



SINGLE EQUALITY SCHEME 2017- 2019

Forward

As a general further education college situated in the borough of Lambeth in south London, the college caters for and reflects a diverse population both ethnically and socially. Within the borough over 150 different languages are spoken, and a large proportion of them face significant personal and financial challenges in their everyday lives. The composition of the our learners reflects the diversity of its local community and as such the College is committed to achieving diversity and equality of opportunity both as a FE employer of people and as a provider and commissioner of services. In practice this means both working to ensure that Lambeth College is free from discrimination, but also doing what we can to positively promote equality and diversity across the delivery of education, services and within our workforce.

Legislation places a public duty on Lambeth College with which we must comply but we strive to go beyond our duty to ensure that our practice in diversity and equality is embedded in everything we do. Against a background of tough economic times and a changing demography we need to be even more aware of the diverse needs of our workforce and our learners and how we can support all staff to fulfil their potentials within their chosen careers.

We recognise that all people are individuals, and our needs can vary. Our aim is to demonstrate our continual commitment to promoting equality and diversity within our delivery, support and safeguarding of learners, as well as our workforce, and monitor our progress on an annual basis.

This strategy and plan sets out how we aspire to achieve real and lasting progress for diverse groups and individuals alongside everyone else in Lambeth College over the next two years.

Introduction

This scheme is specifically related to Lambeth College learners and its workforce, and it supersedes all the previous individual Equality Schemes. It brings together all the strands into one document and replaces the race, disability and gender equality duties with a single duty covering also age, sexual orientation, and religion or belief. The Single Equality Scheme sets out how we intend to meet our general and specific duties under the Equality Act 2010.

Our aim is to make equality a central part of the way we work by putting it at the center of policy making, service delivery and employment practice.

Lambeth College aims to serve the educational needs of all learners that study with us and to be an integral part of our local community. We are committed to securing equal opportunities and eliminating unlawful discrimination in all of our activities.

Our values are inclusive and we celebrate diversity. We welcome the ways in which diversity enhances the life of the College and the experience of all students, staff and visitors.

The Equality Act 2010

We have a statutory obligation under the Equality Act 2010 to show 'due regard' to the needs of people with protected characteristics as defined under the Act. Due regard means that we take steps to

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

Scope

The Principal and the Governors are responsible for ensuring that the college complies with Equality legislation and for approving and reviewing the Scheme and monitoring its implementation. The Principal is responsible for giving a consistent and high-profile lead on equality issues, promoting the Scheme inside and outside of the college. The Principal is directly supported in these duties by the Director of Curriculum Planning and Quality who has strategic lead for Equality and Diversity across the College.

The Equality and Diversity Steering Group ensures that the actions contained within the Action Plan are undertaken and completed.

The Human Resources Department is responsible for the monitoring and implementation of all aspects of this Scheme relating to the employment of staff. This includes the monitoring of fair selection processes and their impact on the staff profile of the College at all levels. The HR Team also provide a combination of mandatory and refresher training for all new staff and existing staff on all aspects of equality and diversity.

The Teaching Mentors will have a lead role in promoting the embedding of best practice in equality and diversity into teaching and learning, and supporting all practitioners to ensure consistency.

Managers are responsible for putting the Scheme, its strategies and processes into practice, making sure that all staff know their responsibilities, and receive support and training in carrying these out, following the relevant processes and supporting staff when and where required.

All staff are responsible for ensuring that they are able to recognise discrimination and to challenge or report it if they witness it, promoting equality, ensuring that they do not discriminate against anyone. Staff will also take up training and development opportunities to keep up to date with equality and diversity matters.

Definitions

Terms	Definition
Equality	A situation where all are able to participate and where everyone has the opportunity to fulfil their potential.
Equal opportunity	The right of individuals and protected groups to equality of access and outcome in employment and service delivery.
Diversity	Recognising, valuing and taking account of individuals' different backgrounds, knowledge, skills and experiences to create a more productive and effective educational community
Protected groups	Equality legislation currently provides protection against unlawful discrimination in employment and service delivery on the following grounds: <ul style="list-style-type: none"> • Age (does not include service delivery) • Disability • Gender reassignment • Marriage and Civil partnership • Maternity and Paternity • Race • Sex (Gender) • Sexual orientation • Religion and Belief
Direct Discrimination	Actions where people are treated less favourably than others on grounds related to their identity as one of the above protected groups.
Indirect Discrimination	This occurs where a condition or requirement has been put in place which applies to all, but, in practice, has a detrimental effect upon a group of individuals that cannot be fully justified.
Victimisation	The treatment of someone less favourably because they have made or might make a complaint about discrimination under one of the above Protected Group categories.
Positive Action	Action taken by an organisation to provide development opportunities for 'Protected groups' who are demonstrably statistically under-represented.

