

The Principal's Office

Edinburgh's Telford College

350 West Granton Road, Edinburgh EH5 1QE.

<p>1. Who is reporting this incident?</p> <p style="text-align: right;">Are you: (Tick appropriate box on the right)</p>	Victim <input type="checkbox"/>	Witness <input type="checkbox"/>	Advocate <input type="checkbox"/>	Other <input type="checkbox"/>
	Staff <input type="checkbox"/>	Student <input type="checkbox"/>	Visitor <input type="checkbox"/>	Contractor <input type="checkbox"/>
<p>2. Complainant(s) Details</p> <p>Name:</p> <p>Contact Details:</p> <p>Address:</p> <p>Mobile/Landline:</p> <p>Email:</p> <p style="text-align: center;"> Staff Student Visitor Contractor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	<p>3. Details of person(s) or group discriminated against if known:</p> <p>Name(s):</p> <p style="text-align: center;"> Staff Student Visitor Contractor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>			

Discriminatory Incident Report Form

4. Alleged offenders(s) name and details if known:		
Staff Student Visitor Contractor		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
5. Please describe exactly what happened:		
6. Where did it happen?:		
7. When did it happen?	Time:	Date:
8. Have you told anyone else of this incident? What was the outcome?: Please describe:		

Discriminatory Incident Report Form

9. Please classify the incident from the list below ticking all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Abuse – verbal/gestures
<input type="checkbox"/> Dispute/threats
<input type="checkbox"/> Graffiti
<input type="checkbox"/> Sexual
<input type="checkbox"/> Written/Printed | <input type="checkbox"/> Abuse – via text/email/phone
<input type="checkbox"/> Emotional abuse
<input type="checkbox"/> Harassment
<input type="checkbox"/> Physical Violence
<input type="checkbox"/> Other – please specify |
|--|---|

Signed:

Date:

Confidential. For College use only

Date report received:	Person(s) dealing with report:
Date report closed out:	Action taken
