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Single Equality Scheme 2017 - 2020

Mission Statement

Staff and Students will participate fully in the process of education and through great teaching and learning, and working with strong partners, Havering Sixth Form College will ensure outstanding progression for students to high quality destinations.



Single Equality Scheme

Havering Sixth Form College Mission & Values

Mission Statement

The College aims to be the first choice outstanding provider of full-time education for 16-19 year olds in the area embracing diversity and creating excellent opportunities for all. Staff and students will participate fully in the process of education to reach our collective potential and promote individual achievement at the highest level. The Mission Statement reflects the student, staff and Governors commitment to be outstanding. The aim of this plan is to provide a framework to become an outstanding Provider.

1. Aim of the Single Equality Scheme

To actively promote equality of opportunity for all and encourage respect for diversity, in order that students may be able more easily achieve the vision set out by the college;

College Vision and Educational Objectives:

Vision

Our vision is that by 2022 Havering Sixth Form College will be recognised regionally and nationally, as a centre of excellence for high quality education, social inclusion and outstanding progression for our Students.

A high quality education will help them to achieve the following educational objectives

- a) To become **better learners** with a commitment to lifelong learning;
- b) To enter and **enjoy the world of ideas** & communities of practice and to take responsibility for their own involvement in learning;
- c) **To grow and adapt** including the development of moral seriousness with which to shape future choices and relationships;
- d) To become **independent, critical thinkers** with the competence to make decisions about the future and a sense of responsibility for the community;
- e) To **achieve and progress** including the development of practical capability as well as acquiring the knowledge & understanding necessary for the intelligent management of life

Thus the educational Objective of the College is to ensure that all members of the College Community can be **better learners; enjoy ideas; grow and adapt; independent & critical thinkers** and **achieve & progress**.

Inclusivity Statement

The college values the diverse cultures, environments and communities of which it is part. The College strives to take an active approach in appreciating these differences and integrating them into its everyday life and activities. We will review policies and procedures regularly to ensure we are fully compliant with the aims of this statement.

The College has a shared and accepted culture, and strives to ensure that all its members shall be respected, listened to, supported and valued. There is a strong belief in nurturing the potential of individuals through tolerance and respect.

In realising this vision, the college believes in equality of treatment and fairness to everyone, and we make sure we practise it as an employer and education provider. Whether you are a student or member of staff or applying to be one, you will be treated equally and fairly. We believe it is your right to be treated the same as anyone else, regardless of your status according to:

- ◆ Race, including, ethnic or national origins, colour or nationality
- ◆ Religion or personal belief
- ◆ Gender
- ◆ Gender reassignment
- ◆ Sexual Orientation
- ◆ Disability
- ◆ Age
- ◆ Pregnancy, Maternity, Paternity and Adoption

The College will do everything reasonable to comply with the Equality Act of 2010 in order to:

- ◆ Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act
- ◆ Advance Equality of Opportunity
- ◆ Foster Good relations between people who share a protected characteristic (above) and people who do not share it

To be able to actively promote Equality & Diversity the issues the college has set out the following priorities:

- i. By embedding equality of opportunity in all policies, practices, decision-making and evaluation processes as well as in the curriculum
- ii. By maximising the potential of every individual in the college community regardless of age, ability, social class, disability, ethnicity, financial status, (trans-) gender, marital or family status, national origin, politics, qualifications, race, religion, belief, non-belief or sexual orientation

- iii. By undertaking rigorous monitoring to identify equality gaps in selection/admission, retention, achievement and/or progression and to benchmark College performance where possible
- iv. By putting strategies in place to address underperformance, exclusion or under representation
- v. By ensuring that all staff are clear about standards and strategies to meet diverse learner needs and are equipped to respond effectively and with confidence
- vi. By developing comprehensive feedback systems to capture learner, staff and stakeholder perceptions of our performance and potential for improvement
- vii. By ensuring that there are clear procedures for challenging discrimination, harassment and unacceptable behaviour
- viii. By not victimising anyone because they have made, or intend to make a complaint, or allegation, or have given or intend to give evidence in relation to a complaint of discrimination or harassment
- ix. By recognising and celebrating achievement from all sections of the College and society
- x. By promoting good relations between staff and students and the wider community, including appropriate groups and organisations
- xi. By ensuring that the translation of this scheme into practice is the responsibility of everyone in the College

Our Single Equality Scheme is designed to reflect our College Mission and to demonstrate how we will meet our commitment to equality, diversity & inclusion for all. Our Single Equality Scheme is an overall strategy, demonstrating how we will promote equality and celebrate diversity in all areas of our work. It shall be integrated into the College Plan.

