



# **HALESOWEN COLLEGE SINGLE EQUALITY SCHEME**

**(incorporating the Equality and Diversity Policy)**

**2012 - 2015**

Halesowen College's mission is to be the leading choice for post 16 education and training. Implicit in this is the involvement of the whole community in the life of the College as an inclusive environment where diversity is celebrated and where access to and participation in education is promoted. The values underpin the work of the College where difference is respected, staff and students are treated fairly in an environment that they can trust where there is a partnership and mutual commitment to achieve goals so that all can benefit from learning.



# Single Equality Scheme 2012 – 2015

**Halesowen College’s Single Equality Scheme for 2012 – 2015 will be agreed through a process of consultation with students, staff, governors and other stakeholders.**

It is published on the College web site and staff and student hub. Hard copies or alternative formats are available on request to the Personnel and Equality Director. These may, in specific circumstances have to be specifically produced (as in the case of Braille).

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# Single Equality Scheme

(Incorporating the Equality and Diversity Policy)

## 1. Introduction – our commitment

The College values of commitment, learning, partnership, respect, standards and trust are central to placing the student experience at the heart of all College policies and procedures. Accordingly this places great emphasis on access to education and aims to remove barriers in order to create a culture of inclusiveness that is committed to challenging discrimination in all aspects of its work..

The College is determined to create an ethos where the diversity of staff and students is both promoted and valued. It sees diversity as being key to widening participation in education and enriching the College experience for all. Hence it seeks to promote positive practice with all stakeholders, partners and external agencies. We will continue to tackle discrimination directly and to sustain a culture that does not tolerate it in any form.

This updated Single Equality Scheme reflects changes in legislation and is supported by the Equality and Diversity Functional Plan and Single Equality Action Plans.

## 2. The Scheme

The Scheme has been updated to reflect the requirements of the Equality Act 2010 which came into effect on 1 October 2010. This Act simplifies, strengthens and harmonises current legislation to protect individuals from unfair treatment and promote a fair and more equal society. The nine main pieces of legislation that have merged into the Act are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) regulations 2003
- The Employment Equality (Sexual Orientation) regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

The Single Equality Scheme aims to:

- **Eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Act.
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
- **Foster good relations** between people who share a protected characteristic and those who do not.

and is based on the protected characteristics defined by the Equalities Act 2010 which are:

