

Single Equality Scheme Policy

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Statement of Intent

- 1.1** USP College (the college) is committed to promoting equality and diversity through all its activities including the delivery of high quality teaching, learning and assessment. It believes fully in promoting equality of opportunity, access, dignity and fairness.

- 1.2** The Single Equality Scheme meets the requirements of the Equalities Act 2010 which replaced all previous equality legislation. The Act provides a single, consolidated source of discrimination law.

- 1.3** The Equalities Act brings together under one single piece of legislation:
 - a. Disability Discrimination Act 1995 and 2005
 - b. Special Educational Needs and Disability Act 2001
 - c. Employment Equality (Age) regulation 2006
 - d. Employment Equality (Religion and Belief) Regulations 2003
 - e. Employment Equality (Sexual Orientation) Regulations 2003
 - f. Equality Act 2006
 - g. Equal Pay Act 1970
 - h. Human Rights Act 1998
 - i. Race Relations Act 1976
 - j. Sex Discrimination Act 1975.

The Equality Duty

- 2.1** The Equality Duty is set out in section 149 of the Act. The Equality Duty is a duty on public bodies and other organisations carrying out public functions.

- 2.2** It ensures that public bodies consider the needs of all individuals in their day-to-day work in shaping policy, in delivering services, and in relation to their own employees.

- 2.3** The new Equality Duty supports good decision-making – it encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs.

The Equality Duty Aims

- 3.1** The Equality Duty has three aims;

- a. It requires public bodies to have due regard to the need to:
 - i. **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act.
 - ii. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
 - iii. **Foster good relations** between people who share a protected characteristic and people who do not share it.
- b. Having due regard to the need to advance equality of opportunity involves considering the need to:
 - i. Remove or minimise disadvantages suffered by people due to their protected characteristics.
 - ii. Meet the needs of people with protected characteristics.
 - iii. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

3.2 Fostering good relations involves tackling prejudice and promoting understanding between people who share a **protected characteristic** and others.

Protected Characteristics

4.1 The Equality Act 2010 (also known as the Act) states the individual characteristics which are protected by law:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Pregnancy and maternity
- e. Race - this includes ethnic or national origins, colour or nationality
- f. Religion or belief
- g. Sex
- h. Sexual orientation

- i. Marriage and civil partnership (only in respect of the requirement to have due regard to the need to eliminate discrimination).

4.2 Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic - such as providing computer training to older people to help them access information and services.

4.3 The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs

4.4 The socio-economic background of an individual is not one of the protected characteristics under the Equality Act 2010. However, within the educational environment the college considers this when guiding and supporting students through their time at the college. Where students are from an area of high deprivation they may have low prior educational attainment and low expectations which may influence negatively on their achievement.

Implementing the Equality Duty

5.1 The college consciously considers the three aims of the Equality Duty as part of the process of decision-making.

5.2 The college ensures that the following principles are followed:

- a. **Knowledge** - those who work within all areas of the college need to be aware of the requirements of the Equality Duty and approach decision making with the Equality Duty in mind
- b. **Timeliness** - The college ensures that the Equality Duty is complied with at the time that a particular policy is under consideration or decision is taken
- c. **Real Consideration** - The College considers the three aims of the Equality Duty and ensures that they form an integral part of the decision-making process. It recognises that the Equality Duty is not a matter of box-ticking but that it is approached with rigour and with an open mind
- d. **Sufficient Information** - The college supports staff making decisions to consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty

- e. **No delegation** - The college ensures that any third parties which exercise functions on their behalf, such as sub-contractors are required to comply with the Equality Duty, and that they do so in practice
- f. **Review** - The College ensures that the aims of the Equality Duty are applied not only when a policy is developed and decided upon, but also when it is implemented and reviewed.

How does USP College implement the Equality Duty?

