

KIRKLEES
COLLEGE

**Kirklees College
Single Equality,
Diversity,
Inclusiveness and
Belonging Scheme
and Action Plan**

2019—2022

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Foreword



At Kirklees College, we strive to embed equality, diversity, inclusiveness and belonging into everything that we do, not just to meet our statutory requirements. 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 need to realise differences in different people and celebrate the diversity mix in College, but what we really want to achieve is **belonging**. We want to create a sense of **belonging** for all our staff and students and make sure that our diversity and inclusion efforts do not end up isolating particular groups. **Belonging** allows an individual to be their authentic self.

To give this some context:

Diversity is – Being invited to the party
Inclusiveness is – Being invited to dance
Belonging is – Being allowed to dance to the music you like
essential part of that process.

We aspire to excellence, and a positive attention to values and behaviours is an



We welcome everyone's comments on this Single Equality, Diversity, Inclusiveness and Belonging Scheme and 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 embedded 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, Inclusiveness and Belonging Scheme through its implementation will support us in this success.

Our Single Equality Strategy for 2019-22 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.

Signed by Marie Gilluley,
Principal and Chief
Executive

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Mission Statement

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. We strive to:

1. Be the first choice in Kirklees for technical and professional careers;
2. Provide the best routes to apprenticeships and employment;
3. Have specialist centres providing for local, regional and national needs;
4. Be aspirational and inclusive in our expectations of our students and each other;
5. Be a proactive, innovative and trusted local and regional partner;
6. Sustain good financial health;
7. Be a great place to work and study.

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This Scheme

As this Scheme is linked to the overall College Strategic Plan, it should be read in conjunction with this. The Scheme 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 Scheme 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 Scheme 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 Scheme links to our broader equalities objectives and priorities; and
- 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 **EDI** annual report.

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Strategic Objectives 2019-2020

The six **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.

All of our activity maps to these objectives and our reports to Corporation and performance monitoring reflect these SOs:

1. To ensure that all of our learners develop personally and progress successfully into further training, employment or Higher Education.
2. To provide high quality teaching, learning and assessment which is innovative, inclusive and inspirational.
3. To provide safe learning environments with industry standard resources in high quality, sustainable accommodation.
4. To develop a culture of inspirational and creative leadership throughout the organisation.
5. To recruit, motivate and develop a highly skilled, effective and professional workforce which is representative of the communities we serve.
6. To consistently achieve our business targets and maintain financial sustainability.

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The Legal Framework for the Equality and Diversity Scheme

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; and
- Set themselves specific, measurable equality objectives.

The College will therefore continue to publish information demonstrating compliance with the general duty annually on 31 January.

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 four 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 two, 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 one and a further 26.6% come from band two 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 SOs. 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 SES are as follows:

<p>To provide an inclusive, student centred learning environment focused on development, success and progression.</p>	<ul style="list-style-type: none">• All course information promotes equality of opportunity and diversity and is free from explicit or implicit discriminatory language.• 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.• The College provides impartial guidance for all applicants to ensure their placement on appropriate courses which offer success and progression.• It is our priority to embed issues such as diversity, gender, transgender, age, race, religion or belief, sexual orientation and disability within the curriculum.• Teachers and teaching support staff are encouraged to identify opportunities to promote and celebrate diversity in all its forms.• All students have equality of access to all College services.• Developing and implementing a set of programmes and activities to promote good relations in student groups.• 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).• 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
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	<p>equal opportunities, and are not discriminatory or prejudiced on any grounds but include, where possible, positive and diverse images which reflect equality.</p> <ul style="list-style-type: none"> • Curriculum delivery is underpinned by access to language and learning support where required. • The College will provide anti-radicalisation awareness and prevention.
<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"> • 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 any barriers to learning. • Increase participation rates in apprenticeship and higher level skills across the breadth of the community. • Match the broad range of employer aspirations to ensure students are 'work ready'. • Development of employers' knowledge of and confidence in EDI. • Ensure that different groups of students achieve at equal rates. • Greater student involvement and consultation in EDI activities.
<p>To attract, nurture and develop a highly skilled, efficient and professional workforce.</p>	<ul style="list-style-type: none"> • The College works towards a staffing body which is representative of the local communities with the best and brightest staff recruited, retained and promoted. • Having a Human Resources strategy which positively supports equality of opportunity and diversity in all aspects of employment and training. • Encouraging and enabling under-represented groups of staff to compete for initial appointment and promotions. • All staff understand their responsibility for EDI. • Greater staff involvement and consultation in EDI activities.