Our aim is for us to be able to demonstrate that we comply with all equality legislation and have improved equality of opportunity for our staff and students.

Our scheme provides guidance on how we will meet our equality duty, how we will handle any cases of harassment and unlawful discrimination, how policies, procedures and plans will be monitored for adverse impact, how the overall practice and outcomes of our college will be monitored (Faculties, Curriculum, Student Support, Executive, Corporation) and how action will be planned and delivered to address any concerns that are identified.

This document (Single Equality Scheme: Havering Sixth Form College) provides the framework and context to demonstrating our commitment to:

- proactively promoting equality of opportunity for current as well as prospective students and staff
- removing barriers to access, achievement and progression
- ensuring that each area of the College pays due regard to, and monitors EDI issues through the Self-Assessment/Quality Improvement processes to promote equality, diversity & inclusion and the College's Single Equality Scheme

The proposed outcomes from the Single Equality Scheme are;

- A College where people of different backgrounds come together in harmony and mutual respect.
- Where positive action is taken, where appropriate, to overcome disadvantage.
- Where achievement and progress is based upon endeavour not prejudice.

E & D issues are not fully embedded within the college but we continue to address them.

1.2 Promoting the Single Equality Scheme

With regard to staff, in promoting the College's Single Equality Scheme, Havering Sixth Form College undertakes to: -

- address the causes of, and solutions to, of any discrimination on the grounds of disability, race, gender/trans, age, religion or belief or sexual orientation.
- ensure that all new policies and procedures are fully analysed and assessed for impact in order to incorporate the different needs of individuals
- improve opportunities for part time staff to attend training sessions.
- increase the awareness of work life balance and dignity for all at work.
- develop codes of conduct by which our behaviour can be judged.

With regard to learners, in promoting the College's Single Equality Scheme, Havering Sixth Form College undertakes to: -

- recognise the central role of the curriculum in challenging and addressing discriminatory practices and discrimination as well as highlighting areas for celebration.
- monitor admissions procedures against Equality Diversity Impact Assessments
- include curriculum assessment as part of the annual self assessment processes.
- provide a safe and supportive learning environment for all learners.
- develop codes of conduct by which behaviour can be judged.

The Single Equality Scheme will be available to all staff on the College Portal and will be available on the college website. A further document geared towards the student audience, for prospective students and other interested parties will be produced. Copies will also be available from the Main Office.

Reports on issues related to the scheme will also be made:

- To governors
- To staff at full staff meetings, area meetings, training days and via the College Portal
- To new staff induction sessions
- To students through the College Council, the Coaching Programme and the College Portal

In promoting the Single Equality Scheme, Havering Sixth Form College seeks:

- To develop an ethos which respects and values all people irrespective of their gender/trans, race, religion or belief, disability, age or sexual orientation;
- To eliminate all forms of discrimination based on gender, trans, race, religion or belief, disability, age or sexual orientation in all areas of the curriculum, in recruitment, selection and induction processes and procedures;
- To engage in positive action to encourage the development of a more diverse workforce and learner representation;
- To communicate the Single Equality Scheme to learners, staff, governors and all other stakeholders including visitors to the College;
- To ensure that any external organisations with which it works are made aware of, and encouraged and supported to adhere to the Equality & Diversity commitments of the College. We will work closely with other College stakeholders to seek their support and commitment to the Single Equality Scheme.
- To ensure that all College stakeholders understand and have full access to the Scheme and know their rights and responsibilities under this scheme;
- To monitor, review and report on the effectiveness of the Scheme to Governors;
- To ensure that all learners, staff and Governors understand their responsibilities and accountabilities for promoting equality of opportunity;
- To encourage all students, staff and governors to understand their responsibilities and accountabilities for promoting harmony, understanding and cohesion between our minorities.

Raising awareness through, training, induction and development

We will raise awareness of diversity issues as encapsulated within the Single Equality Scheme by providing staff training and development as well as providing diversity induction sessions for all new students and staff.

We will provide learning opportunities and awareness events, where appropriate, in order to facilitate the effective working of our Single Equality Scheme. A calendar of events celebrating all aspects of diversity is in place.

