



BHASVIC SINGLE EQUALITY SCHEME 2011 - 2014

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BHASVIC Single Equality Scheme 2011 – 2014

As an education provider, BHASVIC has a legal requirement to promote equality of opportunity and avoid discrimination in relation to disability, gender and race. This single scheme covers all the protected equality characteristics, extending to age, religion or belief and sexual orientation and, where appropriate, financial hardship. Our single scheme is based on our previous, separate schemes for disability, race and gender. We will be reviewing the priorities in the Single Equality Scheme with the help of users and stakeholders. BHASVIC's Single Equality Scheme is central to our College mission and strategic plan.

This document will be of interest to BHASVIC staff, stakeholders and others with a wider interest in BHASVIC's role as an education provider. This document outlines the College's objectives and the ways in which BHASVIC intends to deliver them.

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1. BHASVIC – An Introduction

Brighton Hove and Sussex Sixth Form College, BHASVIC, is a state funded college for 16 – 19 years olds. Beacon status was awarded to BHASVIC in 2008 in national recognition of the College as an excellent learning provider with a strong and effective leadership and management team. The College attracts a large number of applicants from outside Brighton and Hove, with approximately 40% of students travelling from areas in West and East Sussex. Approximately 70% of BHASVIC's 1800 students go on to a degree course or a specialist course (such as an Art Foundation pre-degree course) at a college of higher or further education.

2. Mission

BHASVIC's mission is to transform lives through learning. We will accomplish this by:

- meeting the individual learning needs of students and supporting them to achieve
- encouraging students to participate in the wider opportunities the College offers
- working in partnership with other organisations.

3. Vision

We strive to achieve excellence in the education of young people, thereby raising standards and improving lives. In carrying out this responsibility, we:

- listen to what users¹ tell us
- work closely with partners and stakeholders, including government departments and other agencies, to make sure that we focus on excellence in teaching and learning whilst pursuing the advancement of inclusion
- promote equality of opportunity
- avoid discrimination.

4. Values

Our core value is Education for Life. It is about making the most of opportunities BHASVIC offers beyond academic studies. As such, we:

- hold all people to be of equal worth and treat them fairly and without prejudice in every aspect of College life
- are considerate and respect one another and the College environment
- value clear and consensual leadership and welcome ideas and constructive criticism from all
- strive for excellence in everything we do by constantly seeking to improve
- provide the context in which excellence can flourish by supporting staff through a range of measures which include accommodation (fitness for purpose, decorative standards); equipment; staff care (stress, workloads); professional

¹ Learners, parents, employees, governors, employers and providers of goods and services.

and personal development; maximising opportunities to share and develop good practice and celebrate success

- encourage and support students to take charge of their own learning and to be aware of their rights, responsibilities and our expectations of them
- set high professional standards for staff and high standards of student behaviour
- are responsive to what students and staff tell us about how the quality of teaching and learning can be improved.

5. Strategic Aims

Our work to promote equality and human rights and tackle inequalities is integrated into our strategic planning to ensure that staff, students and the wider College community understand their responsibilities. Our strategic aims to which our equalities objectives are aligned are to:

- deliver the College's Mission
- give priority to applications from 16-18 year olds living within Brighton and Hove and continue to encourage applications from students living outside the city
- ensure that quality assurance processes deliver improvement in all aspects of the College's work
- care for our staff
- co-ordinate our curriculum with our Accord and Partnership Board partners so as to widen participation and make an effective contribution to genuinely comprehensive, city-wide, lifelong learning provision
- enhance and realise the potential of the financial, physical and human resources at our disposal with particular regard to sustainability
- ensure the College performs to its full potential by developing leadership and management at all levels
- ensure that we, in selecting our Governors, take full account of Equality and Diversity issues.

6. The Equality Act 2010

6.1 The Equality Act 2010 rationalises and builds upon existing equality legislation which provides for a number of general duties. To:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity
- promote good relations between people of different racial groups, men and women, people with and without a disability
- promote positive attitudes towards disabled people even where this may involve treating disabled people more favourably.

