SOUTH DEVON COLLEGE
Single Equality Scheme
P09

Document control

Version	Date	Author(s)	Notes on Revisions
1.0	14/05/12	Laurence Frewin	
1.1	23/05/12	Various	Updated data for students and HR included.
1.2	03/07/13	Laurence Frewin	Statistics updated with 2011/12 data
1.3	14/10/14	Laurence Frewin	Statistics updated with 2013/14 data and content reviewed. Action Plan updated.
1.4	15/02/16	Matt Harbour	Updated with 2014/15 student and HR data.
2.0	October 2017	Matt Harbour	Updated following review by E&D Committee and Project Review Group
2.1	January 2018	Matt Harbour	Equality impact assessment and update staff/student data, included updated policy for SDC workforce and reviewed equality objectives.
2.2	March 2021	Maria Woodger	

1. PURPOSE AND SCOPE

This Single Equality Scheme lays out the way ahead for South Devon College for the next rolling three years. It explains why and how we intend to continue to promote equality and tackle discrimination for all our students, staff and communities and how we will continue to meet and, where possible, exceed our statutory obligations under the General and Specific Duties under the Equality Act 2010. As an anchor institution, South Devon College champion Equality and Inclusion within our local community.

In addition to working to ensure equality for people with protected characteristics, the college through this single equality scheme also commits to removing barriers and widening participation for people adversely affected by social and economic deprivation. South Devon College will continue to celebrate diversity within it's student and staff and community.

This scheme should be read in conjunction with the Equality and Diversity Policy and the annual Equality and Diversity Report.

2. DEFINITIONS

These should be read in conjunction with the South Devon College agreed EDI (Equality, Diversity and Inclusion) definitions.

The equality duty covers the following protected characteristics:

2.1 <u>Age</u>
This refers to a person having a particular age (e.g. 18 year-olds) or being within an age group (e.g. 18-30 year-olds).

2.2 <u>Disability</u>
A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

2.3 <u>Gender Reassignment</u>
A term for people whose gender identity and/or gender expression differs from their birth sex. A transsexual or transgender person is someone who proposes to, starts or has

completed a process to change his or her gender by changing physiological or other attributes of sex.

2.4 <u>Pregnancy and Maternity</u>

Pregnancy and Maternity covers the condition of being pregnant and subsequently the period after giving birth. It is linked to maternity leave in the employment context.

In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

2.5 <u>Race</u>

This refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

2.6 <u>Religion or belief</u>

Religion means any religion, including a reference to a lack of religion.

Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included.

2.7 <u>Sex and Sexual Orientation</u>

Sex - Someone being a man or a woman.

Sexual Orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

3. DUTIES OF THE COLLEGE

3.1 General and Specific duties under the Equality Act 2010.

4. STATUTORY FRAMEWORK/PRINCIPLES

4.1 Equality Act 2010

5. PROCEDURES/POLICY IMPLEMENTATION

5.1 Equality Objectives for 2020-2023

6. RELATED POLICIES AND FURTHER GUIDANCE

6.1 Bullying and Harassment Policy – Guide for students
6.2 Admission Policies (FE, HE, South Devon High School)
6.3 Learner Support Policy (incl. Access Arrangements)
6.4 Grievance Procedure
6.5 16-18 Bursary,19+ and 24+ Learner Support Policy
6.6 Harassment Bullying Procedure
6.7 Equality Impact Assessment form and Guidelines
6.8 Positive Intervention – Disciplinary Procedures
6.9 Staff code of conduct
6.10 Safeguarding, child protection and vulnerable adults policy
6.11 Recruitment and Selection Procedure
6.12 Student Charter
6.13 Complaints Policy and Procedure
6.14 EDI Definitions

7. MONITORING OF POLICY

7.1 This Scheme will be monitored by the Equality & Diversity Committee reporting to the Governing Body through the QTLA Committee and directly to the Senior Management Team.

	Date	Signed
Signed off – Equality & Diversity Committee	11-11-20	Maria Woodger
Approved – QTLA Committee	11.03.21	
Next Review due	November 21	

8. APPENDICES

8.1 Summary of Key Strengths and Areas for Development (Appendix 1)

8.2 Equality Objectives (Appendix 2)

Forward by the Principal and the Chair of the Governing Body

South Devon College is ambitious for its students, staff and local communities. Inspiring our community through learning for all is our mission and remains our overriding strategic goal.

South Devon College believes in the principle of freedom from discrimination for everyone, regardless of their age, gender, disability, ethnic or national origins, marital status, sexual orientation, social background or religious beliefs, or of being part of any other group which may have experienced discrimination. The College has five Values, one of which is Inclusion which sits alongside Aspiration, Support, Innovation and Progress.

The primary aim of our Single Equality Scheme is to ensure that South Devon College provides real equality of opportunity for all of our existing learners and staff and supports the same for wider community. We aim to continue to attract increasing numbers of learners into non-traditional vocational areas and from groups within the wider community who are under-represented in learning. The College will continue to foster a learning community for all its staff and students in which equality is promoted and diversity is valued and celebrated both within the College and within our wider communities.

The College will champion equality and diversity in all our activities. Our commitment to equality and diversity will ensure that success is achieved across the widest possible spectrum of the community. Our commitment to Equality and Diversity is not limited to access and participation, it fosters the need for an inclusive and supportive community and celebrates the diversity of our locality.

