



# SINGLE EQUALITY, DIVERSITY & INCLUSIVENESS STRATEGY & ACTION PLAN

2017—2020



**KIRKLEES**  
COLLEGE

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At Kirklees College, we strive not only to meet our statutory requirements but to embed equality and diversity into everything that we do.

We pride ourselves on being a welcoming and inclusive college with a real commitment to continually raising awareness of equality and diversity matters and minimising discrimination and prejudice.

We aspire to excellence, and a positive attention to values and behaviours is an essential part of that process including:

- V1 Pursuit of Excellence to be the best that we can be as professionals, departmental teams and as a college to stretch our students to fulfil their potential.
- V2 Integrity, transparency, fairness and honesty in our management and communications.
- V3 We will actively promote the College Equality and Diversity Policy.
- V4 Respectful and supportive behaviour towards each other, our students and our community.
- V5 Playing our individual part in the provision of a caring environment that is safe, healthy, supportive and student responsive.
- V6 The college provides value for public money and is Efficient in the use of all resources.
- V7 Promoting an environment where Innovation and creativity are encouraged.

We welcome everyone's comments on this Equality, Diversity and Inclusiveness Strategy and Single Equality Scheme Action Plan (Appendix 1) as well as any other aspects of our work to promote equality and diversity.

When carrying out our functions we increasingly set diversity at the heart of the way we do business. By ensuring its core position in service delivery and employment practice, and is imbedded into day to day business.

Our intention is to be recognised as an outstanding college and the critical factor in this is the success of all staff and all students. The Single Equality, Diversity and Inclusiveness Strategy through its implementation will support us in this success.

Our Single Equality Strategy for 2017-20 creates a framework for promoting and maintaining an inclusive environment where everyone can achieve. This is informed by both the spirit and the letter of the law. It is our response to the specific duty to publish information under the Equality Act 2010.

***This statement has been drawn up in partnership with our Board of Governors***

Marie Gilluley  
Principal and Chief Executive

# MISSION STATEMENT

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## CREATING OPPORTUNITY, CHANGING LIVES

Our mission statement is a short statement that captures the purpose of Kirklees College and our contribution to our community.

The mission celebrates the fact that the college is an institution which embraces the needs of all our community, irrespective of academic achievement and social background, and changes lives through providing a ladder of opportunity and progression and through creative, responsive and successful learning.

## THIS STRATEGY

**As this strategy is linked to the overall college Strategic Plan it should be read in conjunction with this. The strategy should also be read in conjunction with the college Equality and Diversity Policy as the Equality and Diversity Policy is based on legislative compliance and best practice and has clear links to the Single Equality Statement. Finally the commitments and the detail within this plan have been translated into clearly defined actions as included in the Single Equality Strategy Action Plan (Appendix 1).**

This Single Equality Strategy (SES) brings together our commitments to equality, diversity and inclusiveness, and our equality ambitions and plans across the organisation. It embraces all members of our college community and its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity and inclusiveness. The strategy and action plan will build on our previous equality work. We will continue with our efforts to break down barriers and challenge unfairness, and ensure opportunities and experiences which help people and communities reach their full potential.

The strategy also sets out our intentions to

- Make equality a reality for people accessing our services, seeking job opportunities and who are currently employed with the college.
- Fulfil our legal responsibilities.
- Inform people of our responsibilities and how we will fulfil them.
- Show how our strategy links to our broader equalities objectives and priorities.
- Provide information about our consultation and engagement, monitoring and training arrangements.

**Appendix 1** outlines the college's Equality objectives and the expected outcomes. These will be monitored through the Equality, Diversity and Inclusion (EDI) Strategic Group and progress made will be reported on our Equality, Diversity and Inclusion (EDI) annual report

**Please note for the purposes of this document the terms Single Equality, Diversity and Inclusiveness Strategy and Single Equality Strategy will be read as one and abbreviated to SES. The term Equality, Diversity and Inclusion will be abbreviated to EDI.**

## STRATEGIC OBJECTIVES 2016-17

The college's 7 **Strategic Objectives (SOs)** are set out below, each of which are owned by a senior manager of the college and monitored by the senior leadership team and corporation committee. Underpinning each strategic objective is an annual operating plan.

- SO1 To deliver enterprising, responsive and efficient education and training
- SO2 To provide an inclusive, student-centred learning environment focussed on development, success and progression
- SO3 To provide modern, safe, estate and resources
- SO4 To deliver effective communications and customer services
- SO5 To attract, nurture and develop a highly skilled, efficient and professional workforce
- SO6 To ensure the solvency of the College and generate resources to continuously invest in learning and staff
- SO7 To deliver creative and effective decision making, learning, and risk management

The Equality Act 2010 places a general duty on public sector organisations (including further and higher education colleges) to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who do and do not share a protected characteristic.\*
- Foster good relations between people who share a protected characteristic and those who do not.

Kirklees College must meet this general duty both as an employer and as a provider of further and higher education and show due regard to the duty across all of our functions.

\*The nine protected characteristics are:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief
9. Sexual orientation

The general equality duty requires public bodies to show due regard to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not.

The specific duties require Public bodies to:

- Publish relevant, proportionate information demonstrating their compliance with the Equality Duty.
- Set themselves specific, measurable equality objectives

The college will therefore continue to publish information demonstrating compliance with the general duty annually by 30 March.