6.2 The Equality Act 2010 also introduces the Single Equality Scheme which requires BHASVIC to:

- set equality objectives in relation to the nine protected groups (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Gender, Sexual Orientation)

- demonstrate how equality has been considered in College planning, procedures, practices and policy making
- use procurement procedures to promote equality
- produce and publish an annual Self Assessment Report and Action Plan outlining BHASVIC's aspirations regarding equality and diversity
- ensure equality, diversity and inclusion is at the heart of College life and the core of how BHASVIC thinks and behaves.

7. Scoping the Single Equality Scheme

In drawing up the Scheme, BHASVIC has taken account of other public bodies such as LSIS, the YPLA and Ofsted as well as learners, staff and parents. The following College groups have been consulted and an Action Plan drawn up: College Management Team (CMT), Curriculum and Quality Team (CQT). The Scheme has been shaped and is underpinned by the established principles contained in the College's Mission, Vision and Values.

8. Delivering, Monitoring, Reviewing and Reporting on the Scheme

8.1 Managers

8.1.1 The Corporation designates the Principal as having overall responsibility for Equality and Diversity issues. The College also has an Equality and Diversity Officer who is line managed by the Vice Principal. The Equality and Diversity officer is a member of the College Premises Team.

8.1.2 Managers are responsible for the implementation of the Scheme together with the College's Equality and Diversity Policy and Race Equality Policy. The College is responsible for providing managers with the necessary resources and training. It falls, in particular, on College managers to set the standards and do all they can to ensure that all members of the College and potential members of the College are treated fairly, encouraged to disclose individual needs and are given the support and respect they need to do their jobs and learn. They should:

- ensure that members of staff are aware of this Scheme and associated policies and that it is referred to when appropriate, in discussions during the induction process and at probation and PDR reviews and at other relevant meetings
- implement the Scheme within their areas of responsibility and provide appropriate awareness and direction on the key issues
- always seek advice and guidance from the Equality and Diversity officer or the relevant member of the Senior Management Team when in any doubt about the implementation of the Scheme.

8.1.3 The Vice Principal will ensure that the Equality and Diversity Self Assessment Report and Action Plan, together with the results of Equality and Diversity and Race Equality monitoring are presented annually to JUMCOG, the Human Resources

Committee and Quality and Curriculum Committee. The relevant Chairs will ensure that these reports are brought to the attention of the Corporation.

Infringements of the Scheme, Equality and Diversity Policy and complaints relating to Equality and Diversity will be dealt with via the Grievance and Disciplinary Policy and procedures and the Dignity at Work Policy and procedures [staff] and Complaints Policy and procedures [students and parents].

9. All Staff

All members of staff need to help create a climate of inclusivity which embraces diversity and challenges inequality, prejudice and discrimination. All members of staff should have an awareness of the Single Equality Scheme, Equality and Diversity Policy, the Race Equality Policy.

10. Monitoring and Review of the Scheme

10.1 The College undertakes to conduct comprehensive and effective monitoring of all aspects of staffing and the student body in relation to Equality and Diversity.

10.2 Monitoring will be undertaken in accordance with best practice recommendations, particularly from bodies such as the Commission for Racial Equality (CRE), Equal Opportunities Commission (EOC), and Disability Rights Commission (DRC), and with regard to data protection principles.

10.3 The College undertakes to follow positive action measures allowed by law to rectify disadvantages in employment and other imbalances in College membership revealed by monitoring. Notwithstanding this, the College is committed in regard to its staff and Corporation membership, to appointing the best applicant in every case, irrespective of any characteristic falling within the terms of the Scheme.

11. Equality Impact Assessment

11.1 Staff and students are invited to review College practices, policies and procedures from equality and diversity perspectives through the College's Inclusivity Team. The Inclusivity Team meets once every term to review BHASVIC's Policies and equality and diversity issues arising from Curriculum Areas. Parents are invited to join the Inclusivity Team or to share any comments on discrimination issues e.g. harassment / bullying via the Equality & Diversity page on the College website.

11.2 Equality reviews of College policies have been undertaken through structured equality impact assessments. More recently wider reaching equality reviews have been initiated by policy and procedure originators for example the Child Protection and Safeguarding Policy.

