

# **SINGLE EQUALITY SCHEME**

## **2010 – 2015**

**(Revised annually or in line  
with legislative requirements)**

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## **CHAIR OF CORPORATION AND PRINCIPAL'S FOREWORD**

Grantham College confirms its continuing commitment to the principles of Equality and Diversity and the production of our Single Equality Scheme demonstrates this commitment. The College's existence and activities are determined by a belief in, and a desire to ensure that all members of the College have an equal opportunity to maximise their potential, are equally valued and treated with respect. The College endeavours to ensure that it provides an appropriate and professional service to people irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage & civil partnership and pregnancy and maternity. The College recognises that, under the provisions of the Equality Act (2010) these constitute "protected characteristics". The College aims to eradicate processes, attitudes and behaviour that constitute discrimination through conscious or unwitting prejudice, ignorance, thoughtlessness or stereotyping. The College seeks to provide employment, education and services in an environment in which diversity is valued. The College also strives to appreciate the capabilities, insights and ideas of all individuals.

The production of our Single Equality Scheme, and our Equality Objectives, provide the framework and context to demonstrate the College's commitment to equality of opportunity for people to achieve full participation and individual potential as learners, staff or users of the College. We strive to be a fair organisation and one where everyone accepts the differences between individuals and values the benefits that diversity brings to the College.

**Mos Kalbassi**  
**Chair of Corporation**

**Linda Houtby**  
**Principal & Chief Executive**

## INTRODUCTION

The College updated its Strategic Plan in 2010 which states clearly the commitment to embed equality and diversity into the culture of the college. The strategic priority stated is 'to ensure commitment to equality and diversity is embraced throughout the college'.

This document describes how the College will fulfill its statutory duties to promote equality of opportunity and avoid discrimination. It has been revised in line with the Equality Act 2010. It is intended to meet the requirements for race equality, disability equality and gender equality scheme and to implement these in an inclusive way that takes account of religion and/or belief, sexual orientation, age, gender reassignment, marriage & civil partnership and pregnancy & maternity. The Scheme will be in effect from 1 October 2010 until 31 January 2015, subject to the need for further review and consultation as a result of any subsequent changes in legislation etc. Indeed, the Scheme by its very nature is an evolving document which should be reviewed in light of feedback from existing and potential College users. The College has also published Equality Objectives for 2012-2016 to meet the specific duties within the Equality Act 2010 and an Action Plan to meet these objectives is reviewed regularly.

The Scheme represents the College's values with regard to Equality and Diversity. The College:

- values and respects difference both within the College and beyond with a commitment to place Equality and Diversity at the centre of what we do and how we do it;
- puts the interests of all learners first, whatever their background, standing up for the rights and opportunities of all those who use our services;
- strives to make a difference and set challenging standards for all learners and staff;
- builds and maintains trust by behaving fairly and impartially in all our dealings with all members of the community.

The Single Equality Scheme is designed to reflect the College's Mission and Values. It also aims to demonstrate how the College will meet its commitments to equality of opportunity and valuing diversity.

In doing so, it will have four key functions:

- 1 set a context in which the College currently operates using local trend data and demographics;
- 2 lead to Action Plans and Equality Objectives which seek to eradicate or minimise negative impacts;
- 3 monitor Equality Objectives, Action Plans and Equality and Diversity Impact Measures (EDIMS) to remove any negative impacts and to identify any further areas for action;
- 4 encourage, via positive action, any initiatives that promote the full engagement of all staff and students of the College.

The Principal of Grantham College has overall responsibility of the Scheme, and the operational aspects rest with dedicated staff across the College. Nevertheless, despite these designated roles, all staff and students of the College have a responsibility to embed the College's values into their day-to-day activities. The Single Equality Scheme is published and accessible via the College Internet site. Copies of the document in other formats are available by request.

## THE LOCAL CONTEXT

Lincolnshire has a population of over 713,000 and is a large and sparsely populated county which has:

- Relatively high levels of youth participation and achievement;
- Low levels of adult participation in learning;
- Low skill levels in the workforce;
- Low economic growth;
- Poor communications and transport infrastructure.

Within Lincolnshire, Grantham College is centrally situated in the historic market town of Grantham. There are more than 3000 students currently studying at the College on a variety of Further and Higher Education courses, with many more enrolled on day-release and evening courses. Work-Based Learning is delivered through Grantham College Business Development Centre, based at the George Shopping Centre: in the 2011/12 academic year, 579 apprentices were in learning and there were 865 NVQ learners studying for qualifications in the workplace.

Grantham secondary education is a unique mix of single-sex grammar, single-sex high and mixed comprehensive schools. Children from neighbouring towns and villages converge on the town because of the good reputation of some of the schools.

Whilst Lincolnshire now has a higher proportion of residents who were born in the EU than the rest of the county, overall it still has a much higher proportion of UK born residents. In terms of ethnicity, Lincolnshire has become more diverse with the non-white population making up 2.4% of the total population in 2011 compared to 1.4% in 2001. However this proportion is still small when compared with a national non-white population of 14%. There are over 50 different nationalities living within the South Kesteven area (SKDC).

The community profile of South Kesteven District of which Grantham population is a part and represents some 42,000 people is as follows:

The ethnicity profile for South Kesteven District is:

<b>Ethnicity</b>	<b>Nos.</b>	<b>%</b>
White	130,394	97.50
Asian/Asian British	1580	1.2
Black/African/Caribbean	509	0.40
Mixed/ Multiple Ethnic	1142	0.90
Other Ethnic Group	163	0.10
<b>TOTAL</b>	<b>133,788</b>	<b>100</b>

*Source: 2011 Census*

The overall population size is projected to increase to 151,000 by the year 2021, mainly through a net increase in internal inward migration but also through an ongoing projected net increase in international and cross border migration into the district.

The disability/limiting long term illness profile for South Kesteven District is:

People without day to day activities limited	110,659	82.7%
People with day to day activities limited	23,129	17.3%
<b>Total Population</b>	<b>133,788</b>	<b>100%</b>

The gender profile for South Kesteven District is:

Male	64656	48%
Female	69132	52%
<b>TOTAL</b>	<b>133,788</b>	<b>100%</b>

*Source: 2011 Census*

It should be noted that 'Gender' means typically biological and social differences between men and women. The census figures quoted are based on biological differences as reported on local census returns.

There has been an increase of 1% in the female population since 2001.

The proportion of population in Lincolnshire (%) by age which reflects the local profile

<b>Age Range</b>	<b>1981</b>	<b>2007</b>	<b>2020</b>	<b>2031</b>
0 to 19	29	23	21	20
20 to 64	56	57	54	51
65+	16	20	25	29
Total	100	100	100	100

*Source: Lincolnshire Global Change, local issues: Drivers for Change 2009*

The proportion of population in Lincolnshire by age projections show that over the next two decades, whilst the proportion of 0-19 year olds still falls, the decrease will not be as marked as that for those in the 20-64 year old group. This will have implications for the future workforce. Whilst it is encouraging to note that the falling proportion of 0-19 year olds will slow, this will not be enough to address gaps left by those retiring from the workforce, both in terms of numbers and skill levels.