6.1 Principles

- a. Promoting equality of opportunity for all
- b. Elimination of unlawful discrimination for students, staff and other stakeholders using Equality Assessment when reviewing policies, procedures and practices in every aspect of College business but predominantly:
 - i. Curriculum
 - ii. Support Services
 - iii. Human Resources.
- c. Providing a high quality training programme that informs staff and students of the requirements of the Equality Act, develops the principles of British Values, fosters good relations and promotes positive attitudes through high expectation of behaviours.
- d. Ensuring that all facilities, materials, products and services are accessible to staff, students, visitors and other stakeholders.
- e. Promoting a culture of tolerance and to celebrate diversity in our student body including Learner Voice activities and representation on key committees including Equality and Diversity Committee and Lesbian, Gay, Bisexual, Trans, Queer/Questioning (LGBTQ+) group and the chaplaincy.
- f. Teaching, learning and assessment embeds and develops diversity and equality of opportunity to promote a culture of understanding and tolerance.
- g. Ensure that equality and diversity is embedded into recruitment processes at all stages and that all staff feel valued at the college.
- h. The college will gather and report on equality matter for both staff and students to the Senior Management Team, the Equality and Diversity Committee to ensure that no group is disadvantaged and that students in the protected categories achieve at least as well as their peers.

- i. Safeguarding takes account of the requirements of the Equality Duty and that issues of bullying and harassments are treated as serious matters.

Equality Objectives

- 1.1 To ensure that all staff are treated fairly throughout all stages of recruitment processes and procedures.
- 1.2 To ensure that workforce profile represents that of the local area and reflects the student population.
- 1.3 To ensure that students are treated fairly at all stages of the learner journey from application to exit and that all students have equal access to learning. Where appropriate that reasonable adjustments are made.
- 1.4 To ensure that all groups of students achieve at least as well as their peers through robust monitoring of achievement data and interventions to be put into place to address any gaps.

Structure at USP College

- 1.1 The college has an Equality and Diversity Committee, which includes a cross section of staff from across the College. The Equality and Diversity Committee considers issues related to staff and to students with Human Resources taking overall responsibility for staff equality and diversity and Student Services taking responsibility for students.
- 1.2 The college implements action plans to ensure that the principles of the Equality Duty are monitored regularly through the Equality and Diversity Committee as a result of the annual Equality and Diversity Impact Measures report.

Equality Impact Assessments

- 1.1 The college is committed to ensuring that no groups of students or staff are affected negatively by any of its policies, procedures or practices with specific reference to those with protected characteristics.
- 1.2 The college will annually review and report on the following, providing both qualitative and quantitative data to ensure that no groups of students or staff are disadvantaged and

where there are any differences in performance or any negative impacts the college will identify the action taken to address that impact.

- a. Student recruitment profile
- b. Student achievement including pass rates and retention rates
- c. Learner voice (across college and specific focus groups)
- d. Student complaints
- e. Student disciplinaries
- f. Staff recruitment profile
- g. Staff complaints
- h. Staff disciplinaries
- i. Staff survey.

1.3 An appropriately competent member of staff, in accordance with the policy list, reviews all policies and procedures annually. The staff writing or reviewing policies are required to consider the impact of the policy or procedure on different groups of staff and students. Policies are approved by a member of the Senior Management Team to ensure their compliance with the Equality Duty.

Single Equality Scheme Action Plan

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
Leadership and Management (David Dolling – Deputy Principal)	1. Equality priorities are in place and shared with all staff	1a. Students and staff inductions make clear College values and behaviours	Andy Shepherd - Head of Student Services/ Lorraine Stoten - Head of Human Resources/Hannah Austin – Head of TLA	September 2019	Hannah – Teacher induction briefing includes values and behaviours Lorraine – This is included in the Induction Programme Andy – from a student perspective. This is covered through induction and reinforced in early tutorials. Susie – Clear values and behaviours are set out in individual apprentice agreement which is signed by each apprentice.	Hannah to ensure induction materials for teachers include the values and behaviours Staff induction has been reviewed and is mandatory.
		1b. Equality and Diversity objectives are in place and published in the E&D Annual Report	David Dolling Deputy Principal/Andy Shepherd - Head of Student Services / Lorraine Stoten - Head of Human Resources	November 2019	Objectives agreed/annual report not yet written	Annual report to be written by November
	2. Equality objectives are monitored regularly by the senior leadership team	2a. Single Equality Scheme to be agreed by SLT and Governors	David Dolling Deputy Principal	October 2019		Due to go to Governors in October
		2b. Equality and Diversity Action Plan to be completed and reviewed regularly at E&D Committee	David Dolling Deputy Principal/Andy Shepherd - Head of Student Services / Lorraine Stoten - Head of Human Resources	October 2019		
		2c. Self-assessment and Quality Improvement Plans report on E&D	James Parker – Head of ACE	November 2019		Due for completion in November