Our Single Equality Scheme lays out the way ahead across a rolling three year cycle for the protected characteristics of age, disability, gender re-assignment, marriage and civil partnerships, race, religion & belief, sex and sexual orientation. It explains what, why and how we intend to continue to promote equality and tackle discrimination for all our students, staff and communities.

We believe this scheme will ensure success and excellence for our students, staff, visitors and support this in the communities we serve.

Laurence Frewin   **Professor Jane Viner**
Principal   **Chair of the Governing Body**

Date   Date

South Devon College
Single Equality Scheme

Contents

1. Equality Vision, Values and Principles

1.1 The College's Single Equality Scheme is set within the context of our Mission and the Strategic Aims as set out in the College's Strategic Framework for 2020-2023.

1.2 Our Mission is 'Inspiring our community through learning for all.' -

1.3 Our Single Equality Scheme sets out how we will secure improved opportunities and successful outcomes for the communities we serve and all equality groups through a fully inclusive approach to learning in which:

    1.3.1   Equality is actively promoted
    1.3.2   Diversity is welcomed, valued and celebrated
    1.3.3   Barriers are broken down
    1.3.4   Unfairness, discrimination and inequalities are tackled

1.4 Our Single Equality Scheme reflects the way we work within and outside of the College community actively promoting the 5 key College values of aspiration, inclusion, innovation, support and progress, and British Values; democracy, the rule of law, individual liberty and mutual respect for tolerance of those with different faiths and beliefs and for those without faith.

1.5 Student success remains our overriding priority. We have high expectations of what our students can achieve, and stretch each individual to achieve their full potential. We are committed to improving our students' experiences of learning and ensure that all our activities are designed to make this possible. Central to this is equipping our students with essential skills needed for life, work and global citizenship. Learning benefits everyone and we will prepare our students to make an active and proud contribution to the community in which they live and to the economic prosperity of the region, nationally and globally.

1.6 We will work in partnership both within the College, with organisations and the agencies serving our community and with employers locally, regionally and nationally to provide high quality learning opportunities which meet their needs. We have a key role to play in shaping and meeting local, regional and national priorities and targets for education and training providing a highly skilled, inclusive and diverse workforce of the future.

1.7 The College will continue to foster a learning community for all its students and staff in which equality is promoted and diversity is valued. We will encourage creativity, innovation and the sharing of good practice by continually celebrating success and promoting open appreciation of everyone's contribution.

1.8 The College and Single Equality Scheme works to reduce societal barriers which currently exist for individuals and groups. These barriers can include:

    1.8.1   Prejudice and stereotypes
    1.8.2   Negative images of individuals and groups
    1.8.3   Exclusive policies
    1.8.4   Inflexible organisational procedures and practices
    1.8.5   Inaccessible information
    1.8.6   Inaccessible buildings
    1.8.7   Teaching that does not take account of individual need
    1.8.8   Lack of support, including assistive technologies

1.9 The College's Single Equality Scheme builds on the actions that we have taken to remove barriers to education, training and employment, and recognises that further improvement is needed to increase access to and full participation in these by all the communities we serve.

1.10 Improving equality will bring many benefits to the College and the community we serve. We believe that our scheme will enable us to:

1.10.1 Create a positive learning and work environment which actively promotes the College values of aspiration, inclusion, innovation, support and progress, and celebrates equality and diversity

1.10.2 Provide high quality inclusive provision, services and support which are responsive to the individual needs of all our students, staff and service users

1.10.3 Achieve a more representative workforce

1.10.4 Attract and retain talent

1.10.5 Promote greater awareness and understanding within the college and wider community

1.10.6 Enable our students, staff and all stakeholders to make an active contribution to the economic prosperity of their communities

1.10.7 Enable all our students and staff to benefit from learning and to succeed

1.11 The College's Single Equality Scheme sets out our approach to equality and diversity, both as an employer of over <u>600</u> staff and as a major provider of education and training in Devon and the wider South West region. The Scheme covers our wider strategies and policies as well as our statutory duties to promote equality and tackle discrimination with respect to Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race including ethnic or national origin, colour or nationality, Religion or Belief (including lack of belief), Sex and Sexual Orientation under the Equality Act 2010.

1.12 The Scheme sets out how we meet our General Duty which requires that we have due regard to the need to:

1.12.1 eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

1.12.2 advance equality of opportunity between people who share a protected characteristic and those who do not

1.12.3 foster good relations between people who share a protected characteristic and those who do not. This involves tackling prejudice and promoting understanding between people from different groups

1.13 This includes the need to:

1.13.1 remove or minimise disadvantages suffered by people due to their protected characteristics

1.13.2 meet the needs of people with protected characteristics

1.13.3 encourage people with protected characteristics to participate in public life or in other activities where their participation is low

1.14 The Scheme sets out how we meet our Specific Duty for:

1.14.1 publishing sufficient information to demonstrate compliance with the

general equality duty

1.14.2 setting and publishing equality objectives

1.15 The College's Single Equality Scheme sets out the progress we have made and the actions we intend to take to address inequalities and to improve what we do (Appendix 1).