According to the 2011 Census estimates, the population growth in the South Kesteven area between 2001 and 2011 is 7.2% which is lower than both the county rate of growth (10.4%) and the national rate (7.9%). The largest increases in population of South Kesteven have also been seen in older age groups, in particular in those aged in their 60's. The most represented age group in 2011 is the 45-49 group. The population of younger people (aged 0-19) has decreased by 2% to 23% over that same period.

The sexual orientation profile for South Kesteven District is:

<b>Total Population</b>	<b>5%</b>	<b>7%</b>	<b>8%</b>
124,792	6,240	8,735	9,983
<i>Source: 2001 census ( updates not available at this time)</i>	Estimated number of lesbian, gay, bisexual, transgender people (see note below)		

SKDC report that there is no accurate data on the numbers of men and women who are lesbian, gay, bisexual or transgendered (LGBT) in the South Kesteven district reflecting a national problem with accurate statistical analysis. Both Stonewall and HM Treasury concur that between 5 – 7% of the population of the UK are LGBT. Lincolnshire County Council refers to the ‘hidden population’ of transgender people and suggests that the overall figure for the County may be 8%. SKDC assumes the actual figure is somewhere within the range quoted.

The religion and belief profile for South Kesteven District is:

<b>Religion</b>	<b>Nos.</b>	<b>%</b>
Christian	93,192	69.7
Buddhist	277	0.20
Hindu	394	0.30
Jewish	101	0.10
Muslim	358	0.30
Sikh	74	0.10
Any other religion	434	0.30
No religion	29,665	22.2
Religion not stated	9293	6.90

*Source: 2011 Census*

There has been a considerable reduction in the number of people recording Christian as their religion (81% in 2001) but only small changes in the other religions. The largest change between 2001 and 2011 is within the no religion category which has doubled to over 22% of the population.

## **THE LEGAL FRAMEWORK**

The College’s Single Equality Scheme addresses all the protected characteristics identified in the Equality Act 2010:

- |          |                   |          |  |
|----------|-------------------|----------|--|
| <b>1</b> | <b>Race</b>       | <b>7</b> | <b>Gender reassignment</b>               |
| <b>2</b> | <b>Disability</b> | <b>8</b> | <b>Marriage &amp; Civil Partnerships</b> |
| <b>3</b> | <b>Sex</b>        | <b>9</b> | <b>Pregnancy &amp; Maternity</b>         |

- 4 **Age**
- 5 **Sexual Orientation**
- 6 **Religion/Belief**

The Equality Act 2010 extends some protections to characteristics that were not previously covered in law and also strengthens particular aspects of equality law. For the purposes of this document it may be helpful to define the types of discrimination the Act refers to in terms of the law.

## **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 perceptive discrimination below), or because they associate with someone who has a protected characteristic (see associated discrimination below).

### **Associative discrimination**

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.

### **Perceptive 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.

### **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 re-assignment.

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”

### **Harassment**

Harassment is “unwanted conduct relating 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.

### **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.

### **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.

The legislation imposes positive duties on all public bodies to promote race, disability and gender equality in everything that we do. The general duties for each piece of legislation are outlined below, and the specific duties form the framework and guidance for producing our Scheme and associated Action Plan.

### **Race Equality**

Under the Equality Act 2010 the College is required to have due regard, in exercising its functions, to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity between people of different racial groups;
- promote good relations between people of different racial groups;

The College is also required to:

- collect and publish employment monitoring data.
- publish Equality objectives

The College therefore makes every effort to welcome staff and students from any ethnic background - everyone is regarded as an individual. The College encourages the contributions and wealth of experience which individuals from different backgrounds can bring to the College.

The College uses Skills Funding Agency (previously Learning and Skills Council) EDIM categories to collect data from its student population. This data is collated and used to analyse participation and success rates - it is not used in the recruitment or selection of students. These categories are also used to capture data on the College's staff profile - again, this is not used for the purposes of recruitment or selection, but can help the

College to take appropriate positive action when considering the ethnic profile of its staff.

Data in relation to both staff and students is analysed and presented to the Equality and Diversity Committee, and annually to the Corporation. Appropriate Action Plans and EDIMs are drawn up in relation to the data. Equality Objectives will be published and monitored in accordance with legislation. In addition, the College analyses complaints and grievances on the basis of ethnicity, as well as data on disciplines for students.

In relation to ethnicity, as part of the Single Equality Scheme, the College also undertakes the following:

- Ensuring any publicity or promotional materials reflect positive images of ethnicity;
- Reviewing admissions procedures to ensure there are no barriers to Black and Minority Ethnic (BME) students;
- Undertake impact assessments on new policies and procedures to ensure they are compliant with legislation;
- Monitor the recruitment, retention and achievement of Black and Minority Ethnic (BME) students;
- Monitor curriculum resources and practices which address anti-racism and promote positive race relations;
- Celebrate diversity through own College events;
- Provide staff training on equality and diversity matters;
- Monitor teaching and learning practices via lesson observations, noting and sharing good practice where observed.

For the purposes of the 2010 Act there are no material changes although the new definitions of harassment and victimisation apply under the Act.

### **Disability Equality**

The College is required by the Equality Act (2010) to have due regard, in exercising its functions, to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The legislation states that a person has a disability 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.*

The College is committed to accommodating staff and students with disabilities. Wherever possible, the College will respond to meet the needs of individuals. This means making reasonable adjustments to ensure that disabled staff and students are not treated less favourably for any reason connected to their disability. By using the term 'disability', the College acknowledges the broadest definitions of disability to include medical conditions and mental health issues. The College works within the social model of disability, focusing upon what individuals can do, as opposed to the deficit model, eg what an individual cannot do. Individual assessments of needs are undertaken, and all reasonable adjustments are put in place to remove any barriers to effective participation.

The College's estate is largely accessible, and there is certainly access to all specialist areas of activity. There is dedicated specialist staff to provide additional support for students on a 1:1 or workshop basis. The College works with a number of external agencies to meet the specialist needs of individuals. The College has provision for students with mild to moderate learning difficulties, and effective links with local special schools.

As with ethnicity, data is collected and analysed for both staff and students. Student data is analysed to ensure that there are no barriers to success based on disability or any other individual difference. Students are given multiple opportunities to disclose any disability they may have, or indeed which may occur, or be recognised, during their time at College. Data on staff is held by the team, who again contribute to an annual reporting procedure to the Corporation and the College Equality and Diversity Committee. The College uses the same strategies for promoting equality for its staff and students with a disability as it does for ethnicity.

However, the College also considers the following checks when recruiting staff:

- The College will only ask “health related” questions in the recruitment & selection process in order to decide whether an individual requires any reasonable adjustments as part of the selection process; in deciding whether an applicant can carry out a function is essential/intrinsic to the job; to monitor diversity amongst applicants and to take positive action to assist disabled people. The College will not make pre-employment health related checks but could ask appropriate health related questions once the offer (conditional or unconditional) of a job has been made.

The Equality Act (2010) brings new aspects of discrimination for people with disabilities into legislation which were not previously covered – these include associative discrimination, discrimination by perception, indirect discrimination and harassment by a third party. These changes bring a duty on the College as an employer to acknowledge the impact of these forms of discrimination as well as ensuring that such forms of discrimination are not tolerated for other members of the college community particularly although not exclusively students. Furthermore, there is new protection under the Equality Act 2010 from discrimination arising from disability. This means it is discrimination to treat a disabled person unfavourably because of something connected with their disability. This type of discrimination is unlawful where the College or other person acting for the College incurs or could reasonably be expected to know that the person has a disability.

