

## Single Equality Scheme Action Plan

No:	E&D Themes	Objective	Action	Person Responsible	Completion Date	Outcome/Measure	Progress Review
1.1	Promoting Equality and Diversity	To improve displays of positive images in the college	<ul style="list-style-type: none"> <li>Promote positive images and achievement of different groups of learners in the college e.g. displays, poster, publicity material and website</li> <li>Celebrate Diversity with the student population and the community</li> </ul>	Marketing, Quality, E&D Committee Heads of Student Services	Nov-12	all college site publicity materials to reflect the student population in relation to E&D groupings Students attend diversity events	
1.2	Promoting Equality and Diversity	To make key documents accessible to learners with visual impairment	<ul style="list-style-type: none"> <li>Ensure all key documents are available in an appropriate format for learners with visual impairment. e.g. Braille, audio and large print</li> </ul>	Marketing, Student Services, ALS	Sep-11	relevant documents available in appropriate formats	Upon request we will make this available. Browse aloud being considered for website
1.3	Promoting Equality and Diversity	To ensure teaching materials and activities are not biased and that they are representative of the learner population on the course	<ul style="list-style-type: none"> <li>Audit a sample of teaching material and activities to ensure they are sensitive to equality and diversity issues as well as reflecting the learner population of the course during lesson observations.</li> <li>Put examples of materials on the Wiki</li> </ul>	Teaching and Learning Coaches, HoFs, DoQ	Sep-12	Audit completed Materials available on the Wiki	Guidance given to teachers -Six points -the SCCH way
1.4	Promoting Equality and Diversity	Ensure Governors are involved in E&D	<ul style="list-style-type: none"> <li>Governors to nominate a named Governor for E&amp;D</li> </ul>	Corporation Clerk/Quality	Sep-11	Governors actively involved in College E&D issues	Governor appointed and Training given

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1.5	Promoting Equality and Diversity	Improve the promotion of E&D in the curriculum	<ul style="list-style-type: none"> <li>•Actively support teachers in developing their E&amp;D focus in the classroom.</li> <li>• Put a range of materials on the Wiki e.g. exercises and videos to both support staff and stimulate ideas</li> </ul>	Director of Quality	Sep-12	Minutes of meetings Materials and Videos on the Wiki	Six Key points -The SCCH way published extensively to teachers. Materials on the Wiki. Checks on marked work. Teaching and Learning Coaches providing support
1.6	Positive Discrimination	Increase the number of male and female learners into non traditional roles e.g. women in Construction, men in Care	<ul style="list-style-type: none"> <li>•HoLs to set targets with PALs to move towards a balance of males and females.</li> <li>•Use positive role model images for all marketing events.</li> </ul>	Marketing, HoFs, E&D Committee, Dir of Quality	Mar-12	Identifying achievement gaps	Impossible to fully change society culture. Support in place when choices made.
1.7	Promoting Equality and Diversity	Set recruitment targets which will help the learner population to reflect the local population in relation to gender, age, ethnicity ,disability, gender reassignment, pregnancy and maternity, race, religion and believe, sex and sexual orientation	<ul style="list-style-type: none"> <li>•All Course Tutors and Enterprise Team to set recruitment targets for learner enrolment to address any imbalances.</li> </ul>	DP, HoFs, Dir of WBL, Dir of BD, E&D Committee	Mar-12	College Learners population to reflect the local population	



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1.8	Promoting Equality and Diversity	To ensure all work based learning providers/suppliers and sub contractors involved with the College work within the College's Single Equality Scheme	•Ensure all contracts to include a statement which states a requirement to work within the College's Single Equality Scheme. •Issue all suppliers and sub contractors with a copy of the College's Single Equality Scheme	Procurement Officer/Head of Finance/HoFs/Dir of WBL,Dir of BD	July.10	Suppliers sign the Code of Conduct for Contractors which agrees to act in line with the College's Single Equality Scheme	
1.9	Promoting Equality and Diversity	Ensure that college procedures do not impose barriers specific to people with a disability	•Produce priority timetable for Impact Assessment of existing college policies and procedures	Dir of Quality	Jul-13	Time table produced	Plan in place. New streamlined
1.10	Promoting Equality and Diversity	Take positive action to meet the needs of all minorities including gender, age, ethnicity ,disability, gender reassignment, pregnancy and maternity, race, religion and believe, sex and sexual orientation, for staff, students and service users	•Ensure the Single Equality Scheme is fully publicised in publicity information and via the college website	Marketing	Jul-11	all relevant publicity material references the SES	On website