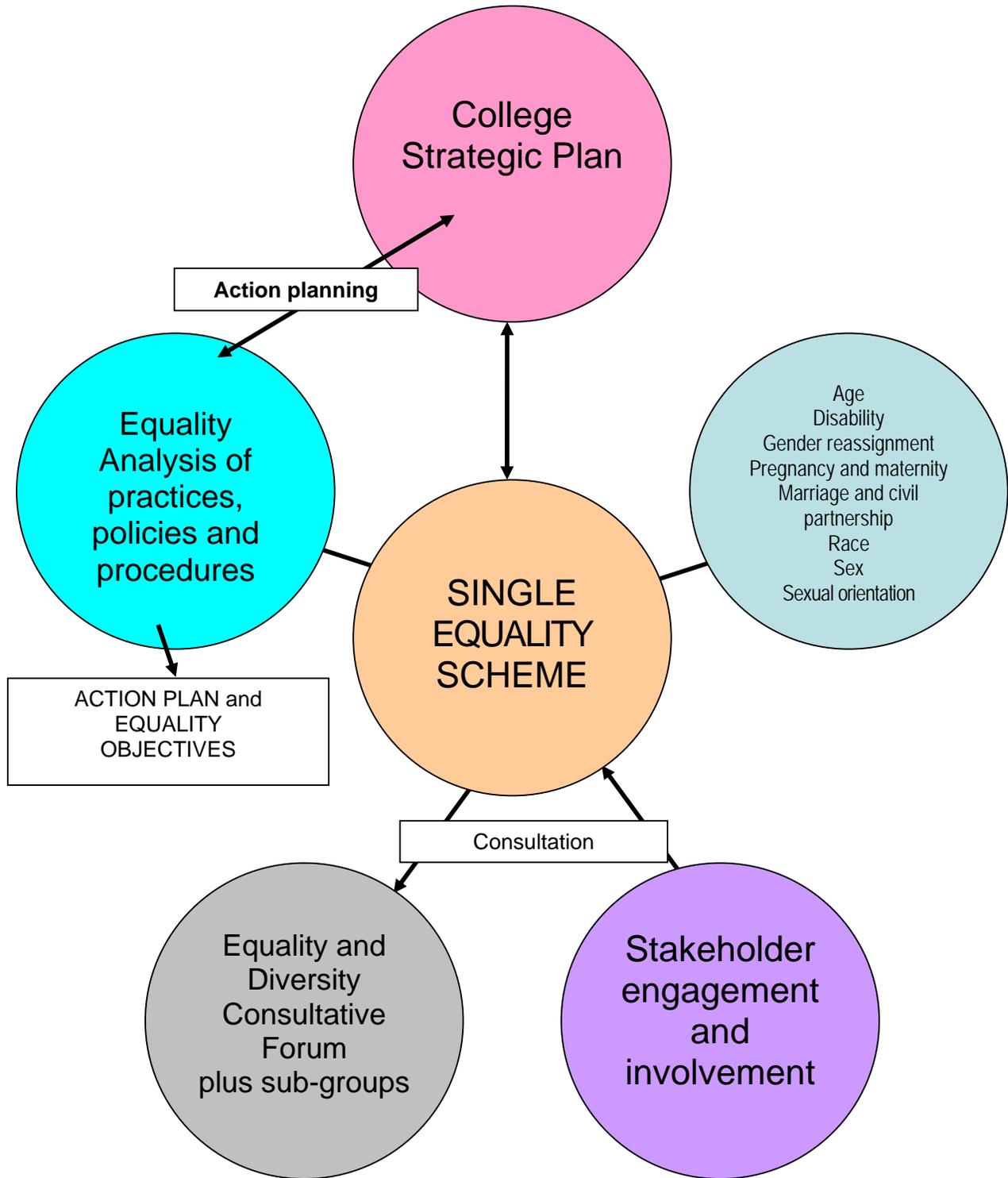
- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or Belief
- Sex
- Sexual Orientation

We also consider it to be important to consider socio-economic issues which affect our staff and students as many of our students come from disadvantaged areas with high levels of social deprivation, unemployment and worklessness.

The Scheme underpins the Equality and Diversity Strategy of the College, drawing together all aspects of equality and diversity into one coherent document. It is designed to involve individuals as well as the more formal groups and committees of the College such as the Equality and Diversity Consultative Forum, Staff Council, Boards of Study, staff forums and student forums. The underpinning duty is to eliminate discrimination, promote equality of opportunity and foster good relations between those who share protected characteristics and those who do not.

The overarching approach is shown below



### **3. Equality and Diversity Strategy**

The Single Equality Scheme underpins the overarching strategy of the College in promoting equality of opportunity for all. The Equality and Diversity Functional Plan identifies priorities for the college. These priorities are translated into activities that the College carries out over a period of time. Managers' responsibilities are identified and outcomes monitored against target dates for achievement.

The Functional Plan is reviewed annually and is an evolving document.

The College Strategy is designed to reflect the College mission and values. It will:

- Use demographic information to analyse its actions
- Aim to eliminate or minimise negative impacts for users
- Monitor the effects of its actions in respect of equality of opportunity
- Take positive action where appropriate to promote full engagement with under-represented groups

It is the aim of the College to promote equality of opportunity for staff, students, partners and the community it serves. The College is committed not simply to the letter of the law but its spirit. Equality of opportunity and inclusivity is, and will continue to be, at the heart of the college ethos. The College will seek to involve and consult with its community and make consultation accessible as far as is practicable.

The Principal is responsible for the implementation of the Strategy. The development will be informed by the Equality and Diversity Consultative Forum. With equality embedded within the operations of the college each area will be responsible for monitoring and action planning in relation to the Functional Plan with outcomes reported to the Principal.

### **4. Equality and Diversity Policy – General Principles**

#### **Discrimination and Promoting Equality**

##### **4.1 Teaching and Learning**

- The College will seek to ensure the learning environment is free from discrimination and harassment.
- The College will seek to ensure that all students are valued and encouraged to participate fully in learning activities and that the learning environment is free from bias.
- Appropriate and flexible opportunities for learning, accreditation and assessment will be offered within reasonable limitations.
- Teaching will help promote equality and co-operative working practices through effective classroom management and use of materials that are supportive of diversity.

