



Equal Opportunities Policy

The Primary Care Training Centre is committed to equality of opportunity in a diverse learning and working environment. We aim to be a caring, fair and supportive institution which seeks to optimise and enhance the experience of its staff, students, partners and external clients.

Our commitment to Equality and Diversity is reflected in our values of:

- encouraging and embracing diversity, equality of access, esteem and opportunity and actively opposing and eradicating prejudice
- empowering individuals to develop themselves and enhance their contribution to the future aims and strategic direction of the University
- communicating openly and effectively in all directions
- being open, transparent, honest and reflective.

In accordance with our mission we will provide opportunities and enable individuals to achieve their potential while demonstrating a real and continuing commitment to social inclusion.

Linda Goldie, Clinical Director, has overall and final responsibility for equality and diversity. Heather Bartle, Office Manager, has day-to-day responsibility for ensuring this policy is put into practice. Linda can be found in the Directors' Office or on extension 104. Heather can be found in the main office or on extension 102.

A) Statement of Policy

1. We recognise that discrimination is unacceptable and although equality of opportunity has been a long standing feature of the Training Centre, we have made the decision to adopt a formal equal opportunities policy. Breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.
2. The aim of the policy is to ensure that no student is discriminated against either directly or indirectly on the grounds of race, colour, nationality, ethnic or national origin, religion, belief, sex, marital status, gender reassignment, sexual orientation, religion, belief, disability or age.
3. We will maintain a neutral working environment in which no student feels under threat or intimidated.
4. We will not discriminate in accepting students onto courses. All places will be awarded on merit.
5. All students who apply to us will be treated fairly.

B) Monitoring

1. We will maintain and review student records in order to monitor the progress of this policy.
2. Monitoring may involve:
 - a. The collection and classification of information regarding the race in terms of ethnic/national origin and sex of all students;
 - b. The examination by ethnic/national origin and sex of the distribution of students and the success rate of students;

3. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all students.

C) Core Principles

These core principles have been designed to enhance the experience of all members of the PCTC community by promoting a safe, supportive and effective environment. They apply equally to face to face, telephone and all forms of electronic communication including social networking sites.

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and University facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).
- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

D) Student Guidance - Promoting a Mutually Respectful Community Behaviour

A reasonable and supportive approach from all students and staff is necessary to ensure a conducive learning experience. Therefore all students and staff have a shared responsibility for promoting a mutually respectful university community and positive learning environment. You should:

- Familiarise yourself with the core principles
- Familiarise yourself with Part E of this guidance.
- Contribute to the development and use of the core principles for activities you participate in. For example, you may request that a peer abides by the agreed core principles.
- Inform the relevant member of staff of inappropriate behaviour.
- Share on-going concerns with the relevant person, for example, your course tutor.
- Be aware of the associated Training Centre policies and procedures and any Professional Codes of Conduct that apply.

E) Staff Guidance - Promoting a Mutually Respectful Training Community

A reasonable and supportive approach from all students and staff is necessary to ensure a conducive learning experience. Therefore all staff and students have a shared responsibility for promoting a mutually respectful university community and positive learning environment.

Be Proactive:

- Avoid assuming that every person arrives equipped to understand and manage the training centre environment and finds it easy to articulate what they need
- Familiarise yourself with the core principles
- Familiarise yourself with Part D of this guidance.
- Be clear about individuals' responsibility to behave appropriately and the reasons for doing so. For example, so that:
 - Everyone has the opportunity to experience an environment of mutual respect, sensitivity and equal opportunity

- Effective learning can take place
- Everyone has an opportunity to display key transferable professional skills which may enhance employability
- Codes of Professional Conduct (where relevant) can be met
- Think about setting out some clear guidance/boundaries for all from the outset. This provides a basis upon which to gently and sensitively raise issues with those who are not being respectful.
- It can be useful to consider why a person is behaving in an unacceptable manner.
- Address issues swiftly - delay may be perceived as the behaviour being acceptable/the situation can escalate.

Re-enforce the core principles when appropriate. You will need to use your judgement on how to deal with circumstances as they arise – you may find the following suggestions useful:

- Remind individuals/groups that their behaviour influences how they are perceived by others.
- Attempt to talk directly to those concerned if appropriate.
- Where appropriate discuss with the group any specific situation where the core principles are not being kept.

If needing to raise an issue with an individual/group, consider the following actions, as appropriate to your role:

- Acknowledge that they are dealing with.... / feeling....
- Be clear about what is appropriate/acceptable behaviour and why.
- Give examples of where their behaviour has been inappropriate and the effect of this on yourself/others. Give examples of good behaviour if possible.
- Ask if there are any reasons for the situation. We cannot know what has led them to this point.
- Explain how it is detracting from them getting the most from their experience.
- Ask them if they need any support and refer as appropriate.
- Explain the limits of your role but what is available elsewhere.
- Explore options and agree a helpful course of action, if appropriate. For example, monitor for two weeks, get together and review how it has been. Use this as an opportunity for positive feedback (Be careful not to ask them to do something that others don't have to do as this could be construed as discrimination).
- Be clear that continued unreasonable behaviour may lead to disciplinary action.
- Be aware of the associated University policies and procedures and any Professional Codes of Conduct that apply.

After the problematic situation, make sure you talk to someone about what happened and if appropriate make a record of events in accordance with Teesside University School of Health and Social Care guidance. Consider:

- Seeking support from the appropriate person. For example: line manager, mentor, tutor.
- Notifying the relevant person. For example: line manager, tutor, module leader. This may be a pattern of behaviour.

In the learning environment:

- Following a warning to individuals about their behaviour you can ask those concerned if they would prefer to leave. This can resolve the situation but if not, you can request they leave.

- If inappropriate behaviour continues consider giving the individual/group a reasonable time (e.g.10 minutes) to modify their behaviour. It may be appropriate to leave the room and return when the individual/group is ready.
- In exceptional circumstances, if the situation is not resolved after this designated time, consider ending the activity.
- If the behaviour is across a cohort or group this should be recorded in the module box (rather than in every students' record).
- If appropriate, record details of events on the individual student e-record or equivalent.
- Provide a copy of the record for the student(s) concerned.
- In exceptional circumstances (and where relevant) it might be necessary to consider Fitness to Practice/Professional Regulations.

Issues of student conduct or student discipline in the University setting or in relation to misuse of Training Centre facilities, may, in addition, be investigated through the Teesside University School of Health and Social Care Student Disciplinary procedure and/or the University Regulation relating to student discipline (on grounds other than an unsatisfactory standard of work). However in order to do this successfully it is necessary to:

- Challenge such behaviour.
- Ideally have witnesses to such behaviour and when it is challenged.
- Make a record of both the behaviour and the challenge to it. Alert a member of the Management Team to your concerns as soon as possible.