1.16 Students, external organisations, staff and Governors have all been involved in the development of the Single Equality Scheme since September 2010 through active involvement with:

1.16.1 Focus groups
1.16.2 Theme Weeks and College events
1.16.3 Conferences and Seminars including external organisations
1.16.4 Equality & Diversity, Access and Participation Committee
1.16.5 Designated Equality and Diversity Governor
1.16.6 On-going Training and Development activities
1.16.7 Community support and events
1.16.8 Employer support and events

1.17 South Devon College statistical information:

1.17.1 South Devon College is a medium sized general further education (GFE) college in South Devon.
1.17.2 The College typically enrols almost 10,000 students and employs over 600 staff.
1.17.3 Census data for Torbay identifies that 1.2% of the population are from a non-white ethnicity group a smaller proportion than the region as a whole or England (2.3% and 9.1% respectively). Around one-in-four of Torbay's population are aged 65 years and over compared to 18% in England
1.17.4 The English Indices of Deprivation ranks Torbay amongst the most deprived local authority in England for the rank of average score with around one-in-three living in areas in the top 20% most deprived.
1.17.5 Across Torbay, there are measures that suggest high levels of mental health needs within the population, and a high proportion of people with multiple complex needs and chronic conditions.

2 About the College

2.1 The College aims to be an inclusive place to study and work. In our last Ofsted inspection, Ofsted commented that:

- "Learners are highly tolerant and respectful of each other and can explain how they put democracy into practice…

- "Teachers increase learners' understanding of different cultures through an excellent tutorial programme, discussions, guest speakers and visits."
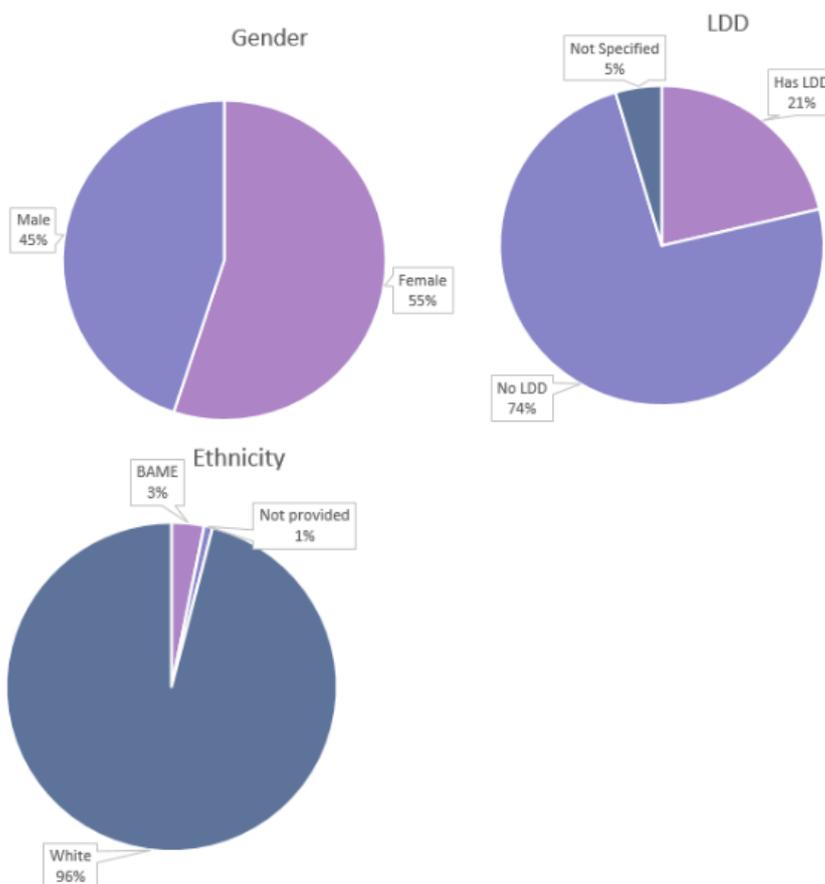
2.2 In our IIP Platinum report, it is commented that:

- The College is "A stretching, inclusive, aspirational and innovative learning culture (which) provides the necessary support for staff and students to develop as independent and confident learners in a safe and positive learning environment."

- "everyone is given an opportunity. Hierarchy does not restrict involvement or ideas being listened to and implemented. Everyone is treated with respect. SDC is part of the community of South Devon"

2.3 The College has had a strong focus on increasing participation in education and training by underrepresented groups. Overall, approximately 3% of our students come from a BAME group, this figure is in line with the local demographic and overall these learners perform at least as well as the main cohort. The College provide targeted support and responsive programmes for vulnerable students and for those with learning difficulties and disabilities which have supported student success. 21% of our learners declare they have a learning difficulty or disability.