Complaints

We will review our complaints and disciplinary procedures for dealing with direct and indirect discrimination under the Single Equality Scheme. We take all complaints seriously and will gather data on complaints received relating to any aspect of discrimination covered by the Single Equality Scheme. We will continue to monitor action and report progress on dealing with complaints from stakeholders, and as such ensuring that we continue to provide a supportive environment for those who make a complaint on grounds of discrimination or harassment.

Background and Context

2.1 Legal Responsibilities

At Havering Sixth Form College, we have a legal duty to:

- Work towards the elimination of discrimination
- Promote equality regardless of gender/trans, race, disability, sexual orientation, age, religion & belief.

The legislation central to the College's Single Equality Scheme is the Equality Act 2010. The Equality Act 2010 replaced requirements (by repeal) of the following:

Age Discrimination Act 2006
Disability Equality Duty 2005
Gender Recognition Act 2004
Civil Partnership Act 2004
Special Educational Needs and Disability Act 2001
Race Relations Amendment Act 2000, 2003
Gender Reassignment Regulations 1999
Human Rights Act 1998
Disability Discrimination Act 1995
Race Relations Act 1976
Sex Discrimination Act 1975
Equal Pay Act 1970
Sexual Orientation Regulations 2003

2. Havering Sixth Form College as a Learning Provider

HSFC is situated in the furthest east borough in London, bordering Essex to the north and east. It was opened in 1991 as a provider of post 16 education solely for the young people of Havering. After Incorporation in 1994 the college started to take in students from outside the borough, predominantly from along the District Line in East London. This made an enormous contribution in adding to the diversity of the student body and currently approximately 40% of our students come from out of borough schools. The partnership with Havering College of Further & Higher Education and the borough schools in Havering is excellent.

The college provides local young people predominantly with a Level 3 provision which is both academic and vocational, with an emphasis on the former. A Level 2 provision exists to facilitate progression for those students whose GCSE results did not allow the start of a Level 3 course. Approximately 60% of students go on to Higher Education and less than 2% end up as NEETS after their studies at the college. There is an increasing emphasis on Work Experience links as well as with the local community. It is the aim of the Single Equality Scheme to promote equality of opportunity within the student community and to celebrate the diversity which runs through it on many levels.

3. Havering Sixth Form College as an Employer

This Scheme not only covers our responsibilities as an education provider but as a significant employer within the local area. We aim to recruit, retain and develop high quality staff. We currently hold the Investors in People Standard as an external validation of our commitment to staff training and development.

The College also holds the Investors in Diversity standard.

We will only achieve our vision of the College if we embrace equality of opportunity and promote diversity and difference within our staff group. It is this diversity and difference that will foster creativity and enable the College to meet its overarching vision and strategic priorities. Specifically, in relation to our role as an employer we will:

- review our job descriptions regularly and remove any requirements that are unnecessary and may exclude or disadvantage certain groups.
- advertise our vacancies widely to attract a diversity of applicant.
- work proactively to address issues of under representation within our staff group.
- encourage the development and progression of all staff to ensure that they actively contribute to the College's success.
- ensure that our pay structures and processes are fair and transparent. We have a commitment to the implementation of job evaluation to achieve this aim.
- provide managers with training to ensure that they manage staff fairly and treat staff with dignity.
- support managers in the implementation of equalities legislation.

The College is committed to working in partnership and consultation with the recognised Trade Unions and will consult with Trade Unions regarding the content and practical implementation of this Scheme.

4. Single Equality Scheme Components

5.1 Disability

Under the Special Education Needs and Disability Act 2001, it is unlawful to discriminate against disabled learners or prospective learners by treating them less favourably. The Equality Act 2010 sets out the general duty and provides that Havering Sixth Form College, in carrying out its duties, gives due regard to the need to: eliminate discrimination that is unlawful under this Act; eliminate harassment of disabled persons that is related to their disabilities; promote equality of opportunity between disabled persons and other persons; take steps to take account of disabled persons' disabilities.

The College welcomes learners and staff with a disability or impairment, and aims to enable inclusion in all aspects of college life. All reasonable adjustments are made to ensure disabled learners and staff, are not treated less favourably for any reason connected to their disability. Learners and staff are given opportunities and are supported to disclose any disability, or change of circumstance in a supportive environment, respecting confidentiality at all times. The College will encourage and support learners and staff to challenge discrimination.

The college will develop a disability scheme in the near future to make clear in more detail its commitment to not only tackling discrimination and barriers to disabled staff or students but to actively promote its actions in this respect and ensure all potential staff and students with a disability are fully aware of our provision.