At least every three years thereafter, the college will publish equality objectives setting out how the requirements of the Equality Act will be met.

## **Human Rights Act 1998**

The Human Rights Act came into force in October 2000 and obliges public authorities to treat people in accordance with their rights under the European Convention of Human Rights.

Our equality information is published on the Equality and Diversity pages of Kirklees College's website and further details on the Anti-Slavery Statement can be found [here](#).

## CONTEXT

**With increased focus on Equality and Diversity in all sectors and in all areas of everyday life, we need to demonstrate and communicate to our stakeholders, both internal and external, that we are committed to providing a supportive, inclusive and respectful environment.**

The college is fully inclusive, and provides learning opportunities from entry level to level 6. Because of their low grades on entry over 60% of classroom-based students are studying a main programme below level 2.

Using Indices of Multiple Deprivation around 70% of the college's 16-18 students and 80% of our over 19 students were in the top 4 bands of postcode deprivation, this is 18% above the figure nationally for general further education colleges; 29% were from the most deprived band and 17% were from band 2, just 1.5% of students were from the least deprived band (Band 10).

This is markedly above the local population percentages and our student cohort is significantly more disadvantaged than their peers in surrounding institutions and in the sector as a whole.

16% of our students come from Asian/British Asian backgrounds and of these 42.1% of students come from band 1 and a further 26.6% come from band 2 of the Indices of Multiple Deprivation

In 2015/16 just under 25% of our students were eligible for free school meals against a secondary cohort figure of 18.8%.

More importantly those students who receive free school meals perform 27.8% below their peers in secondary school, both locally and nationally.

Once at Kirklees College we ensure that the gap is significantly reduced to only 3% below their peers. The college is very proud of the effective way in which we add value and progress students who come from disadvantaged backgrounds and have poor incoming grades. We ensure their potential is fulfilled, in many cases through our high rates of internal progression.

A clear commitment in our mission and vision to fairness, respect and inclusion will enable the college to attract the widest pool of staff and students to deliver its strategic objectives. We will take a proactive approach to identify barriers faced by our students, staff and communities and work hard to remove them wherever possible.

## OVERALL AIMS

The college is committed to ensuring that equal access and diversity are reflected in terms of student enrolment and induction; curriculum and assessment; staff recruitment, appointment, training and promotion; and, support services and resources. The aims of this Single Equality Strategy are as follows:

<p>To provide an inclusive, student centred learning environment focussed on development, success and progression.</p>	<ul style="list-style-type: none"> <li>• All course information promotes equality of opportunity and diversity and is free from explicit or implicit discriminatory language;</li> <li>• The college provides written entry criteria and procedures which are free from any form of discriminatory practice and are available in a variety of formats on request;</li> <li>• The college provides impartial guidance for all applicants to ensure their placement on appropriate courses which offer success and progression.</li> <li>• It is our priority to embed issues such as diversity, gender, transgender, age, race, religion or belief, sexual orientation and disability within the curriculum;</li> <li>• Teachers and teaching support staff are encouraged to identify opportunities to promote and celebrate diversity in all its forms.</li> <li>• All students have equality of access to all college services;</li> <li>• Developing and implementing a set of programmes and activities to promote good relations in student groups</li> <li>• Making all staff and students aware that any harassment on any grounds on college premises may amount to a criminal offence (Public Order Act 1986, Criminal Justice and Public Order Act 1994 and Protection from Harassment Act 1997);</li> <li>• Making all College policies and practices against harassment and discrimination easily accessible, ensuring that staff and students are aware of procedures to be followed providing training in support of the policies. It is a College priority to ensure that staff, whether in teaching or curriculum-support roles, provide teaching and learning materials that actively promote diversity, inclusion and equal opportunities and are not discriminatory or prejudiced on any grounds but include, where possible, positive and diverse images which reflect equality;</li> <li>• Curriculum delivery is underpinned by access to language and learning support where required.</li> <li>• Anti-radicalisation awareness and prevention</li> </ul>
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<p>To deliver enterprising, responsive and efficient education and training which seeks out, and responds appropriately to, the views of stakeholders</p>	<ul style="list-style-type: none"> <li>• The range and level of the college curriculum is designed to meet the needs and reflect the diversity of the students, the community and employers and does not create and barriers to learning</li> <li>• Increase participation rates in Apprenticeship and higher level skills across the breadth of the community</li> <li>• Match the broad range of employer aspirations to ensure students are 'work ready'</li> <li>• Development of employers knowledge of and confidence in EDI</li> <li>• Ensure that different groups of students achieve at equal rates</li> <li>• Greater student involvement and consultation in EDI activities.</li> </ul>
<p>To attract, nurture and develop highly skilled, efficient and professional workforce.</p>	<ul style="list-style-type: none"> <li>• The college works towards a staffing body which is representative of the local communities with the best and brightest staff recruited, retained and promoted</li> <li>• Having a human resources strategy which positively supports equality of opportunity and diversity in all aspects of employment and training</li> <li>• Encouraging and enabling under-represented groups of staff to compete for initial appointment and promotions.</li> <li>• All staff understand their responsibility for EDI</li> <li>• Greater staff involvement and consultation in EDI activities.</li> </ul>

# MEETING OUR COMMITMENTS.

The actions underpinning these aims are detailed in appendix 1

## Overall Commitments

Kirklees College will ensure that:

