

NELSON AND COLNE
COLLEGE

Single Equality Scheme 2009-2012



A LONG-STANDING TRADITION OF EXCELLENCE

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Introduction

This Single Equality Scheme is the College's response to the statutory general and specific duties outlined in the Race Relations Act 1976, the Amendment Act 2000, the Disability Discrimination Act 1995 (DDA), the Amendment Act 2005 and the Equality Act 2010.

The Single Equality Scheme outlines Nelson and Colne College's longstanding commitment to ensuring that equality and diversity is placed at the heart of what we do and works actively towards eliminating discrimination, harassment and bullying because of race, ethnic origin, disability, religion or belief, gender, sexual orientation, age or any other grounds. We will ensure that staff, students and their sponsors (including work placement providers) are aware of the value placed upon equality and diversity and will address disadvantage, and raise the aspirations of both present and potential learners.

Equality is about treating individuals fairly, supported by legislation designed to address unfair discrimination. Diversity is about the recognition and valuing of difference for the benefit of the organisation and the individual. Equality and diversity are not interchangeable, but are dependent. There is no equality of opportunity if difference is not recognised and valued.

Nelson and Colne College has a diverse catchment. The College is proud of its diversity and welcomes the way in which diversity enriches the life of the College and the experience of all students, staff and visitors.

We aim high to deliver excellence in all aspects of our work and recognise that the effective promotion and implementation of the Single Equality Scheme do more than comply with the present legislation for equal opportunities.

This Scheme explains how Nelson and Colne College plans to meet its statutory duties to promote race, disability and gender equality. The Scheme will also act as a framework for compliance with other legislation and policy guidance outlawing discrimination on the grounds of age, belief or sexual orientation.

Leadership and commitment at all levels are central to the success of the Scheme.

The Scheme is very much a living document and we seek and welcome the views of interested stakeholders as part of feedback and to influence its development over time.

Equality Legislative Framework

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- The Race Relations Act 1976
- Sex Discrimination Act 1986
- Disability Discrimination Act 1995
- Special Education Needs and Disability Act 2000 (SENDA)
- Race Relations (Amendment) Act 2000
- Employment Equality (Religion and Belief) Regulation 2003
- Employment Equality (Sexual Orientation) Regulation 2003
- Disability Discrimination Act 2005
- Equality Act 2010
- Employment Equality (Age) Regulations 2006

Equality Vision, Values and Principles

Vision:

“Pendle’s first choice for learning and success”

Mission:

To be the centre of excellence in education and training for the communities we serve, working in partnership to achieve success for all. We will:

- deliver the highest standards of teaching and learning
- offer outstanding and relevant provision to young people, adults and employers
- value and support all our students so that they achieve their full potential
- be proactive in removing barriers to learning and progression

Each learner, member of staff, visitor or contractor can be expected to be treated in accordance with the following values:

- put the student first
- pursue excellence in all we do
- act with integrity and honesty
- work together for our community
- use our resources wisely and fairly

Our vision is to create an environment that is open to all and enables everyone to achieve their full potential. In doing so, we seek to evolve a culture where all staff and students take responsibility for eliminating discrimination and promoting equality.

We aspire to develop a learning and working environment that surpasses the minimum legal requirements of both DDA and SENDA legislation, the Race Relations Act 1976, the Amendment Act 2000 and the Equality Act 2010, working on applications that are tangible and intangible. Our policies and processes support and embed inclusivity into all that we do.

We aim to increase the numbers of disabled and ethnic minority people choosing to work or learn in the organisation so that they are not under-represented in the student or staff population. We will take a number of positive actions to readdress the disability and race imbalance in our staffing profile and curriculum areas.

Our Commitment to Equality and Diversity

We will:

- Actively promote equality and diversity throughout all functions.
- Ensure all members and prospective members of the College's community are treated equally and with respect and dignity
- Be pro-active in providing all our students and staff with the equal opportunity to achieve their full potential
- Actively identify and eliminate all forms of discrimination, whether overt, covert, or by omission
- Use equality and diversity data to narrow any achievement gaps in students' overall success
- Recognise the hard work of staff and students in creating an environment that promotes equality and diversity
- Comply with all current relevant legislation
- Work with all of our community to identify and remove barriers to learning and progression through the provision of high quality Information, Advice and Guidance (IAG)
- Work with students and staff to create an environment that promotes equality of opportunity and is free from unlawful discrimination, harassment or victimisation of any kind
- Ensure teaching and learning takes individual needs into account
- Value and support our students so that they achieve their full potential
- Embed good practice that will allow students to achieve their full potential through individual action