### **Sex Equality**

Under the Equality Act 2010, public authorities are required to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Act;
- promote equality of opportunity between men and women;
- consider the need to have objectives that address the cause of any difference between the pay of men and women that are related to their sex.

As with disability and ethnicity, the College collects data on gender for both staff and student groups. Again, gender data is not used as any basis for recruitment and selection. For students, College managers identify how males and females are recruited, retained and how well they achieve. Where there are any inequalities, Action Plans are put into place to address the gender imbalance. In addition, both complaints made by students

and student disciplinarys are analysed to ensure no one group is being treated unfavourably.

Human Resources routinely collect data on staff by gender. Again, data is analysed on the basis of numbers of staff employed, numbers in management roles, leavers, Continuing Professional Development records and any general disciplinary matters. As with disability and ethnicity, data is reported routinely to the Equality and Diversity Committee and the Corporation. The College undertakes the same activities as with disability and ethnicity to challenge prejudices, stereotyping and intolerance, and to promote the rights of the individual.

In addition, the College recognises the Equality Act 2010 and associated discrimination and discrimination by perception on the grounds of sex as being unlawful.

### **Age Equality**

This legislation makes it unlawful to discriminate against anyone in relation to his or her age and employment. Key issues whilst applying this legislation include recruitment and selection of staff, offering equal access to training opportunities, acknowledging long service and supporting staff that have caring responsibilities.

The College aims not to discriminate against any individual on the basis of age. For staff and students this means a focus on the individual's skills to undertake either a programme of study or employment.

Default retirement age (formerly 65) has now been phased out, meaning most people can now work for as long as they want to. Retirement age is now when an employee 'chooses' to retire. If an employee chooses to work longer they cannot be discriminated against. However, some employers may set a compulsory retirement age but only if they can clearly justify it. It's an employee's responsibility to discuss when and how to retire with their employer. This could include phasing retirement by working flexibly. Members of our occupational pension schemes need to discuss with the pension scheme administrators (TPS and currently Mouchel for LGPS) what impact a change in working hours or income might have on their pension, whether the scheme supports phased retirement and working beyond the scheme's normal pension age.

The College also recognises that associative discrimination and harassment, including by a third party, are legislated for in the Equality Act 2010.

For students, age data is collected via the enrolment process and stored on the Individual Learner Record. The information on age is only used on the basis for recruitment and selection, where there are age restrictions placed upon programmes of study. For example, the SFA currently state that Community Learning (formerly PCDL) funded provision can only be accessed by students aged 19 or over. Student recruitment, retention and achievement is regularly analysed by age - any differentials in performance are taken seriously, and appropriate action taken. As with disability, ethnicity and gender, data on age - both of staff and students - is reported to relevant committees within the College.

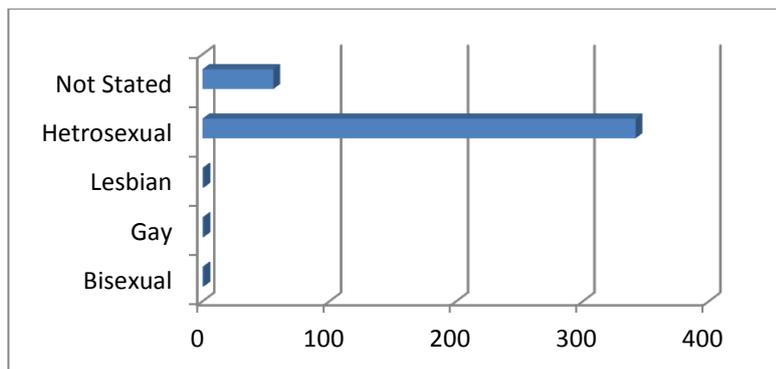
### **Sexual Orientation Equality**

The legislation outlaws discrimination in employment and vocational training on grounds of sexual orientation and has been amended to take account of the introduction of civil partnerships. The regulations promote recognising and being respectful of individual's

sexual preference, maintaining confidentiality about their sexual preference and not deliberately disclosing a person's sexuality.

The College makes every effort to welcome students and staff regardless of their sexual orientation (heterosexual, gay, bi-sexual and lesbian people), re-assignment, re-affirmation or preference. Everyone should be regarded as an individual and treated with the respect and dignity they deserve. The College does not routinely gather information from students regarding their sexual orientation or preferences. There is a process for gathering this information for our staff in order that the College might meet the needs of all individuals.

The sexual orientation breakdown of staff within the College is as at November 2013  
Heterosexual 342 (85%), Gay 1 (0.2%) Lesbian 1 (0.2%) Bisexual 1 (0.2%) and Not stated 56 (14%).



It is hoped that by encouraging an inclusive culture, and by providing opportunities for all individuals to contribute to the life of the College, the full diversity of the College community will be recognised and celebrated. The College recognises the Equality Act 2010 legislates against harassment and harassment by a third party as a result of a person's sexual orientation.

### Religion/Belief Equality

The legislation makes it unlawful to discriminate on the grounds of religion or belief defined as being any religion, religious belief or similar philosophical belief. This includes accommodating religious needs such as requests for time off to attend religious functions, acceptance of a person's religious or belief system, meeting a person's specific dietary requirement such as Halal or Kosher food and prayer facilities, as far as possible. The college has a Faith Room which has dedicated facilities for members of staff and students to use for the purpose of prayer or discussion. This room is also available for staff or students who have no faith for quiet reflection.

The College endeavours to welcome students and staff regardless of their religion or belief preferences. Everyone is regarded as an individual, and the contributions they made to the diversity of the College are valued. The College is a secular organisation and, as such, does not offer preferential treatment to any faith/belief group. Currently the College does not collect information from students regarding their religion or belief. Information is collected from staff, but is not used as the basis for recruitment or selection. The College anticipates that by fostering an inclusive culture that individuals will feel there are opportunities to contribute to the diversity of the College.

The College recognises that the Equality Act 2010 would include under this protected characteristic a lack of religion also. The College recognises that discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief. The 2010 Act provides protection against harassment by a third

party and legislative changes to harassment and victimisation on the basis of this protected characteristic.

### Gender Reassignment

Under the Equality Act 2010, protection is afforded to transsexual people. A transsexual person is someone who proposes to, stops 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. The College will avoid treating transsexual employees less favourably for being absent from work because they propose to undergo, are undergoing, or have undergone gender assignment/ re-affirmation than they would be treated if they were absent because they were ill or injured. This will also apply to students.

