



EQUALITIES INFORMATION (Objectives)

April 2012

The Public Equality Duty 2010 has three aims under the general duty for Schools and Colleges:

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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender confirmation, age, pregnancy and maternity, sex and sexual orientation, religion and belief, socio-economic and marriage and civil partnership)

This information should also be read in conjunction with our equality objective(s). In compiling this equality information, we have:

- Identified evidence of equality we already have within policies and practice and identified gaps
- Examined how we engage with the protected groups, identifying where practice could be improved.

• EQUALITY OBJECTIVES

PROTECTED CHARACTERISTICS	AIMS of the GENERAL DUTY		
	<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<p>AGE</p>	<ul style="list-style-type: none"> • Employment/Personnel records • Registers • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Prospective employees not required to disclose date of birth on application forms. • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all curriculum areas through Schemes of Work and Lesson Plans. 	<ul style="list-style-type: none"> • Curriculum teaching teams and support staff teams reflect a variety of ages, qualifications and experiences. • Promote opportunities for people who share a PC to work alongside those who do not. • Students work alongside pupils on a 14-16 curriculum offer. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and

			Inclusion, in all areas of the college.
DISABILITY	<ul style="list-style-type: none"> • Appropriate adjustments to the learning and working environment for all staff and students. • Access to all main areas of the college campus. • Application forms • Health and Safety audit. • Learning Support records • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records • Community contacts • Risk Assessments and ILPs in place. 	<ul style="list-style-type: none"> • Prospective students have a choice of disclosing any disabilities on application forms. Potential employees are asked for requirements to aid a possible interview. • Appropriate assessment of needs made at interview and enrolment to enable all students to access areas of the learning environment and the curriculum. Staff employed who subsequently disclose a disability will also have their needs assessed and appropriate support put into place. • Equality of opportunity in all curriculum areas through Schemes of Work and Lesson Plans. • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer • Student Bursary/Additional 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Level 3 students work in the Learning Support Unit supporting Entry and Pre-Entry students on aspects of their curriculum. • Promotion of further opportunities through vocational activities for people who share a PC to work alongside those who do not. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues.

		<p>Learning Support Funding</p> <ul style="list-style-type: none"> • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
GENDER CONFIRMATION	<ul style="list-style-type: none"> • Language used in all publications, policies, protocols and in the learning environment, demonstrates clear gender awareness. • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records • Community contacts 	<ul style="list-style-type: none"> • Assessment of support needs made at interview and during enrolment. • Equality of opportunity in all curriculum areas through Schemes of work and Lesson Plans. • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer • Counselling. • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
MARRIAGE AND CIVIL PARTNERSHIP	<ul style="list-style-type: none"> • Staff and students asked only for emergency contact number, name of contact and relationship. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
PREGNANCY AND MATERNITY	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter 	<ul style="list-style-type: none"> • Appropriate support re: reduced timetable, adjusted learning/working environment 	<ul style="list-style-type: none"> • Promote opportunities for people who share a PC to work alongside those who do

	<ul style="list-style-type: none"> unlawful discrimination, harassment and victimisation. • Employment/Personnel Records • Curriculum/Timetable records • Risk Assessments in place. 	<ul style="list-style-type: none"> • Protected time allowance re: medical appointments etc. 	<ul style="list-style-type: none"> not. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues.
RACE and ETHNICITY	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel records • Registers • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Prospective employees/students are not required to disclose such information on application forms. (Voluntary disclosure is encouraged.) • Equality of opportunity in training, CPD, job roles, promotion etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
RELIGION AND BELIEF (lack of belief)	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and 	<ul style="list-style-type: none"> • Non compulsory disclosure of such information on 	<ul style="list-style-type: none"> • Student Course Conferences • Student Union (E & D

	<p>protect those who may encounter unlawful discrimination, harassment and victimisation.</p> <ul style="list-style-type: none"> • Employment/Personnel Records • Equality and Diversity training records. (Induction and Inset) • Incident records 	<p>application forms. (Voluntary disclosure is encouraged.)</p> <ul style="list-style-type: none"> • Equality of opportunity in training, CPD, job roles, promotion etc. • Availability of area for worship • College chaplaincy for those who wish to access. • Contact information of local groups freely available and on display. 	<p>representation)</p> <ul style="list-style-type: none"> • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
SEX	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel Records • Curriculum/Timetable records • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all curriculum areas through Schemes of work and Lesson Planning. • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson

			<p>Plans reflect and integrate current understanding of E&D issues.</p> <ul style="list-style-type: none"> • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
SEXUAL ORIENTATION	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all curriculum areas • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and

			Inclusion, in all areas of the college.
SOCIO ECONOMIC	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records • Student Support records • Personnel records • College Bursary/Hardship Funds 	<ul style="list-style-type: none"> • The college offers s discount on the cost of courses for students on specific benefits. • Costings of courses can be spread over a set period of time to aid participation and equality of opportunity. • Subsidised meals are available for those students who are financially challenged. • Subsidised travel. 	<ul style="list-style-type: none"> • Discreet financial advice is available for all students.



EQUALITY OBJECTIVE(S)

I. April 2012

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II. EQUALITIES INFORMATION

Information Gathering Processes

The following sources were used to identify and confirm the initial set of proposed Equality Objectives

- Recruitment and Selection data
- Staff and student profiles from 2010-2011
- Student surveys
- Staff forums and "think tanks"
- Curriculum team meetings
- Student conferences
- Student progression
- Work and study environment practices
- Learning support records
- ALS information
- Members of other decision making bodies (Senior Management Team, Governors, Community Teams, Care Services)
- Equality and Diversity Groups
- Student Union
- Unions

Other sources of Information

- National Organisations including Equality and Human Rights Commission, Federation of Racial Equality Council, Stonewall, Disability Rights Commission, Mencap, MIND, Equal Opportunities Office, Government Equalities Office. Internal data re: application and enrolment data, student enrichment activities, course reviews.

