



Single Equality Scheme

Lead responsibility:	Vice Principal Curriculum and Learner Experience
Version:	1
Effective from:	September 2009
Approved by:	SMG
Date of approval:	July 2009
Review date:	July 2010

Equality and Diversity Scheme statement

We believe that all who form the community of the College have a right to be valued equally and to have equality of opportunity. The College is firmly committed to equalising opportunities for all who form the College community. We have agreed shared values that include equality and diversity, fairness and consistency, respect for others, fostering a participative and supportive culture and listening to each other's opinions and ideas. The delivery of and promotion of equal opportunities underpins the College Development Plan

1. Purpose

The purpose of this Single Equality Scheme is:

- to translate the College's Equality and Diversity Scheme Statement into guidelines for good practice in all matters relating to the treatment of staff and learners and other members of the College community, and in the provision of, and access to, the services that the College provides;
- to eliminate any discrimination in criteria set for admission to courses; by refusing or deliberately omitting to consider an application for admission; by unfair treatment with regard to access to facilities, services or other benefits or by any other unfavourable treatment of a learner;
- to highlight current legislation on equality and tackling discrimination and to make all members of the community aware of their responsibilities under this legislation and to enhancing Community Cohesion;
- to make members of the College community aware of equal opportunity issues including the issue of institutional racism, sexism etc;
- to make the members of the College aware of the Scheme and of positive action to promote choice, opportunity and progression for all staff and learners in accordance with the law;
- to create a working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable;
- to ensure adherence to relevant College procedures.

2. Gender Equality and Eliminating Discrimination

2.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Gender Equality (see below)

Sex Discrimination Act 1975, amended 1986

This Act makes it illegal for an employer to discriminate either directly or indirectly in recruitment, promotion, training, transfer, pay, terms of employment or dismissal on the grounds of sex or marital status. There are certain exceptions in specific circumstances.

Gender Equality Duty April 2007

From April 2007 the College Gender Equality Scheme and Action Plan to promote gender equality has been in place as required by the Gender Equality Duty 2007. At the College, Equality and Diversity including gender equality have long been at the heart of our strategic planning, Scheme making, curriculum delivery, marketing, business development, support services, employment practice and partnership arrangements.

2.2 Our commitments

We are committed to carrying on our good practices in gender equality and we will focus on eliminating unlawful discrimination and breaking down institutional barriers before they can impact on people.

The College is committed to:

- eliminating of unlawful gender discrimination and harassment on grounds of sex whether overt, covert or by omission.
- promoting equality between men and women
- setting, implementing and monitoring gender equality objectives through a published, annual Single Equality Action Plan.
- working with our partners, local community and others to tackle gender discrimination and to encourage and promote good practice.
- carrying out impact assessments on all our policies, procedures and processes with regards to gender equality

For other related legislation see Appendix 1

3. Race Equality and Eliminating Discrimination

3.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Race Equality (see below)

Race Amendment Act 2000

This Act outlaws race discrimination (direct, indirect and victimisation) in all public authority functions not already covered by the 1976 Act. The Act came into force in April 2001.

The Act places a general duty on the main public authorities to be proactive in promoting race equality. This requires them to work to avoid unlawful discrimination before it occurs and to promote equality of opportunity and good relations between persons of different racial groups.

3.2 Our commitments

We will work towards the elimination of racism whether overt, covert or by omission and we will ensure that individuals and communities have equal access to our learning programmes and services

The College strives to ensure that whatever the heritage and origins of members of the College community, everyone is equally valued and treats one another with respect.

We are committed to:

- actively tackling race discrimination whether overt, covert or by omission and promoting race equality and good race relations
- encouraging, supporting and helping all learners and staff to reach their potential
- eliminating any racial harassment (unwanted behaviour of a hostile or offensive nature based on race or ethnic origin)
- working with other institutions, local communities and others to tackle race discrimination and to encourage and promote good practice
- carrying out impact assessments on all our policies, procedures and processes with regards to race equality
- setting, implementing and reviewing race equality objectives through a published, annual Single Equality Action Plan

For other related legislation see Appendix 1

4. Disability Equality and Eliminating Discrimination

4.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Disability Equality (see below)

The Disability Discrimination Act 2005

This act places a duty on all public sector organizations. There are six inter-related parts to this duty, also known as the “the general duty” or “disability equality duty” (DED). This means that public authorities and Educational Institutions, in carrying out their functions, must have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people’s disabilities, even where that involves treating disabled people more favorably than others

Special Educational Needs and Disability Act 2001

This Act came into force in September 2002. The Act states that it is unlawful to discriminate against disabled learners by treating them less favorably than others by failing to make reasonable adjustments. The law applies to the whole range of learner services. Learners who feel that they have been unfairly treated can take their case to court. If colleges are found liable they will incur heavy financial costs. The Governing Body is responsible for meeting the requirements of the Act. Adjustments to provision of auxiliary aids and services must be completed by 1 September 2003 and adjustment to physical features of premises by 1 September 2005. Both the above Acts allow positive action to overcome the effects of past disadvantage.