##### **4.2 Students' Achievements**

- Opportunities will be provided for the achievement of students' personal and social development.
- Support will be provided, eg learning support and personal skills development, to ensure learners maximise their potential.

### **4.3 Curriculum Organisation and Management**

- Students will be consulted about the quality of the learning experience and their views will be included in the course review process.
- Students with their Personal Coaches will be encouraged to discuss equal opportunities issues as part of the pastoral curriculum and it is embedded in the curriculum.
- Learning programmes will be flexible to accommodate students' needs.
- Specific programmes are available for some targeted/under represented groups.
- Admissions criteria are non-discriminatory.
- The College will target specific under-represented groups for specific provision.
- Learning support will be available for all identified students.

### **4.4 Employment**

The College seeks to employ a workforce which reflects the diverse community. The value each individual can bring to the College is recognised. All employees will be treated with respect and dignity and provided with an environment free from unlawful discrimination and harassment.

- Advertisements for staff vacancies will include the “double tick” symbol positive about people with disabilities.
- Job vacancies will be advertised and worded so as to avoid discrimination.
- Person specifications for jobs will detail the essential requirements for the post
- All staff will have access to staff development opportunities.
- Appraisal meetings will ask if a member of staff has a particular requirement or needs support to enable them to do their job.
- A request for flexible working in accordance with good employment practice will be considered and supported as a legitimate career move.
- Reasonable adjustments will be made for staff with disabilities.
- The Equality and Diversity Consultative Forum would consider and, where appropriate, recommend the creation of other forums to enable feedback in relation to its employment of minority groups.

## **5. Current strengths of the College can be seen in that we:**

- Are working towards to Leaders in Diversity standard
- Market the courses to a wide range of schools and other organisations across a wide geographic area to enable access to the facilities and courses
- Provide subsidised College buses to enable access for full time students. Where subsidy is not a financial option, bus routes are negotiated with providers to facilitate easier access for students

- Actively and positively encourage staff and students to declare disability or learning difficulty to enable us to identify support during application and whilst at the College
- Have a dedicated team of Learning Support staff to provide support to students whilst at College
- Have screening and diagnostic testing of students at the start of their course to identify any additional learning support needs they may have to be successful in their studies
- Have a Personal Skills Development team who provide study skills and learning support to students to allow them to succeed
- Have a system to identify students who may, for a variety of reasons, be at risk of withdrawing from their studies so that support is targeted at their needs.
- Collect student and staff information in relation to gender, race, disability and age to facilitate analysis of uptake and for use in informing curriculum development and that it does not disadvantage particular groups.
- Have a tutorial system which places students 'at the heart of the college' (OfSTED) so they are supported through action planning to maximise their potential.
- Have engaged DisabledGo to assess our campus for accessibility and publish information on their web site. They will also provide us with a Good Practice Guide.
- Have introduced Equality Analysis for College practices, policies and procedures. It is the aim to review all appropriate policies and procedures over a twelve month cycle. Management training has taken place in carrying out the process
- Monitor the age, ethnicity, gender and disability of staff and students using Dudley census information as comparative data.
- Monitor recruitment of students by widening participation codes
- Have an Equality and Diversity Consultative forum which presents issues for discussion to gain feedback from staff as well as consider self-generated agenda items
- Conduct student voice forums to gain feedback from students
- Conduct surveys of staff and students which allow for analysis, through self-declaration, by gender, age, disability, learning difficulty and ethnicity. The outcomes from these surveys are used in self-assessment. An overall report is also presented to the College Executive.
- Hold the Double Ticks Award as positive about disability
- Have a Learner Support Fund policy that allows for positive action on assistance for transport for those with disabilities or learning difficulties
- Have specialist support through a Connexions Personal Adviser for students with particular personal difficulties
- Have a college Chaplain
- Have two trained Counsellors accessible confidentially for students and staff
- Provide an Employee Assistance Programme using outside external confidential counselling for staff
- Hold an Equality and Diversity Week with central materials available to tutors to promote equality of opportunity awareness amongst students
- Carry out staff training and development which covers equality and diversity issues
- Offer programmes of study from pre Entry level to level 4/5