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
		2d. E&D is embedded into teaching, learning and assessment	Hannah Austin – Head of TLA	September 2019	SOW overview demonstrate where opportunities are present and where gaps need to be addressed in planning. Audit planned for w/c 23/09/2019 to indicate support/development needs for individuals.	
	3. Policies and procedures are effective in promoting E&D	3a. Policies and procedures to be reviewed and impact assessed at senior management level	Clare White – VP	September 2019	Lorraine – E&D impact assessment attached to all reviewed policies	
	4. Strategies are in place to communicate with the local community and promote good working relations	4a. Single Equality Scheme and Annual equality Report published on website	David Dolling - Deputy Principal	December 2019	Susie – Essex Provider Network meetings – JR/SP going forward	Due in December
		4b. Equality and Diversity area to be available on website	Andy Shepherd – Head of student services	November 2019		Andy – red now but will work with colleagues and students to have ready by November 2019
	5. Governors have a good understanding of their legal duties related to Equality and Diversity	5a. Face to face training to ensure that Governors know and understand their legislative duties	Sue Glover – Clerk to Governors	November 2019		
Student Engagement (Andy Shepherd – head of Student Services)	6. Students have a good understanding of E&D principles	6a. E&D is embedded into Tutorial provision for all learners	Hannah Austin – Head of TLA	September 2019		Although planned, progress coach staffing is inconsistent. Big push and reset of this from October

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
	within the College	6b. Students know and understand the protected characteristics	Hannah Austin – Head of TLA	September 2019		Progress coach's schemes do not have this explicitly. This will be planned and delivered from October
		6c Apprentices receive good tutorial/review provision to ensure that they understand Equality and Diversity, particularly in the workplace	Susie Phillips – Head of Apprenticeships	September 2019		Strong tutorial at ITEC for apprentices
	7. Different groups of students achieve at least as well as each other and where there are differences these do not exceed 3%	7a. Mechanisms are in place to collect and monitor student achievement data for protected characteristics and disadvantaged	Scott Bowak – Director MIS/James Parker – Head of ACE	October 2019		Scott - Achievement still being finalised by access to data aggregated for protected characteristics is available
		7b. Student achievement for different groups is reported to senior leaders and to the Governing Body	Scott Bowak – Director MIS/James Parker – Head of ACE	December 2019		Achievement by disadvantaged/High needs/LLDD/ethnicity are live throughout the year and regularly reviewed by all curriculum staff
	8. Students are recruited with integrity ensuring that all students have equality of opportunity to access education	8a. Impartial advice and guidance processes are reviewed to promote equality of opportunity	Linda Hull - Head of Admissions	September 2019	Linda - Arrange IAG and course training in line with Admissions USP Way Ofsted readiness process	Part of USP Way document have more regular training for IAG throughout the year
					Susie – Interviews are conducted by the Business Team and individualise and support	AS – looking at delivering training for listening skills and

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
					offered for each apprentice.	questioning techniques
		8b. Reasonable adjustments are made at recruitment stage and risk assessments are put into place to maximise opportunities for students to access learning	Linda Hull – Head of Admissions/Heads of Learning	September 2019		A range of adjustment opportunities in place from application stage. Admissions work with Well-Being team and ALS team for risk assessments and ensuring inclusivity.
	9. Equality and Diversity is embedded effectively into teaching, learning and assessment	9a. Moodle materials promote equality and diversity – all courses to include E&D related to provision audit of VLE	Hannah Austin – Head of TLA/James Parker – Head of ACE/ Heads of Learning	November 2019	Meeting to be arranged with James Parker to plan.	Need to come up with suitable assessment for Moodle. Can use and adapt other colleges forms not going to happen this month more November 19
9b. 90% of courses record well embedded equality and diversity for the course		James Parker – Head of ACE/ Heads of Learning	September 2019		Planning demonstrates good opportunities. JP to carry out learning walk audits to triangulate.	
9c. Learners have a good understanding of Equality and Diversity and British Values being developed in lessons		Hannah Austin – Head of TLA/Heads of Learning	September 2019		Planning demonstrates good opportunities. JP/HA to carry out learning walk audits to triangulate.	