4.2 Our commitments

The College has adopted the social model of disability, which promotes the right of a disabled person to belong, to be valued, to determine choice and make decisions. In adopting this model we accept that we will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled people

We are committed to:

- actively tackling disability discrimination whether overt, covert or by omission and promoting disability equality
- promoting positive attitudes towards disabled people
- taking account of disabled people's disabilities, even where that involves treating disabled people more favourably
- encouraging, supporting and helping all learners and staff to reach their potential
- eliminating any disability harassment (unwanted behaviour of a hostile or offensive nature based on a person's disability)
- working with other institutions, local communities and others to tackle disability discrimination and to encourage and promote good practice
- encouraging participation by disabled people in college/public life
- carrying out impact assessments on all our policies, procedures and processes with regards to disability equality
- setting, implementing and reviewing disability equality objectives through a published, annual Single Equality Action Plan

For other related legislation see Appendix 1

5. Age Equality and Eliminating Discrimination

5.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Age Equality (see below)

The Employment Equality (AGE) Regulations 2006

The Employment Equality (Age) Regulations 2006, came into force on 1st October 2006, and is similar to the existing discrimination laws. It prohibits direct, indirect discrimination, harassment, victimisation, etc on the grounds of age

5.2 Our commitments

We are committed to creating working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable

We are committed to

- actively tackling age discrimination whether overt, covert or by omission and promoting equality
- eliminating any criterion, provision or practice which disadvantages people of a particular age, unless it can be objectively justified
- eliminating any harassment in the form of unwanted behaviour of a hostile or offensive nature based on a person's age
- ensuring that there is no victimisation if someone has made or intends to make a complaint or allegation or has given or intends to give evidence in relation to a complaint of discrimination on the grounds of age
- carrying out impact assessments on all our policies, procedures and processes relating to staff and staff recruitment with regards to equality and age

6. Sexual Orientation Equality and Eliminating Discrimination

6.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Sexual Orientation Equality (see below)

The Employment Equality (Sexual Orientation) Regulations 2003

These regulations came into force from 1 December 2003 and outlaw discrimination and harassment on grounds of sexual orientation in workplaces and providers of vocational training. The law protects people from discrimination on grounds of sexual orientations towards people of the same-sex, people of the opposite-sex, or people of both sexes. This means they protect lesbians, gay men, bisexuals and heterosexuals in employment and vocational training

6.2 Our commitment

We are committed to creating working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable

We are committed to:

- actively tackling discrimination regarding sexual orientation whether overt, covert or by omission and promoting equality
- eliminating sexual harassment (unwanted behaviour of a sexual nature or behaviour of a hostile, offensive or unwontedly familiar nature based on gender or sexuality)
- promoting sexual orientation equality widely and consistently alongside other equality strands
- embedding sexual orientation equality within our comprehensive Single Equality Action Plan.
- working with other institutions, local communities and others to tackle disability discrimination and to encourage and promote good practice
- carrying out impact assessments on all our policies, procedures and processes relating to staff and staff recruitment with regards to equality and sexual orientation

7. Gender Identity Equality and Eliminating Discrimination

7.1 The Equality Bill 2009

The Equality Bill is expected to be in operation in 2010. It states that a person proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning their sex by changing physiological or other attributes of sex is protected under the Bill except, if that person is under 18. This new legislation encompasses the Gender Recognition Act 2004, which enabled transsexual people to apply for gender recognition and those born in the UK to obtain a new birth certificate. All transsexual people must be treated as of their new sex for all legal purposes, including in employment and training.

7.2 Our commitments

We will work towards eliminating discrimination so that all learners and staff (actual and potential), regardless of their actual or perceived gender identity, are treated with dignity and equal respect and are enabled to realise their full potential.

We are committed to:

- carrying out systematic action to eliminate all forms of discrimination, harassment and bullying around gender identity
- promoting gender identity equality widely and consistently alongside other equality strands
- embedding gender equality within our comprehensive, Single Equality Action Plan
- working with other institutions, local communities and others to tackle disability discrimination and to encourage and promote good practice
- carrying out impact assessments on all our policies, procedures and processes with regards to gender equality.