2.4 The University Centre South Devon has made commitments to the Office for Students to improve the access, success and progression of higher education students from underrepresented groups. These commitments and targets are set out in the UCSD Access and Participation Plan which is publicly available on the UCSD website and monitored annually by the Office for Students. Students with a declared difficulty or disability affecting their learning are supported by specialist and individualised support with the result that as a group they succeed at a higher rate than those without a declared learning difficulty or disability. Male and female groups succeed at similar rates and analysis of the low proportion of learners from Black, Asian or Minority ethnic groups do not show significant gaps in success.
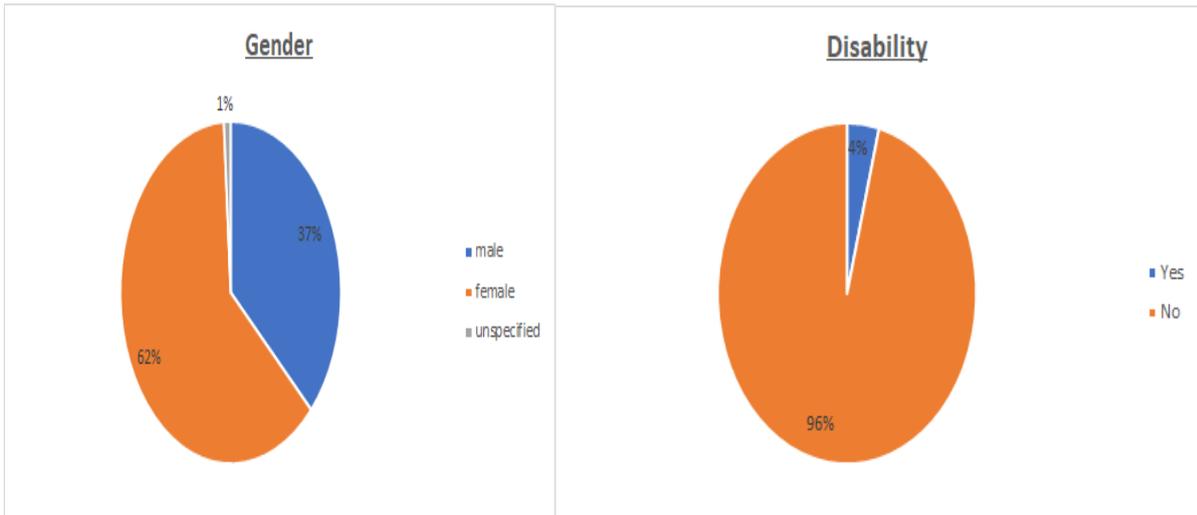
2.4.1 Student Profile

Gender

- Male 45%
- Female 55%

LDD

- Not Specified 5%
- Has LDD 21%
- No LDD 74%

Ethnicity

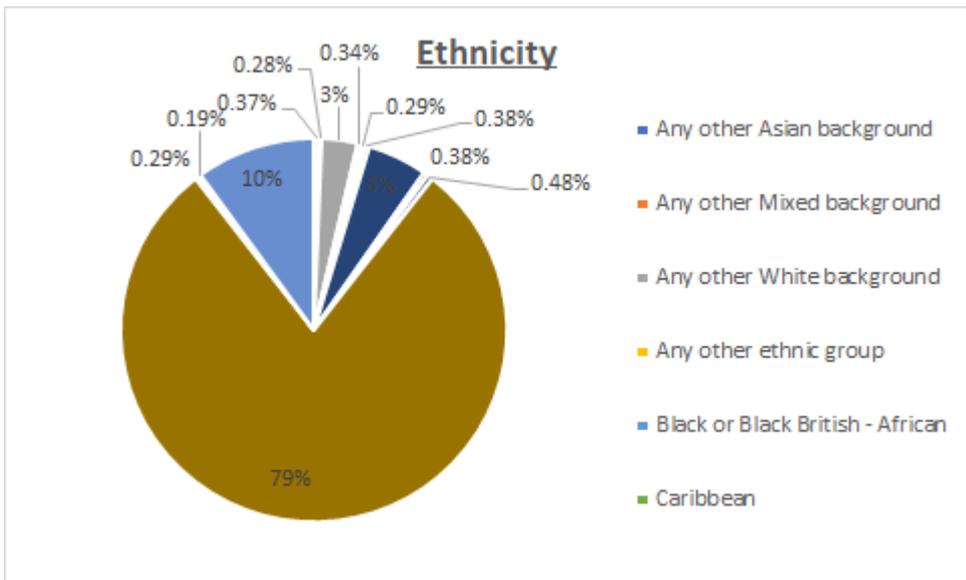- BAME 3%
- Not provided 1%
- White 96%

2.5 We recognise we must continue to be relentless to achieve and sustain a more representative workforce that reflects our local communities and student population. With respect to disability, we continue to develop strategies to improve disclosure of disabilities by prospective applicants and existing staff as part of our Single Equality Scheme, through for example, confidential disclosure through the College's HR self-service scheme. We will continue to work closely with specialist agencies such as Access to Work to encourage disabled people to apply for posts at the College; we also offer a guaranteed interview scheme for applicants with a disability who meet the minimum criteria for the post. With respect to race, we recognise that we need to increase the proportion of BAME staff within our workforce. We will continue to promote jobs through relevant press and offer volunteering and work shadowing opportunities. Work shadowing and volunteering have been successful in attracting BME, male and young people. The College is in line with the most recent Torbay demographic data for equality and diversity.
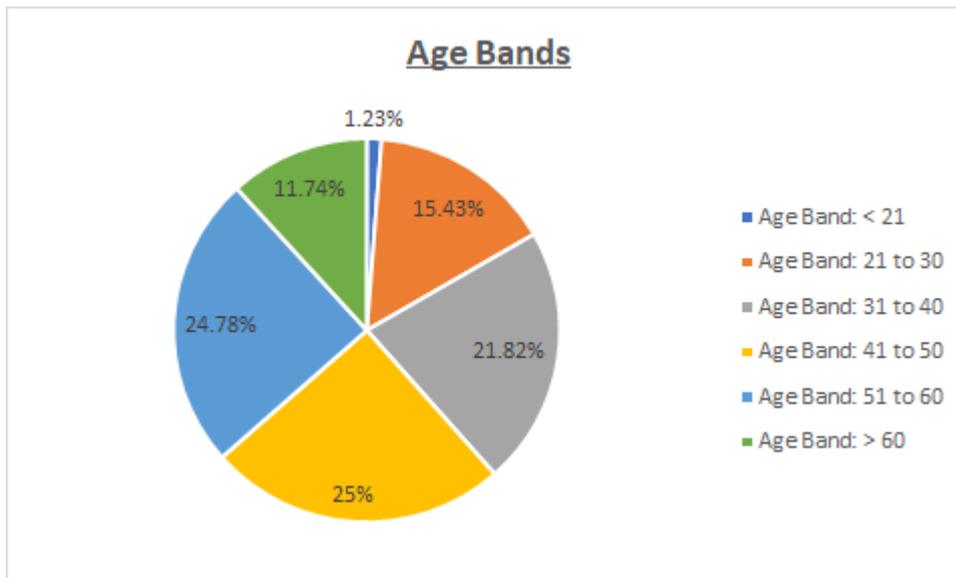
2.5.1 Staff Profile