- The Corporation and the Senior Leadership Team take an active role in promoting
- and embedding equality and diversity in all aspects of our work
- Our Equality, Diversity and Inclusion Action Plan (Appendix 1) is regularly monitored and implemented
- The impact of this Single Equality Strategy is assessed via our quality assurance systems (observations of teaching and learning, Self-Assessment Reports and feedback from our students, staff and partners)
- Our successes and progress in meeting our commitments are celebrated in our Annual Report on equality and diversity.
- Our Equality Impact Assessment process will continue to help us to ensure that all of our major decisions and actions are thoroughly considered before implementation
- We address unequal experiences for all who share protected characteristics and are mindful of our actions in relation to socio economic factors
- We recruit, train, develop and support students and staff fairly
- We welcome different perspectives, skills and backgrounds
- We monitor and review our work in order to be alerted to any unfairness and learn from complaints and grievances.
- We encourage and support the development of innovative projects that promote equality of opportunity
- Work with our communities to ensure that their needs are taken into account and to let them know what services are available and how they can access them;
- Foster a culture of learning and of sharing good practice
- Ensure efficient and fair delivery of services through a well trained workforce knowledgeable about equality and diversity issues
- Strengthen our work with partners in the public sector to promote equality and diversity and to develop and share good practice.
- Strengthen strategic and individual plans to contain equality and diversity priorities for action;
- Ensure all external partnerships and employer engagement provision complies with the legislation including all the protected characteristics in accordance with the Equality Act 2010 and thereby close the equalities and achievement gap.
- To provide an accessible and inclusive physical environment and facilities which positively reflect the college's commitment to Equality and Diversity and to ensure that external contractors comply with the requirements of The Equality Act 2010.

## **Commitments to our staff**

Kirklees College acknowledges that our staff are our main asset and we are highly committed to investing in our employees. To recruit and retain a motivated and professional workforce which reflects our local communities, we will:

- Ensure our human resources policies are fit-for- purpose and review them regularly
- Act rapidly to challenge and eliminate prejudice, bullying or harassment
- Support recognised trade unions and staff forums
- Regularly review our workforce monitoring data and take action where appropriate
- Use a variety of different methods to attract and retain staff from all equality backgrounds
- Comply with all equalities-related employment legislation
- Make reasonable adjustments for staff with particular needs
- Train staff in equality and diversity issues to enable them to carry out their jobs in a way that reflects the ethos of the college.
- Encourage open, honest discussion about issues which support personal development
- Continue to develop a workforce that is reflective of the diversity mix of the area in relation to our workforce.

### **Commitments to our students**

We will strive to provide an effective and meaningful learning and teaching experience for all our students, whatever their background. In order to do this we will:

- Ensure our student policies are fit-for-purpose and review them regularly
- Act swiftly to challenge and eliminate prejudice, bullying or harassment
- Support the Student Voice as an empowering vehicle for change
- Regularly review our student monitoring data and take action where appropriate
- Use a variety of different methods to attract and retain students from all backgrounds
- Comply with all equalities-related legislation
- Make reasonable adjustments for students with particular needs
- Encourage open, honest discussion about issues which support students' educational aspirations.
- guide applicants to a suitable choice of course ensuring they meet the entry criteria and that the course provides an appropriate pathway for their career aims and aspirations;
- respond to the requirements of employers and of professional bodies in the design and delivery of courses;
- continue to improve the structure of the curriculum to enable students to achieve their full potential, and
- employ assessment methods which are valid, reliable and inclusive (appropriate to a range of learning styles).
- provide an inclusive learning environment and programmes to ensure that provision can be made for the learning needs of as wide a cross-section of the general population as possible
- place the student at the centre of the learning process
- ensure that individuals are valued in their achievements and progression recognised.
- take account of the diverse range of support needed to enable individuals to participate and learn
- provide a range of services to help remove barriers to participation and learning;
- target student support funds and other sources of financial assistance to support those students in hardship and to maximise their retention and achievement
- ensure that students are able to access teaching, learning and support equally and are not disadvantaged by personal characteristics or circumstances
- provide a wide range of effective learning resources and support which contribute to meeting student needs and contribute to success;
- actively promote a safe and healthy college environment and provide structures and procedures for managing safeguarding issues including referrals to other agencies
- establish a range of mechanisms to support consultation and communication with students and promote citizenship and democracy
- provide programmes and support that are empowering of the individual;

## ROLES AND RESPONSIBILITIES

**Kirklees College believes that Equality, Diversity and Inclusion (EDI) are everyone's responsibility (students, staff, employers, partners, stakeholders and visitors) and that everyone has a role to play in the successful implementation of this Single Equality Strategy (SES) across the organisation**

The Chief Executive/Principal and Chair of Governors have overall responsibility for this Single Equality Strategy and ultimate accountability for compliance with the organisation's equality obligations.