8. Belief Equality and Eliminating Discrimination

8.1 Equality Bill 2009

This bill was published in April 2009 and is planned to be in operation in 2010. It encompasses all previous laws and provision for Belief Equality (see below)

The Employment Equality (Religion or Belief) Regulations 2003

These regulations came into force from 1 December 2003 and outlaw discrimination and harassment on grounds of religion or belief. They cover all aspects of the employment relationship including recruitment, pay working conditions training, promotion, dismissal, references and pensions.

8.2 Our commitments

We are committed to creating working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable

We are committed to

- actively tackling discrimination regarding religion or belief, whether overt, covert or by omission and promoting equality eliminating religious harassment (unwanted behaviour based on religion and which includes proselytising i.e. seeking to convert others to a particular religion or sect)
- working with other institutions, local communities and others to tackle discrimination regarding religion or belief and to encourage and promote good practice
- carrying out impact assessments on all our policies, procedures and processes relating to staff and staff recruitment with regards to equality and Religion or Belief
- embedding gender equality within our comprehensive, Single Equality Action Plan

9. The College's View on Harassment and Bullying

Harassment is unwanted behaviour, which is offensive to the recipient and is not justified by the working or other relationship between the people involved i.e. it is not a manager making responsible decisions in the course of their work, which an employee does not agree with. Differences in attitudes and cultures can mean that what is acceptable to one person is seen as harassment by another and harassment can take several forms – physical, verbal and non-verbal. The essential feature of harassment is that it is behaviour, which is “unwanted by the recipient”.

We aim to foster an environment in which all members of the College community can work and study effectively. Unwanted behaviour of the kind described above is not acceptable, even if it forms part of an isolated incident, and the College is concerned to eliminate all forms of harassment and bullying.

9.1 Responsibilities

All members of the College community, staff and learners alike, by their own behaviour and their response to others, are legally and ethically responsible for helping to ensure that individuals do not suffer sexual, racial or any other form of harassment and that they are encouraged and supported in making complaints. Any difficulty in deciding what constitutes harassment should not deter anyone from complaining of behaviour that they find offensive or distressing. The College will, however, take willfully false allegations very seriously and may take disciplinary action as a result.

9.2 Confronting and Dealing with Harassment

Behaviour, which causes offence or distress, may be conscious and deliberate, or may arise from thoughtlessness or insensitivity. In either case, the person causing the harassment should be given a clear signal that his or her behaviour is unacceptable. This may be done directly or through a suitable third party. No one should be deterred from complaining of behaviour, which distresses him or her, by embarrassment, intimidation or fear of publicity. The need for confidentiality will be respected wherever possible.

The College's Anti Bullying and Harassment Policy can be found at [\(CLG link\)](#)

10. Publicity and Awareness of the Single Equality Scheme

The College will ensure that all staff and learners are made aware of our Single Equality Scheme and Action Plan. Reference to the Scheme will be incorporated within staff and learner handbooks. The Scheme will be drawn to the attention of learners and staff at induction and new staff will be expected to subscribe to it at the time of appointment. The College will investigate further methods of publicising the Scheme to learners. Staff and learners will be made aware of complaints procedures. Copies of the Single Equality Scheme and Complaints Procedure will be made available around the College (in Receptions, the CLG, Directorate and Service Offices and on the College Intranet) and to any member of the College Community upon request.

11. Training

Suitable training programmes both compulsory and non-compulsory will be provided to support the Single Equality Scheme. They will involve everyone throughout the College including Corporation members, senior and middle managers and all other staff. Equal opportunities will form a part of the induction programme for all new staff. Training events for all will be publicised and monitored as part of the College's quality review of staff development.

11.1 Positive action to promote choice, opportunity and progression

In order to ensure equality of access to and delivery of our programmes of learning we will:

- operate an Admissions Scheme which is based on the ability to succeed and does not involve unduly restrictive conditions or requirements
- review the information that we provide about our programmes to ensure that it is clear and easily understood by all potential learners and contains all relevant facts
- seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials which reflect a wider range of experience and culture
- monitor the composition of the learner body in each College Sector by gender, ethnic origin, age and disability and address identified imbalance and under representation
- monitor the achievement of the learners by gender, ethnic origin, age and disability and seek to address identified imbalances
- ensure, through our quality assurance processes, that equal opportunity issues are addressed in the design and delivery of learning programmes
- review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community
- reserve the right to refuse admission to our premises or any of our courses on the grounds of security, safety, breach of the Single Equality Scheme or in the general interests of the College

The College, led by its managers, will monitor, evaluate, action plan and implement good practice in relation to the above issues as part of its self assessment and annual review procedures, where appropriate benchmarks will be set.