- Provide a Careers and HE Centre which holds materials applicable to all levels and which challenges stereotypical images. It holds the Black Country Careers Education and Guidance Gold Award
- Are an Investors in People organisation
- Make special arrangements for students for examinations and can, in particular circumstances, facilitate the assessment of students in accessing special consideration
- Link with local support agencies such as Connexions, PCT, Learning Care Team
- Offer specialist equipment to support needs – laptops, Textread, scanner facilities, minicom, adjustable tables/chairs/ hearing loop
- Locate Learning Resource Centres in each building for specialist help and support
- Have close monitoring of student and staff statistics showing a greater ethnic mix, in both and staff and students than the immediate catchment area.

## **6. What we did last year:**

- Continued to work towards the aims identified in the Strategic Plan and Single Equality Scheme
- Worked on further developing the programme of equality impact assessment
- Identified, published and monitored Equality Impact Measures (EDIMS)
- Consulted learners through student focus groups and as part of internal area inspections
- Provided briefing sessions for the Corporation and College managers on statutory requirements
- Provided training for staff on equality and diversity and the requirements of the Equality Act 2010.
- Provided support and guidance to lecturers on embedding equality and diversity into their teaching.
- Monitored the inclusion of equality and diversity in teaching and learning through the internal inspection regime and lesson observation scheme,
- Reported on equality and diversity in the self-assessment report
- Held a successful Equality and Diversity week in October 2010 the main theme of which was around sexuality. College Ambassadors had received training by Stonewall and set up a display at lunch times in the refectory providing resources and answering questions.
- E&D week also included a number of initiatives set up on Moodle including Black History Month, links to video and web links on disability, race poverty and a quiz.
- Further developed recruitment and selection practices to include the protected characteristics.
- Continued to monitor the staff profile in comparison with the student profile.
- All companies who tender to provide goods and services to the College are required to provide their equality and diversity statement and supporting policies. These are then assessed as part of the scoring matrix. The college promotes ethical procurement.
- All contractors receive an induction covering all aspects of work at the college such as health and safety, college values and conduct and equality and diversity.
- Redefined the terms of reference, remit and membership of the Equality and Diversity Consultative Forum to reflect the requirements of the Equality Act 2010. This group is now chaired by the Principal and CE and SMT are all members.
- Information and resources relating to Equality and Diversity and the protected characteristics are available on Moodle
- Carried out internal inspections of curriculum areas, involving external consultants who focused on whether equality and diversity was impacting upon learning. Appendix 1 contains questions asked by external consultants

## **7. Management of the Scheme**

The Single Equality Scheme has the commitment of the College Corporation and the Principal over and above the need to meet the College's statutory duties. The Scheme will be taken into account in the development of the Strategic Plan and use management data alongside the Equality and Diversity Annual Report to monitor progress against targets.

The Principal has overall responsibility for the operation of this scheme supported by the Personnel and Equality Director.

All employees have personal responsibility for the practical application of the scheme, which extends to the treatment of staff, students and through our contractual agreements with contractors.

There is an Equality and Diversity Consultative Forum chaired by the Principal made up of senior managers, staff and union representatives who provide advice and feedback to ensure that effective management of equality is achieved.

The College reviews policies at least every 3 years, including assessing the impact of the policies on staff and students. The purpose behind this is to identify and implement actions that are proactive rather than reactive. Each area of the College will prioritise its response so that it will identify areas which have the greatest impact for the majority of service users.

Risk assessment will include disability within its remit to enable a quantifiable base against which impact can be assessed. It is anticipated that actions taken by the College will reduce risk over a period of time.

The Personnel and Equality Director will be responsible for ensuring that fair and adequate arrangements exist for effectively handling and recording all aspects of the employment relationship, including recruitment and selection. The Director of Planning and Students and The Personnel and Equality Director are responsible for co-ordinating equal opportunities across College.

A functional plan for Equality and Diversity will be monitored by the Principal and the Corporation. This will be supported by the Single Equality Action Plan.

All managers have a responsibility to ensure the scheme is carried through effectively, by giving active support and ensuring that staff and students understand and implement the policy.

Managers will review their performance indicators and set targets with their teams.