### Pregnancy & Maternity

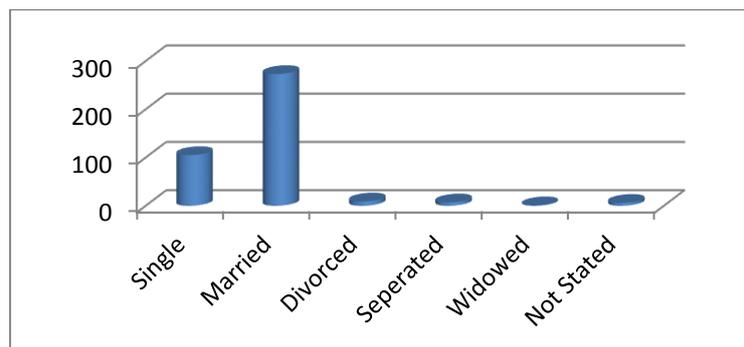
The Equality Act 2010 and other aspects of employment law means that a woman is protected against discrimination on the grounds of pregnancy or maternity during the period of her pregnancy and any statutory maternity leave. The College pays due regard to the legislation for its employees. The College will also extend support for any students who become pregnant during the course of her studies.

### Marriage & Civil Partnerships

The College recognises the law for employees who are married or in a civil partnership. The College will not discriminate against individuals – employees or students on the basis of their marital status or civil partnership.

### Staff data Nov 2013

Single 105, Married 273, Divorced 9, Separated 7, Widowed 1, Not stated 6



# **SINGLE EQUALITY SCHEME POLICY AND GENERAL PRINCIPLES**

## **1. Key principles**

The purpose of the Single Equality Scheme is:

- To provide guidelines for good practice in all matters relating to the treatment of staff, students and other members of the college community and in the provision of, and access to, the services that the college provides;
- To highlight legislation on equality and tackle discrimination and to make all members of the college community aware of their responsibilities under this legislation;
- To develop and deliver a Single Equality Scheme, Equality Objectives and Equality Objectives Action Plan to address any areas requiring improvement;
- To ensure adherence to the relevant College policies and procedures;
- To create a working and learning environment free from discrimination and underpinned by equitable practices to ensure all members of the college community feel valued.

## **SECTION 2 – Mission and Strategic Priorities**

Our mission is: **“Inspire, Empower, Achieve”**

Our strategic priorities for 2013-2014 include a commitment to ensuring equality and diversity is embraced throughout the College.

## **SECTION 3 – Developing the Scheme**

The College consulted with staff, students and external partners to develop the Single Equality Scheme. The College now has Equality Objectives and Equality Objectives Action Plans to meet the requirements of the Equality Act 2010. These action plans replace the previous Single Equality Scheme Action Plan. We will continue to consult with key internal and external stakeholders to ensure an inclusive process. We will use our Learner Involvement Strategy to publicise our Equality Objectives. We will use a variety of communication strategies to engage with staff and trade unions to ensure the scheme, objectives and action plan addresses these needs and any areas of concern. We will also consult with the wider community through our Community Cohesion Strategy.

## **SECTION 4 – Meeting our Duties**

We will seek to ensure that governors, staff, students and other stakeholders are aware of our Equality Objectives, the actions needed for its implementation and their respective responsibilities in relation to these objectives.

All College staff, students and governors have a responsibility to:

- Listen to what others have to say in respect of their views;
- Report any incidences of discrimination, bullying, harassment, verbal or physical abuse or aggression;
- Challenge their own prejudices and those of others;
- Know their individual rights and responsibilities in relation to the law;
- Participate in relevant training;
- Proactively promote and celebrate diversity.

In addition:

The Governing Body is responsible for making sure the College complies with the scheme and meets all of its duties (general and specific).

The Senior Leadership team are responsible for giving a consistent and high profile lead on all equality and diversity issues; promoting equality and diversity matters within the

College and in the local community; ensuring that the scheme is followed and that the action plan is enacted and followed up. Specifically, the Principal will chair the Equality & Diversity Committee and produce appropriate reports for the Corporation.

The College's HR Manager is responsible for promoting, monitoring and implementing all aspects of the scheme as it relates to staff especially recruitment and retention. The HR Manager has responsibility for supplying accurate data and monitoring information prior to meetings and reporting deadlines.

The College's Director of Quality and MIS Manager are responsible for supplying accurate data and monitoring information in relation to students prior to meetings and reporting deadlines.

The Equality & Diversity Committee are responsible for approving the scheme, action plan and Equality Objectives; monitoring progress against the action plan; monitoring progress on EDIMS and receiving updates on any EIAs undertaken; monitoring progress on Equality Objectives.

### **SECTION 5 – The Equality Act 2010**

The Equality Act 2010 comes into operation on 1 October 2010 and is therefore applicable to this version of the college's scheme. Consequently the scheme has been updated to reflect this and our Equality Objectives and Equality Objectives Action Plan now meet the specific duties under the Equality Act 2010.

### **SECTION 6 – Equality & Eliminating Discrimination**

The College has a gender, race and disability equality scheme as required by law and these form part of the single scheme. These can be found in appendix 1. However, we are committed to embed our practices across all equality strands including age, transgender, religion or belief or no belief, sexual orientation, marital status and pregnancy/maternity. We aim to eliminate all aspects of discrimination and proactively tackle harassment and bullying.

### **SECTION 7 – Monitoring and reporting progress**

We will collect and analyse data for staff and students to measure our progress particularly in relation to our action plan and EDIMs. Monitoring will be undertaken by the Equality & Diversity Committee on a termly basis and there is an annual report to the Corporation.

### **SECTION 8 – Training**

Mandatory training on Equality & Diversity is provided for all staff and to new staff at induction. This includes governors and senior managers. Specific training events are scheduled throughout the year. Equality & Diversity issues are covered in the student induction process and as part of their tutorial package. Additionally, each curriculum area tailors coverage of Equality & Diversity issues within that specific vocational context.

### **SECTION 9 – Publicity & Awareness of the Single Equality Scheme and College Equality Objectives**

The College will ensure all staff and students are aware of the College Equality Objectives, Single Equality Scheme and Action Plan. Reference will be made at staff and student induction and it will be accessible via the College's intranet and website.

### **SECTION 10 – Complaints**

Staff and students are made aware of the College's complaints procedures and it is available to any member of the college community on request. The College will take appropriate disciplinary action against any behaviour which breaches the Single Equality

Scheme and its principles.

If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment you are encouraged to raise this matter through our Bullying and Harassment policy.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

### **SECTION 11 – Equality Impact Assessments (EIAs)**

The College has a procedure to undertake EIAs on all new policies/procedures and on any revised policies/procedures. The procedure is as follows:

1. All new and amended Policies for 2013/2014 will have an EIA carried out at the time of production or review date.
2. The Stage 1 EIA should be carried out by the Policy originator, along with at least one member of the Equality and Diversity Committee and a relevant stakeholder (student for student Policies, staff for staff Policies).
3. The outcomes of the Stage 1 EIA should be reported to the next Senior Management Team meeting who will consider if a Stage 2 EIA should be carried out.
4. The Stage 2 EIA is carried out by the stakeholders involved in Stage 1, a member of the Senior Management Team and stakeholders from those groups potentially differentially impacted upon by the new Policy/Procedure.
5. The findings of all Stage 1 and 2 EIAs are presented to the Equality and Diversity Committee.
6. Through the Equality and Diversity Committee, the Principal will publish annually the findings of all EIAs.