In line with our duties, Lambeth College will:

- Report annually on progress made, and
- Review and revise their Equality Scheme every two years.

Our commitment & values

Our vision is one in which teaching, learning, assessment and training are available to, and accessible for, a broad and inclusive range of learners and staff, to ensure that our workforce and student population reflect the communities we serve.

The vision of equality and diversity is based on shared commitment of all College users; staff, learners, governors, stakeholders and visitors. The sharing and celebrating of good practice is embedded in the College ethos and vision in order to encourage positive attitudes to equality and diversity and to inform planning, learning and teaching, managing and supporting all College activities, decision-making and review.

Lambeth College will continue to strive towards establishing equality of opportunity for all learners and staff and will continue to provide a supportive working environment where all stakeholders can achieve their potential.

Core Principles:

Lambeth College

- recognises that there is no aspect of the College's mission and purpose more important than our commitment to provide excellent training, learning and employment opportunities for all who we serve.
- will continue to striving towards establishing equality of opportunity for all learners and staff, and seeks to provide a supportive working environment where both can achieve their potential.
- is committed to ensuring that teaching, learning, assessment and training are available to, and accessible for, a broad and inclusive range of learners and staff, to help ensure that our workforce and student population reflect the community we serve.
- will address unequal experiences for people across all the equality strands as identified by the Equality Duty, through the removal of any barriers to access, achievement and progression; and to value the diversity and differences in everyone who studies or works at the College

Key EDI Objectives

In delivering a more equal and diverse College we have set ourselves four key EDI objectives, which in line with the 2010 Equalities legislation, are published on the College website:

- To continue to develop and implement effective data systems for capturing learner and staff data relating to each protected characteristic
- To ensure that any gaps in key learner data are addressed; including outcomes, progression, satisfaction and disciplinary rates
- To ensure that Equality and Diversity is promoted and celebrated in all that we do
- To work towards eradicating all forms of discrimination within the College

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environment, the fostering of strong, positive, community relations and to raise awareness of anti-discriminatory practice with all learners and staff in relation to each of the protected characteristics

Core values

This Single Equality Scheme recognises the College's responsibility to ensure that all of its staff, learners and stakeholders are treated with dignity and respect and the very high values we place on the following:

- Progress to jobs or better jobs, or further study
- Achievement of qualifications and personal potential
- Skills for employment or entrepreneurship, social and family responsibility, good citizenship, and independent living
- Success in work and/or life and
- Equality of opportunity and diversity
- Trust, fairness, mutual respect and helping others
- High expectations and high performance
- Openness and integrity
- Safe, healthy and sustainable study and work environments.

Lambeth College recognises and values the fact that staff and learners working and learning within the College come from range of backgrounds and that a diverse community enriches the College and its wider community.

In order to secure support and co-operation for the Scheme and its implementation, the College will consult with employees, members of the Governing body, all recognised trade unions, learner representatives and other relevant parties as appropriate, including the protected groups whose interests this Scheme is intended to promote and safeguard.

Lambeth College provides a range of courses to meet the needs of its community. The College seeks to ensure that both the student population and the College workforce is representative of the Communities the College serves.

The College monitors its workforce population against the following categories:

- Staff in post
- Racial, gender, disability and age profiles of staff
- Grade and category of work
- Types of contract (permanent, temporary, full time, fractional)
- Disciplinary, grievance and capability proceedings
- Satisfaction surveys and response rates

The College monitors its learner population against the following categories:

- Learner demographics including, age, race, gender and disability
- Learner achievement, retention, pass rates and destination
- Learner satisfaction and well-being
- Disciplinary proceedings
- Complaints

Lambeth College affirms that all individuals are entitled to the same rights and opportunities regardless of their race, gender, disability, sexuality, religion/belief, transgender or age.

In relation to staff this would mean:

A fair and equitable application and interview processes (Internal and external), job descriptions, contracts, access to continual professional development, special needs support, consultative meetings, awareness of disciplinary/capability processes.

The College will seek to identify and eliminate direct and indirect discrimination, harassment or any form of illegal treatment based on any of the above criteria.

In relation to learners this would mean:

A fair and equitable application and interview processes through enrolment and internal progression, as well as teaching, learning and assessment, special needs support, and awareness of disciplinary/capability processes.