## **8. Staff Development**

The responsibilities in relation to equality and diversity opportunities will be positively incorporated into training at all levels.

New employees will be asked to attend compulsory equality and diversity training.

Support will be available to teachers to help them promote equality, cross-cultural interaction, co-operative working practices and respect for differences among students.

## **9. Equality Analysis**

The College has introduced a procedure for assessing the impact of its policies and procedures on users of its services.

The procedure for Equality Analysis will be through an initial screening of the policy or procedure. Should this identify a negative impact indicating wider consultation is required the Full Impact Assessment procedure will be followed.

## **10. Protected Groups**

### **10.1 Age**

Halesowen college welcomes students of all ages, although government funding differentiates between the needs of young people and those over the age of 19, leading to different levels of provision and support for different age groups. In this context, the College will not discriminate against any individual on the basis of age. Criteria relating to suitability will be based on appropriate skills to undertake a course of study or employment role.

Entry to courses will be based on academic ability or the equivalent experiential learning prior to entry irrespective of age. The College recognises that certain abilities are necessary for study and will take these into account when discussing suitability of applicants.

The College will consider the ability of applicants for staffing roles in terms of their ability to fulfil the job role. Person specifications will seek to quantify the ability of staff and avoid the use of direct experience as a criterion for assessing suitability if in doing so it is likely to exclude applicants who have not had the time to gain such experience.

The College recognises however that outside agencies may apply funding or support based on age. Where this is the case, and the College is obliged to use such criteria, it will seek to quantify any effects such banding may have on its users and make this information available in its reports.

As a provider of education and training, we aim to ensure

- that our curriculum, facilities and support services cater for the different need of students of all ages
- that achievement gaps between different age groups are addressed and closed

To achieve this we will review the experience of students to identify and address any achievement gaps between younger and older students by targeting resources to raise success rates where required.

As an employer we aim to ensure

- That younger entrants to the workforce are given the support they need to succeed and progress
- That older employees do not face discrimination on account of their age.
- That policies and procedures ensure that staff are more able to balance work with family requirements.

We will review recruitment arrangement regularly to encourage young people to apply and we will amend employment policies where appropriate.

### **10.2 Disability**

Halesowen College welcomes staff and students with disabilities and aims to provide support to allow them to achieve their potential. We recognise that disability covers a broad spectrum, including:

- Sensory impairment
- Restrictions in mobility
- Mental ill-health
- Long-term debilitating illnesses

The student experience is at the heart of all College policies and procedures. It places great emphasis on access to education and has a history of removing barriers in order to create a culture where disability is not a disadvantage.

The College will assist disabled staff and students and put in place reasonable adjustments that allow staff with support needs to succeed in their employment here.

The College supports inclusion and ways of incorporating staff and students into its community by facilitating access. Reasonable adjustments are made to ensure staff and students with disabilities are not treated less favourably as a result of their disability. The College will facilitate assessment of individual need and provide, where possible and appropriate, a response as to how any barriers can be removed.

The Equality Act 2010 and the Public Sector Equality Duty require all Public Authorities including FE and Tertiary Colleges to adhere to anti-discriminatory duties. The Act gives people the right not to be discriminated against on the grounds of their disability. This means the College must:

- Promote equality of opportunity between disabled students and staff and other students and staff.
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled students and staff and disabled people in general
- Encourage participation by disabled students and staff in College life
- Take account of disabled people's disabilities even where that involves treating disabled people more favourably than others.
- Make reasonable adjustments where appropriate

Disclosure of disability is not taken into account in the recruitment process other than to provide support that may be required by the individual during the process and thereafter. Information provided is used for statistical reporting and monitoring

Particular support is offered to students to enable access:

- Courses offered for students with learning difficulties and disabilities
- Comprehensive declaration processes to encourage assessment and placement
- Specialist advice and guidance during the application, interview and enrolment processes
- Schools Liaison Team to enable transition
- Learning Support team to provide in class and out of class support
- Resource assistants to facilitate access to support
- Assessment of needs in literacy and numeracy
- A Personal Skills Development team to assist learning
- One to one support

- Arrangements for examination concessions and special considerations
- Connexions Personal Advisers
- In-house Counselling services linking to appropriate external organisations
- Links with local support agencies
- Specialist equipment to support needs – laptops, Textread, scanner facilities, minicom, adjustable tables/chairs/ hearing loop
- Reasonable adjustments made to programmes including the following 3 options:
  - Temporary adjustments within the programme
  - Adjustments to the course
  - Provision of a personalised pathway

The College has in place arrangements to provide support for disabilities including dyslexia, Aspergers syndrome, hearing or visual impairment or mobility difficulties. Where impairment or disability is specific or complex the College aims to react quickly to the particular needs and assess reasonable adjustments which could be made to accommodate those needs including Health and Safety risk assessments.

