

**SINGLE EQUALITY SCHEME (SES)**

**ANNUAL REPORT (17/18)**

Appendix A

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|  | Objectives | | Tasks | | Evidence | |
| 1 | To promote cultural understanding and awareness of equality and diversity across the College. | | To ensure that appropriate policies and procedures are implemented to actively promote E&D among staff, learners, employers and other partners. | | Policies and procedures regularly reviewed, monitored and disseminated. | |
| To ensure that training in E&D is effective and governors, staff and students understand their roles and responsibilities in relation to E&D. | | Regular briefings for staff, students and governors.  On-line Safeguarding training  Prevent Training – Challenging Radicalisation and Extremism - undertaken by all staff through online assessment and rolled out as part of induction programme for new staff. | |
| To ensure that learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider.  To ensure that Incidents and complaints specifically about equality, diversity and bullying are proactively managed and acted upon, including, where appropriate, providing counselling and support. | | Dissemination of and accessibility of appropriate policies, procedures and services:   * Bullying & Harassment Policy (revised 2015) * Whistle Blowing Policy * Complaints Procedure (revised 2015) * Counselling * Risk Assessment * Reasonable adjustments | |
| To ensure that all learners can participate in learning, including those with learning difficulties and/or disabilities, work well and that learners have opportunities to give their views on the provision.  To remove barriers to access wherever possible. | | Open application system and all students making an application are interviewed. The Learning Support team assesses students and provides an appropriate support plan which is regularly monitored and reviewed.  Tutorial Programme, New Student Survey, Learner Services Questionnaire to students & parents, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure. | |
| To ensure that equality and diversity is firmly embedded in the delivery of the College curriculum and tutorial programme. | | Evidence provided by Schemes of Work, Tutorial Programme, SAR and surveys including New Student Survey, Learner Services Questionnaire to students and staff, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure. Sharing of cross curriculum team activities. | |
|  |  | To further develop the provision of information in a variety of different formats to meet individual needs in order to promote race, disability and gender equality. | | Reports to SMT/EDC/Local Governing Body | |
| To develop and implement a programme of activities to promote equality and diversity issues. | | Events and information are regularly provided to foster and promote cultural understanding and awareness of the different protected characteristics and are also disseminated via social media and digital signage to maximise reach to students: Information provided to students via tutorial programme.   * Equality & Diversity section set up in Staff Area of Moodle. * Promoting Equality & Diversity Awareness Booklet, Gender Identity Booklet and Equality & Diversity Calendar * LGBT group meets weekly run by students with staff support * Religious festivals * Black History Month * World Mental Health Day * Transgender Legislation * World Aids Day * New procedures for young carers * Holocaust Memorial Day * Speakers and workshops: Terence Higgins Trust, Brook Advisory Service. Bitesize & Sexual Health drop in clinics * LGBT History Month. Student delegate to transgender course/workshop * International Women’s Day * England’s Patron Saint and British Values * The Windrush Generation * international Day of Families * World Refugee Day | |

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| 2 | To ensure implementation of Prevent Strategy. | To work with Assistant Principal to ensure that awareness is raised amongst staff, governors and students of the College | Programme of training delivered for staff, governors and students: Prevent and Channel Assessment – online training.  Prevent awareness forms part of staff and student induction and tutorial programme.  Student Ambassadors received training.  Included as agenda item on termly E&D Committee Meetings. |
| 3 | To increase staff’s understanding and awareness of equality and diversity. | To develop and deliver appropriate equality and diversity awareness training for all staff and College users as appropriate. | Two Online Training programmes which all new staff undertake: one for equality & diversity and one specifically for Challenging Radicalisation & Extremism – Prevent. |
| To ensure that equality and diversity awareness continues to form an integral part of induction training for new students and staff. | Induction programmes |
| To ensure that line managers with staff and recruitment responsibilities understand their legal responsibilities. | Ongoing training provided |
|  |  | To use the College website and Intranet to communicate and promote equality and diversity. | Current information accessible:   * E&D site on College Intranet * Single Equality Scheme (SES) (revised 2018) * SES Action Plan and Annual Report * Public Sector Equality Duty Report * Equal Opportunities Statement (revised 2018) * Bullying & Harassment Policy (revised 2015) * Whistle Blowing Policy * Monthly Briefings   -Promoting E&D in the Classroom booklet |
| 3 | To consider, monitor, review and update the SES Action Plan and to produce the SES Annual Report | * Monthly meetings NMT/LH * Termly meetings – EDC/SMT/EC * Annual Report – Local Governing Body | Reports to SMT/EDC/ Local Governing Body Annual Report presented to Local Governing Body |
| 4 | To continue to review and establish measures for assessing the recruitment, retention and development of staff from equality target groups and those with protected characteristics. | To ensure as far as possible that the advertisement of posts is accessible to people with protected characteristics. | Number of BME staff has remained constant. |
| To review all recruitment, selection and induction procedures to ensure that they continue to comply with the Equality Act. | Review of Recruitment & Selection Procedure has been completed. |
| 5 | To ensure that people from equality target groups have equal access to services delivered by the College. | To continue to review the physical environment in order to improve facilities, as part of any future plans associated with the College Property Strategy. | Reports to SMT/EDC/Local Governing Body |
| To make appropriate reasonable adjustments. | Reports to SMT/EDC/Local Governing Body |
| To purchase auxiliary aids for students and staff with additional support needs as appropriate. | Reports to SMT/EDC/Local Governing Body |
| 6 | To ensure that organisations contracted to deliver services comply with their responsibilities under equality legislation. | At the Invitation to Tender stage, prospective organisations are requested to provide information about their equality and diversity policies and practices to ensure that they meet the minimum requirements of the Equality Act 2010.  Specific questions are built into the selection and appointment process to develop and expand on the information provided with tender documents. | Reports to EDC/Local Governing Body |
| 7 | To produce and monitor equality target group information and statistics. | To gather appropriate staff and student data and analyse its impact on groups sharing protected characteristics on an annual basis. | End of course questionnaire did not reveal any concerns in relation to data for students. |
| To produce and publish the Public Sector Equality Duty Report. Report to include recommendations to address significant disparities with reference to groups sharing protected characteristics. | Annual Report completed June 2018 |
| To monitor that equality and diversity is firmly embedded in the delivery of the College curriculum. | Evidence provided by Schemes of Work, Lesson Plan Observation Procedure, Tutorial Programme, SAR and surveys including New Student Survey, Learner Services Questionnaire to students and staff, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure.  See Objective 1 |