11.2 Good Practice in Staffing Issues

In order to ensure that current and prospective staff are treated equitably, justly, fairly and without unfair discrimination. We will:

- operate a recruitment process which is based on equality of opportunity for all;
- advertise all vacancies in the appropriate medium as determined by Human Resources and having regard to the staff profile and its imbalances in terms of age, disability, gender and ethnicity;
- ensure a consistent approach on the interpretation of staff documentation (e.g. contracts of employment) and implementation of policies and procedures across the College;
- monitor and review, through our quality assurance processes, that equal opportunities during employment are adhered to;
- treat all staff equally with dignity and respect, valuing the contribution of each member of staff;
- monitor the composition of staff and job applicants across the College and in each department/service by gender, ethnic origin, age and disability and address identified imbalances and under representation;
- ensure there is no direct nor indirect discrimination in all aspects of the employment relationship including recruitment, pay working conditions training, promotion, dismissal, references and pensions with regards to sexual orientation and religion or belief.

12. What happens if the Single Equality Scheme is not adhered to?

The College will not tolerate behaviour*, which breaches its Single Equality Scheme and will initiate action, which may be of a disciplinary nature if circumstances warrant, against those who contravene them. Where appropriate such action will be backed up by support and training.

* Acts of willful, unfair and unjustified discrimination, harassment or bullying against members of the College community

* Acts of discrimination, harassment or bullying by contractors, visitors to the College or members of the public

13. Complaints

All complaints of an equal opportunities nature, however informal, should be logged with the Head of Quality anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not “wish to make the matter formal”. The College’s Senior Management Team will monitor all complaints on a regular basis.

For those who do wish to make a formal complaint, full details of how to do this can be found in the College’s Complaints Procedure, which is available on the College’s Intranet and, at Receptions and Directorate Administration Offices.

Definition of types of Discrimination

Discrimination

is any action, which deprives an individual of rights or opportunities. It may be either direct or indirect

Direct Discrimination

occurs when a person is treated less favourable than others are, or would be treated, in the same circumstances and this is done deliberately and unjustifiably on grounds of gender, marital status, sexual orientation, race, religion, nationality, ethnic origin, learning difficulty, physical disability, age or belief.

Indirect Discrimination

occurs when a condition or requirement is made which places certain groups or individuals at a disadvantage and this condition or requirement is not justified by the circumstances. Indirect discrimination may occur even when the perpetrator has no intention to discriminate.

Institutional Discrimination

is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin

Harassment

is unwanted behaviour, which is offensive to the recipient and is not justified by the working or other relationship between the people involved.

Bullying

Is unjustified and inappropriate behaviour, which is threatening or humiliating.

APPENDIX 1

Other Legislation taken into account when writing the Scheme

Equal Pay Act 1970

The Act, as amended by the Equal Pay (Amendment) Regulations 1983 and the Sex Discrimination Act 1986, established the right of men and women to equal treatment as regards terms and conditions of employment, when they are employed on the same or broadly similar work or work which, though different, has been given equal value under a job evaluation scheme or work which is of equal worth in terms of the demands of the job. It applies to men as well as women and to full and part-time employment.

Other British and European Legislation and Directives

Legislation and Case Law in the area of Equality of Opportunity is constantly changing. Other key documents include the Working Time Directive, the Employment Rights Act 1999, Health and Safety at Work Act, The EEC Equal Treatment Directive, the EU Social Chapter: Part Time Workers Directive, the Protection from Harassment Act 1997, the Public Interest Disclosure Act 1998 and the Human Rights Act 1998. All of the above and other relevant legislation will be taken into account by the College.

Race Relations Act 1976

This Act makes it illegal for an employer to discriminate on grounds of colour, race, nationality, ethnic or national origin, except in certain specific and well-defined circumstances.

Disability Discrimination Act 1996

This Act makes it illegal for an employer to discriminate on grounds of disability, except where reasonable adjustments cannot be made (see below). Disability is defined by the Act as "A physical or mental impairment, which has a substantial and adverse long-term effect on the ability to carry out normal day-to-day activities."

Employers are required to make "reasonable adjustments" to physical features and working arrangements where this would overcome the practical effects of an individual's disability. What is reasonable depends on how much these changes would cost, how easy they would be to introduce, and how much they would help the disabled person to do the job. A change cannot be required if it would break Health and Safety legislation.