The college has found that, in some cases, there appears to be an unwillingness to disclose disability information, which can mean that support to staff and students is reactive rather than proactive. The college now aims to collect more complete data to enable us to work to dismantle any barriers to progression and career fulfilment.

To this end, we will:

- Monitor the data of staff and students so that we have a clearer understanding of their needs and uncover any “hidden” disability issues. This will include a campaign to raise awareness and build confidence that the college is a safe place to declare a disability.
- Celebrate the achievement of staff and students who have overcome disability to succeed in their learning or career
- Invite views from a mixed advisory group of students and staff on physical and practical improvements that could be made in the college.
- Put in place an action plan from this activity and deliver over a 12 month period
- Monitor success in improving the conditions and success of disabled staff and students within the college.

### **10.3 Gender Reassignment**

The college will operate a zero tolerance policy against all forms of transphobic behaviour and promote the needs and profile of transgender staff and students.

- Ensure our policies and procedures do not discriminate against transgender people and that no barriers exist
- The promotion of an understanding of transgender issues

### **10.4 Marriage and Civil Partnership**

It is unlawful to discriminate against employees who fall into one or other category. We will treat civil partnership in the same way as married people and ensure that any benefits offered to married people are also available for civil partners including flexible working, statutory paternity pay and paternity and adoption leave.

## **10.5 Pregnancy and Maternity**

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her maternity and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity leave cannot be treated as sex discrimination. Periods of absence due to pregnancy related illness will not be taken into account when making decisions about employment.

We will ensure that policies and procedures in relation to pregnancy and maternity are regularly reviewed to comply with any new guidance issued.

## **10.6 Race**

### **Introduction**

The College recognises that learners and staff may be discriminated against because of their colour, race, ethnicity and religion. Racism exists in our society and requires decisive and specific action to eradicate it.

The College welcomes staff and students from all ethnic backgrounds and sees diversity amongst its users as a positive experience which encourages contributions from all groups. It recognises the diversity of the community it serves and aims to treat everyone as an individual.

The Scheme seeks to make sure that students and staff are supported whilst at the College and share the college values. To do so it seeks to monitor key indicators to ensure that action is taken to remove barriers based on race or ethnic origin.

The College seeks to promote opportunity for staff and students regardless of race or ethnic origin. To this end it has:

- taken positive action to eliminate racism and its effects
- taken positive action to encourage the recruitment and success of Black and Minority ethnic (BME) groups of learners on all courses
- provided a range of courses at different levels
- provided a subsidised bus service to facilitate attendance at College across a wide catchment area
- reporting systems that identify different ethnic groups
- links with external organisations in the promotion of opportunity and treatment of different groups

As an employer, the college is a member of Network for Black Professionals . We will seek to increase the number of staff, particularly senior staff, from BME groups.

The College recognises that equal treatment is demonstrated in many ways. It reviews its materials, both promotional and curricular, to promote inclusivity and ensures that the curriculum addresses equality issues..

Halesowen College serves a diverse community. 19% of our students are from BME communities.

We are committed to

- closing the gap in success rates for all BME learners

- increase the profile of BME staff to achieve a workforce that is representative of the local community at every level of the organisation.

## **10.7 Religion and Belief**

The College welcomes applications from student and staff of all faiths or none and will promote learning and understanding between religions. The College will not give preferential treatment to any particular faith group but will seek to provide reasonable support to staff and students in carrying out their religious practices such as in the provision of a quiet room for reflection and/or prayer and the recognition of the main religious festivals.