Please see the below diagrams representing the staff profile of College staff for in September 2020:

Gender

- male 37%
- female 62%
- unspecified 1%

Disability

- Yes 4%
- No 96%

No	5.90%
No	87.16%
Prefer not to say	3.47%
Yes	3.47%
Total:	100.00%

Ethnicity

0.28%, 0.34%, 0.37%, 3%, 0.29%, 0.19%, 0.38%, 0.29%, 0.38%, 10%, 0.48%, 79%

- Any other Asian background
- Any other Mixed background
- Any other White background
- Any other ethnic group
- Black or Black British - African
- Caribbean

Age Bands

- Age Band: < 21 — 1.23%
- Age Band: 21 to 30 — 15.43%
- Age Band: 31 to 40 — 21.82%
- Age Band: 41 to 50 — 25%
- Age Band: 51 to 60 — 24.78%
- Age Band: > 60 — 11.74%

2.1.2. A summary of the College's overall strengths in promoting equality and tackling discrimination and our areas for further development are set out in Appendix 1.

3 Our Equality and Diversity Targets 2020-2023

3.1 The College's Single Equality Scheme is closely linked to our wider college strategies, policies and procedures which set out our intent in relation to all key processes, particularly in relation to those concerned with admissions of students, recruitment and selection of staff, assessment, marking and feedback, bullying and harassment and discipline.

3.2 We assess our performance against targets in reports to the Governing Body through the Equality, Diversity, Access and Participation Committee. This committee has governor representation and also feeds into the Quality, Teaching, Learning and Assessment Committee which is chaired by an appointed College governor. The performance against our targets is also considered and reported up as part of our annual self-assessment process at team, Departmental and whole College level.

3.3 The College has set ambitious, but realistic, equality and diversity objectives which will be reviewed and updated annually as part of our annual cycle of planning and target setting. Our key priorities include:-

3.3.1 Maintain strong and close relationships with local authorities and relevant stakeholders to ensure all learners are supported effectively post 14, including expanding support for Autistic Spectrum Condition and high needs learners.

3.3.2 Hold and support wider community events and involve the College fully in supporting the community in areas linked to promoting participation and inclusion and raising skills across the region.

3.3.3 Work with partners to further increase knowledge and collaborative good practice in respect of Equality, Diversity and Inclusion.

3.3.4 Sustain the participation of adults in full time and part time learning, Including those furthest from the job market and those who participate in community led non-accredited learning.

3.3.5 Continue to work to reengage NEET young people, support and continue to raise participation and positive outcomes.

3.3.6 Actively promote aspiration, inclusivity, equality and diversity across our range of activities.

3.3.7 Ensure rigorous, inclusive and diverse assessment procedures are embedded which enable timely and incremental achievement, enabling learners from all backgrounds and abilities to achieve their potential. Sustain a culture of high expectation and high aspiration to ensure all learners progress during their programme compared with their starting points. Recognise and regularly celebrate that progress and success.

3.3.8 Continue and develop international linkages with a post-Brexit Europe and beyond.

3.3.9 Target financial and other support mechanisms for students from low socio economic backgrounds, acting to remove barriers to participation and success wherever possible.

3.3.10 Ensure personalised study programmes are informed by initial assessment and prior learning. Provide continual and consistent monitoring of progress, setting of challenging tasks and building on and extending learning for all.

3.3.11 Ensure equality, diversity and inclusion are promoted through teaching, learning and assessment and tackle discrimination, victimisation, harassment, stereotyping or bullying through learning walks, observation, learner surveys and wider community observations.

3.3.12 Maintain a strategic approach to improve and increase the skills of the workforce, to meet National and Local Priorities, working in partnership with relevant agencies including, local employers, Local Enterprise Partnership, Jobcentre Plus and other stakeholders ensuring equality of opportunity for learners to access employment on completion of their studies

3.3.13 Ensure the key principles and values of the College's learning culture are promoted throughout the College as part of a whole College philosophy.

3.3.14 Ensure that we meet and where possible exceed equality and diversity, data protection, safeguarding, health and safety and other legislative requirements through CPD and ongoing practice.

4 Actively engaging with students, employers, staff and other stakeholders

4.1 The College has involved stakeholders in the development of its Single Equality Scheme in the following ways:

4.1.1 Focus groups including 'I am SDC' #iamsdc campaign

4.1.2 Theme events which includes participation in activities by employers and

external organisations, including course activities, student projects and enrichment activities. Celebrate these using Marketing and social media channels and #iamsdc

     4.1.3 Conferences and Seminars including external organisations

     4.1.4 Equality Diversity, Access and Participation Committee

     4.1.5 Equality and Diversity link Governor

     4.1.6 Training and Development activities

     4.1.7 Community events

     4.1.8 Employer events

4.2 The feedback and issues arising from ongoing consultation continues to inform the College's Single Equality Scheme Action Plan.