5.2 Race

The Equality Act 2010 makes it unlawful to discriminate against a person on racial grounds, which means on the grounds of race, skin colour, nationality including citizenship, ethnic or national origin. Havering Sixth Form College has a general duty to: eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between persons of different racial groups. The College will continue to celebrate cultural diversity.

5.3 Gender

The Equality Act 2010 sets out the general equality duty to eliminate unlawful discrimination and harassment. Havering Sixth Form College has a duty to promote equality of opportunity between men and women and will give due regard to eliminating unlawful discrimination and harassment on the grounds of gender, as well as promoting equality of opportunity between men and women, with respect to both our employees and in the provision of our services.

Havering Sixth Form College is fully committed to eliminating gender inequality, promoting gender equality under the Equality Act 2010 and to promoting equality between women and men. We recognise that there are gender differences in people's life chances, the services they access, the types of jobs they do and how well people, as learners, achieve in education.

For staff we will identify and address the causes of any gender pay gap. All new policies and procedures will be fully analysed and impact assessed to incorporate the different needs of men and women. We will seek to improve opportunities for part time staff to attend training sessions and to engage fully as part of the College community. We will continue to increase the awareness of work life balance and dignity at work policies and guidance available. Training will be provided for all staff on issues relating to gender equality.

For Learners we will recognise the central role of the curriculum in challenging and addressing stereotypes and gender discrimination. The curriculum will be impact assessed as part of the annual self assessment processes. We will provide a safe and supportive learning environment for all learners regardless of gender or transgender. The College Every Child Matters strategy will be implemented.

5.4 Trans

The Equality Act 2010 requires the college to be proactive in promoting equality between trans people and non-trans people of any gender. Havering Sixth Form College is fully committed to ensuring equality and a right to privacy to staff and students who undergo gender reassignment.

The College will work:

- towards ensuring policies and schemes refer specifically to equality for trans men and women
- develop actions to tackle discrimination and harassment and promote equality for trans workers and learners
- build trans equality into induction and training for staff
- consult with members of the trans community/trans staff and learners

5.5 Age

The Equality Act 2010 makes it unlawful to discriminate against staff (or those that are in receipt of services) on the grounds of an individual's age. The regulations include all aspects of employment from recruitment, terms and conditions of employment, promotion, training, benefits or dismissal (amongst others) and also cover other areas of public service activity. Havering Sixth Form College complies with these regulations and will ensure that a person is not treated less favourably on the grounds of their age. We will pay attention to our provision, policies or practices to ensure that any individual of a particular age is not put at a particular disadvantage.

Age discrimination prevents people of all ages from realising their full potential. Age equality can help Havering Sixth Form College deliver better services to all its learners, staff other stakeholders. Unless there are age restrictions placed upon the intended course in terms of any other prevailing legislation, e.g. government policy on age specific funding or entry to types of employment, this information will not form any part of the selection process. We will monitor recruitment, retention and achievement of students by age and will work towards addressing under-representation that exists.

The College will encourage and support learners and staff to challenge age discrimination wherever it is found.

5.6 Religion, Belief & Non-Belief

The Equality Act 2010 makes it unlawful to discriminate against workers on the grounds of their religion, philosophical or similar belief. Havering Sixth Form College will work to ensure that a person is not treated less favourably on the grounds of their religion, belief or non-belief. This includes students, staff and other College stakeholders.

We will treat harassment or victimisation on the grounds of a person's religion or belief as unlawful. We will work towards maintaining a reflective facility for both learners and staff where necessary. Religion or belief cover Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism, Atheism, but may also cover beliefs such as Paganism and life choices. The regulations extend to all aspects of employment from recruitment, terms and conditions of employment, promotion, training, benefits or dismissal (amongst others). We will pay attention to our provision, policies or practices to ensure that a person of a certain religion or belief is not put at a particular disadvantage. We will take account of dietary requirements, where appropriate, respect requests for religious festivals and observance. We will also ensure sensitivity for dress codes where applicable. The College makes every effort to welcome students and staff regardless of their religion or belief and encourages the positive contributions that all groups bring to the College.

5.7 Sexual Orientation

Havering Sixth Form College will undertake to fulfil all its legal duties established by the Equality Act 2010 which prohibit discrimination on the grounds of a person's sexuality.