The College aims to create an environment where all beliefs or none are recognised and awareness promoted through the tutorial systems as well as in its communication functions. By creating an inclusive culture and providing opportunities to contribute to the College as a whole it is envisaged that positive perceptions will be encouraged and the diversity and breadth of the community the College serves celebrated. Discriminatory behaviour arising from religion or belief will not be tolerated.

The College has a freedom of speech policy which provides security of expression whilst protecting the College and its users from extremes of opinion from outside organisations or individuals. It also holds an Equality and Diversity Week. Related to this is a One World booklet available to explain and develop understanding of a variety of beliefs.

It is our intention in the future to collect data on religion and belief from staff and students.

We aim to achieve:

- An environment in which religious discrimination is rare and promptly addressed.
- Through the staff and student voice, recognition of the needs of people of all faiths and none.
- Facilities available to all faiths for religious practice
- A curriculum that promotes social and moral development and reflects the college values
- Improved data on the profile of religious belief of staff and students

## **10.8 Sex**

The College welcomes people of all genders and is committed to eliminating gender inequality and harassment and promoting equality of opportunity regardless of gender. We will actively encourage inclusive participation in traditionally gender specific job roles and curriculum areas at all levels.

The College has demonstrated a firm commitment to the equal treatment of staff and students in relation to gender and has in place systems to ensure that they are treated equally.

The College will continue to gather information from a variety of College reporting mechanisms to identify actions necessary to address any areas of inequality or adverse impact and will then prioritise the actions identified.

In view of changing legislation we will review current practices in this area regularly to ensure that any remaining issues are addressed and to promote a culture of gender equality in all areas and levels of the workforce. We will continue to measure curriculum specific gender imbalance and will further implement action plans to address issues at all stages of the learner pathway from recruitment to progression.

## **Staff issues**

The College seeks to treat staff equally regardless of gender and will adopt policies and procedures which aim to break down barriers relating to gender, occupational areas and stereotyping. These include issues of harassment. It will respond to issues relating to job evaluation, maternity and paternity, pay or promotion equally and investigate fully its practices should they be the subject of enquiry. It will also adopt systems that allow for career development of staff.

The College seeks to eliminate barriers to equal pay. It adopts an evaluation scheme on work practices that bases judgement of financial worth on the work carried out as against the gender of the person carrying out the function. It has developed a single salary spine for academic and support staff to support this.

The College has a number of schemes and policies designed to facilitate, within reason, the demands placed on staff by their work and family commitments. This is in recognition of the demands sometimes placed on a particular gender within the family environment.

The College will complete an Equal Pay Audit of all staff and aims to complete this by December 2012.

## **We will aim to achieve**

- Learner recruitment that actively encourages students to access careers regardless of traditional gender representation.
- A broad curriculum reflecting contributions for different genders
- The elimination of gender-based discrimination and harassment at all levels
- Equality in employment based on sound information on pay, progression

## **10.9 Sexual Orientation**

The College welcomes applications from staff and students of any sexual orientation . Homophobia will not be tolerated and will be actively challenged when it arises. The contribution of the LGBT community to the college and the wider world will be recognised and valued

We will consult with staff, students and other stakeholders to ensure that the services need the needs of this protected group. We recognise that issues relating to this protected group have been less visible than those in other groups and we will work to address this.

To date we have not collected data on the sexual orientation of staff or students, so it has not been possible to monitor success rates and satisfaction levels of this group. We undertake to consider how best to approach this in order to inform future actions.

Some limited feedback from staff and students indicates that progress is necessary to achieve best practice in relation to this protected group.

Over the next three years, the College aims to:

- remove any remaining barriers that might prevent application due to sexual orientations.
- Create an environment where LGBT staff and students feel they can be open about their sexuality if they choose and where the rights of LGBT staff and students are respected and recognised.
- Create methods of engagement which ensure that the voice of LGBT students and staff is heard

- Ensure zero tolerance of homophobia and a workforce which is confident to challenge it when it arises.
- Recognition as a LGBT friendly employer (Stonewall?)
- More comprehensive data on the sexual orientation of learners and staff to inform decisions and policy making.
- consider sexual orientation in the review practices of Course Review.

By operating an inclusive culture and providing opportunities for individuals to contribute to the whole College, it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated.

