

 SINGLE EQUALITY SCHEME (SES) ACTION PLAN (2017-18)

Appendix B

 Aims:

* To eliminate unlawful discrimination, harassment, victimisation and any conduct prohibited under The Equality Act 2010 or subsequent legislation and remove barriers to access.
* To advance equality of opportunity between people who share a protected characteristic and people who do not share it.
* To foster good relations between people who share a protected characteristic and those who do not share it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Objective | Tasks | Evidence | By Whom | Target Date |
| 1 | To promote cultural understanding and awareness of equality and diversity across the College. | To ensure that appropriate policies and procedures are implemented to actively promote E&D among staff, learners, employers and other partners. | Policies and procedures regularly reviewed, monitored and disseminated. | NMT/SMT | Ongoing |
| To ensure that training in E&D is effective and governors, staff and learners understand their roles and responsibilities in relation to E&D. | Regular briefings for staff, students and Local Governing Body. | NMT/LH/SMT | Ongoing |
| To ensure that learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider.To ensure that Incidents and complaints specifically about equality, diversity and bullying are proactively managed and acted upon, including, where appropriate, providing counselling and support. | Dissemination of and accessibility of appropriate policies, procedures and services:* Bullying & Harassment Policy (review 2018)
* Whistle Blowing Policy
* Complaints Procedure (review 2018)
* Counselling
* Risk Assessment
* Reasonable adjustments
 | NMT/LH/SMT | See actions under evidence |
| To ensure that all learners can participate in learning, including those with learning difficulties and/or disabilities, work well and that learners have opportunities to give their views on the provision. | Open application system and all students making an application are interviewed. The Learning Support team assesses students and provides an appropriate support plan which is regularly monitored and reviewed.Tutorial Programme, New Student Survey, Learner Services Questionnaire to students & parents, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure. | NMT/LH/RMY | Ongoing |
|  |  | To ensure that equality and diversity is firmly embedded in the delivery of the College curriculum and tutorial programme. | Evidence provided by Schemes of Work, Tutorial Programme, SAR and surveys including New Student Survey, Learner Services Questionnaire to students and staff, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure. Sharing of cross curriculum team activities.Heads of Department to ensure that E&D is embedded in new teaching specifications. | NMT/LH/RMY/ SMTHODs | OngoingOngoing |
| To further develop the provision of information in a variety of different formats to meet individual needs in order to promote race, disability and gender equality. | Reports to SMT/EDC/Local Governing Body | NMT/LH | Ongoing |
| To develop and implement a programme of activities to promote equality and diversity issues. | Programme of events developed and delivered | NMT/LH | Ongoing |
| 2 | To ensure implementation of Prevent Strategy. | To ensure that awareness is raised amongst staff, governors and students of the College. | Prevent and Channel Assessment online training.Strengthen Prevent awareness during staff and student induction.Ensure Prevent awareness is raised within Tutorial Programme.Student Ambassador training to facilitate raising awareness amongst student body.Include as agenda item on termly Equality & Diversity Committee Meetings. | NMT/LHNMTNMT/JWRMYNMT/LH | OngoingOngoing OngoingYearlyTermly |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | To increase staff’s understanding and awareness of equality and diversity. | To develop and deliver appropriate equality and diversity awareness training for all staff and College users as appropriate. | Two Online Training programmes which all new staff undertake.Monthly briefings for staff & students  | NMT/LH | Ongoing |
| To ensure that equality and diversity awareness continues to form an integral part of induction training for new students and staff. | Induction programmes | NMT/LH | Ongoing |
| To ensure that line managers with staff and recruitment responsibilities understand their legal responsibilities. | Ongoing training provided | NMT/LH | Ongoing |
| To use the College website and Intranet to communicate and promote equality and diversity. | Current information accessible:-Single Equality Scheme (2015)-SES Action Plan and Annual Report-Public Sector Equality Duty Report-Equal Opportunities Statement-Bullying & Harassment Policy-Whistle Blowing Policy-E&D site on College Intranet | NMT/LH |  Ongoing |
| 4 | To consider, monitor, review and update the SES Action Plan and to produce the SES Annual Report | * Monthly meetings – NMT/LH
* Termly meetings – EDC/SMT/EC
* Annual Report – LGB
 | Reports to SMT/EDC/Local Governing BodyAnnual Report presented to Local Governing Body | NMT/LH/EDC | OngoingOct 2018 |
| 5 | To continue to review and establish measures for assessing the recruitment, retention and development of staff from equality target groups and those with protected characteristics. | To ensure as far as possible that the advertisement of posts is accessible to people with protected characteristics. | Increase in number of applicants from people with protected characteristics | NMT | Ongoing |
| To review all recruitment, selection and induction procedures to ensure that they continue to comply with the Equality Act. | Review of Recruitment & Selection Procedure | NMT | Oct 2018 |
| 6 | To ensure that people from equality target groups have equal access to services | To continue to review the physical environment in order to improve facilities, as part of any future plans associated with the College Property Strategy. | Reports to SMT/EDC/LGB | SMT/EDC/LGB | Ongoing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | delivered by the College. | To make appropriate reasonable adjustments. | Reports to SMT/EDC/LGB | NMT/AS/LH | Ongoing |
| To purchase auxiliary aids for students and staff with additional support needs as appropriate. | Reports to SMT/EDC/Local Governing Body | NMT/AS/LH | Ongoing |
|  |  | To ensure that the needs of LGBT and transgender students are taken into account inside and outside of College (overnight trips). | Consideration of need on a case by case basis. | NMT/LH/SMT | Ongoing |
| 7 | To ensure that organisations contracted to deliver services comply with their responsibilities under equality legislation. | At the Invitation to Tender stage, prospective organisations are requested to provide information about their equality and diversity policies and practices to ensure that they meet the minimum requirements of the Equality Act 2010.Specific questions are built into the selection and appointment process to develop and expand on the information provided with tender documents. | Reports to EDC/Local Governing Body | NMT/LH/JT/MR | Ongoing |
| 8 | To produce and monitor equality target group information and statistics. | To gather appropriate staff and student data and analyse its impact on groups sharing protected characteristics on an annual basis. | Staff and student surveys | MS/RMY for studentsNMT/LH for staff | July 2018 |
| To produce and publish the Public Sector Equality Duty Report. Report to include recommendations to address significant disparities with reference to groups sharing protected characteristics. | Annual Report | NMT/LH/EDC | December 2018 |
| To monitor that equality and diversity is firmly embedded in the delivery of the College curriculum. | Evidence provided by Schemes of Work, Lesson Plan Observation Procedure, Tutorial Programme, SAR and surveys including New Student Survey, Learner Services Questionnaire to students and staff, End of Course Questionnaires, Curriculum Focus groups, Complaints Procedure. | NMT/LH/RMY/ SMT | Ongoing |