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
LEARNERS								
1.	Continue to set targets in achievement, retention and success rate for all groups of learners							
	✓	✓	✓	<p>Targets set for all identified low achieving groups</p> <p>Targets for achievement, retention and success rates in all Sector QIPs</p>	VP CLE Directors	5% increase in the average success rate analysed by gender, race and disability	September 2009	<p>College success rates 2008</p> <p>Overall College success rates have remained stable and in the 75th percentile since 2005-06</p> <p>All but one group, Mixed White and Black Caribbean, in the 19+ age group had success rates in the 75th percentile</p> <p>In 2007-08 both Male and Female results were in the 75th percentile</p> <p>Of those that are known, who have Learning Difficulties or Health Problems success rates were below the 25th percentile for 16-18 and 10% down on the</p>

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
								previous year
2.	Continue to celebrate Equality and Diversity and achievement throughout the year to raise student aspirations and break down barriers to social inclusion							
	✓	✓	✓	Organize a range of events during each year to cover e.g. Black History month and International women's day etc	Director L I & S	Contribution to 5% rise in retention and achievement in 2008-2009, analysed by gender, race and disability	September 2009	Cultural events covered Black History month, Racism out of football, World Aids Day, martin Luther King day, Holocaust Memorial day, International Women's day Other events Deaf awareness week World Health day and events to cover sexual health
3.	Set up learner forums to discuss issues that affect attendance, punctuality and performance							
	✓	✓	✓	Set up 3 Learner Forums to take place working with learners from each Directorate. Issues raised, dealt with	Director L I & S	5% rise in retention and achievement year on year until 2010, analysed by gender, race and disability	September 2010	Learner Forums held Learner Conference held
4.	Continue to review and improve Career guidance for all BME learners							
		✓		Set up monitoring processes to capture ethnicity of learners progressing to HE	Director L I & S	5% increase in learners from BME and other minority groups accessing Higher education	September 2009	5% increase from 2007 – 2008 In 2007, 205 learners were placed 193-BME, 12 White

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
				Regularly review guidance with learners and staff				In 2008, 211 learners were placed 203 –BME, 8 White
5.	Continue to monitor and improve the satisfaction rate of learners year on year							
	✓	✓	✓	Areas of low learner satisfaction identified and actioned	Head of Equality	5% increase in retention 2008-09/10, analysed by gender, race and disability	September 2009/10	Induction survey 2008 The satisfaction of learners with disabilities was above the College average The most satisfied BME group were African (28% of sample) The second largest group (15%) Black British/West Indian scored <i>below the College average</i>
6.	Continue to carry out regular race, gender and disability equality impact assessments on all relevant College policies, procedures and processes							
	✓	✓	✓	Complete Annual programme of Equality Impact Assessments	Director of HR	Annual report highlights the changes made and recommended to ensure equality of opportunity	June 2009/10	On target
LEARNERS								
7.	Ensure that gender, race and disability race equality are actively promoted in lessons and harassment or bullying are challenged appropriately by staff							
				Learners are made aware	VP	Learners feel safe at	March	Part of the all Staff

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
	✓	✓	✓	of the value placed upon equal opportunity and that action will be taken in the event of any discriminatory behaviour All teaching staff to receive a training session on how to promote Equality and Diversity in lessons	CLE Directors	College and in the classroom resulting in a 5% increase in their satisfaction rate for this question in the learner questionnaires	2008	Training Day on the Single Equality Scheme on July 7 th 2009
8.	Break down occupational segregation by attracting females and males into non traditional areas							
	✓			Set targets for identified courses Put a variety of taster activities in place Devise effective promotional materials and use	VP CLE Directors	5% increase in the average recruitment of males 5% increase in the number of females and males achieving on non traditional courses	6% increase in over 3 years by September 2010	Care and Health were part of an LSC pilot to encourage woman into education in order to take up management positions in 2007-08 Women only courses run in community venues for Plumbing
9.	Continue to make sure parents, carers and women returners have access to learning and training							
	✓			Devise effective promotional materials and use Ensure adequate Learner support is in place to support selected group	Director L I & S	Possible 5% increase year on year in recruitment of selected group to be finalised after initial research	6% increase in over 3 years by September 2010	Substantial Additional funds were allocated to the College Child Care Provision