III. IDENTIFIED EQUALITY OBJECTIVES 2012-2016

Objective 1:

To ensure all areas of the college are accessible to students and staff with identified and known disabilities.

Objective 2:

To identify curriculum areas with a significant gender imbalance and to actively promote equality of opportunity for all in those areas.

Objective 3:

To work with colleges, schools and the internet industry to address issues with cyber-bullying and help create a safer environment online.

Objective 4:

Encourage greater voluntary disclosure of disability from staff.

Objective 5:

To address the under representation in the current workforce diversity profile

Monitoring and Reviewing of Objectives (to be completed at intervals of no more than four years)

ACTION PLAN

Objective (specific, realistic, achievable)	Protected Group most affected/influenced. (Target Group)	Actions (specific actions to be taken)	Lead Responsibility (and other key players)	Timescale (date achieved by; key milestones)	Expected Outcome (how achieved: by what measure?)
1. To ensure all areas of the college are accessible to students and staff with identified and known disabilities	Disabled staff, students, visitors and stakeholders.	<ol style="list-style-type: none"> 1. Accessibility Audit to identify areas requiring refurbishment. 2. All construction and future building plans to be examined re: accessibility. 	<ul style="list-style-type: none"> • Senior Management Team • Governors • Estates Manager • Learning Support Manager 	<p>Sept 2012</p> <p>Sept 2013/14/15/16</p>	<p>All disabled people able to access all areas of the college</p> <ol style="list-style-type: none"> 1. Timetable 2. Building of ramps, lifts, larger areas of access through doorways, corridors.
2. To identify curriculum areas with a significant gender imbalance and to actively promote equality of opportunity for all in those areas.	Gender Sex	<ol style="list-style-type: none"> 1. Identify gender balance in traditional gender orientated subjects 2. Review Marketing and Liaison practice. 3. Develop specific plan to address gender imbalance in identified areas 4. Use student ambassadors in visits to schools, Open Evenings, Careers 	<ul style="list-style-type: none"> • AP: Curriculum & Quality Quality Manager • AP: Students & Community, Marketing and Liaison Manager • Careers Manager • Curriculum Managers 	<p>June 2012-Sept 2012</p> <p>July 2012</p> <p>June 2012-June 2013</p> <p>Oct 2012</p>	<p>Proportional decrease in Gender imbalance in terms of:</p> <ol style="list-style-type: none"> 1. Enrolments 2. Retention 3. Achievement 4. Success

Comment [d1]:

		Evenings to demonstrate equality of opportunity.			
3. To work with colleges, schools and the internet industry to address issues with cyber-bullying and help create a safer environment online.	Gender confirmation Sex and sexuality Race and Ethnicity Disability Pregnancy and Maternity Marriage and Civil Partnership Religion and Belief (or lack of belief)	<ol style="list-style-type: none"> 1. Review present online security 2. Make contact with other colleges and schools to discuss cyber-bullying. 3. Seek advice from recognised bodies. 4. Invite speakers into college to discuss prejudice-based bullying with students. 5. Initiate active staff/student forum to develop whole college approach. 6. Purchase appropriate software. 7. Clarify discipline procedures. 	<ul style="list-style-type: none"> • IT Manager • AP: Students & Community, Student Support Manager • IT Manager • Student Support Manager • AP: Students & Community, Student Support Manager • Deputy Principal, IT Manager • AP: Students & Community, Student Support Manager 	<p>Sept 2012</p> <p>Oct 2012-April 2013</p> <p>July 2012-May 2013</p> <p>Sept 2012-July 2013 Sept 2013-July 2014</p> <p>July 2012-Nov 2012</p> <p>By July 2013</p> <p>Sept 2012</p>	<p>Safe online environment for all.</p> <ol style="list-style-type: none"> 1. Fewer reports of cyber bullying 2. Greater awareness of the impact of cyber bullying 3. Good working practice 4. Cohesive approach by colleges (SCIP) and partner schools to addressing cyber bullying 5. Appropriate software in place re: monitoring, tracking and blocking. 6. Clear discipline procedures in place.
4. Encourage greater voluntary disclosure re: disability from staff.	Disability	<ol style="list-style-type: none"> 1. Review present paperwork re: information gathering. 2. Implement staff 	<ul style="list-style-type: none"> • Personnel Manager E & D Manager • Personnel Manager 	<p>Dec 2012</p> <p>Oct 2012</p>	<p>Greater accuracy of information re: staff disability</p> <ol style="list-style-type: none"> 1. Anonymous online survey for all

		<p>forum to discuss appropriate methods of disclosure</p> <p>3. Develop staff survey for online use to capture staff opinions and views</p> <p>4. Distribute survey to all staff.</p>	<p>E&D Manager</p> <ul style="list-style-type: none"> Deputy Principal, Personnel Manager E&D Manager/CIO Manager Personnel Manager CIO Manager 	<p>March 2013</p> <p>July 2013</p>	<p>staff</p> <p>2. Data captured through both qualitative and quantitative methods.</p>
5. To address the under representation in the current workforce diversity profile	Race and Ethnicity	1. Target specific media sources which identify with specific ethnic groups, where feasible.	Deputy Principal Personnel Manager	January - June 2013	Proportional decrease in ethnic imbalance in terms of staff composition.