Name of Policy/Procedure being assessed	
Name of manager/group carrying out assessment	
Have you undertaken an initial screening process?	Yes/No
Is this a new or existing Policy/Procedure?	New/Existing
What areas are there concerns relating to differential impacts?	Age, Disability, Gender, Race, Religion & Belief, Sexual Orientation, Socio-Economic people with caring responsibilities, people in care/looked after, gender reassignment, marital status/civil partnership, pregnancy or maternity.
What type of concern is there that the Policy/ Procedure could have differential impacts on other groups?	
What evidence do you have for this?	
What are the expected benefits of the Policy/ Procedure, projects, etc?  What positive impact could it have on reducing inequalities?	

<b>Date Completed:</b>	
<b>Signed By:</b>	
<b>Date Referred to Senior Management</b>	

<b>Team:</b>	
<b>Date Considered by Senior Management Team:</b>	
<b>Decision to Move to Stage 2:</b>	
<b>Date to Equality and Diversity Committee</b>	



**STAGE 2 EQUALITY IMPACT ASSESSMENT TEMPLATE**

Name of Policy/Procedure being assessed.	
Name of staff and stakeholders carrying out the assessment.	
What were the outcomes of the Stage 1 Equality Impact Assessment?	
Which relevant experts/stakeholders have been approached?	
How have you gained the views of these experts/stakeholders?	
What views were obtained?	
Taking these views into account, please outline the risks associated with the Policy/Procedure weighted against the benefits.	
What changes/modifications will be made as a result, and how will these be monitored?	
How will these changes be communicated to interested parties and those consulted?	

<b>Date Completed:</b>	
<b>Signed By Senior Management Team</b>	

<b>Member:</b>	
<b>Date Referred to Equality and Diversity Committee</b>	

## APPENDIX 1: Grantham College Race Equality Scheme

### Our commitment

Grantham College celebrates and values the diversity brought to the College community by individuals, from a variety of racial, ethnic and cultural backgrounds. The College will treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from racial discrimination, harassment or victimisation and meet the needs of a diverse student population within a multi-cultural society.

The College is committed to eliminating discrimination, and creating a working and learning environment based on good relations between members of different racial groups. The aim is to create an inclusive culture/environment where College staff and students challenge and prevent racism and discrimination, respect diversity and difference, and encourage good relations between people of different groups.

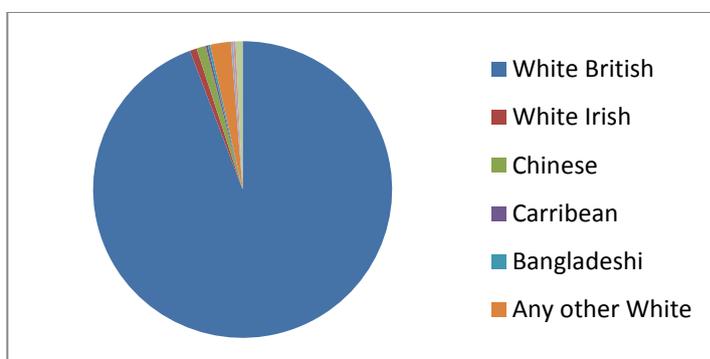
### Purpose

The College will work towards the elimination of racism whether overt, covert, direct or indirect or by omission to ensure that individuals and communities have appropriate access to our learning programmes, support services, facilities and employment opportunities.

### Ethnicity Profile of College

In November 2013 white British staff accounted for 94.2% (378) of the total, any other white 2.2% (9), white Irish 0.7% (3), Chinese 1% (4), Caribbean 0.2% (1), Bangladeshi 0.2% (1), Any other mixed 0.2% (1), Any other black 0.2% (1) and not stated 0.7% (3) .

#### Staff



The College has a more diverse staff profile than that of the community profile of South Kesteven which shows 98.43% of the local population is White British.

#### Students

##### Ethnicity Data 2012/13

All		% Success	% Retention	% Achievement
White British	83.5	81%	85%	95%
All BME	16.5	77%	89%	86%
<b>Total</b>		<b>80%</b>	<b>86%</b>	<b>93%</b>

16-18		% Success	% Retention	% Achievement
White British	89.3	79%	85%	93%
All BME	10.7	77%	92%	84%
<b>Total</b>		<b>79%</b>	<b>86%</b>	<b>92%</b>

<b>19+</b>		<b>% Success</b>	<b>% Retention</b>	<b>% Achievement</b>
White British	79	82%	85%	97%
All BME	21	76%	88%	86%
<b>Total</b>		<b>81%</b>	<b>86%</b>	<b>95%</b>

As with the staff profile, the college has a more diverse student population than that of the local community. We continue to provide an inclusive environment and encourage good relations between students. A more detailed breakdown of ethnicity is used in the college monitoring system as detailed below.

### **Monitoring**

We will collect further detailed data in accordance with our Equality and Diversity Monitoring Framework in order to monitor the participation, performance and satisfaction of different ethnic groups.

For example, for students, we will monitor by ethnicity:

- enrolments by programme area
- retention rates and trend data over 3 years
- achievement rates and trend data over 3 yrs
- disciplinary action
- satisfaction rates

For employees, we will monitor by ethnicity:

- ethnic profiles of employees by Job Family
- job application rates
- selection success rates
- type of contract (permanent, temporary)
- promotion application and success rates
- disciplinary proceedings
- grievances
- satisfaction rates

Staff and students will be represented on the College Equality and Diversity Committee and the Board of Governors, both of which will receive monitoring reports. The College Board of Governors will also receive an annual report on equality and diversity.

### **Racial harassment and bullying**

The College will:

- take action to prevent racist behaviour against individuals or groups, including racial harassment and bullying;
- deal promptly with any incidents that do arise and are reported, in accordance with its Anti-Bullying and Harassment Policy and formal complaint/grievance procedures;
- record and monitor such reported incidents and report on these annually to the Equality & Diversity Committee.

Racial harassment could include:

- any behaviour which causes discomfort, intimidates or offends or which incites others to do so (derogatory names, insults, racist jokes or ridiculing cultural difference);
- the display or circulation of offensive material, including racist graffiti, electronic mail or information published through the Internet;
- verbal abuse and threats of physical attack.

## **Complaints**

There are robust policies and procedures in place to deal with any staff or student reports of discrimination, harassment or bullying. These include the College Complaints Procedure and the Staff Grievance Procedure. Racially motivated complaints and grievances are monitored by the Equality and Diversity Committee to identify trends and appropriate action.

Staff and students are responsible for their own conduct and must ensure that their behaviour does not make any other person feel uncomfortable. It is the duty of all staff and students to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this Policy. The College staff or Student Disciplinary Procedures will be used, as appropriate, for non-adherence to the Policy.

## **Publicity**

College publicity material presents appropriate and positive messages about minority ethnic groups in accordance with the Single Equality Scheme. The College's Equality Objectives will be publicised via the college website and intranet.

We will publicise to stakeholders, including students, work placement providers and staff, our commitment to racial equality and celebration of diversity.

A summary of the results of our monitoring information will be included in our annual report. All staff will be informed about the Single Equality Scheme and Equality Objectives and have access to it via the staff Intranet.

## **Environment**

The College is committed to providing an inclusive learning environment and maximising opportunities to celebrate diversity.

The College believes the classroom should be a place where contributions from all learners are valued. Teaching will be differentiated to take account of students' cultural backgrounds, linguistic needs and different learning styles.