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
				<p>Negotiate flexible start times</p> <p>Ensure personal learning records and learning credits are in place</p> <p>Put measurements in place to measure increase in women, carers and women returners.</p>				
LEARNERS								
10	Review current arrangements for disabled learners to ensure learners needs are met							
			✓	<p>Revise 'accessibility statement, which provides information about: - the accessibility of educational opportunities for disabled learners</p> <p>Ensure fully costed support plans in place for each learner</p> <p>Ensure that Disabled learners continue to have regular reviews to ensure that the adjustments made are effective</p>	VP CLE	<p>A cost effective service</p> <p>Accountability for the success of learners with disabilities is shared by all relevant programmes</p>	March 2009	<p>The Service was successfully reviewed and restructured in the Autumn Term. Service is now in the Directorate of Skills for Working Life and now comes under their Budget Planning process</p> <p>The Policy for Safeguarding Vulnerable Adults and related procedures were reviewed and</p>

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
								updated
11	Continue to improve enrolment arrangements so that disabled learners receive the levels of support required to enable them to access their programme							
			✓	<p>All learners who declare a disability on their application form are enrolled (if within budget set) first and their needs sent to the relevant support service</p> <p>All learner declaring a disability are supported through the enrolment process</p>	Director Skills for Working Life	<p>All learners have the support they need by the start of the course</p> <p>PEEPS 100%</p> <p>All learners are seen by an additional learning support advisor</p>	September 2008/09	<p>PEEPS 100% 2008-09</p> <p>Personal Evacuation Procedure reviewed and updated for September 2009</p>
12	Continue to ensure Anticipatory Service with regards to equipment and aids							
			✓	<p>Audit number, nature, age of equipment and aids across the College.</p> <p>Ensure a replacement programme is in operation</p>	Director Skills for Working Life	<p>Planned supply of necessary equipment and aids for learners with disabilities to aid achievement</p> <p>Planned contingency fund</p>	September 2010	College continues to ensure anticipatory services in compliance with DDA by providing a range of learning needs e.g. signers and equipment e.g. brailier, daisy recorders, emergency pagers, hoist, laptops with appropriate software e.g. JAWs, software packages for LLDD, hearing loops.

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
13	Continue to improve access to assistive technology and IT resources for learners by ensuring staff are trained to support learners in its use							
			✓	Put in place a rolling training programme for teaching staff to support learners, who need to use assistive and adaptive technology, in their groups	Head of T and L And Head of S L	Programme initiated by December 2008 and continued as required	September 2010	An AP has been allocated to Supported Learning to assist staff in using IT resources with learners.
14	Ensure that disabled learners are encouraged to take an active role in the life of the College and its community.							
			✓	Put in place an inclusive and proactive enrichment programme in respect of learners with disabilities Ensure that the College's publicity materials present appropriate and positive messages about disabled people	Director L I & S	A year on year increase in the numbers of learners with disabilities taking part in College wide activities and Student Union activities It is clear in Posters and Publicity that the featured learners have disabilities	June 2009	Increased number of disabled learners taking part in enrichment activities e.g. Governor/ Learner Forum. Posters and college marketing publicity feature learners who have disabilities e.g. course guide.
15	Continue to monitor progression and the destinations of those learners with disabilities							
			✓	Take action on the results of monitoring to improve progression and ensure required destination	Directors	Destinations and progression for disabled learners, are documented and reported on in formal reviews of the provision and actions planned	September 2010	All learners have progression interviews at end of year including those with disabilities and those in SL and progression is monitored

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
16	Devise and implement an Anti Bullying and Harassment Policy to combat discrimination and break down barriers to social and community cohesion							
	✓	✓	✓	Consult learners, staff and governors on the policy Implement policy	Director 14-19	Year on year reduction in the number of incidents of bullying related to gender, Race and Disability	July 2010	Policy devised and launched in anti bullying week and learners consulted. Staff and Governors consulted. Amendments made Policy is being implemented

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
STAFF								
1.	To continue to implement human resource and staff recruitment policies and procedures that ensure fair recruitment and promotion							
	✓	✓	✓	Continue to analyse staff recruitment by Gender Race and Disability and publish results regularly Ensure that Impact Assessments in respect of gender, race and disability equality are carried out on staff recruitment policies and procedures	The Principal SMT	A complement of staff at all levels of the organisation that reflects the ethnic mix in Haringey according to the most recent National Census data A management team that reflects the Black and ethnic mix of the local community	September 2010	The Ofsted Inspection Report July 2008 stated "the ethnic profile of staff at levels closely matches that of the local community"
2.	Continue to ensure that all staff are trained in the requirements of Child Protection legislation							
	✓	✓	✓	Devised Programme delivered to all Sector and other relevant staff as part of the staff learning and development programme	The Principal SMT	Contribution to the 5% increase in retention 2008-09	March 2009	Extensive Training programme in Child Protection to capture all staff is currently being carried out 2008-2009
3.	Continue to monitor the satisfaction rate of staff according to gender, ethnic background and disability							
	✓	✓	✓	Put in place mechanisms to gather the satisfaction rate of staff other than questionnaires Monitor the satisfaction of staff once a year through	Head of Quality Director of HR	Increase return rate for annual staff survey 5% increase in the satisfaction of staff, analysed by gender race and disability	September 2008/09/10	Regular staff consultations with Unions through the established Joint Union Committee (JUC)