### **The Governing Body**

- The Governors are fully supportive of this statement responsible for ensuring that:
- Kirklees College complies with the law and meets all its duties, including the general and the specific duties
- The Single Equality Strategy and its procedures are followed
- The college's commitment to equality is promoted.
- Adequate resources are made available for implementation of the Single Equality Strategy
- The College's Strategic Plan includes a commitment to equality, foster a positive ethos with regard to diversity and the elimination of discrimination
- The Corporation receives and responds to reports on recruitment, retention, achievement and success rates for students from different backgrounds and to information regarding staff, equality objectives and priorities
- Governors are properly trained in their duties under this legislation

**Executive and Senior Leadership Team are responsible for:**

- Overall implementation of our equality commitments and the promotion of equality
- Leading in creating a positive, inclusive environment in which everybody is treated with respect and dignity.
- Ensuring that this Scheme underpins the organisation's business planning processes
- Assessing the impact of any current and future policies in relation to equality
- Ensuring monitoring information is collected, analysed and regularly reported
- Ensuring that the procedures for the recruitment and promotion of staff follow best practice in equal opportunities
- Embedding equality and diversity into all Quality assurance processes and mechanisms
- Implementing systems that deal with incidents of discrimination or harassment effectively, and taking action against staff or students who discriminate for any reason
- Setting targets on the recruitment and outcomes of students based upon the analysis of the monitoring information.
- Promoting equality and diversity through curriculum planning, learning and teaching methods, classroom organisation, assessment procedures, educational visits, student induction, Study Programmes and Progression, Achievement and Development.
- Consulting staff, students, parents and employers on equality and diversity
- Ensuring that all premises and facilities are accessible.
- Ensuring that the procedures for procurement are inclusive and open to all

**Heads of Department and Team Leaders** are responsible for promoting and implementing the Single Equality Strategy within their areas of responsibility.

**The Assistant Principal (Quality, Student Experience and Higher Education)** has responsibility for the Equality and Diversity agenda for students and will :

- Monitor and report on the recruitment and outcomes (retention, achievement, success rates, progress and destination) of different groups of students.
- Gather the range of student quantitative and qualitative information and share it with curriculum managers to ensure that this information is used effectively to improve equality
- Gather local information that will help curriculum managers to target recruitment of specific groups of students
- Ensuring that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, Performance Monitoring Meetings, self-assessment reports and any other quality improvement activities
- Ensuring that students are made aware of this Strategy and for ensuring that students understand Equality and Diversity issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.
- Giving a consistent and high profile lead on equality, diversity and inclusion
- Promoting the Single Equality Scheme and ensuring that it is implemented and reported on.
- Developing, overseeing the implementation, monitoring and reviewing of this Single Equality Scheme through involvement and consultation.
- • Collection and analysis of student data monitoring information
- Coordinating the promotion of equality, diversity and inclusion across the organisation.
- Working with the relevant staff to ensure that EDI are effectively embedded in teaching, learning and assessment.
- Working with the relevant staff to ensure

that EDI are part of the student journey (induction, tutorials, enrichment)

- Overseeing the planning and co-ordination of awareness raising events

**The Director of Human Resources and Organisational Development** will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality
- Take steps to have a staffing profile which is reflective of sector averages and the local population, and approve the use of positive action in recruitment where appropriate
- Compile regular reports on staffing in terms of equality indicators for the EDI Committee and produce reports detailing staffing information relating to demographics, pay gaps, grievances and disciplinary action
- Organise events and activities to raise awareness of EDI and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development.
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures
- Take the lead responsibility for carrying out impact assessments on all HR policies and acting on the results
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality
- The publication of the annual report.

**The Director of Estates** is responsible for communicating the strategy to all contractors Kirklees College works with and for ensuring that all the facilities are accessible.

**The Executive Finance Director** is responsible for communicating the Scheme to all contractors with whom Kirklees College partners with and for ensuring that all the procurement processes comply with the organisation's legal obligations in relation to equality and diversity.

**The Director of Marketing, Communications and External Relations** is responsible for ensuring the college's publicity materials present appropriate positive and non-stereotypical messages about people from different groups. The college regularly reviews its marketing approaches to ensure full utilisation of differentiated marketing methods to engage and retain all students

**The Equality, Diversity and Inclusion (EDI) Strategic Group** will meet termly and will report to the Governing Body through the Quality Performance and Standards committee. It is responsible for:

- Reviewing college Mission, Vision and Strategic Plan to promote and clarify commitment to the effective management of diversity.
- Analysing participation and success rate trends by gender, ethnicity, learning difficulty and disability.
- Overseeing the implementation of legislation relating to Equality, Diversity and Inclusion in all aspects of the Colleges' activity.
- Ensuring that the college has a comprehensive Equality, Diversity and Inclusion strategy in place which will embrace all aspects of the college's operations.
- Actively promoting equality, diversity and inclusion among staff, students and all other stakeholders to promote the college's equality and diversity agenda.
- Raising awareness, set standards and measure the impact of its equality plans on performance and standards.
- Providing leadership and guidance on how the college ensures it delivers the key aspects of Personal Development, Behaviour and Welfare (PDBW), as part of the new Common Inspection Framework.
- Ensuring that the college has policies and working practices to promote equality of opportunity and prevent harassment, bullying and discrimination and to safeguard children and vulnerable adults, including Prevent.
- Ensuring that British Values are promoted to ensure students leaving college are prepared for life in Modern Britain.
- Mainstreaming Equality, Diversity and Inclusion (EDI) by ensuring that EDI becomes an agenda item on all college committees and working groups were appropriate.
- Ensuring Equality, Diversity and Inclusion impact assessment is embedded in college-wide business planning processes.
- Identifying training needs and appropriate training methods/materials to ensure all managers, staff, Governors and students understand their roles and responsibilities in relation to EDI. Ensure that all Training and Development activities promote and embed EDI.
- Developing promotional materials and campaigns to explain the benefits of diversity to staff, students and external partners e.g. in prospectus, handbooks, letterheads, displays, newsletters, website, staff portal.
- Setting clear targets and milestones for progress in Equality, Diversity and Inclusion Action Plans, review termly, report annually, including to the college Corporation.