The teaching environment will allow all learners to contribute fully and feel their culture and experience are valued. Teaching will encourage students to express their point of view, listen to the views of others and examine critically a range of viewpoints; books and materials which reflect ethnic and cultural diversity.

## **Recruitment and Selection – Staff**

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias and are in accordance with the SES. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from under-represented groups. We will continue to find new ways to engage with the diverse communities to ensure recruitment of the best talent. Applications for employment, recruitment and promotion will be monitored by ethnicity and reported on to both Equality and Diversity Committee and the Board of Governors.

## **Recruitment and Selection – Students**

College staff will promote the recruitment of students from under-represented groups. Particular attention will be given to promoting recruitment in areas highlighted by the LSC/SFA's Equality and Diversity Impact Measures. Applications and recruitment will be monitored by ethnicity and reported in to Equality and Diversity Committee and the Board of Governors.

## **Curriculum and Access to the Curriculum**

Schemes of work, course content, induction and tutorial programmes are sensitive to and positively promote cultural diversity. Students, irrespective of background, have access to the full range of College programmes, resources, support services and facilities.

**All staff** are responsible for ensuring that:

- publications, policies, schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity ;
- all teaching resources are free from bias, avoid stereotyping and promote diversity;
- opportunities to celebrate diversity are identified;
- different cultures are respected and valued;
- stereo-typing and discriminatory behaviour are challenged.

Staff will also ensure that they attend equality and diversity training and information events as required.

## **Impact Assessment**

The College will endeavour to ensure that all the College's policies and practices help to achieve race equality for learners and staff from different racial groups and have no adverse impact on them. The College will monitor the differential impact of all policies and procedures through a systematic process of impact assessment.

## **Consultation**

The Race Equality Policy will be made available to all learners, together with the Single Equality Scheme and College Equality Objectives, on the Student Intranet and to the public via the College's website.

Learners and staff will have representation on the College Equality and Diversity Committee and the Board of Governors.

The College will ensure that stakeholders from as broad an ethnic range as possible are consulted on significant developments as appropriate.

## **Professional Development**

The staff induction programme will reinforce the College's commitment to race equality, explain legal responsibilities and examine good practice in terms of eliminating discrimination and celebrating diversity.

Professional development will be available throughout the year to address race equality issues, including celebrating diversity, challenging discriminatory behaviour and embedding equality and diversity in teaching resources.

Resources will also be made available via the Staff Intranet and on-line to ensure access to training is available to all staff in teaching, business support and part-time employees.

## **Partnerships**

The College values partnership working and seeks to maintain and develop productive partnerships within the College's recruitment area.

All work placement providers will receive a summary of their responsibilities under the Policy and will sign to confirm their understanding of them. Contractors providing services to the College on or off College property will be made aware by means of a written statement of the College's Single Equality Scheme.

## **APPENDIX 1: Grantham College Disability Equality Scheme**

### **Our commitment**

Grantham College celebrates and values the diversity brought to the College community by all individuals. We believe that the College will benefit from employing and recruiting both disabled and non-disabled people at all levels of responsibility, and across all areas of work and study. The College will treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

Grantham College is committed to combating all forms of prejudice and unfair discrimination concerning disability and to providing an environment that reflects and respects inclusive learning. The aim is to create a positive inclusive ethos with a shared commitment to challenging and preventing stereotyping, prejudice and disability discrimination, to respecting diversity and difference, and to encouraging good relations between disabled people and non-disabled people.

### **Purpose**

The College will work towards the elimination of disability discrimination whether overt, covert, direct or indirect or by omission to ensure that individuals and communities have equal access to our learning programmes, facilities and employment opportunities and appropriate access to support services. We also recognise the need to eliminate associative discrimination, perceptive discrimination and victimisation in accordance with the Equality Act (2010).

The College supports the aim that “disabled people in Britain should have full opportunities and choices to improve their quality of life and be respected and included as equal members of society” (HEFCE 2006) and recognises the role of further education in achieving this aim.

### **Consultation**

The Disability Equality Scheme will be made available to all students, together with the Single Equality Scheme and Equality Objectives, on the Student Intranet and to the public via the College’s website.

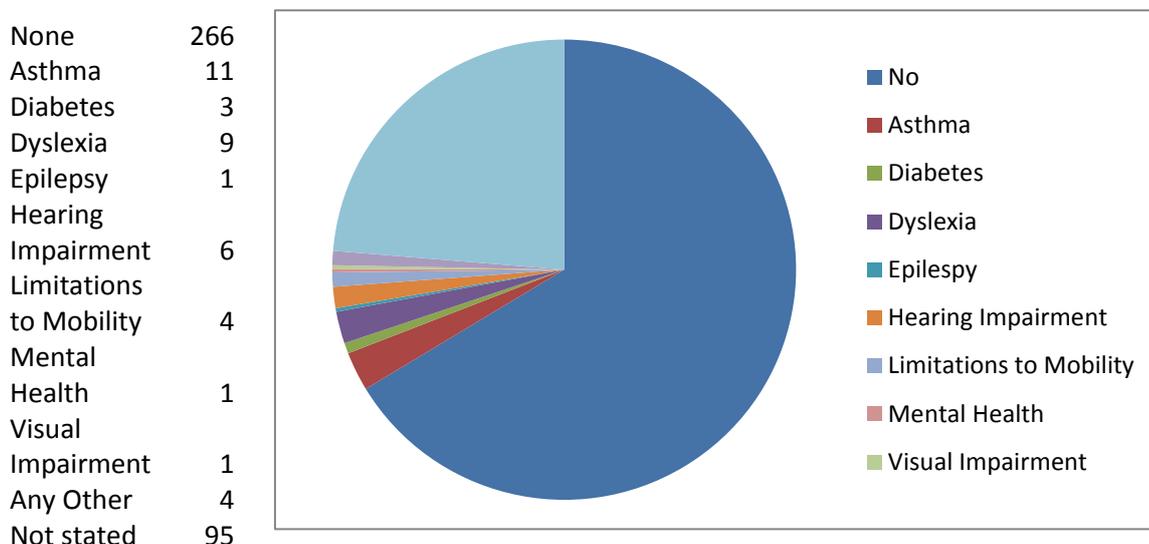
Students and staff will have representation on the College Equality and Diversity Committee and the Board of Governors.

### **Development and Management of Scheme**

The DES was originally developed by a working party of College staff with expertise in equality and diversity. Disabled people with a wide range of disabilities were involved in the process. The Disability Group was established to provide a forum for a direct interface and disabled stakeholders to inform the ongoing development of the Scheme and to help identify priority areas for action.

## Disability Profile of College Staff and Learners

### Staff profile - November 2013



### Student Profile Disability Data 2012/13

All		% Success	% Retention	% Achievement
No difficulty/disability	88.9%	79%	85%	93%
Has difficulty/disability	11.1%	87%	90%	97%
<b>Total</b>		<b>80%</b>	<b>86%</b>	<b>93%</b>

16-18		% Success	% Retention	% Achievement
No difficulty/disability	86.4%	77%	85%	91%
Has difficulty/disability	13.6%	87%	90%	97%
<b>Total</b>		<b>79%</b>	<b>86%</b>	<b>92%</b>

19+		% Success	% Retention	% Achievement
No difficulty/disability	90.7%	81%	85%	94%
Has difficulty/disability	9.3%	87%	90%	97%
<b>Total</b>		<b>81%</b>	<b>86%</b>	<b>95%</b>

### Monitoring

Further detailed breakdowns are collected in accordance with our Equality and Diversity Monitoring Framework in order to monitor the participation, performance and satisfaction of College users with disabilities and difficulties of different types.