The College will seek to identify and eliminate direct and indirect discrimination, harassment or any form of illegal treatment based on any of the above criteria.

The College in respect of both parties, will respect and seek to fully utilise the diverse skills, talents and experiences of all its workforce and students. To this end the College will actively engage with staff in the development of this Single Equality Scheme.

As such the main aims of our Equality scheme are:

- To ensure our processes, policies, procedures are communicated to all and provisions are free from discrimination by consistently carrying out equality impact assessments, and engaging in meaningful with staff, learners and stakeholders in relation to these
- To narrow the achievement gaps between groups of staff and students taking positive action for those groups that are disadvantaged
- To achieve an accessible learning environment for all
- To have a representative workforce at all levels that reflects the diversity of our students

Ensuring compliance

The College will ensure the following through the monitoring of the Single Equality Action Plan:

- Staff and all stakeholders (including work placements providers) are aware of our Single Equality Scheme and the action needed for its implementation
- Staff and all stakeholders are aware of the value placed on equality of opportunity and diversity and that action will be taken in the event of any breach of these policies.
- Governors and staff have access to comprehensive information and progress reports which will assist them to plan, implement and monitor actions to carry out their responsibilities under the scheme
- The College publicity materials present appropriate and positive images that support these provisions
- Care is taken to ensure that staff with a disabilities and any under-represented groups who have traditionally experienced unlawful or unfair discrimination have access to appropriate support and facilities
- Applications for employment are drawn from a wide pool with positive action to encourage applications from under-represented groups.

Review, Consultation and Implementation

This policy will be reviewed every three years, in accordance with legislative developments and the need for good practice, by the Equal and Diversity Action Group which will take account of a wide range of views. The College, working in partnership with groups across the College, will seek to ensure that all staffing policies and procedures are non- discriminatory, and that monitoring and positive action processes are regularly reviewed and monitored.

Equality and Diversity Action Plan

Main Aim	Aim of the Action	Next Actions	By who	By When	Evidence of Actions
To ensure our processes, policies, procedures and provisions are communicated to all free from discrimination by consistently carrying out equality impact assessments, and engaging in meaningful with staff, learners and stakeholders in relation to these	1. Clear equality priorities have been set and are owned and understood by the all staff	1a Ensure all learner staff inductions cover the college's values including respect for all.	<ul style="list-style-type: none"> HR, Line Management Heads of school Heads of Services 	On-going	Corporate induction Programme for staff and learners in
		2a Ensure staff and the wider community are aware of the College's E&D objectives published in the E&D Annual Report.	<ul style="list-style-type: none"> Director of Curriculum Planning and Quality E&D Committee 	On-going	Annual report produced and shared with Governors, Management and staff through and the E&D Committee
	2 Equality objectives are monitored regularly by senior staff and are communicated to staff	2b Publish revised Single Equality Scheme	<ul style="list-style-type: none"> Executive Director of People & Corporate Services & Director of Curriculum Planning and Quality 	January 2018	
		2c Publish E&D EDIMS and key statistics	<ul style="list-style-type: none"> Executive Director of People & Corporate Services & Director of Curriculum Planning and Quality 	January 2018	
		2d Review the E&D training provision and introduce a blended learning approach that more effectively incorporates E&D in teaching and learning.	<ul style="list-style-type: none"> Director Executive Director of People & Corporate Services 	February 2018	

	2e Monitor and report on training and development opportunities as part of the appraisal scheme.	<ul style="list-style-type: none"> Executive Director of People & Corporate Services 	On-going	
	2f Complete consultation on Single Equality Scheme 2017-20, update and communicate to staff and the wider community	<ul style="list-style-type: none"> Executive Director of People & Corporate Services & Director of Curriculum Planning and Quality 	February 2018	
3. A mechanism for measuring the impact of policies and practices is in place and action plans are being developed, the outcomes of which are monitored and reported on termly at the Equality & Diversity Steering Group	3a Ensure all policies, procedures and major decisions are impact assessed on a regular basis, and that Equality Impact Assessments (EIA's) are published alongside policies, and tracked to ensure currency	<ul style="list-style-type: none"> Executive Director of People & Corporate Services & Director of Curriculum Planning and Quality Line Management and Policy Writers 	February 2018 & On-going	
4. Effective strategies are in place to communicate the response to local communities' needs and the promotion of good relations amongst diverse groups	4a Ensure continuity of accreditation of the two tick disability accreditation	<ul style="list-style-type: none"> Executive Director of People & Corporate Services E&D Steering Group 	On-going	
	4b Produce and publish an annual diversity calendar, plan Annual Celebrating Diversity Festival with strong communications plan.	<ul style="list-style-type: none"> Head of Learner Development Executive Director of People & Corporate Services 	February 2018	