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		9c. Learner Voice activities demonstrate a good understanding of Equality and Diversity	Andy Shepherd – Head of Students Services	September 2019		Good practice but in consistent working on Sarah Maguire. Andy – some evidence but needs more consistent approach to promotion and awareness training is needed.
	10. Learners have good accessibility to all areas within the College	10a. Updated access audits for main site to be reported to senior leadership team	Murray Higgs – Head of Estates	December 2019		MH to carry this out within three weeks
		10b. Due regard is given to Apprentices with disabilities to access the workplace	Head of Facilities and Estates/ Commercial Development Director	December 2019		Historical information demonstrates good due diligence practice but this need to be formalised and reported
	11. Faith rooms/quiet rooms accessible to learners of all faiths and those of non-faith	11a. Learner feedback demonstrates that learner satisfaction in use of faith room is high and above 95%	Andy Shepherd – Head of Student Services	September 2019		Not called Faith Room having a meditation room/ reflection room to be more inclusive. Quiet Room also behind Student Services. Need to work with Steve Hendy for Blue Room's in each department area within the College.
Human Resources (Head of Human Resources - Lorraine Stoten)	12. Workforce Strategy identified key quality objectives in relation to the local area	12a. EDIMs are in place and reflect local workforce	Lorraine Stoten - Head of Human Resources	October 2019	Susie – JR Business Team	Historical data recording due to merger means at present only basic information available. New system 'cintra' will result in robust

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
						reporting within which to do full EDIMS analysis. To come to E & D committee by November
	13. Workforce data is reviewed annually to identify trends and plans and strategies are in place to address gaps	13a. Staff data reported to senior leadership team and Governors in Annual Equality and Diversity Report	Lorraine Stoten - Head of Human Resources	November 2019		As above
		13b. Equality and Diversity questions in staff survey	Lorraine Stoten - Head of Human Resources	Nov 2019		To be reviewed and noted in survey due in October 2019 Susie – Reports collated for 17-18, survey due
		13c Staff satisfaction/forums related to protected characteristics e.g. LGBTQ+	Lorraine Stoten - Head of Human Resources	Dec 2019		Noted as an outstanding action. LS to ensure this occurs by end of November
		13d Gender pay comparisons reported in annual E&D Report	Lorraine Stoten - Head of Human Resources	November 2019		
	14. Management and staff training in place for all staff	14a. CPD Plan for Equality and Diversity	Clare White - VP	September 2016		Completed. Staff training to take place Term 1
	15. Bullying and harassment incidents are monitored and	15a. Monitor complaints and grievances and report to E&D Committee	Lorraine Stoten - Head of Human Resources	November 2016		In progress and in line with the complaints received centrally

	Aim	How will this be done	Responsibility	Deadline Date	Termly Update (RAG Rated)	Comments
	appropriate action is taken	and to senior leadership team and Governing Body				Susie – Complaints file and anti-bullying policy in place
Safeguarding (Head of Student Services - Andy Shepherd)	15. Safeguarding Strategy and policies are in place for staff and students and are reviewed annually	15a. Safeguarding Policies are in place	Andy Shepherd – Head of Students Services	September 2019		
		15b. Safeguarding Committee monitors action plan	David Dolling - Deputy Principal/ Andy Shepherd – Head of Students Services	September 2019 (then monthly)		Will be built in to E & D committee from October
		15c. Annual Safeguarding Report to Governors including staff and students	Andy Shepherd – Head of Students Services	September 2019		Andy – Completed
External Awards	16. To achieve accreditation for high quality Equality and Diversity performance		Lorraine Stoten – Head of human Resources	Nov 19		Lorraine – this is extremely costly. Looked into this before and budget did not allow. Susie – Matrix & Investors in People held by ITEC. Identify what other external awards there are to be used.