5 Putting the Scheme into Practice

5.1 The College will continue to involve staff, students and other stakeholders in the Single Equality Scheme through acting upon and ensuring:

     5.1.1 Representation on College Committees.

     5.1.2 Focus groups, surveys and forum for students, staff, community users and partners.

     5.1.3 Feedback from partner organisations.

5.2 We will regularly seek advice on the process of involvement to ensure that it is genuine and effective through:

     5.2.1 Learning walks

     5.2.2 Termly Course Reps Feedback meetings which include questions on equality, diversity and inclusion

     5.2.3 Focus groups for staff, students and external agencies as well as supporting wider community groups linked to the protected characteristics.

     5.2.4 Providing student representatives with Equality and diversity training and ensuring feedback meetings take place

     5.2.5 The Equality Diversity, Access and Participation Committee where the action plan will be reviewed and acted upon

     5.2.6 Community and partnership meetings which provide insight into the wider community need.

     5.2.7 Self assessment activities, at all levels from strategic to individual

     5.2.8 Trade union and student union meetings

     5.2.9 Governor and other stakeholder involvement strategies

5.3 The College's Single Equality Scheme will be published on the Intranet, Internet and Moodle, the Virtual Learning Environment (VLE). The scheme will be available in alternative formats on request.

5.4 The Vice Principal – Curriculum, Quality & Performance will report on equality and diversity annually within the College Self Assessment report, and the Governing Body Quality of Teaching, Learning & Assessment Committee will include equality and diversity within its terms of reference.

5.5 The College's equality objectives are attached in Appendix 2.

6 Leadership and Management

6.1 The Senior Leadership Team is committed to equality and diversity and provides the strategic direction for the College's Single Equality Scheme and is responsible to the Corporation for:

   6.1.1 Providing a clear vision for and shared understanding of equality and diversity.
   6.1.2 Creating learning and working environments for students and staff free from discrimination.
   6.1.3 Challenging and eradicating inequality and discrimination.
   6.1.4 Ensuring that the General and Specific duties in the Equality Act 2010 are met.
   6.1.5 Providing high quality and responsive provision, services and support that meet the needs of staff, students and the wider community.
   6.1.6 Providing an environment in which it is safe to disclose and difference is respected.
   6.1.7 Embracing and regularly celebrating the diversity of students, staff and local communities.
   6.1.8 Promoting equality in policies, procedures, plans and practices.
   6.1.9 Ensuring that the student body and workforce reflect the diverse communities of South Devon.
   6.1.10 Involving staff, student and service users in securing improvements to programmes, services and the learning and work environment.
   6.1.11 Achieving Equality Objectives set by the college and ensuring that there are sufficient financial and other resources to support the achievement of these.

6.2 The Vice Principal – Curriculum, Quality & Performance has overall responsibility for equality and diversity at the College and is responsible to the Principal & Chief Executive for the maintenance of the Single Equality Scheme.

6.3 The Corporation is responsible for ensuring that the College meets the general duties and specific duties of the Equality Act 2010; these duties are set out in 1.12, 1.13 and 1.14 above.

6.4 The Senior Leadership Team at the College have responsibility for ensuring that managers and staff within their departments deliver high quality provision, support and services that meet the needs of all students and staff, promote equality, values diversity and eradicates discrimination.

6.5 The College Leadership Team and all other managers at the college are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Single Equality Scheme. All staff and managers are responsible for ensuring that:

   6.5.1 Discrimination is eliminated.
   6.5.2 Equality is promoted in all activities.
   6.5.3 Diversity is valued.
   6.5.4 Provision, services and support are responsive to the individual needs of students, staff and wider community.
   6.5.5 Targets for improvement are achieved.

6.6 The College will continue to raise awareness of its Single Equality Scheme and the benefits it brings to all aspects of our work by:

6.6.1 Increasing student and staff awareness of equality and diversity through induction, subject lessons, the external and staff website, course reps meetings, membership of the Equality, Diversity, Access and Participation Committee, department and team meetings, committee meetings, curriculum development and the tutorial, personal development and enrichment programmes including theme events and through self assessment so that staff understand and act upon their role and responsibilities under equality legislation and their contribution to the College's vision for equality.

6.6.2 Continuous training and development of staff in the skills needed to promote equality within their role and in line with the college commitments and to carry out the requirements of the Single Equality Scheme so that improvements are secured.

6.6.3 Continuing to build equality and diversity into programme and service quality reviews, self assessment and quality improvement plans.

6.6.4 Expanding participation in the boards of key partners representing and/or working with underrepresented groups.

6.6.5 Continuing to celebrate the diversity of our students and staff in publications and activities utilising the #iamsdc.

6.6.6 Measuring, monitoring and acting upon the achievement rates of our students using equality and diversity indicators and setting targets to reduce any gaps in learner achievement groups.

6.6.7 Reporting on the progress on the actions and targets we have set.

7 Staff

7.1 South Devon College is committed to encouraging equality and diversity among our workforce, and eliminating unlawful discrimination. The aim is for our workforce to be truly representative of all sections of society and our customers, and for each employee to feel respected and able to give their best.

7.2 The purpose of this single equality scheme is to:

    7.2.1 provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time.