- Ensure staff are effectively trained to address and actively promote equality and diversity with sensitivity
- Promote a culture of integrity and honesty, which encourages the College community to identify and tackle institutional barriers, without blame and to the benefit of all

Alignment with strategic priorities

Equality and Diversity is an integral part of the College's thorough and rigorous quality assurance and strategic planning processes. Staff analyse student participation and success by gender, age, ethnic group and learning disability support need. Any significant issues that arise from this data will be included in Divisional Self Assessment Reports (SARs). The SARs and associated action plans are updated throughout the year. This data will also be used to set targets for narrowing achievement gaps.

The College's strategic plan has a chapter specifically dedicated to equality and diversity. There is a clear expectation that all resulting equality and diversity action plans will become embedded within Divisional plans. These plans will be monitored and updated continuously throughout the year.

Leadership and management

The equality and diversity agenda across college has the full support of the College management team (both senior and middle managers). The College has an equality and diversity working group, chaired by the Director of HR which meets termly. This group has wide cross-college representation and focuses on putting strategic plans into operational actions / targets and monitors their achievement. Reports are presented to Governors annually.

Summary of Responsibilities

The **Board of Corporation** is responsible for ensuring that the Single Equality Scheme is in place and that the College meets its obligations.

The **Principal** is responsible for providing overall direction and leadership in promoting and monitoring the Single Equality Scheme.

The **Director of Human Resources** is responsible for ensuring the Equality Action Plans are monitored and becomes embedded within the college's self-assessment and strategic planning processes.

The **Assistant Principal - Student Support** is responsible for ensuring students are enabled to declare their disabilities and discuss their support needs in a positive environment. There is also a responsibility to work within the business planning process to seek to ensure that sufficient funding is available to meet agreed needs including making reasonable adjustments to the overall environment. Students will be actively involved in identifying and monitoring their support.

The **Head of Support (Inclusive Learning)** will ensure data is collected in the most effective format to bring about change and will work closely with the MIS Manager to do this.

The **Human Resources Manager** is responsible for providing accurate data to inform all aspects of planning for disabled staff. Monitoring will be undertaken to provide a picture of the College staffing profile in order to establish a baseline in terms of current representation and realistic improvement target.

Middle Managers are responsible for ensuring that the Equality Action Plans are embedded within their Divisional Planning process by identifying specific targets for each team. This will include identifying and providing for the training needs of all staff and being proactive in meeting the needs of disabled staff.

The **Equality and Diversity Working Group** are responsible for driving the equality and diversity strategy for the College; updating and monitoring Equality Action Plans; completing some equality impact assessments and monitoring progress against a 3-year schedule and determining the staff development needs from an equality and diversity perspective.

All staff are responsible for eliminating discrimination and promoting equality in all aspects of their work.

The College recognises that all of its staff and students have a duty to support and uphold the principles contained in its Single Equality Scheme and supporting policies. The commitment of all members of the College's community is required to make the scheme a success.

Background - The Race Equality Duty

This Race Equality Duty is introduced in the context of the Race Relations 1976 and the Amendment Act 2000 and meets the duty placed on all public sector providers having due regard to:

General duties

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

Specific duties

- Assess and consult on the likely impact proposed policies will have on the promotion of race equality found in our race equality impact assessment guidance
- Monitor policies for adverse impact
- Publish the results of the impact assessments, consultation and monitoring
- Make sure the public have access to information and services
- Train staff on both the general and specific duties
- Review the list of functions/policies at least every three years

The College will meet the duties by:

- making a commitment to positive action in relation to race and ensuring that this is monitored via mainstream planning, i.e. Strategic Plan monitoring and Senior Management Team monitoring.
- producing an annual race action plan
- developing systematic arrangements to assess the impact of race equality procedures, i.e.
 - the recruitment and career progression of BME (Black and Minority Ethnic) staff
 - the training and development of all staff on Equality and Diversity (specifically Race)
 - the career development of BME staff
 - performance appraisal and target setting
 - complaints of discrimination and harassment
 - learner enrolments, retention and achievement
 - fostering of cohesion and good relations
- publishing the outcomes of our monitoring in a format accessible to a number of audiences, including the BME community
- to actively involve members of the BME community in our planning and monitoring procedures

The Race Equality Scheme falls under the umbrella of the Single Equality Scheme and will be

embedded within strategic planning and self-assessment processes.