For example, for students and employees, we will monitor by disability:

- participation;
- success;
- job applications, recruitment and turnover ;
- satisfaction levels with regard to the College as a learning and working environment;
- staff/student grievances;
- complaints;

- staff/student disciplinaries;
- type of contract (permanent, temporary);
- promotion application and success rates.

Staff and students will be represented on the College Equality and Diversity Committee and the Board of Governors, both of which will receive monitoring reports.

The College Board of Governors will also receive an annual report on equality and diversity.

## **Complaints**

See Single Equality Scheme

## **Publicity**

College publicity material presents appropriate and positive messages about disabled groups in accordance with the Single Equality Scheme and Equality Objectives. We will publicize to stakeholders, including students, work placement providers and staff, our commitment to disability equality and celebration of diversity.

A summary of the results of our monitoring information will be included in our annual report. All staff will be informed about the Single Equality Scheme and Equality Objectives and have access to it via the staff Intranet.

## **Environment**

The College is committed to providing an inclusive learning environment; the classroom should be a place where contributions from all students are valued and teaching will be differentiated to take account of students' needs and different learning styles.

The teaching environment will allow all students to contribute fully and feel their experiences are valued. Teaching will encourage learners to express their point of view, listen to the views of others and examine critically a range of ideas; books and materials will include positive images of disability

The College recognises that all its disabled students have an entitlement to adjustments being made for them, regardless of how they are funded, and will continue to make efforts to maximise the Additional Learning Support budget and other income streams to the benefit of its disabled students.

As part of its support infrastructure, the College will continue to invest significant resources in the Additional Learning Support Team, and the specialist skills of the Learning Support Assistants, each of whom specialises in a specific learning difficulty or disability including Autistic Spectrum Disorder, dyslexia, dyspraxia and dyscalculia, emotional and behavioural difficulties, Deaf, hard of hearing or deafened, visually impaired, moderate or severe learning difficulties and medical conditions. A Mental Health Advisor is available to support and advise students and staff with mental health difficulties.

## **Recruitment and Selection – staff**

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias and are in accordance with the SES. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from under-represented groups.

Disabled staff are represented at all levels of the organisation. The College intends to apply for the positive about disabled people award. Recruitment guidelines relating to

disabled applicants have been published.

### **Rehabilitation of newly disabled employees**

The College makes every effort, when an employee becomes disabled, to make sure they stay in employment through a range of Human Resources policies and practices.

The College is aware of its legal obligations to make reasonable adjustments to enable disabled staff to carry out their duties and will attempt to exceed the legal minimum where possible. For example, extra equipment for staff above what would be required in Law has been provided.

Applications for employment, recruitment and promotion will be monitored by disability and reported to both Equality and Diversity Committee and the Board of Governors.

We will continue to find new ways to engage with all sections of the community to ensure recruitment of the best talent.

### **Recruitment and Selection – Students**

College staff will promote the recruitment of students from under-represented groups. Particular attention will be given to promoting recruitment in areas highlighted by the LSC in Equality and Diversity Impact Measures.

Applications and recruitment will be monitored by disability and reported to the Equality and Diversity Committee and the Board of Governors. However, as an organisation, we recognise our limitations and there may be occasions where we cannot meet the needs of all students.

### **Partnerships with schools**

Grantham College works in partnership with local schools. Learners from Special Schools are invited to attend a link programme at the College to enable learners to settle easily into College life and to ensure their needs are appropriately met.

The College encourages students with learning difficulties and/or disabilities to attend taster days on site.

The College's Learner Support Team has effective links with the local authority that have responsibility for students with learning difficulties and/or disabilities aged 16-25.

### **Curriculum and Access to the Curriculum**

The College advocates the Social Model of Disability and will endeavour to eliminate all barriers to disabled people across all aspects of College activity, including raising awareness and promoting the use of the preferred language of disability.

We recognise that within our student and staff body, 1 in 4 are likely to be disabled according to the definition within the Equality Act 2010 Section 6 and Schedule 1 but, despite several opportunities for disclosure, many will prefer not to disclose a disability. Their wishes will be respected but our vision for disability equality is one where we will proactively work towards developing our procedures and practice into mainstreaming solutions that will benefit not only our disabled staff and students, but also our prospective staff and students.

Schemes of work, course content, induction and tutorial programmes are sensitive to and actively promote positive attitudes to disability. All students will have access to appropriate programmes and reasonable adjustments will be made to facilitate this access.

Where students are provided with learning support assistants as part of their support package at College, their support will be regularly reviewed with a view to reducing their dependence on others.

**All staff** are responsible for ensuring that:

- publications, policies, lesson content and teaching resources promote positive images of, and attitudes to, people with disabilities;
- all teaching resources are free from bias, avoid stereotyping and promote diversity;
- opportunities to embed positive attitudes to disability are identified;
- stereo-typing and discriminatory behaviour are challenged.

Staff will also ensure that they attend equality and diversity training and information events as required.

### **Impact Assessment**

The College will endeavour to ensure that all the College's policies and practices help to achieve equality for disabled students and staff and have no adverse impact on them. The College will monitor the differential impact of all policies and procedures through a systematic process of impact assessment.

### **Professional Development**

The staff induction programme will reinforce the College's commitment to disability equality, explain legal responsibilities and examine good practice in terms of eliminating discrimination and celebrating good practice.

Resources will be made available via the Staff Intranet and on-line to ensure access to training is available to all staff in teaching, business support and part-time employees.

## APPENDIX 1: Grantham College Gender Equality Scheme

### Our commitment

We have a vision for gender equality for Grantham College that gives women and men real choice and equality of opportunity about their learning preferences. We also aspire to be employer of choice for women and men, and for both genders to have equal chances, treatment and pay.

The College is committed to eliminating discrimination, and creating a working and learning environment based on good relations between men and women. The aim is to create an inclusive culture where College staff and students challenge sex discrimination and stereotyping, respect difference, and to make a contribution to pushing forward the understanding of gender equality for the future.

### Purpose

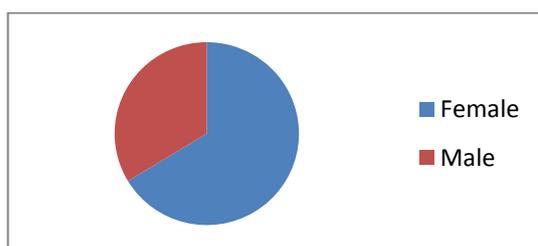
We believe in enabling staff and students to fulfill their potential whatever their gender and continue to work towards this goal. We will aim to ensure that individuals and communities have equal access to our learning programmes, support services, facilities and recruitment opportunities; that we work towards the elimination of sex discrimination and harassment whether overt, covert, direct or indirect or by omission; and to promote equality of opportunity between all genders.