We will work to ensure that students and staff and other stakeholders are not treated less favourably on the grounds of their sexual orientation. The College makes every effort to welcome learners and staff regardless of sexual orientation and encourages and values the diversity brought by learners, staff and other stakeholders regardless of their sexual orientation. We will treat harassment or victimisation on the grounds of a person's sexual orientation as unlawful. We will work towards creating a positive

working and learning environment with a shared commitment to challenging and preventing stereotyping and will encourage good working relations between heterosexuals, lesbian, gay, bisexual, trans gendered people within the College. We will recognise and respect the sexuality of all individuals and will respect the maintenance of confidentiality where requested. We will take steps to encourage disclosure in a supportive environment.

5. Monitoring

An important element to developing the Single Equality Scheme is the use of effective monitoring of EDI issue. In line with current legislation we have moved away from carrying out separate Equality & Diversity Impact Assessments to a process of building in 'due regard' to EDI issues for all new policies, procedures and initiatives. All new policies and procedures will be screened as they are produced. Screening will identify which of these we need to take to wider consultation as they may have the potential to have a negative impact. The assessment will be based on a clear view of the main aims and procedures of the scheme together with as much information as possible about the different groups the scheme is likely to affect. Individuals are affected by college policy differently according to their gender, racial group or disability for example in terms of access to a service, or the ability to take advantage of proposed opportunities.

In addition, student data is used at course level as an impact measure in order to assess what impact our service delivery is having on recruitment, retention, attendance and achievement. Currently Faculties concentrate on: -

Disability

Ethnicity

Gender

The College continues to work on covering the remaining strands mentioned in the latest legislation.

6. Responsibility for implementation of the Single Equality Scheme

a) *The Deputy Principal, along with the Executive*, monitor the implementation of the Single Equality Scheme. The Deputy Principal will ensure that the staff & student E&D groups are organised and will be responsible for reporting to the Corporation annually.

- It is the responsibility of the **Principal and the Executive** to take the lead in creating an inclusive ethos that sets the tone and creates a culture in which challenges to discriminatory behaviour, negative images or language are immediate and in which positive messages and images of minority groups are promoted.
- In addition, it is their responsibility:
- To ensure that they are familiar with the Single Equality Scheme;
- To ensure that all for whom they are responsible are familiar with the above legislation;
- To ensure that all staff are aware that they can refer equality issues and harassment issues to their appropriate line manager.
- To uphold the scheme by dealing with breaches of it in line with established procedures;
- To ensure that their cross college areas are inclusive and do not put any group at a disadvantage;

- To monitor student admissions, induction, academic progress, retention, achievement, destinations, suspensions and complaints for equality gaps;
- To monitor staff recruitment, professional development and career progression for equality gaps;
- To address any unfairness or obstacles to progress identified above
- To provide appropriate training for staff to meet their duties under the scheme and
- To mainstream equality, diversity & inclusion issues in strategic planning.

b) **The Corporation** shall be familiar with the SES and shall ensure that a report is presented on an annual basis. There shall be a member of the Corporation with a responsibility for all matters relating to Equality & Diversity and the Corporation shall ensure that E&D issues are incorporated into strategic planning where appropriate.

c) It is the responsibility of all **Line Managers**:

- To ensure that they are familiar with the Single Equality Scheme;
- To implement the scheme and ensure that all for whom they are responsible are familiar with the scheme;
- To ensure that the curriculum actively promotes equality, diversity & inclusion issues;
- To identify strategies in their annual SAR for closing any equality gaps and
- To uphold the scheme by dealing with breaches of the scheme in line with established procedures

d) It is the responsibility of **all Staff**:

To familiarise themselves with the Single Equality Scheme;

To promote equality, diversity & inclusion in their teaching by recognising the individual needs of their students especially any additional support needs;

To manage classroom situations so as to promote respectful, harmonious relations between students

To set an inclusive tone by their own example

To challenge any inappropriate language or behaviour immediately and appropriately

To report to the Deputy Principal or any senior member of staff any harassment or discrimination

e) It is the responsibility of **all Students**:

- To comply with the Code of Respect, that is, to treat all members of the college community with respect and consideration and
- To report incidents of harassment or discrimination to the College. (The incident should be reported to their Coach / Personal Tutor, or registered more formally by a Complaint Form at Reception. This will be referred immediately to the Deputy Principal

f) It is the responsibility of **all contractors and service providers**:

- To ensure that any staff or agents acting on their behalf comply with the terms of the scheme and
- To comply with good equality practice in contracts, service delivery and agreements.

These responsibilities will be a term in any contract made with the college.