Background - The Disability Equality Duty

This Disability Equality Duty is introduced in the context of the DDA Act 1995 and the Amended Act 2005 and meets the duty placed on all public sector providers having due regard to:

General duties

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

Specific duties

- Publish a Single Equality Scheme including disability which includes:-
 - Information about how disabled people have been involved in its development
 - The College's methods for undertaking impact assessments
 - An action plan setting out the steps it will take to meet the general duty
 - Arrangements for gathering information on the effect of the College's policies and practices on disabled people
 - Arrangements for using this information, including reviewing the effectiveness of the action plan and preparing subsequent Single Equality Schemes including disability

The College will meet the duties by:

- making a commitment to positive action in relation to disability and ensuring that this is monitored via mainstream planning, i.e. Strategic Plan monitoring and Senior Management Team monitoring.
- producing an annual disability action plan
- developing systematic arrangements to assess the impact of disability equality procedures, i.e.
 - the recruitment and career progression of disabled staff
 - the training and development of all staff on Equality and Diversity (specifically disability)
 - the career development of disabled staff
 - performance appraisal and target setting
 - complaints of discrimination and harassment

- learner enrolments, retention and achievement
- fostering of cohesion and good relations
- publishing the outcomes of our monitoring in a format accessible to a number of audiences, including disabled stakeholders
- to actively involve disabled stakeholders in our planning and monitoring procedures

The Disability Equality Scheme falls under the umbrella of the Single Equality Scheme and will be embedded within strategic planning and self-assessment processes.

Background - The Gender Equality Duty

This Gender Equality Scheme is introduced in the context of the Equality Act 2010 and meets the duty placed on all public sector providers having due regard to:

General duties

Elimination of unlawful discrimination and harassment

Promotion of equality of opportunity between women and men

Specific duties

- Publish a Single Equality Scheme including gender
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- To gather and use information on how the College's policies and practices affect gender equality in the workforce and in the delivery of services
- To consult stakeholders and take account of relevant information in order to determine its gender equality objectives
- To assess the impact of current and proposed policies and practices on gender equality
- To implement the actions set out in the scheme within three years, unless it is unreasonable or impracticable to do so
- To report against the scheme every year and review the scheme at least every three years

The College will meet the duties by:

- making a commitment to positive action in relation to gender and ensuring that this is monitored via mainstream planning, i.e. Strategic Plan monitoring and Senior Management Team monitoring.
- producing an annual gender action plan

- developing systematic arrangements to assess the impact of disability equality procedures, i.e.
 - the recruitment and career progression of staff by gender
 - the training and development of all staff on Equality and Diversity (specifically Gender)
 - the career development of staff by gender
 - performance appraisal and target setting
 - complaints of discrimination and harassment
 - learner enrolments, retention and achievement
 - fostering of cohesion and good relations
- seeking to actively involve stakeholders in our planning and monitoring procedures

The Gender Equality Duty falls under the umbrella of the Single Equality Scheme and will be embedded within strategic planning and self-assessment processes.

Involvement and consultation of stakeholders

Nelson and Colne College recognises the importance of consultation in all aspects of the development and implementation of its responsibilities for equality.

Involvement and consultation will give all groups a meaningful voice in the provision of their education and training, ensure higher satisfaction with service levels and help make best use of resources.

The College is committed to consultation on the on-going development of the Scheme's action plan and during impact assessments of relevant policies and procedures.

The College will take steps to actively engage with key groups as below:

Development of the Race Equality Scheme

The College has consulted with:

- Staff and students at the college through cross-college meetings, team meetings and briefings including focus groups
- The wider community, through active involvement of stakeholders through LSP sub group of Equality and Diversity, membership included: the local community, Police, Connexions, Youth and Community, National Health Trust, Voluntary Community Sector, the local Council and others

The Race Equality action plan is fully integrated into all College areas / processes. The plan is updated throughout the year; progress is monitored by the Equality and Diversity Group chaired

by the Director of HR; the HR Committee; the Quality and Standards Committee and the Senior Management Team.