1.11	Promoting Equality and Diversity	Continue to actively encourage people with a disability to apply for employment within the college.	<ul style="list-style-type: none"> <li>•Review and revise all current job advertisement media to ensure people with a disability are encouraged to apply for jobs within the college.</li> <li>•Continue to use the 2 ticks logo on all job adverts • HR to promote self service further to encourage staff to disclose disability</li> </ul>	Head of HR	Nov-09	<ul style="list-style-type: none"> <li>• Increase the disabled staff from 3% to 6%</li> </ul>	We cannot require staff to disclose. Current level is 4%
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2.1	Complying with Equality and Diversity Legislation	Ensure all policies and procedures are Equality Impact Assessed	<ul style="list-style-type: none"> <li>•List all current policies along with the revision dates and impact assessment dates.</li> <li>• Train all writers of policies on Equality Impact Assessments. •Impact assessments written and approved by the principal for all policies and procedures</li> </ul>	Head of HR /Dir of Quality/Corporation Clerk	Sep-11	<ul style="list-style-type: none"> <li>•Policy and impact assessment schedule up to date.</li> <li>•Attendance list for E&amp;D staff development.</li> <li>•A copy of all Equality Impact Assessments completed and approved held centrally with the Director of Quality</li> </ul>	As 1.9
2.2	Complying with Equality and Diversity Legislation	Improve staffs knowledge and competence in E&D	<ul style="list-style-type: none"> <li>•Establish a comprehensive programme of E&amp;D staff training to include: General awareness training including Sex and Sexual orientation (LGB&amp;T) for all staff, Lecturers to be trained in the delivery of E&amp;D in lessons, Teaching and Learning Coaches and E&amp;D Champions trained in delivery of E&amp;D in the curriculum and materials audit, training for all staff involved in recruitment and selection.</li> </ul>	Director of Quality, Head of Student Services, Head of HR	Sep-11	Staff Development Programme and attendance lists	Extensive College wide training undertaken using the Black leadership initiative and Differentiation for Learner Success. ALS specific need training. Self Harm awareness for students and Staff.

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2.3	Complying with Equality and Diversity Legislation	Improve Manager Knowledge and competence in E&D	<ul style="list-style-type: none"> <li>•SLT to complete NCFE Level 2 certificate in E&amp;D.</li> <li>•HoLS to complete E&amp;D course in academic year 20011/12</li> </ul>	Teacher Education and Support Manager, SLT, Hof's	Jul-13	All SLT and HoFs gain the qualification	The new programme to be rolled out in the new year
2.4	Complying with Equality and Diversity Legislation	Raise awareness of Autism Spectrum Conditions	<ul style="list-style-type: none"> <li>•Include training on Autism Spectrum Conditions in staff induction</li> <li>•Roll on roll off staff training relating to Autism</li> </ul>	ALS Manager/HR HoL Foundation Learning	every staff induction July 2012	all staff to have Autism Awareness training. Compliance with Autism Strategy	Included in staff induction
3.1	Tackling Discrimination, Bullying and Harassment	Raise learner awareness of the college Single Equality and Diversity Scheme in induction.	<ul style="list-style-type: none"> <li>•Continue to include awareness of E&amp;D and Safeguarding during learner induction and monitor any issues relating to age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and belief, sex and sexual orientation.</li> <li>•Carry out college observation and evaluation of learner induction</li> </ul>	Head of Student Services, Director of Quality	•Sept.11 •March 12	Safe and secure learning environment which challenges discrimination. Induction Observation report	Included in check list for Induction