Women and men, including transgender people, may experience different forms of disadvantage depending on their various identities and In order to understand and address questions of gender equality, we may need to consider whether particular groups of women or men are experiencing particular disadvantages.

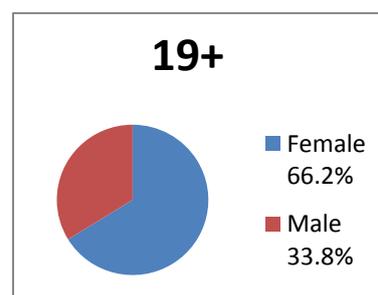
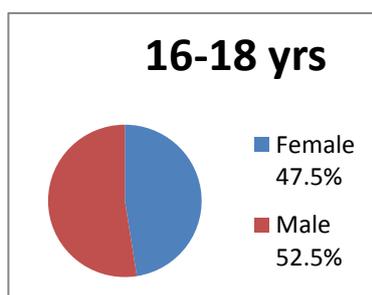
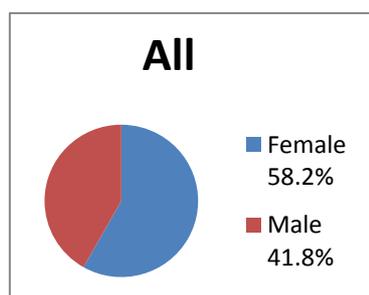
We will continue to invest in recruitment campaigns which encourage applications for learning and employment from both genders and to promote learning and employment initiatives to address gender segregation.

### Profile of College Staff – Gender

In November 2013, 266 (66%) of the colleges 401 employees were female and 135 (34%) were male which indicates a similar gender split from the previous 4 years. Positive recruitment campaigns continue to encourage applications from both genders.



### Profile of Students – Gender (Jan 14)



The college continues to address the imbalance and has taken steps to attract female learners in to traditionally male dominated subjects particularly in the 16-18 year age range. There has been a slight improvement in the gender balance in the 19+ age group but this continues to be a target for the college. Relevant curriculum areas continue to work towards this within their EDIM's and the college has a strong marketing strategy to meet any gender imbalances.

### Historical picture

2011/12 saw a slight change again in the gender split. Female students accounted for 55.5% of the total with male students at 44.5%. This was influenced by an increase in female students within the 19+ age group resulting in a 70:30 female to male ratio. The 16-18 age groups did see an increase in female students with a 48:52 female to male ratio which continues the trend over the previous years. The overall success rates for males increased this year to 82% which was the same as females.

### **Information Gathering and Monitoring**

We will collect data in accordance with our Single Equality Scheme and Equality Objectives in order to monitor the participation, performance and satisfaction of College users by gender, to measure progress, and to set future targets:

For example we will monitor by gender:

For students:

- participation in learning by curriculum area;
- success ;
- satisfaction levels with regard to the College as a learning environment;
- learner grievances;
- complaints;
- learner disciplinaries.

For employees:

- job applications, recruitment and turnover;
- satisfaction levels with regard to the College as a working environment;
- staff grievances;
- complaints;
- staff disciplinaries;
- type of contract (permanent, temporary);
- promotion application and success rates.

### **Review of Information Gathering**

In addition to the factors listed above, additional monitoring factors related to gender include:

- The gender of employees by grade/salary scale, and type of work (e.g. management, teaching, support).
- Rates of requests for flexible working.
- Return rates from maternity leave, and the roles to which they return.

The College confirms that monitoring data collated from staff will be anonymised and treated in confidence. However, the College recognises that transsexual employees may still be unwilling to identify themselves as such due to concerns of privacy. No information will be published that will enable an individual member of staff to be identified.

Once the results of the monitoring and analysis are available, the College will use the results to inform the setting of objectives for the Equality Objectives Action plan. The results and objectives will be monitored and the action plan overseen and monitored by the Equality and Diversity Committee.

Staff and students will be represented on the College Equality and Diversity Committee, and Board of Governors. The College Board of Governors will receive an annual report on equality and diversity.

### **Publicity**

College publicity material presents appropriate and positive messages of different genders, including positive images in non-traditional roles.

We will publicise to the public (including students, work placement providers and staff) our commitment to gender equality and our Equality Objectives via the staff intranet and college website.

A summary of the results of our monitoring information will be included in our annual report and annual financial statements. All staff will be informed about the policy and have access to it via the staff Intranet.

### **Environment**

The College is committed to providing an inclusive learning environment and maximising opportunities for students to participate and succeed in non-traditional areas.

The College believes the classroom should be a place where contributions from all learners are valued.

The teaching environment will allow all students to contribute fully and feel their experiences are valued. Teaching will encourage students to express their point of view, listen to the views of others and examine critically a range of viewpoints; books and materials will include positive images of gender in non-traditional roles and occupations. Teaching materials will be free from sexist language, bias and stereotyping.

### **Recruitment and Selection – staff**

Our staff recruitment, selection and promotion procedures are designed and operate to eliminate bias and are in accordance with the SES and our Equality Objectives. Applications for employment are drawn from as wide a pool as possible with positive action designed to encourage applications from women and men for non-traditional areas.

### **Promoting and Managing Flexible Working**

The College understands the difficulties facing those with young families or other caring responsibilities in the workplace and recognises the importance of a healthy work-life balance for all staff. The College currently operates a number of different working arrangements for different categories of staff. These are detailed in the Flexible Working Policy.

### **Recruitment and Selection – Students**

College staff will promote the recruitment of students from under-represented groups. Particular attention will be given to areas highlighted in Equality and Diversity Impact Measures. Applications and recruitment will be monitored by gender and reported to the Equality and Diversity Committee and the Board of Governors. In addition the College has:

- single gender taster days;

- identification of role models in vocational areas.

### **Curriculum and Access to the Curriculum**

Schemes of work, course content, induction and tutorial programmes are sensitive to and positively promote gender equality. Male, female and transgender students have access to the full range of College programmes, resources, support services and facilities.

**All staff** are responsible for ensuring that:

- publications, policies, schemes of work, lesson content and teaching resources avoid stereotyping and sexist language;
- all teaching resources promote positive images of men and women;
- teaching strategies encourage participation and achievement of male and female learners;
- stereo-typing and sexist behaviour are challenged.

Staff will also ensure that they attend equality and diversity training and information events as required. LGBT awareness training is available to staff via an on-line programme.

### **Impact Assessment**

The College will endeavour to ensure that all the College's policies help to achieve gender equality for students and staff and have no adverse impact on them. The College will monitor the differential impact of all policies and procedures through a systematic process of impact assessment.

### **Professional Development**

The staff induction programme will highlight the college's commitment to gender equality, explain legal responsibilities and examine good practice in terms of eliminating sex discrimination.

Staff in vocational areas where traditionally either male or female learners dominate will be consulted on their training needs in order to widen access and reduce gender segregation.

There will be professional training available throughout the year to address gender equality issues, including appropriate language and positive images, challenging sexist and discriminatory behaviour and embedding equality and diversity in teaching resources. Resources will be made available via the Staff Intranet and on-line to ensure access to training is available to all staff in teaching, business support and part-time employees.

### **Complaints**

See Single Equality Scheme.