		4c Ensure the website promotes and celebrates diversity through publishing and promotion of the Calendar and good news stories from events	<ul style="list-style-type: none"> • Head of Learner Development • Head of Marketing 		
	5. Contractors and commissioned services are regularly reviewed to ensure they continue to be appropriate and accessible	5a All subcontracting partners to have E&D policies and reviewed annually	<ul style="list-style-type: none"> • Executive Director of People & Corporate Services 	On-going, review bi annually	
	6. Ensure employee relations case management is monitored and reported on with appropriate plans to address any issue arising.	6a All E&D Incidents to be logged and followed up to ensure appropriate action taken.	<ul style="list-style-type: none"> • Executive Director of People & Corporate Services 	Review 3 monthly	
To have a representative workforce at all levels that reflects the diversity of our students	7. Develop a workforce strategy that adequately takes into account the changing strategic direction of the College which identifies key equality considerations	<p>7a Ethnicity: The College will continue to encourage internal and external applicants from under represented backgrounds including into management positions where these become available.</p> <p>7b Disability: The College will continue to monitor for reporting purposed current staff and potential applicants who declare they have a disability with the aim to provide support and reasonable adjustment where appropriate.</p> <p>7c HR to review the options available through employee self services to allow employees to update information regarding their religious belief and sexual orientation.</p> <p>7d HR to monitor Job application rates and selection success rates and report on staff exits</p>	<ul style="list-style-type: none"> • Executive Director of People & Corporate Services 	On-going	

	8. Ensure staff EDIM data is regularly reviewed to identify adverse trends and implement plans and strategies to address gaps and barriers - reported termly at Principal Quality Boards and E&D Steering Groups	8a EDIMs in relation to staff are monitored regularly and lead to a closing of gaps where they exist and are targeted	<ul style="list-style-type: none"> Executive Director of People & Corporate Services Director of Curriculum Planning Quality E&D Steering Group 	Termly	
To narrow the achievement gaps between groups of staff and students taking positive action for those groups that are disadvantaged	<p>9. Principal Quality Boards to review achievement gaps by school as identified by the SAR, ensuring appropriate actions are in place to reduce gaps particularly in relation to age.</p> <p>10. E&D Steering group to monitor achievement gaps for the following:</p> <ul style="list-style-type: none"> Overall gap between 16-19 & 19+ E&M gap between age groups English/Welsh/Scottish/Northern Irish and British achievement for 16-19 are 12.6% lower than 19+, White & Black Caribbean 16-19 are 5% lower than 19+ learners of the same ethnicity Other mixed multiple background, any other white background and any other are -14.7, -4, and -8.8% below their 19+ counterparts respectively. <p>11. Identify and monitor role of BAM lead to lead to timely interventions and positive action</p> <p>12. Review staffing levels and required intervention of ALS Service to increase learners declaring a need are appropriately supported</p>	<p>9a Refine PQB and E&D steering group reports to ensure clarity of data and focus on achievement gaps identified by the 2016/17 SAR.</p> <p>10a Actions identified at PQB's to be record and fed into E&D steering group</p> <p>11a Review BAM lead and set clear targets agreed at E&D steering group.</p> <p>12a ALS QIP and declaration Vs support to be added to agenda item on PQB and E&D steering group</p>	<ul style="list-style-type: none"> Executive Director of People & Corporate Services Director of Curriculum Planning Quality E&D Steering Group 	Termly	

<p>To achieve an accessible learning environment for all</p>	<p>13. Continue to work with Estates and health & Safety through the E&D Steering Group to ensure the site remains accessible.</p> <p>14. Regularly review ALS equipment and resources against profile of learners to ensure suitability and accessibility.</p> <p>15. Ensure the E&D Steering group monitor the delivery and satisfaction to events identified within the diversity calendar, / Celebrating Diversity Festival with strong communications plan.</p>	<p>13a Ensure E&D Steering group has accommodation as a recurring agenda item</p> <p>14a Ensure E&D Steering group has ALS resource and staffing as a recurring agenda item</p> <p>15a Learner service manager to provide in advance of steering group meetings upcoming events and satisfaction</p>	<ul style="list-style-type: none"> • Executive Director of People & Corporate Services • Director of Curriculum Planning Quality • E&D Steering Group • Learner Development Mnager 	<p>Termly</p>	
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