The actions underpinning these aims are detailed in Appendix 1.



Meeting our Commitments

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 SES 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.
- We 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.
- We foster a culture of learning and of sharing good practice.
- We ensure efficient and fair delivery of services through a well trained workforce knowledgeable about equality and diversity issues.
- We strengthen our work with partners in the public sector to promote equality and diversity and to develop and share good practice.
- We strengthen strategic and individual plans to contain equality and diversity priorities for action.
- We 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.

- We 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; and
- 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;

- 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; and
- Provide programmes and support that are empowering of the individual.

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Roles and Responsibilities

Kirklees College believes that EDI is everyone's responsibility (students, staff, employers, partners, stakeholders and visitors) and that everyone has a role to play in the successful implementation of this SES across the organisation.

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

The Governing Body

The Governors are fully supportive of this statement and are responsible for ensuring that:

- Kirklees College complies with the law and meets all its duties, including the general and the specific duties;
- The SES and its procedures are followed;
- The College's commitment to equality is promoted;
- Adequate resources are made available for implementation of the SES;
- 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 Faculty/Department and Team Leaders are responsible for promoting and implementing the SES within their areas of responsibility.

The Vice Principal, Curriculum, Performance and Innovation 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;
- Ensure 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;
- Ensure that students are made aware of this Scheme and ensure that students understand equality and diversity issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme;
- Give a consistent and high profile lead on EDI;
- Promote the SES and ensure that it is implemented and reported on;
- Develop and oversee the implementation, monitoring and review of this SES through involvement and consultation;
- Collect and analyse student data monitoring information;
- Coordinate the promotion of EDI across the organisation;
- Work with the relevant staff to ensure that EDI is effectively embedded in teaching, learning and assessment;
- Work with the relevant staff to ensure that EDI is part of the student journey (induction, tutorials, enrichment);
- Oversee 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;
- Publicise the annual report.

The Head of Estates is responsible for communicating the Scheme 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 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 the 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 EDI in all aspects of the College's activity;
- Ensuring that the College has a comprehensive EDI Scheme in place which will embrace all aspects of the College's operations;
- Actively promoting EDI 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 EDI by ensuring that EDI becomes an agenda item on all College committees and working groups where appropriate;
- Ensuring EDI 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;
- Ensuring 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, eg in prospectus, handbooks, letterheads, displays, newsletters, website and staff portal;
- Setting clear targets and milestones for progress in EDI action plans, review termly, report annually, including to the College Corporation.
- Monitoring all key EDI 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 EDI, 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.

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 Scheme;
- 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.

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Equality Impact Analysis and Assessment

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 Assessments¹ (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 reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership.

¹ 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.)

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.



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; or
 - (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 reassignment, religion or belief and sexual orientation.

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Teaching, Learning and Assessment

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 reinforced 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.