- Monitoring all key Equality, Diversity and Inclusion data in relation to staff and students, identify issues to be addressed and agree actions to rectify.
- Ensuring all students can participate, including those with learning difficulties and/or disabilities, and that they have opportunities to give their views on provision.
- Demonstrating how well students' knowledge and understanding of equality, diversity and inclusion, and preparation for living and working in a multi-cultural society, are reinforced through their programme of study, Progression, Achievement and Development sessions and at reviews, where appropriate.
- Ensuring that issues relating specifically to protected characteristics are identified and appropriate actions for remedy proposed.
- Regularly review/monitor the Progression, Achievement and Development programme and electronic individual learning plan to ensure that resources and lesson plans contain a range of EDI themes.
- Developing links with appropriate external agencies.

### **EDI Sub groups**

The three sub-groups/ project teams (Data, Teaching & Learning and Student Activities) are responsible for operational matters or carry out further work on a particular area of equality, diversity and inclusion in more detail. Progress and plans for remedy or action is fed into the main strategic group.

### **Data: Chair Andrew Nixon/ Nigel Hirst**

This group will focus on key data sets mapped against the student journey and will identify where there are significant gaps in student performance based on protected characteristics, including identified vulnerable groups These should include:

- Student Retention, Pass and Achievement Rates
- Early Student withdrawals
- Student Experience surveys

The data analysis provided should then be provided to both the TLA and Student Activities sub group to inform actions and solutions for some of the gaps and issues identified.

### **Teaching, Learning & Assessment: Chair Philippa Firth**

This group will focus on the embedding of Equality, Diversity & Inclusion activities & issues across all curriculum areas. Through data analysis, including lesson observation performance information the group will develop a range of support activities for staff which will include:

- Staff cpd sessions
- Advanced Teaching & Learning Coaches: 121 and group support
- Support for Progress coaches in the development of the PAD programme including British Values
- Development of resources to support teaching & learning
- Updates & sharing of good practice both internally and externally
- A calendar of key events to support the scheduling of activity

**Student Activities: Emma Townsend**

This group will focus on the development of student activities relating to Equality, Diversity & Inclusion and will work with both the Student Union and Super reps to ensure that the programme is student led and responding to issues raised through the Student Voice. An termly calendar of events should be produced that aligns wherever possible to college or external events, campaigns and activities.

**All Staff** are responsible for:

- Promoting equality of opportunities, eliminating discrimination and fostering good relations.
- Promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect
- Keeping up-to-date with our statutory duties on equality and taking up training and learning opportunities.
- Consistently challenging and reporting any inappropriate language, behaviour or discrimination by students, work placement providers or other members of staff
- Dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping
- Ensuring those responsible for managing teaching and learning have schemes of work and teaching resources that demonstrate sensitivity to issues of equality.
- Introducing all students to equality principles and opportunities during induction and tutorials
- Becoming familiar with the organisation's equality data and trends, knowing their contribution to the overarching targets

- Encouraging any activity or project that promotes diversity
- Involving students in all aspects of decision making
- Providing appropriate and effective levels of support to break down any barriers to learning
- Reporting any Hate Crime incidents promptly

**Students, their parents/carers, employers and visitors** are responsible for:

- Complying with Kirklees College's policies and regulations in respect of Equality and Diversity.
- Acting in accordance with this strategy.
- Supporting staff in challenging and reporting discriminatory language and behaviour.
- Participating in any activity that celebrates and promotes Equality and Diversity

**Contractors, Partners and Service Providers** are responsible for:

- Complying with legislation on equality and not discriminating against any individual.
- Following the College's SES and any equality conditions in contracts or agreements.

## **The Public Sector Equality Duty (PSED)**

identifies the need to analyse and assess the impact of our services, policies and plans on all aspects of diversity. We need to be sure that what we do meets the needs of all stakeholders so we have built this analysis and assessment into our business planning processes. We need to be confident that the policies and services we develop do not mean a particular section of the college community, internal or external, is treated unfairly or is disadvantaged.

The PSED does not specify a legal requirement to carry out **Equality Impact Assessments<sup>1</sup> (EIA)** however, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA has been the most effective way of doing this. To ensure this analysis and assessment continues formally a business planning proforma has been developed to include equality and diversity as an integral part of any new internal and external business plans which means it is now a more systematic and robust approach.

## **An assessment will be carried out on:**

- new functions, policies, procedures and services as they are developed;
- significantly altered functions, policies, procedures and services; and
- existing functions and policies over a period of time.

Our process considers all nine protected characteristics or strands of equality – age, disability, gender, gender re-assignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership.

If any analysis and assessment identifies a negative impact or missed opportunity to achieve a more positive one, Kirklees College will address the issue actively. This includes seeking ways to remedy the situation and take up the missed opportunity, and having due regard for the need to modify the policy, procedure or practice. The College will take a holistic approach, considering not only the specific areas addressed by legislation, but all issues of diversity when reviewing its functions.