3.2	Tackling Discrimination, Bulling and Harassment	Explore Equality and Diversity issues in induction and lessons in terms of age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity race, religion and believe, sex and sexual orientation	<ul style="list-style-type: none"> <li>•Students to have E&amp;D topic in induction.</li> <li>•SOW to identify when E&amp;D topics will be covered during the year</li> </ul>	Head Student Services, Director of Quality	Sept 11 - March 12	Lesson Observation report, check induction SOW and feedback from induction learner voice	A comprehensive report produced in July 12
3.3	Tackling Discrimination, Bulling and Harassment	Challenge patronising or discriminating attitudes and behaviour on the grounds of age, gender, gender reassignment, ethnicity, disability pregnancy and maternity, race, religion and believe, sex and sexual orientation	<ul style="list-style-type: none"> <li>•Set systems to gather age gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and believe, sex and sexual orientation data relating to Student Discipline, Complaints and Incident Reports</li> </ul>	Director of Quality, Head of Student Services, Head of MIS	Sep-13	Data available to carry out the trend analysis	Data to be collected by academic tutors as part of Induction process in 2013
3.4	Tackling Discrimination, Bullying and Harassment	Challenge patronising or discriminating attitudes and behaviour on the grounds of age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and belief, sex and sexual orientation	<ul style="list-style-type: none"> <li>•Analyse trends through Student Discipline Procedures, Learner Complaints, Incident Reports and Lesson Observations</li> </ul>	Director of Quality	Jan-13	Report to SLT and Governors	Analysed complaints and Observations so far. No significant issues



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4.1	Monitoring Equality Outcomes	Analyse learner attendance by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>• Head of MIS to provide Hofs with monthly attendance report.</li> <li>•Hofs with LSM's to identify any poor attendance trends and take appropriate action.</li> <li>•SLT to monitor attendance trends termly</li> </ul>	Head of MIS, HoF's, Dir of Quality, E&D Committee	Jan-13	Report to SLT	
4.2	Monitoring Equality Outcomes	Analyse learner success data by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>•Produce success rate data at college and SSA levels by age, ethnicity, gender and disability and identify lines of enquiry for SLT and Governors</li> </ul>	Director of Quality, E&D Committee	Feb.11	Report to SLT and Governors	Completed
4.3	Monitoring Equality Outcomes	To increase the success rates of any underperforming groups	<ul style="list-style-type: none"> <li>•Devise a cross college set of actions to give appropriate support to under performing groups e.g. role models</li> </ul>	Director of Quality, DP,	Mar-13	Report to SLT	Teachers and LSM's taking action with support
4.4	Monitoring Equality Outcomes	Analyse the effectiveness of additional learning support	<ul style="list-style-type: none"> <li>•Produce report on take up of ALS and success rate of those who receive ALS by age, ethnicity, gender and disability</li> </ul>	Head of ALS	Oct.11	Report to SLT and Governors	Reported on as part of the SAR process and PIAP

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4.5	Monitoring Equality Outcomes	Analyse learner progression by age, gender, ethnicity and disability	<ul style="list-style-type: none"> <li>•Produce progression data at college and SSA levels by age, ethnicity, gender and disability and identify lines of enquire for SLT and Governors</li> <li>•Use the information to inform curriculum planning</li> </ul>	Head of MIS, Head of systems development, Director of Quality, E&D Committee.	Mar-13	Report to SLT and Governors.	
4.6	Monitoring Equality Outcomes	Improve access to E&D data	•All LSM's to be provided with success rate by age, gender, disability and ethnicity to use in their course reviews	Head of MIS, Hof's	Oct.11	Course reviews and SARs	Data now available
4.7	Monitoring Equality Outcomes	Improve learner exclusion and suspension data	•Continue to review learner exclusion and suspension procedure to ensure all cases are reported to MIS	Hofs, SLT, E&D Committee, Head of Student Services	Jan.12	Minutes of E&D Committee Meetings	Process in place to collect information. To be reviewed as part of pro monitor developments