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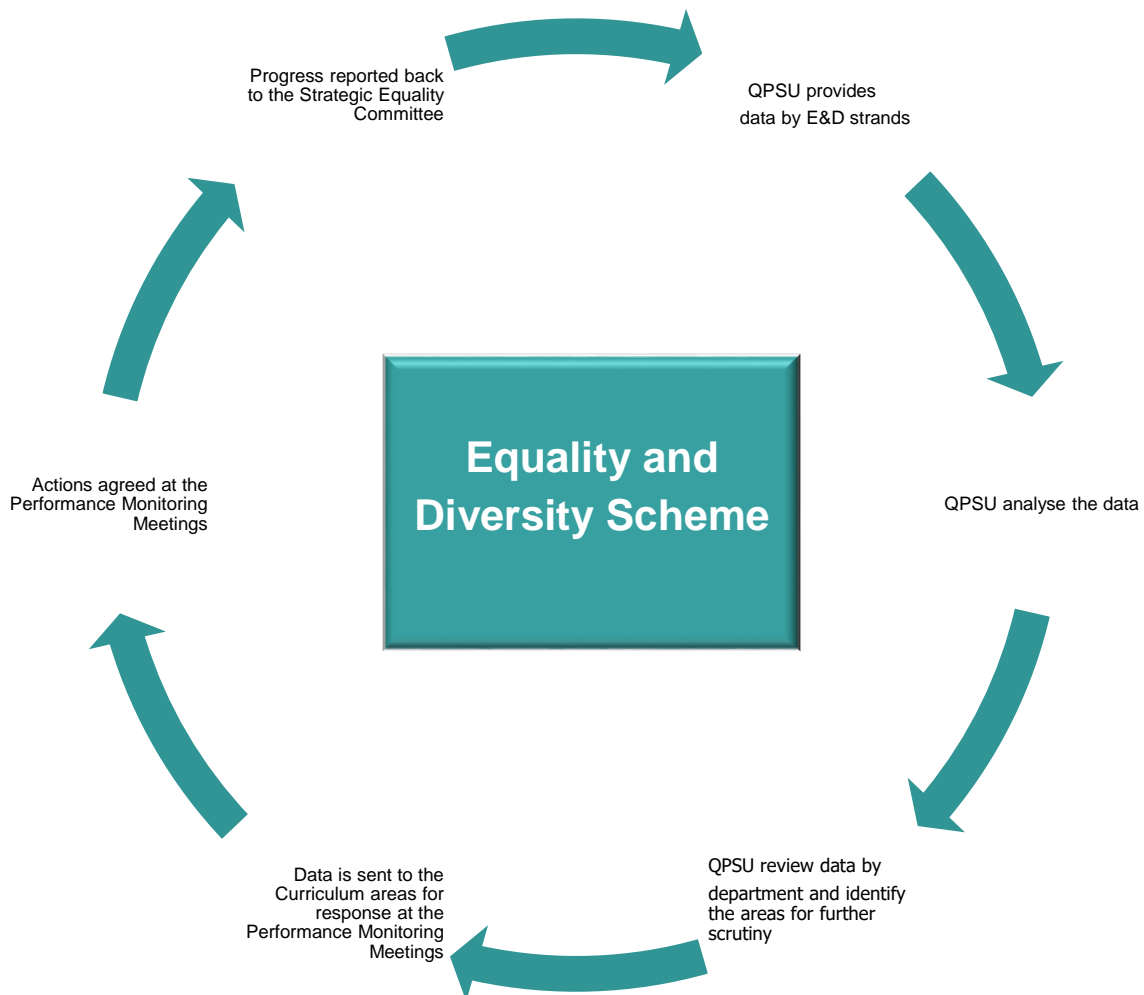
Quality Improvement

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



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Publishing the Results of Consultation

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, through our annual report, 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 EDI Scheme;
- Publish information on the College website about our work to progress the equality and diversity agenda.

Our aim is to ensure that information is available in the most customer friendly, accessible, practical and cost effective way.

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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 Scheme. The **values and behaviours and code of conduct for all employees** reinforces these requirements.

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Reviewing and Evaluating the Scheme

This SES will be reviewed every three years using monitoring of data and evaluation of results from consultation and surveys. The Scheme 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 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 – 2019-2020

Kirklees College Single Equality Scheme Action Plan – 2019-20			
Target		To ensure that all of our learners develop personally and progress successfully into further training, employment or Higher Education.	
Actions	Date by	By whom	Review/ Evidence of Impact and Milestones (R A G)
The curriculum is underpinned by a clear intent to personally develop and progress all protected characteristics and disadvantaged students.	August 2019	Assistant Principals	Curriculum Plan
Review the data we collect at enrolment in order to identify all protected characteristics and disadvantaged students.	October 2019	MIS/Data Analyst	Reported EDI data subgroup
Record and evaluate the performance and outcomes for all protected characteristics and disadvantaged students.	November 2019	MIS/Data Analyst	Reported EDI data subgroup
To monitor and evaluate progression and destinations for all protected characteristics and disadvantaged students.	November 2019	MIS/Data Analyst	Reported EDI data subgroup