12. Communication

The Scheme and the College's Equality and Diversity and race Equality Policies will be communicated in the following ways:

12.1 To the public (including learners, work placement providers and staff):

- Our commitment to the Scheme will be highlighted in our prospectus, and annual Self Assessment Report
- A summary of the results of our monitoring information will be included in our annual self assessment report where this does not breach individual confidentiality.

12.2 To learners:

- All learners will receive a summary of Equality and Diversity and Race Equality Policies and Single equality Scheme. The induction programme for learners will highlight the College's commitment to racial equality, the action to be taken by learners who suffer discrimination and the action to be taken against such perpetrators of discrimination
- Tutors will reinforce this information during tutorials or work-based monitoring visits.

12.3 To work placement providers:

- All work placement providers will receive a summary of their responsibilities under the Scheme and Equality and Diversity Policy and will signify their understanding of, and agreement to, these responsibilities
- The College will promote the requirement of students from under-represented groups to providers.

12.4 To staff:

All will staff receive a full copy of the Scheme and Equality and Diversity and Race Equality policies as part of the Staff Handbook. The Scheme and policies are also available on the College website.

13. Equality Objectives and Actions

13.1 Equality Objective 1 - Create, sustain and celebrate an inclusive and diverse work and learning environment which advances equality of opportunity for everyone.

13.1.1 Currently we are:

- ensuring Equality and Diversity training is comprehensive and effective and the College community understands the part they play in advancing equality of opportunity
- the College celebrates diversity through marketing activities such as the prospectus, website and College events such as the E4L celebration evening

13.1.2 In the next 3 years we will:

- undertake more work with parents regarding College Equality objectives and the part parents play in ensuring these are adhered to.

13.2 Equality Objective 2 - Seek to challenge inequality, prejudice and discrimination

13.2.1 Currently we have:

- policies relating to Complaints, Bullying and Harassment and Dignity at Work
- full evaluation of the achievement and standards of all learners leading, where necessary, to action planning and improvements
- challenging targets set for students with regard to prior achievement and data is used to monitor and plan effective interventions for different groups of learners.

13.2.2 Equality and Diversity Implementation measures are reported on at the College's Human Resources and Quality and Curriculum Governors' Committee meetings.

13.2.3 In the next 3 years we will:

analyse data relating to underperformance of students from particular ethnic minority and social groups more effectively as part of curriculum department self assessments. Currently data has not been available at the most relevant time of year.

13.3 Equality Objective 3 - Treat all members with respect and dignity, and seek to provide an environment free from harassment, discrimination and victimisation, including by association and perception. The College will not tolerate any form of discriminatory behaviour against its members, either from other members, or from members of the public.

13.3.1 Currently:

the Guidance programme encourages discussion of a range of equality and diversity issues and celebrates key events such as Black History month or raises awareness of others such as Holocaust memorial day.

13.3.2 In the next 3 years we will:

work with students and staff and the broader College community on the 2010 Equality Act and association and perception discrimination, in relation to how the College's Scheme can be implemented most effectively.

13.4 Equality Objective 4 - No member of the College, visitor or applicant will be disadvantaged, or treated less favourably. Reasonable adjustments will be made to arrangements and premises to ensure access for a diverse range of people.

13.4.1 Currently:

the restricted access problem of our current accommodation is being managed and reasonable adjustments made.

13.4.2 In the next 3 years we will:

continue to address areas of College should it become apparent that there are restricted access issues for prospective, students and visitors.

SECTION 5: Equality and Diversity ACTION PLAN 2010 – 2011 incorporating actions from the LSIS Organisational Health Check