Responsibility for conducting analysis and assessment of adverse impact on equality rests with the 'policy owner' through the business planning process.

In accordance with the Freedom of Information Act 2000, Kirklees College should make copies of its policies and procedures available to the public, except for where this would compromise operational effectiveness.

<sup>1</sup>There is no change to s.149 of the Equality Act which states that public bodies must have due regard\* to eliminate discrimination, harassment and victimisation; advance equality of opportunity between people from different groups; and foster good relations between people from different groups. (\*Due regard means consciously thinking about the three aims of the general duty as part of the process of decision making)

## EMPLOYMENT MONITORING

We collect information about the profile of our workforce in terms of ethnicity, age, gender and disability on an annual basis.

This includes an analysis of starters and leavers, grievance, disciplinary, harassment and bullying, training applications and training received and capability and underperformance. We will also report on the profile of job applicants and their success rates. This process is sanitised and it is not possible to identify individuals through the data analysis.

More specifically, our employment monitoring covers:

- (a) the numbers of:
  - (i) employees in post
  - (ii) applicants for employment, training and promotion, and
- (b) the numbers of employees who:
  - (i) cease employment with the College.
  - (ii) are involved in grievance procedures
  - (iii) are the subject of capability procedures
  - (iv) are the subject of disciplinary procedures
  - (v) are the subject of absence management cases.

The data is used to identify any differential impact of the college's employment and recruitment practices on people from different groups, such as age, ethnic background, disability etc. The college takes steps to address any adverse findings as a result of this analysis. Once collated the information is made publicly available via the college's website.

The information we collect is used to inform the development of our policies and procedures. Our systems are a key tool in enabling us to achieve our aim of a workforce that reflects the make-up of the population in Kirklees at all levels of the organisation in terms of age, disability, gender, gender re-assignment, religion or belief and sexual orientation.

Teaching and Learning is at the 'heart' of what we do and, in our role as educators, equality and diversity is actively promoted and embedded into the students' experience.

This is ensured through teaching and learning, curriculum, pastoral support and wider events which contribute to the student experience. Equality and diversity is quality assured through observations of teaching and learning and student voice activities.

The curriculum and teaching and learning should reflect diversity, acknowledge cultural differences and be gender neutral.

Effective teaching is about creating a meaningful environment in which learning takes place within the context of individuals' academic and vocational aspirations. This can be achieved through delivering teaching opportunities which:

- allows all students to progress in their learning;
- have clearly stated learning objectives which are re-enforced and checked;
- deliver learning within a clear structure;
- include a range of opportunities in which to summarise learning, and assist students to understand how to improve;
- allows students to develop and practice higher thinking skills such as creativity, analysis, problem solving, decision making, communication, leadership and group;
- working to promote positive attitudes to learning by developing independent learning and study skills;
- are differentiated for varying needs by task, resources, outcomes and/or method;
- use stimulating resources including use of Information Learning Technology and e-learning, which are differentiated as appropriate to the students;
- provide pace and challenge for all students;
- use effective questioning to direct and challenge students;
- involve regular assessment, feedback to students and target setting as and where appropriate;
- include the planning, setting and marking of assessment work;
- encourages all students to share their knowledge and understanding;
- are enjoyable, interesting, engaging and fun.

## QUALITY IMPROVEMENT

The college Quality Assurance Policies and Procedures will be reviewed to take into consideration the seriousness and extent of potential discrimination, harassment, inequality or opportunity to promote equality. It will focus on the type and numbers of people affected by the policy together with data from audits, consultation exercises and surveys. The methodology will ensure it is possible to review over an annual cycle.

The college's Quality Assurance Framework includes a twice yearly review of progress with the Strategic Plan, annual operating plans and self-assessment reports.

In order to systematically identify potential under-achievement of cohorts of students (particularly those within identified equality strands), a robust procedure needs to be established. Crucially, this is going to depend on robust, accurate and timely data.

*Please note QPSU is the Quality, Performance and Standards Unit*



## SERVICE PLANNING AND MONITORING

Our services need to have well established systems for the collection and monitoring of student and staff data. We can collect this data in different ways and use this to inform decision making and policy formulation, which in turn will enable us to continually review and improve our service.

A corporate and consistent approach to equality monitoring will:

- assist service areas to introduce the required equality monitoring systems;
- provide a consistent framework for the collection of equality monitoring data;
- offer advice on how equality monitoring data should be used to inform service planning and target setting;
- advise managers responsible for performance management of the need to monitor for equality; and
- support the effective implementation of the Equality, Diversity and Inclusiveness Strategy.

Reliable equality monitoring data is crucial to understanding the profile of the college and surrounding communities, service users and non-users in order to provide services that better meet people's needs.

# PUBLISHING THE RESULTS OF CONSULTATION, INVOLVEMENT AND ENGAGEMENT EXERCISES

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We recognise the importance of not only communicating our clear commitment to equality and diversity but also the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved. This includes opportunities for the community to take part in this work and help contribute to the improvements that the college is seeking.