7. Breaches of the Scheme

Students: in the first instance, the tutor will deal with any student acting in breach of the scheme by issuing a warning. Subsequent breaches will be dealt with in accordance with the Student Disciplinary Procedure as outlined in the *Student Handbook* and a record of them on kept by the Deputy Principal

Staff: in the first instance, the line manager will deal with any member of staff acting in breach of the scheme and will be dealt with in accordance with the Staff Disciplinary Procedure and a record of them kept by the Assistant Principal Performance, Services and Resources.

Should there be any breaches of the scheme **contractors and service providers** will be required to take appropriate action to address the transgression. Failure to do so may lead to cancellation of the contract. This decision will be the responsibility of the Assistant Principal Performance, Services and Resources in liaison with the Principal.

8. Consulting, Monitoring and Reviewing our Single Equality Scheme

Consulting	Ongoing consultation with staff, learners, unions, governors and other stakeholders. e.g.: Student survey (annually), staff survey (annually). Our Single Equalities Scheme underpins our application to become an Investor in Diversity. This recognition relies very heavily on consultation with all stakeholders in order to understand our strengths and weaknesses in order to develop an effective strategy for improvement and subsequent greater effectiveness as an organisation committed to Equality, diversity & inclusion.
Monitoring	Policies and procedures are monitored through screening of all new policies & procedures. An EDI group will meet regularly and closely monitor the implementation of the action plan and ensures new legislation is incorporated into the plan and monitored.
Reviewing	SES will be reviewed annually by the Deputy Principal to Executive and to the Governing body taking into account feedback from our internal and external stakeholders.

9. General Duties

There is a general legal duty placed upon the College to eliminate unlawful discrimination and harassment, to promote equality of opportunity, to encourage good relations and positive attitude between all groups and to take positive action where appropriate. The College will achieve this through the following actions:

Eliminate unlawful discrimination	<ul style="list-style-type: none"> • Through College Policies and Procedures
Promote equality of opportunity	<ul style="list-style-type: none"> • Through College Policies and Procedures • INSET day activities and CPD

	<ul style="list-style-type: none"> • Diversity Celebration Events • Coaching arrangements • Regular E&D group meetings
Encourage good relations and positive attitude between all groups	<ul style="list-style-type: none"> • Community Cohesion Strategy • Coaching • College Activities • Staff Development activity
Eliminate harassment	<ul style="list-style-type: none"> • College Values • Campaigns • Coaching • Disciplinary Process • Relevant HR Work Policies
Take positive action where appropriate	<ul style="list-style-type: none"> • Support groups • Learner Support • INSET activities • Promotions

11. Specific Duties

There are a number of specific duties relating to existing legislation which we have applied to all seven components of our Single Equality Scheme.

They are intended to eliminate unlawful discrimination, promote equality of opportunity and to monitor and assess the impact of activities upon students, staff and other stakeholders.

Prepare and monitor specific policies	All policies related directly and indirectly to the SES are reviewed regularly and are re-submitted to the Executive for approval. These are accompanied by reviewed/revised action plans.
Monitor the achievement and progress of learners.	The College Produces Equality, diversity & inclusion data which is reviewed through the SAR process.
Monitor the arrangements for the appointment and progression of staff	Human Resources (HR) monitor and track all recruitment and upgrading of staff activity. HR contribute to the annual report to the Corporation outlining data relating to age, gender, ethnicity and disability together with plans for addressing issues affecting any pertinent minority group.
Consult staff, learners and shareholders from minority groups	The college recognises that progress has been made on assessing feedback from staff & students.
Outcome A College where people from different minorities can come together in work and learning; where action is taken, where appropriate, to overcome disadvantages; where achievement and progress is based upon endeavour not prejudice.	

12. Implementing the Scheme

The scheme will be implemented through a programme of phased activity associated with each aspect of the College's business. There will be launch activities designed to ensure that the scheme is communicated to staff, students and stakeholders. Implementation will be supported by a programme of Continuous Professional Development Activity and regular communications to staff. It will be communicated to learners through induction and coaching activities.

The scheme will be approved and monitored by Senior Managers and the Governing Body of the College to whom an annual report on activity and progress towards achieving targets and objectives will be submitted. The scheme will be incorporated into the College Self Assessment processes, Objectives and Strategic Development Plan. This will ensure its proper consideration at appropriate stages in the college planning and review cycle and will promote activity at all levels throughout the College.

13. Action Plan

Every year there will be an action plan with specific actions for each recognised E&D strand as well as overall college goals. This will be monitored regularly and reported on annually.