    7.2.2 not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation

    7.2.3 oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities

7.3 The organisation commits to:

    7.3.1 Encourage and promote equality and diversity in the workplace.

    7.3.2 create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued

7.4 This commitment includes training managers and all other employees about their rights and responsibilities. Responsibilities include:

    7.4.1   staff conducting themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination

    7.4.2 take seriously and act upon complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the organisation's work activities

    7.4.3 make opportunities for on-going training, development and progress available to all staff, who will be supported and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation decisions concerning the recruitment of staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act)

    7.4.4 review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law

    7.4.5 monitor and where required act upon the make-up of the workforce regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in this single equality scheme

7.4.6 Monitoring will also include assessing how this scheme, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues

8 Carrying out impact assessments

8.1 The College regularly undertakes impact assessments of all policies, procedures, practices and plans and a copy of the Impact Assessment register is available on the college website and from the Principalship office. Impact assessment will be built in to the development process for any new policies, procedures, plans and practices, including actions agreed at College meetings.

8.2 The Vice Principal – Curriculum, Quality & Performance has overall responsibility for ensuring that impact assessments for policies, procedures, practices and plans are undertaken.

8.3 Impact assessments are embedded across the whole organisation as part of the course and service standard review and the annual self assessment process.

9 Gathering information

9.1 The College currently collects, analyses and reports on data for students by age, gender, disability and race for:

9.1.1 Participation, attendance, retention, pass and achievement rates
9.1.2 Wider success measures such as disadvantage factor
9.1.3 Student Support Services and Additional Support
9.1.4 Incidents of bullying and harassment
9.1.5 Complaints
9.1.6 Value added and distance travelled
9.1.7 Progression
9.1.8 Trips, work experience and enrichment activities
9.1.9 Improvements in the quality of service, such as the prevalence of adjustments

9.2 The College collects, analyses and reports on recruitment and selection data for staff. As part of our Scheme, we will develop a more systematic approach to monitoring the impact of key policies, procedures, practices and plans with respect to staffing for:

9.2.1 Sickness levels
9.2.2 Progress: performance review and promotion opportunities
9.2.3 Career progression
9.2.4 Bullying and harassment
9.2.5 Grievance
9.2.6 Capability
9.2.7 Disciplinary action
9.2.8 Levels of satisfaction
9.2.9 Views of staff
9.2.10 Staff turnover rates
9.2.11 Cessation of employment: reasons for leaving

9.2.12 Exit interviews

9.3 The Assistant Principal for Systems, Information and Performance has responsibility for overseeing the gathering of all data. The Assistant Principals and Curriculum Heads are responsible for recording and analysing information related to students. The HR Manager is responsible for recording and analysing information related to staff.

9.4 The Assistant Principal for Systems, Information and Performance has responsibility for ensuring that monitoring takes place at organisational level and each Assistant Principal has responsibility for monitoring the areas within their remit. Regular reports on the progress in achieving targets set in College plans are made to the Senior Leadership Team and the Equality, Diversity, Access and Participation Committee. The information gathered informs the annual planning and target setting process and is reviewed through the self assessment process. Course reviews and departmental self assessments currently include a review of equality and diversity; All managers and staff are responsible for contributing to these processes and for securing improvements in the provision, services and support they deliver.

10 Monitoring and evaluation

10.1 The Vice Principal – Curriculum and Quality & Performance has responsibility for ensuring that the equality objectives are updated and reviewed annually and report into:

10.1.1 Equality Diversity, Access and Participation Committee
10.1.2 Senior Leadership Team
10.1.3 Governing Body

10.2 Staff, students, service users and external organisations will be involved in the monitoring and evaluation of equality and diversity:

10.2.1 Representation on College Committees
10.2.2 Feedback from events
10.2.3 Relevant surveys
10.2.4 Focus groups
10.2.5 Course Reps
10.2.6 Sector Focus Groups and Industry Liaison Panels
10.2.7 Evaluation of activities
10.2.8 Governor and other stakeholder involvement strategies
10.2.9 Safeguarding and Prevent statement and Sustainability statement

10.3 We will review our Single Equality Scheme annually and welcome feedback to help us build on what we do well and to make improvements.

Appendix 1: South Devon College Single Equality Schemes: Summary of Key Strengths and Areas for Development

Key Strengths and Areas for Development Key Indicator	Strengths	Areas for Development
Provide high quality training and education opportunities for everyone.	The College's curriculum is broad, extensive and flexible, and meets the needs of a wide range of users including those from disadvantaged backgrounds and vulnerable young people, the curriculum aligns to the local, regional and national need and has clear intent. The College monitor the impact of curriculum and act upon any curriculum developments required. Teaching, learning and assessment are good and in the majority of lessons the use of differentiation strategies is effective in supporting the diverse needs of individual students inline with the organisational TLA framework. The planning for support in lessons is good and this is effectively carried out in a coordinated way. There continues to be good coverage of equality and celebration of diversity in lessons, and inappropriate behaviour is tackled and dealt with; relationships between students and between staff and demonstrate mutual respect, students overwhelmingly feel safe within the college. The College is inclusive and the learning environment promotes equality of opportunity and celebrates diversity. Our policies, procedures, practices and plans set out the College's framework for a safe learning environment free from harassment and bullying. Students have access to a wide range of support mechanisms including the positive intervention team and through the tutorial and personal development curriculum to support wellbeing and readiness to be take part in wider society. The College also supports individual faith and belief and provides a multi-faith prayer space for both prayer and personal quiet reflection. Students also access the most up to date assistive technology which supports learning and has resulted in high	The College is aware that the continuing changes in funding and the consequent fees may affect some students disproportionately; we will continue to develop cost effective models and support mechanisms to mitigate against the higher costs resulting from national funding policies. The College will aim to redress gender and BAME involvement in underrepresented areas through promotion within college, in schools and the community, and to employers. Achievement gaps will be identified and improvement actions taken to close them, these will be regularly monitored with curriculum level actions given to reduce any gaps. These will be included in quality improvement plans. The college has an open classroom approach to observations which are regular and on-going. Observations will take account of differentiated learning to meet individual learner need inline with TLA framework. Observations will also monitor and act upon any excellent or developmental practice with regard to equality, diversity and inclusion within teaching and learning. We will continue working with students to identify any further barriers to learning experienced and continue to provide training and support to address these barriers. The College will increase promotion of gender reassignment, religion/belief and sexual orientation in the learning environment; for example within lessons, in materials and in classrooms and public spaces. The College will continue to engage with students' to seek and use their views to further enhance learning for all within committee structures, college and community groups