Area for Improvement	What needs to be done?	Who will be involved?	When by? To include interim dates for early interventions if appropriate.
<p>1. The advancement of Equality and Diversity through the Department Self Assessment process and more generally will be further improved.</p> <p>We will Actively promote and celebrate major spiritual, cultural and religious events to the whole college community</p>	<p>See 4 below</p> <p>Training for all curriculum staff on E&D in teams to lead to a highlighted action in SARAP for 2010 – 2011</p> <p>E&D self assessment should be embedded in the main document rather than separate as it is currently, in order to emphasise the integrated nature of E&D.</p> <p>SZB to source list of annual events from Local Authority and ensure they are in College calendar.</p> <p>Management groups (CQT, STT, SSMG and HoDs) to determine which events can be promoted and celebrated and discuss how. Advice to be sought from ESOL Department, Lauren Shukru and links made to external agencies. Annual proposal to be brought to CMT regarding which events should be prioritised.</p>	<p>All curriculum teams should undertake the on line E&D training</p> <p>Curriculum and Support departments to integrate E&D in self assessment reports – HoDs and teams</p> <p>All with SLB and ND to lead</p>	<p>July 2010</p> <p>September 2011</p> <p>July 2011</p>
<p>2. Curriculum departments will use data to focus on improving the performance and experience of specific groups of learners in addition to gender. Early interventions to be established</p>	<p>Training will take place for HoDs in July 2011 on EDIMS and new CIF</p> <p>CQT / SMT to agree a definitive list of what the specific groups are.</p> <p>Data based on student post code and EMA (to capture information relating to social deprivation as at post 16 we do not have FSM data), looked after children and students receiving Learning Support will be provided for HoDs from Sept. 2011 in a more timely way.</p>	<p>Training led by TAG and SLB</p> <p>CQT/SMT</p> <p>Data made available in early September for curriculum Heads of Department and Specialist Tutors</p>	<p>July – September for initial data analysis and action planning</p> <p>September / October 2011</p> <p>discussion between Faculty Head and HoD pre SARAP meeting to fit in with department meeting schedule. Actions to arise for individual departments as appropriate</p>

<p>3. As a College we will engage with the learner voice more on different topics. Focus groups on aspects of a student's education and experience are carried out, though these do not include matters relating to equality of opportunity and respect for different cultures, religions, sexual orientations and lifestyles</p>	<p>CQT to carry out a review of the learner voice. See action on Learner Voice Action Plan. Introduction of Learner Voice Reps scheme.</p> <p>Involve different areas of the College in devising support for the College Guidance programme.</p> <p>Ask students to assist in devising a way of capturing the learner voice regarding their experience of the College in relation to its inclusivity.</p> <p>A College partnership agreement, led by Nick Herbert, has been drawn up by CCB, Vardean and BHASVIC to secure £10,000 funding to develop.</p> <ul style="list-style-type: none"> • Safe spaces for young people to openly debate about current affairs, • Opportunities to explore misconceptions in Islam, myth-busting, explore identities, • Provide an environment where young people have the opportunity to learn, • Mentoring opportunities for young people, • Celebrate cultural diversity and promote the concept of dialogue 	<p>SLB, CQT, HoDs, student governors</p> <p>Led by ND</p> <p>Led by SLB</p> <p>NJH leading</p>	<p>December 2010</p> <p>July 2011</p>
<p>4. Explore the possibility of developing a partnership with a college that has a contrasting community. This will help to increase appreciation of the needs of different cultures.</p>	<p>Engage Joga Kabra to assist CMT in clarifying what we are aiming for. Use Jess Jung's links with Kenya Charity work and invisible children – all students via tutorial to have been given presentation</p>	<p>CT to lead with advice from JYJ</p>	<p>September 2011</p>

<p>5. As a College we could do more to ensure the benefits of diversity are harnessed to help meet organisational goals</p>	<p>Representation on learner voice groups should be more diverse e.g., ESOL and Level 1 students' membership of SU and CCC Images in College social spaces need to reflect and celebrate the diversity of the students and staff</p> <p>Engage students, including ex students, through the Action for Inclusion project to help us in meeting our organisational goals.</p> <p>ACAS training on impact of Equality Act for all managers with a view to cascading to all staff at Whole Staff Away morning and students through tutorial</p>	<p>SLB, CQT, JCM, TML, AGS Student reps from all courses to be encouraged to attend Cross College Council. Nicky Deakin from Marketing to lead on creation of images around College</p> <p>Led by CMM and ND</p> <p>Led by CLN and EVW</p>	<p>December 2010</p> <p>February – July 2011</p>
<p>6. Governors and the Clerk do not have training in E&D on an annual basis and EDIMS and E&D reports which are presented in detail to the HR and Q&C committees could be highlighted for all governors at Corporation meetings and published on the College website</p>	<p>SLB to highlight E&D reports from Q&C and HR committees to governors at Corporation</p> <p>SLB to lead governor training at Corporation December 2010</p> <p>Governors to be given remote access to the College's on line training tool</p> <p>EDIMS to be published on the College website</p>	<p>SLB and governors</p> <p>SLB and governors</p> <p>SLB and governors</p> <p>SLB to lead</p>	<p>July 2011 (interim dates December 2010, March 2011)</p>

