

Single Equality Scheme

Valid from 2018/19

to 2019/20

Owner Vice Principal Curriculum & Quality

Committee approval SLT

Approval date 26 April 2019

Board of governors' committee

Approval date

Board approval necessary

Date of Board approval

Revision history

Included reference to SEND reforms, subcontracted provision. Strengthened reference to pastoral curriculum. Update TOR of Inclusion and Impact Committee. Incorporated multifaith statement.

Single Equality Scheme 2018/19

1. Introduction

Stanmore College is committed to a Single Equality Scheme which meets the requirements of the Equality Act 2010 and aims to provide equality of opportunity and create a community in which diversity is valued. The College seeks to provide a positive learning and working environment, free from discrimination, harassment or victimisation.

2. Equality Values, Principles and Standards

This policy is underpinned by the following values, principles and standards:

- equality and social justice
- respect for others
- acknowledging and valuing diversity
- elimination of all forms of prejudiced attitudes and discriminatory behaviour
- commitment to inclusive education which enables and assists all students to develop their full potential
- commitment to the positive development of all staff and governors
- accountability for compliance with this policy for all members of the College community and others engaged in College business or activities

3. Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the 3 previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The College is required to publish information to show its compliance with the Equality Duty which means that the information must show that it has due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

The College also takes into account the SEND reforms. For the purposes of this policy, and with regard to the SEN (Special Educational Needs) Code of practice, we use the following:

Definition of SEN: *A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

4. The College's Single Equality Scheme will:

- ensure equality of access to all potential students.
- ensure that all students enjoy equal access in terms of curriculum, assessment, support services and resources.
- ensure that discrimination, harassment and victimisation are not tolerated under any circumstances.
- work towards a staff team that reflects and complements our communities and clients.
- ensure that all members of staff understand the significance of equality of opportunity and know how to implement it in their work.
- ensure that effective systems for the monitoring and evaluation of equal opportunities are in place.
- comply with all current equalities legislation including the Equality Act 2010

5. Policy implementation

The College will ensure that this policy is implemented through the following measures:

- 5.1 publishing course information that promotes equality of opportunity and is free from explicit or implicit discrimination.
- 5.2 providing written entry criteria which are free from any form of discriminatory practice.
- 5.3 providing application and enrolment procedures which are free from any form of discriminatory practice
- 5.4 providing impartial guidance for all applicants to ensure their placement on appropriate courses which offer success and progression.

- 5.5 providing relevant learning support to students with additional learning needs, to enable all students to have an equal opportunity of completing successfully.
- 5.6 ensuring that the curriculum meets and reflects the diversity of our potential and current student body and the community.
- 5.7 where relevant, ensuring that issues relating to the 9 protected characteristics are central to curriculum delivery and embedded within the teaching of subjects as a cross-curricular theme.
- 5.8 ensuring that all teaching and learning materials include positive images in respect of the 9 protected characteristics.
- 5.9 ensuring that all assessment strategies and materials are fair and reliable.
- 5.10 where relevant, ensuring that issues relating to the 9 protected characteristics are central to tutorial delivery and the pastoral curriculum
- 5.11 ensuring that all students have equal access to the full range of support services within the College, and that the proactive promotion of these services is published through a wide range of methods in order to ensure all students are aware of the support services available to them
- 5.12 having a recruitment policy which positively supports equality of opportunity.
- 5.13 encouraging and enabling under-represented staff groups to compete for promotion.
- 5.14 providing staff development to meet the training needs of staff to work with disadvantaged groups and individuals.
- 5.15 ensuring that all newly appointed staff, full and part-time, attend an induction programme.
- 5.16 ensuring that all members of staff attend equal opportunities training on a regular basis.
- 5.17 monitoring data on student applications, enrolment, retention and achievement in terms of ethnicity, gender and disability with a view to comparing trends and highlighting and improving any imbalances identified.
- 5.18 monitoring student progression in terms of ethnicity, gender and disability, including progression within the College and progression into other educational institutions and, where possible, progression to employment.
- 5.19 monitoring staff recruitment in terms of the protected characteristics other than marital status and pregnancy.

5.20 ensuring that other providers that the College works with on a collaborative or subcontracted basis are also following our expectations in terms of their policies and implementation of equality of opportunity principles.

6. Compliance

6.1 Staff and students who are in breach of the policy will be subject to action under the appropriate disciplinary procedure.

6.2 Contractors and members of the public who act in a discriminatory manner will be banned from College premises.

6.3 This policy will be reviewed annually and amended/updated, as required, to comply with current legislation, by the College's Inclusion and Impact Committee.

7. Inclusion and Impact Committee

The terms of reference are:

- i) To draw up and oversee the implementation of an annual Inclusion and Impact Action Plan
- ii) To review:
 - a. Student services calendar of events
 - b. Enrolment and induction process
 - c. Promotional literature and marketing events, website, etc
 - d. Teaching learning and assessment
 - e. Access to student support services eg: welfare, learning support, enrichment, advice and guidance etc
 - f. Enrichment activities and educational trips and visits
 - g. Management information data that is shared in order to monitor our commitment to I&I
 - h. Staffing processes around recruitment, training and development
 - i. Parental engagement strategy
 - j. Physical access to the buildings and signage
 - k. Review impact assessments of recently updated policies
 - l. To review and report to SLT on any achievement gaps identified in student achievement data.
- iii) To report and make recommendations to the Senior Leadership Team on matters concerning equality and diversity
- iv) To prepare an annual report for the Board of Governors.

The committee meets at least once a term to oversee the Impact Assessment of all College Policies. It will either meet as a separate group or appended to an existing meeting.

8. Dissemination of the Single Equality Scheme

- A copy of the Single Equality Scheme will be available on the website and intranet.
- All new staff will receive induction training in Equality and Diversity.
- All students will be given a summary of the Single Equality Scheme at induction.

9. Stanmore College strives to create a harmonious interfaith environment through its links with local communities. The College:

- Facilitates relevant multi-faith activities/discussions
- Displays information on festivals taking place during the year
- Provides a multi-faith room for private reflection and prayer.

10. Associated Policies

- Staff Recruitment Policy
- Fit to Study Policy (students)
- Admissions Policy (students)
- Disciplinary Policy (staff)
- Grievance Policy (staff)
- Bullying and Harassment Policy (staff)
- Anti-Bullying Policy (students)
- Tutorial Strategy
- Learner Voice Strategy
- Additional Learning Support Strategy
- Student Induction Strategy