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
				a questionnaire				Survey process under review
4.	Ensure that there no barriers to access to training because of gender, race or disability							
	✓	✓	✓	Carry out research to establish whether there are any issues relating to access to training amongst different staff groups (on the grounds of gender)	Head of T&L	Policy/procedure in place for future change as necessary	September 2008/09/10	Interim report received by SMT from Head of T&L
5.	Continue to systematically impact assess all of the relevant policies and procedures to eliminate discrimination against staff with regards to disability, gender and race.							
	✓	✓	✓	Complete Annual programme of Equality Impact Assessments	Director HR	Annual report highlights the changes made and recommended to ensure equality of opportunity for staff	June 2009/10	On target
6.	Ensure that disabled staff are aware of all the support they can access							
			✓	Put into place adaptive and assistive technology or other aids and support Ensure that all staff declaring a disability have personalised learning plans	Director HR Head of Staff L & D	Each member of staff who declares a disability under the Act is assessed by a trained assessor and given information and guidance on the support they can receive. PEEPS 100%	September 2008/09/10	Assessment carried out through pre-employment health screening and also ongoing referrals as required Personal Learning plans in place for staff who declare a disability

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
								PEEPS 100%
7.	Continue to ensure Anticipatory Service with regard to Staff							
			✓	Put in place a trained skilled team of assessors to formally assess needs of new staff Establish a continuous service to all staff needing support	Director HR	Planned supply of necessary equipment and aids for staff with disabilities Planned contingency fund	September 2008/09/10	The new Recruitment Code has been agreed and will cover this. The new processes have been in place since 2007-08 Implemented, advice provided by disability inclusion manager where appropriate

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
GOVERNORS								
1.	Continue to make the Race Equality Policy central to search and recruitment activities for new governors							
		✓		Regularly monitor the make up of the governing body and set recruitment targets	The Principal	A governing body that reflects the ethnic mix of Haringey according to the latest National Census data A governing body that reflects the local community	June 2008/09/10	Report July 2008 stated "the ethnic profile of the governing body closely matches that of the local community"
2.	To inaugurate an Equality and Diversity training programme for all governors							
	✓	✓	✓	Plan programme of training for governors and implement	The Principal	All governors aware of their responsibility under the Equality Bill 2009 100% of governors trained	September 2009 New governors annually	Planning process has begun June 2009 for September 2009
EMPLOYERS AND PARTNERS								
1.	To continue to inform all providers of work placements of our commitment to gender, race and disability equality							
	✓	✓	✓	Put in place an employer charter and related documentation that clearly informs employers of our commitment to gender race and disability equality	Director of V S	100% of employers and partners that are actively engaged in College activities have been informed of our commitment	July 2008/09/10	Employer charter has been reviewed and revised stating clearly our commitment to learners and equality and circulated to employers.
2.	To continue to ensure that all College partners understand and implement policies procedures and processes to promote equal opportunities							

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
	✓	✓	✓	<p>Carry out equality of opportunity checks as part of the assessment of a suitable partner</p> <p>Ensure all work based learners are aware of what constitutes harassment</p>	Director of V S	<p>All work based learners are effectively protected from harassment and discrimination</p> <p>Records show that partners' procedures are effective</p>	July 2008/09/10	<p>All learners are aware of their rights and workplace reviews monitor progress on all aspects of their employment including equal opportunities</p> <p>In partnership with North London LDD Learning and Training partnership, College has been involved in producing an employers toolkit and website outlining best practice in working with learners with disabilities including mental health. Job coach in place for learners in SL</p>
3.	Annually review and as appropriate establish new Apprenticeship routes to meet employer needs.							
	✓			<p>Develop 2 new routes both at Advance and Apprenticeships levels and encourage female/male participation in non-traditional areas.</p> <p>Establish links with</p>	Director of V S	<p>5% increase in the recruitment of females and males into non traditional Apprenticeships by start of 2008 -2009</p>	6% increase in recruitment of females/ Males to non	<p>Two new routes established in cleaning for local authorities staff and in barbering.</p>

No	Gender	Race	Disability	Action	Lead	Outcome	By when	Progress
				employers to engage with new routes.			traditional apprenticeships by end of 2010	