To inform stakeholders we will continue to:

- share results with designated consultation groups.
- provide direct feedback to people who have been involved in consultation exercises;
- publish information in service specific publications, newsletters and leaflets;
- produce an annual report summarising the progress and impact of the Equality Diversity and Inclusiveness Strategy;
- publish information on the college website about our work to progress the equality and diversity agenda; and

Our aim is to ensure that information is available in the most customer friendly, accessible, practical and cost effective way and will communicate our messages by:

- letter
- the media
- at specifically arranged meetings with particular groups and individuals
- email or text message
- telephone, using an interpreter if needed
- a summary report
- using appropriate and accessible multi-media
- appropriate assistive technology

## COMMENTS AND COMPLAINTS

As with all providers of services, occasionally things do not go according to plan. To deal with this we have developed a procedure for handling complaints that is simple, speedy, flexible and regularly monitored. This approach to comments and complaints applies to our work that relates to equality and diversity.

We recognise and fully accept our responsibility to look closely at what we do to ensure that the staff, students and external stakeholders of the College do not experience unlawful discrimination or barriers when using our services.

In our role as a provider of education and training we have a responsibility to all our stakeholders to challenge discriminatory behaviour and practice. We want to ensure that any person who does experience difficulty knows how to raise their concerns and assert their rights through the college's complaints process.

Kirklees College has grievance, disciplinary and dignity at work procedures in place and has recently revised its policy on dealing with complaints of bullying and harassment relating to employees and service users. Kirklees College has also trained several colleagues on the Whistleblowing procedure and has published a procedure and Frequently Asked Questions section on the college intranet.

Staff and students are actively encouraged to raise issues which cause them serious concern. Advice for students and staff on how they can draw attention to issues of bad practice or other matters that seem to be against the interests of the college or its communities can be sought from their relevant advisory bodies and services. (ie Student Services and Human Resources)

These procedures will be used, when appropriate, to investigate complaints relating to college employees in respect of responsibilities under equalities legislation and this Strategy. The values and behaviours and code of conduct for all employees reinforces these requirements.

## REVIEWING AND EVALUATING THE STRATEGY

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This single equality strategy will be reviewed annually using monitoring of data and evaluation of results from consultation and surveys. The Strategy is integral to the college self-assessment process and where necessary we will revise the guidance and methodology on how to involve and consult with the different equality groups.

Regular reports to the EDI Committee will be used to inform practice and include data on staff and students by disability, gender, race and age and include reference to religion and or belief and sexual orientation where that information is available. Achievement by disadvantaged groups will be reported and recommendations made to promote good practice. The published annual report to Governors will highlight activities carried out to promote inclusion and champion equality and diversity practice.

# APPENDIX 1: KIRKLEES COLLEGE SINGLE EQUALITY SCHEME ACTION PLAN

2017-2020

KIRKLEES COLLEGE SINGLE EQUALITY SCHEME ACTION PLAN – 2017-20			
Target	To provide an inclusive, student centred learning environment focussed on development, success and progression.		
Actions	Date by:	By whom	Review/ Evidence of Impact and milestones (R A G)
Ensure the college makes a substantial impact on closing achievement gaps based on protected characteristic & the performance of the most disadvantaged students (Looked After Children: LAC, Young Carers & Young Parents and Stronger Families), on all types of provision.	July 2017	AP Quality & SE	All of these indicators will be monitored through monthly performance monitoring meetings (PMMs) which will result in curriculum based action in quality improvement plans
To widen the pilot study of the Supported Internship Programme which was very successful in 2016/17 responding to the needs of our students who are almost work ready and to national and local authority initiatives.	Sep 2017	Foundation Learning HoD	
Recruitment, enrolment and admissions processes are accessible, fair and encourage the enrolment of students from all backgrounds.	Sep 2017	HoD Student recruitment	The student recruitment and admissions policies are reviewed on an annual basis
Make college information available widely to students and accessible to all in a variety of formats on request.	Sep 2017	HoD Student Support & Team Leader	
Involve all groups and stakeholders in evaluation the effectiveness of implementing policies and associated actions in protecting all students from bullying, harassment and discrimination, including those based with employers.	Sep 2017	Student Support Team Leader– student activities group	
Support the development of groups of students and facilitate people meeting to discuss EDI issues (eg LGBT students, those with disabilities).	Sep 2017	As above	LGBT group established and meeting regularly at HC. This was based on student feedback relating to safety
Develop and Deliver an annual plan EDI week during the academic year to promote EDI within the college – <b>celebration and promotion activities.</b>	Feb 2018	Student support	

## EQUALITY, DIVERSITY AND INCLUSIVENESS QUALITY IMPROVEMENT PLAN 2017-20

<b>Target</b>	To attract, nurture and develop highly skilled, efficient and professional workforce.		
<b>Actions</b>	<b>Date by:</b>	<b>By whom</b>	<b>Review/ Evidence of Impact and milestones (R A G)</b>
Ensure that all managers receive appropriate training in order to ensure that people management best practice is embedded across all departments with a focus on Equality, Diversity and Inclusion.		AD	
Ensure all colleagues receive appropriate training and are made aware of their commitments in relation to Equality, Diversity and Inclusion.		AD	
To compile meaningful management information that will inform key areas of focus to redress any imbalances in relation to EDI		JS/PF/AD	
Ensure all HR processes, policies and procedures in relation to the employee lifecycle are legislatively compliant and are reflective of industry best practice and communicated widely to staff.			
Ensure pay systems are fair and transparent across the college and are in line with our requirements under the Equality Act 2010.			
Continuously monitor and review the effectiveness of our recruitment practices to ensure that we are widening our candidate pool and attracting from minority groups. We would aim to recruit and retain from a wider talent pool, leading in turn to a more diverse workforce.			
To continue to use the liD framework as a guide for good practice and assess whether there is added value to the college in re-instating formal liD accreditation.		PF and LM	
To communicate with supply chains (agency and temporary recruitment) our expectations in relation to EDI, legislative compliance and best practice.			
To promote an environment in which staff feel safe, supported and encouraged to raise any concerns and engage in dialogue in relation to EDI (disability sub group)			