## 11. Monitoring

CIS enables the College to report from its central administrative databases. To allow monitoring of the protected characteristics it will seek to provide information relating to each characteristic wherever this is feasible which is appropriately disaggregated and related to relevant functions.

Monitoring will be undertaken in accordance with best practice recommendations, particularly from bodies such as the Human Rights and Equality Commission.

In the longer term, the College will seek to report against the following protected characteristics and functions, with comparative data.:

<b>Students</b>	<b>Staff</b>
Student profile on race, disability, gender age, religion and belief	Staff profile on race, disability, gender and age
An indication of the likely representation on sexual orientation	An indication of the likely representation on sexual orientation and religion and belief
	Gender pay gap information and information about occupational segregation Pay gap for other protected groups
Recruitment, application, selection and progression	Recruitment, application, selection and progression and promotion
	Return to work after maternity leave Applications for flexible working and success rates
Opinion survey data analysis	Opinion survey data analysis
Disciplinary action	Disciplinary action
Student Voice	Staff Voice
Success rates	Successful completion of probation
Progression rates	Promotion
Retention of students	Leavers
Uptake of Learning Support against those assessed for need	Take up of staff Development and training
Uptake of Personal Skills Development	Grievances/Harassment/Dismissal
Uptake of Personal Skills Development against those assessed for need	Redundancy and Dismissal Retirement
Distribution of Learner Support Funds Completion rates	Engagement with trade unions
Complaints about discrimination	Complaints about discrimination

The purpose of these reports is to establish the performance of the College in promoting equality of opportunity against internal and external benchmarks. It is also to identify areas where action should be taken where adverse trends are detected. Managers will produce action plans with timescales and responsibilities aimed at correcting issues identified. These will form part of the Single Equality Scheme Action Plan.

There will be Equality Analysis within the established policy review cycle.

In addition to overall monitoring the College has a student review and guidance programme where students meet with their Personal Coach on a one to one basis. This is part of ongoing development in line with the Individual Learning Plan. At these meetings student progress, attendance, punctuality and targets are discussed. At these times any support required by the student is assessed and referral to Learning Support or Personal Skills Development may be recommended. Action Plans are agreed with the students and targets set. Issues that arise from meetings (as appropriate) are raised at Course Review meetings where additional support may also be advised.

Staff monitoring will include information from review and appraisal where appropriate and, where required, individual support plans will be put in place.

Data is based on self-declaration by staff and students. Every effort will be made to reduce the category of 'not known/not provided' to increase the validity and analysis of data. However the College respects the right of an individual not to declare.

The College will monitor curriculum resources so that they celebrate diversity and promote equality in a balanced way. It will encourage and support students and staff in challenging prejudice, stereotyping and intolerance and will seek to manage its environment in a way that maintains the rights and dignity of the individual.

## **12. Reporting and Development**

The Corporation and College Executive will take into account the Scheme in the development of the Strategic Plan and use management data alongside the annual Equality and Diversity Report to monitor progress against targets.

Reports prepared will identify an equality dimension in their presentation where information is appropriate and available. Each Senior Manager will present their reports to the College Executive. These will be taken to the Corporation as appropriate.

Over a twelve month cycle the College will review policies and assess their impact. The purpose behind this is to identify action that is proactive rather than reactive. Each area of the College will prioritise its response so that it will identify areas which have the greatest impact for the majority of service users. Action Planning is seen as part of the continuous process of promoting equality and diversity.

The College has an Equality and Diversity Consultative Forum involving staff which meets three times per year. It has representation from College management as well as support, teaching and union representation. The Forum's advice and opinion will be sought on all issues of equality and diversity.

Student Forums are held with representatives from each curriculum area of the College twice annually. During these forums students will be invited to raise issues and there will be specific questioning relating to equality of opportunity. The outcomes of the forums will be reported to managers and responses published. Actions, where required, will form part of the report back.

The College will encourage and support students and staff in challenging prejudice, stereotyping and intolerance and will seek to manage its environment in a way that maintains the rights and dignities of individuals.

<b>Reviewed / Approved</b>	<b>By</b>	<b>Date</b>	<b>Review Date</b>
Reviewed by	Jenny Jerina	January 2012	February 2015
Approved	CE/SMT	1 February 2012	
Consulted	E&DCF	6 February 2012	
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