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4.8	Monitoring Equality Outcomes	Produce E&D staff reports relating to recruitment and selection, promotion, grievance.	<ul style="list-style-type: none"> <li>•Analyse E&amp;D staff reports relating to recruitment and selection, promotion, grievance and provide recommendations to SLT and Governors.</li> <li>•Continue to analyse staffing profile to ensure it reflects the local population in relation to age, gender, disability, ethnicity and race</li> </ul>	Head of HR	March.11	Report to SLT and Governors.	Completed and now an annual report
4.9	Monitoring Equality Outcomes	Ensure learner voice processes are representative of the learner population in terms of age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and belief, sex and sexual orientation	<ul style="list-style-type: none"> <li>•Analyse the attendance at learner voice forums and meetings by all E&amp;D categories to check it reflects the college student population.</li> <li>•Maintain activities that encourage a range of students to participate in learner voice to reflect the college student population</li> <li>•HoLs to be proactive in ensuring student attend</li> </ul>	Head of Student Services, HoLs,DoB	June.12	Attendance Reports and minutes of meetings	Restructured Student Council Executive includes Disabilities Officer,LGBT Officer and BAME officer

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4.10	Monitoring Equality Outcomes	Actively seek and monitor the views of staff and students by age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and believe, sex and sexual orientation	•Ensure all perception and feedback surveys are analysed and reported on disclosed information	Director of Quality, Head of HR	Oct 11, April 12, July12	Report to SLT and Governors	Completed
4.11	Monitoring Equality Outcomes	Take steps to ensure all staff have access to staff development	•Analyse the take up of staff development by age, gender, ethnicity and disability	Head of HR	Sep-11	Report to SLT, Governors, E&D Group	Undertaken and now an annual report
4.12	Monitoring Equality Outcomes	Be pro-active in carrying out impartial health checks in relation to E&D	•Explore the possibility of an external organisation (e.g. Shaw Trust\RBLI\Job Centre Plus) of carrying out disability checks	Head of HR	Sep-11	Health check report to SLT	An annual check from 2 ticks is undertaken
5.1	Eliminating Discrimination and Related Harassment	Using informal and formal means including lessons, staff meetings, campus newsletter, encourage staff and students to confront discriminatory attitudes, language and behaviour	•Staff to attend training to ensure they understand the legal requirements - part 1 training How to incorporate E&D into the classroom for teaching staff.	Staff Development, E&D Champions, E&D Group	July 10- July 11	Staff Development Records, Lesson observations, Student Feedback	Extensive College wide training undertaken using the Black leadership initiative and Differentiation for Learner Success. ALS specific need training. Self Harm awareness for students and Staff.

5.2	Eliminating Discrimination and Related Harassment	Ensure the College environment and all off site premises are as safe as possible for all students and staff	•Monitor any reasons why students can not access education at SCCH	Head of Student Services, VPEES	termly	Report to SLT	No reported cases
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5.3	Eliminating Discrimination and Related Harassment	Ensure the College environment and all off site premises are as safe as possible for all students and staff	<ul style="list-style-type: none"> <li>•Review procedures for the emergency evacuation of disabled people</li> <li>•Ensure staff are aware of the PEEP procedures for students and staff with a mobility issues</li> <li>•Ensure PEEP procedure is included in staff induction</li> </ul>	H&S Manager	May 2011 July 2011		Review completed and revised procedures in place
5.4	Eliminating Discrimination and Related Harassment	Ensure students have a Safe Haven	•Explore a Safe Haven room at Ore	EDS	Jul-11	Safe Haven in place. Meeting the requirements of DDA	Safe haven in place
5.5	Eliminating Discrimination and Related Harassment	Share and participate in values of the Hastings and St Leonards Equality Human Rights Charter	<ul style="list-style-type: none"> <li>• Sign the Charter</li> <li>• consider how the charter links with college procedures and student events</li> </ul>	Principal Students Services/Quality	Sept 11 on-going	Charter is signed.	Corporation approved. Charter signed.
5.6	Eliminating Discrimination and Related Harassment	Actively seek and monitor the views of staff and students by age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and believe, sex and sexual orientation	•Establish discrete staff and student focus groups.	HR/ALS Manager	termly	Notes of meetings and actions taken	Undertaken