<p>7. Principal to attend impact assessment training for equality and diversity.</p>	<p>CT to complete College on line E&D training and book training session on Impact Assessment</p>	<p>CT with advice from ND</p>	<p>July 2011</p>
<p>8. Managers who are involved in interviewing staff to undertake training in cultural awareness to help them better understand the social norms and cultures of potential applicants.</p>	<p>HR to explore the feasibility of this engaging LSIS for further training</p>	<p>CLN and EVW</p>	<p>July 2011</p>
<p>9. Consider the impact of the withdrawal of EMA on those students affected. Put in place contingencies to help support students potentially 'at risk' due to financial constraints.</p>	<p>NJH and AFS to lead with 14 – 19 Partnership and FE Sussex to support</p>	<p>NJH and AFS</p>	<p>March 2011</p>

<p>10. Expand the remit of the equality and diversity inclusivity group to include an audit function that is focused on having a direct positive impact on learners.</p>	<p>The Inclusivity Team to establish an audit cycle for the following areas:</p> <ul style="list-style-type: none"> SoWs directly from the X drive VLE sites are easily accessible Classrooms & department noticeboards by direct observation Other course materials could perhaps be reviewed via a sample of students' files <p>In the first instance, identify areas of good practice.</p> <p>Invite comments and criticism on policies via the College website.</p> <p>OLC to be involved through the broadcasts on estream which are relevant to Equality & Diversity e.g. on black history, and a series on different religions.</p>	<p>ND to lead</p> <p>JCL</p>	<p>December 2010</p> <p>July 2011</p>
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Appendix One

Types of Discrimination: Definitions

Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below). Annex 1 contains an example of direct discrimination.

Discrimination by association

Already applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic. See Annex 1 for an example of discrimination by association.

Perception discrimination

Already applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender reassignment and sex. 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. See Annex 1 for an example of perception discrimination.

Indirect discrimination

Already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership; now extended to cover disability and gender reassignment.

Indirect discrimination can occur when you have a condition, rule, policy or even a practice in your company that applies to everyone but particularly disadvantages people who share a protected characteristic. 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. Annex 1 contains an example of indirect discrimination.

Harassment

Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association (see page 3). See Annex 1 for some examples of harassment.

Third party harassment

Already applies to sex; now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation. The Equality Act makes you potentially liable for harassment of

your employees by people (third parties) who are not employees of your company, such as customers or clients. You will only be liable when harassment has occurred on at least two previous occasions, you are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again. See Annex 1 for an example of third party harassment.

Victimisation

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act. See Annex 1 for an example of victimisation.

Appendix Two

The Protected Characteristics: Key Points

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Age (no change)

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability (new definition and changes)

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

As before, the Act puts a duty on you as an employer to make reasonable adjustments for your staff to help them overcome disadvantage resulting from an impairment (e.g. by providing assistive technologies to help visually impaired staff use computers effectively). The Act includes a new protection from discrimination arising from disability. This states that it is discrimination to treat a disabled person unfavourably

because of something connected with their disability (e.g. a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim. Additionally, indirect discrimination now covers disabled people. This

means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful. The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

Gender reassignment (new definition)

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and civil partnership (no change)

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity (no change)

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. See Annex 1 for an example. You must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

Race (no change)

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Religion or belief (no change)

In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Sex (no change)

Both men and women are protected under the Act.

Sexual orientation (no change)

The Act protects bisexual, gay, heterosexual and lesbian people.