No	Belief	Age	Sex.O	Gen. Ind.	Action	Lead	Outcome	By when	Progress
LEARNERS									
1.	Continue to set targets in achievement, retention and success rate in respect of age								
		✓			Targets for achievement, retention and success rates in all Sector QIPs	VP CLE Directors	5% increase in the average success rate analysed by age	Sept 2009	<p>Success rates 2008 For 16-18 Success rates have improved on the previous year. Success rates on long courses have improved by 5%, while success rates on short courses have improved by 15%</p> <p>The Success rate for 19+ long courses was 5% below the College overall average and has not improved on the previous year.</p> <p>The Success rate for 19+ on short courses was 97% and a 4% increase on the previous year</p>
2.	Continue to monitor and improve the satisfaction rate of learners year on year								
		✓			Areas of low learner satisfaction identified and actioned	Head of Quality	5% increase in retention 2008-09/10, analysed by age	Sept 2009/10	<p>Induction Survey 16-18 learners are on the whole less satisfied than 19+ learners</p>

No	Belief	Age	Sex.O	Gen. Ind.	Action	Lead	Outcome	By when	Progress
3.	Continue to carry out regular equality impact assessments on all relevant College policies, procedures and processes								
	✓	✓	✓	✓	Complete Annual programme of Equality Impact Assessments	Director HR	Annual report highlights the changes made and recommended to ensure equality of opportunity	June 2009/10	On Target
4.	Ensure that beliefs, age, sexual orientation and gender identity equality are presented positively in lessons and harassment or bullying are challenged appropriately by staff								
	✓	✓	✓	✓	Learners are made aware of the value placed upon equal opportunity and that action will be taken in the event of any discriminatory behaviour All teaching staff to receive a training session on how to promote Equality and Diversity in lessons	VP CLE Director s	Learners feel safe at College and in the classroom resulting in a 5% increase in their satisfaction rate for this question in the learner questionnaires	June 2009/10	Part of the all Staff Training Day on the Single Equality Scheme on July 7 th 2009
5.	Devise and implement an Anti Bullying and Harassment Policy to combat discrimination and break down barriers to social and community cohesion								
	✓	✓	✓	✓	Consult learners, staff and governors on the policy Implement policy	Director 14-19	Year on year reduction in the number of incidents of bullying related to age, belief, sexual orientation, gender identity	June 2010	Policy is currently being implemented 2008-2009

No	Belief	Age	Sex.O	Gen. Ind.	Action	Lead	Outcome	By when	Progress
6.	Continue to celebrate Equality and Diversity and achievement throughout the year to raise student aspirations and break down barriers to social inclusion								
	✓		✓		Organize a range of events during each year to cover religious festivals and other cultural events	Director L I & S	Contribution to 5% rise in retention and achievement in 2008-2009	Sept 2009	Religious festivals celebrated Eid ul-Fitr, Rosh Hashanah, Divali, Islam awareness week, Christmas, Newroz (Kurdish New year), St Patrick's Day, Chinese New year Other celebrations Lesbian Gay Bisexual Trans month
STAFF									
1.	Ensure there are processes and practices to include and support staff who are under going gender re- assignment								
				✓	Establish internal procedures and disseminate	Director HR	Procedure in place. All staff aware and trained as necessary	June 2009	Procedure in place 2008
2.	Continue to systematically impact assess all of the relevant policies and procedures to eliminate discrimination against staff with regards to belief, age, sexual orientation and gender identity equality								
	✓	✓	✓	✓	Complete Annual programme of Equality Impact Assessments	Director HR	Annual report highlights the changes made and recommended to ensure equality of opportunity for staff	June 2009/10	On target

No	Belief	Age	Sex.O	Gen. Ind.	Action	Lead	Outcome	By when	Progress
GOVERNORS									
1.	To inaugurate an Equality and Diversity training programme for all governors								
	✓	✓	✓	✓	Plan programme of training for governors and implement	The Principal	All governors aware of their responsibility under the Equality Bill 2009 as regards belief, age, sexual orientation and gender identity 100% of governors trained	Sept 2009	Planning process has begun June 2009 for September 2009
EMPLOYERS AND PARTNERS									
1.	To continue to ensure that all College partners understand and implement policies procedures and processes to promote equal opportunities								
	✓	✓	✓	✓	Carry out equality of opportunity checks as part of the assessment of a suitable partner Ensure all work based learners are aware of what constitutes harassment	Director VS	Records show that partners' procedures are effective and work based learners are protected from harassment and discrimination	July 2008/09/10	All learners are aware of their rights and workplace reviews monitor progress on all aspects of their employment including equal opportunities