Development of the Disability Equality Scheme

The College has consulted with:

- Representative focus groups of students who have disclosed a learning difficulty through the Additional Learning Support (ALS) system, including those with moderate to severe learning difficulties; mobility needs; sensory impairment; medical support needs; specific learning difficulties, including dyslexia, dyspraxia and Aspergers syndrome; learning difficulties arising from mental ill health; behavioural difficulties arising from ADHD. Students were from a range of age groups and included those from full and part-time programmes
- Students at the College, through meetings of the tutor group representatives who then consulted with and reported on the views of all members of their tutor group
- Staff at the college, via an electronic questionnaire, including those who have disclosed a disability to the HR team.
- The wider community, through active involvement in the Pendle Borough Council Disability Equality Scheme Consultative Strategy

The Disability Equality action plan is fully integrated into all College areas / processes. The plan is updated throughout the year, progress is monitored by the Equality and Diversity Group chaired by the Director of HR; the HR Committee; the Quality and Standards Committee and the Senior Management Team.

Development of the Gender Equality Scheme

The College has consulted with:

- Students at the College, through the Student Council, meetings of the tutor group representatives who then consulted with and reported on the views of all members of their tutor group
- Staff at the college through the Equality and Diversity forum, cross-college meetings, team meetings and briefings
- The wider community, through active involvement of stakeholders such as employers, parents and local schools

The Gender Equality action plan is fully integrated into all College areas / processes. The plan is updated throughout the year, progress is monitored by the Equality and Diversity Group chaired

by the Director of HR; the HR Committee; the Quality and Standards Committee and the Senior Management Team.

Equality Impact Assessments

The purpose of an Equality Impact Assessment is to improve the work of the College by making sure it does not discriminate and that, where possible, it promotes equality. It is a way to make sure individuals and teams think carefully about the likely impact of their work on equality target groups and take action to improve policies, services, strategies, procedures and functions. It involves anticipating the consequences of policies and projects on the target groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximized.

The College has a separate Equality Impact Assessment policy and a three-year schedule of assessments. The Equality and Diversity working group have responsibility for co-ordinating all impact assessments of the College's policies, services, strategies, procedures and functions.

Publication of the Equality Scheme and reporting mechanisms

The Single Equality Scheme 2009/2012 will be monitored regularly and reviewed annually. Annual action plans for race, gender and disability will be drawn up and monitored to ensure identified areas for improvement are addressed and strengths celebrated. Staff responsibilities will be clearly identified and it is anticipated that staff at all levels will be involved in the delivery of the action plans.

The Single Equality Scheme and the Action Plans will be published on the college web-site and staff intranet and will be available, on request, in a wide variety of alternative formats.

Appendix A: Race Equality Action Plan Template

No.	Objective	Action	Responsibility	Measuring Success	Timescale	Link to other policies
1	The College meets, in full, legislative requirements and actively promotes race equality and diversity amongst staff, students, employers, parents and other partners as a requirement of legislation					
2	The College ensures all training in race and cultural awareness is effective so that governors, managers, staff and students understand their roles and responsibilities in relation to disability equality					
3	The College sets challenging targets and uses data to monitor, analyse and improve engagement and performance of all students, by ethnicity, in order to maximise their full potential					
4	The College monitors the progress of BME students into non-traditional education and training routes					
5	The College monitors the ethnicity profile of staff in College with a view to ensuring equality of representation at all levels					
6	The College manages incidents and complaints specifically about race equality					

Appendix B: Disability Equality Action Plan Template

No.	Objective	Action	Responsibility	Measuring Success	Timescale	Link to other policies
1	The College meets, in full, legislative requirements and actively promotes disability and diversity amongst staff, students, employers, parents and other partners as a requirement of legislation					
2	The College ensures that all training in disability awareness is effective so that governors, managers, staff and students understand their roles and responsibilities in relation to disability equality					
3	The College sets challenging targets and uses data to monitor, analyse and improve engagement and performance of disabled students in order to maximise their full potential					
4	The College makes arrangements to ensure that all students with learning difficulties and or disabilities can participate fully and have the opportunity to give their views on provision					
5	The College manages incidents and complaints specifically about disability equality					
6	The College's buildings and facilities meet legal requirements					

Appendix C: Gender Equality Action Plan Template

No.	Objective	Action	Responsibility	Measuring Success	Timescale	Link to other policies
1	The College meets, in full, its legislative requirements and actively promotes gender equality and diversity amongst staff, students, employers, parents and other partners as a requirement of legislation					
2	The College ensures that all equality and diversity staff development initiatives include gender equality					
3	The College sets challenging targets and uses data to monitor, analyse and improve engagement and performance of students, by gender, in order to maximise their full potential					
4	The College monitors the progress of female and male students into non-traditional education and training routes					
5	The College manages incidents and complaints specifically about gender equality					
6	The College actively celebrates gender contributions from all student groups and cultures					
7	The College monitors the gender profile of staff in College with a view to ensuring equality of representation at all levels					