success rates for students with learning difficulties and disabilities.

The College has implemented the "Prevent" strategy since 2010 to raise and address key issues such as radicalisation and religious prejudice. This strategy also supports an on-going Prevent Risk Assessment and Action Plan. The College has embedded Prevent as part of safeguarding. The College also has a Prevent Lead who attends local and regional networks.

The College will promote British Values and deliver the PREVENT across all campuses. It will continue to ensure ongoing staff training in this area

Appendix 2 – Single Equality Scheme – Equality Objectives

	Objective		Targets	How achieved
A	Actively promote equality & diversity	A.1	Ensure ongoing CPD training for staff to ensure up – to-date knowledge promote equality and diversity, share good practice and ensure understanding of policies and procedures.	- Prevent programme - British Values - CPD programme (annual E&D update training via iHasco or other platform) - Theme events - New staff induction - Annual training for managers including unconscious bias (available on iHasco) - ED Champions within Professional Services and Curriculum areas
		A.2	Ensure all off site provision promotes E & D and key values via posters, activities and events.	- Displays - Events and activities are representative of our student body - Provide an innovative and accessible annual report on Equality and Diversity which personifies our inclusive college.
		A.3	Use website and social media to promote activities, key values and engage student interests. Celebrate the achievements of the SDC community with the use of #iamsdc	- Branding - Facebook/Twitter etc. - Moodle - Website - Marketing ED Champion
		A.4	Work with the Local Enterprise Partnerships (LEPs) to support strategic economic growth plans. Engage with key strategic partners to widen participation in education.	- Regular meetings with TDA, Torbay Council, Devon County & other LA senior officers - Membership of key groups
		A.5	Engage the wider community through College events, activities and community learning.	- Open Events Theme events "Well-being" week and external events - Student Union Community Groups #iamsdc celebration of SDC community success (individual and collective)

	Objective		Targets	How achieved
B	Tackle bullying and discrimination	B.1	Ensure all staff and students are trained on safeguarding, Prevent and relevant procedures.	• Prevent strategy • CPD activities • Mandatory training • Tutorial programme • British Values
		B.2	Monitor learner and staff views to ensure learners feel safe and issues are dealt with.	• Induction surveys • FE Choices • Tutorial and personal development programme • Course Reps who are representative of the student body • "Meet the Governor" events • Staff surveys
		B.3	Promote values and expected behaviour.	• College Values • Prevent strategy • Tutorial Programme • Positive Intervention Strategy • Fundamental British values • Student Union Committees and activities
		B.4	Organise events that promote awareness of bullying including online.	• External speakers • Personal Development resources • Positive Intervention Team activity
		B.5	Ensure learner surveys captures views relating to feeling safe.	• Induction Surveys • Course Reps • FE Choices • PI Team feedback/data review • Student Union Committees
C	Successfully plan, establish and manage the curriculum and	C.1	All learners to recognise and agree their personalised study programme.	• Learner View surveys • Regular IAG • Tutorial • Induction

	Objective		Targets	How achieved
	personalised study programmes to meet the needs and interests of learners, employers and local economy	C.2	Track and monitor progress of all learners to ensure individual needs are fully met.	• OnTrack • Progress monitoring • SLT PIs • Course Progress Reviews • Review vulnerable groups • One to one tutorials
		C.3	Work with employers through engagement programmes to raise awareness of E & D in other workplaces.	• Sector Focus Groups and Industry Liaison Panels • Employer engagement activities
		C.4	Ensure all student facing documents support the diverse levels of cognitive ability within the organisation ideally providing a universal design for learning	• Student Surveys • 'All student' SDConnect messages • 'Easy Reader' prospectus option where UDL not possible (?) • Accessibility filters and options online
D	Narrow achievement gaps	D.1	Reduce achievement gaps between different groups of learners by implementing and monitoring improvement strategies.	• Review data to identify gaps and act on the information it provides. • All teaching teams to manage and monitor performance acting on any gaps or needs • Course Progress Review meetings with clear actions included in the QIP • Positive Intervention and support for vulnerable learners/groups • SLT PIs • Reports • Self Assessment/Quality Improvement Plans
		D.2	Monitor, observation feedback to identify best practice in relation to E&D.	• Regular learning Observations • Governor involvement strategy

Objective		Targets	How achieved
	D.3	Ensure Quality Improvement plans capture relevant actions to address gaps and/or concerns.	• Annual Planning cycle rigorously followed and embedded • Increased monitoring for areas with gaps inline with live QIP • Target setting and Reviews • Course Progress Reviews • SLT PIs • Governor Involvement Strategy • Reports cycle to Governors • Annual SAR and Quality Improvement Plan including external moderation