## EQUALITY, DIVERSITY AND INCLUSIVENESS QUALITY IMPROVEMENT PLAN 2017-20

<b>Target</b>	To deliver enterprising, responsive and efficient education and training					
<b>Tracker Target</b>	By: 21st October 2016	By: 19th December 2016	By: 17th February 2016	By: 7th April 2016	By: 26th May 2016	By: 30th June 2016
<b>Actions</b>	<b>Date by:</b>		<b>By whom</b>		<b>Review/ Evidence of Impact and milestones (R A G)</b>	
Ensure the range and level of the College curriculum is designed to meet the needs and reflect the diversity of the students, the community and employers and does not create barriers to learning.	Sept 2017		Assistant Principals		The curriculum plan is reviewed on an annual to ensure it meet local, employer and community needs	
Development of SOLA and digital Literacy/e learning materials and resources meet the range of needs of learners and ensure access to digital resources to meet the needs of disadvantaged students, enabling them to enjoy learning and develop their knowledge and skills	Sept 2018		Digital Strategy group		Blended learning has been embedded in study programme and the college is a member of HOW consortium which develops on line material	
Ensure educational subcontractors & employers have the knowledge of and confidence to deal with EDI issues through ensuring they sign up to an equality commitment.	Sept 2017		AP STEM & Apprenticeships and Director of Business Development			
To be at the forefront of best practice in terms of Prevent and Safeguarding in all aspects of college life	June 2018		SLT/ safeguarding working group		The SWG meet on a termly basis to report and discuss issues and activities relating to Safeguarding & Prevent	

Validation	Date:
Signed	
Signed Assistant Principal/Director	

## APPENDIX 2: GLOSSARY OF TERMS

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### **Age**

The Act applies to people of any age and it is discrimination to treat anyone on the grounds of their age.

### **Disability**

The legal definition of disability: "A disabled person is described as one who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

### **Discrimination:**

#### **Direct Discrimination**

Occurs where a person treats another less favourably because of a protected characteristic than they treat, or would treat, others.

#### **Discrimination by association**

The definition of direct discrimination also covers cases where discrimination occurs because of a person's association with a particular protected characteristic e.g. parent, partner or child.

#### **Discrimination by perception**

Protection is also provided where someone is wrongly thought to have a particular protected characteristic, e.g. they are mistakenly believed to be gay, and are treated less favourably because of that belief.

#### **Discrimination - Pregnancy and maternity**

Defined as unfavourable treatment of a woman because of her pregnancy; unfavourable treatment because she has given birth, including because she is breastfeeding from birth to end of 26 weeks.

### **Diversity**

Diversity is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences, and encouraging and using those differences to create a productive and effective educational community and workforce.

### **Ethnicity**

A strict definition of an ethnic group is a group regarded as a distinct community by virtue of certain essential characteristics - a shared history which distinguishes it from other groups and a cultural tradition of its own. The expression "ethnic monitoring" is used in reference to groups defined by colour, race or national origin as well.

### **Gender**

The word 'gender' is often used in place of the word 'sex' in equality issues. 'Gender' does not appear in legislation (except for 'gender re-assignment' - see below) but 'sex discrimination' and 'gender discrimination' are generally interchangeable.

### **Gender Identity**

Gender identity can be defined as a personal belief of an individual seeing themselves as male or female (or rarely, both or neither).

### **Gender Reassignment**

Gender re-assignment is a process undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex.

**Race (includes ethnic or national origins, colour or nationality)**

People may define their racial group by their country of birth, their nationality, their skin colour or their ethnic group.

**Religion or belief**

The term "religion or belief" means any religion, religious belief, or similar philosophical belief. It also includes 'no' religion. This does not include any philosophical or political belief unless it is similar to religious belief.

**Sexual Orientation**

Whether a person is attracted to people of their own sex, the opposite sex or both sexes. Assumptions and perceptions of a person's sexuality are also covered by law.

**Harassment**

Behaviour which is unwelcome or unacceptable and which results in the creation of a stressful or intimidating environment for the victim amounts to harassment. It can consist of verbal abuse, racist jokes, insensitive comments, leering, physical contact, unwanted sexual advances, ridicule or isolation.

**Targets**

These can be percentages of under-represented groups that employers or education providers aim to achieve in the make-up of students and/or their workforce as part of their equality action plan. It is unlawful to use a target as a reason for selecting someone, but it is not unlawful to take steps to get more qualified applicants from particular groups.

**Transsexual/Transgender**

See 'Gender Reassignment'.

**Victimisation**

If a person has made or is making an accusation of discrimination in good faith, it is unlawful to discriminate against them for having done so, or because they intend to do so or it is suspected that they intend to do so.



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