Monitor how the curriculum and wider work supports learners to develop their character, including their resilience, confidence and independence and, where relevant, help them know how to keep physically and mentally healthy.	June 2020	QPS progress check weeks	QPS Committee
Increase understanding and celebration of EDI through the learner journey.	June 2020	EDI team leader and TLA progress check weeks	Reported EDI data subgroup
Kirklees College Single Equality Scheme Action Plan – 2019-20			
Target	To recruit, motivate and develop a highly skilled, effective and professional workforce which is representative of the communities we serve.		
Actions	Date by	By whom	Review/ Evidence of Impact and Milestones (R A G)
Ensure all colleagues are undertaking mandatory EDI training in line with contractual obligations – regular reports to SLT.	Ongoing monitoring	Executive Director of HR and OD	SLT reporting on mandatory training
To compile meaningful management information that will inform key areas of focus to redress any imbalances in relation to EDI – termly reporting to EDI.	Ongoing monitoring	Executive Director of HR and OD	Reported EDI data
Implement to EPA programme to give staff a mechanism for seeking neutral support in relation to work issues.	October 2019	HR Team	Uptake monitored and reported to SLT meetings

Review Disciplinary and Grievance procedures to ensure legislative compliance and that they are reflective of industry best practice and communicated widely to staff.	December 2019	HR Team	New streamlined process in place
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 will monitor applications to ensure that we are recruiting and retaining from a wider talent pool, leading in turn to a more diverse workforce.	Ongoing monitoring	Executive Director of HR and OD	Reported EDI data
Working with the Master Vendor to ensure that their recruitment processes are EDI compliant and that they are tapping into a diverse talent pool.	April 2020	Executive Director of HR and OD	Reported EDI data
Staff Survey - Ensure the Task and Finish groups are listening to the views from a diverse workforce. Include this in the terms and reference of the Task and Finish groups	December 2019	Task and Finish Leads	Reported to SLT
Ensure all agency staff are trained on the College's mandatory EDI training before commencing an assignment.	April 2020	Head of HR and Payroll	Reported to SLT and EDI committee
Implement the revised induction for teaching staff and managers.	July 2020	Head of HR and Payroll/Staff Development Manager	Reported to SLT

Kirklees College Single Equality Scheme Action Plan – 2019-20

Kirklees College Single Equality Scheme Action Plan – 2019-20				
Target	To provide high quality teaching, learning and assessment which is innovative, inclusive and inspirational.			
Actions	Date by	By whom	Review/ Evidence of Impact and Milestones (R A G)	
Ensure the planned delivery of TLA is innovative and designed to meet the needs, reflect the diversity of the students, local community and employers and does not create barriers to learning.	Progress check weeks twice per year	Quality HoF	Review of curriculum Progress check reports	
Monitor and evaluate that TLA promotes and challenges EDI in all delivery to support protected characteristics and disadvantaged learners to achieve.	Progress check weeks twice per year	Quality HoF AP Quality	Progress check reports	
Develop a range of resources that effectively supports and ensure access to accessible resources to meet the needs of disadvantaged students, enabling them to enjoy learning and develop their knowledge and skills.	Progress check weeks twice per year	Quality HoF AP Quality	Progress check reports	
Ensure educational subcontractors and employers have the knowledge of and confidence to deal with EDI issues through ensuring they sign up to an equality commitment.	Checks through the year starting October 2019	Director of External Relations		

Kirklees College Single Equality Scheme Action Plan – 2019-20

Target	To provide safe learning environments with industry standard resources in high quality, sustainable accommodation.			
Actions	Date by	By whom	Review/ Evidence of Impact and milestones (R A G)	
To review existing policies and procedures relating to the learning and working environment to ensure that EDI is embedded at all levels.	As they expire	SLT	Reported at EDI committee	
All new policies and procedures must pay sufficient attention to EDI.	Ongoing	SLT		
To ensure that new buildings are fully compliant with equality legislation and statutory requirements.				
To ensure that the College meets its statutory safeguarding duties effectively.			Annual report, LA audit	

Kirklees College Single Equality Scheme Action Plan – 2019-20

Target		To develop a culture of inspirational and creative leadership throughout the organisation.		
Actions	Date by	By whom	Review/ Evidence of Impact and milestones (R A G)	
Review with Search and Governance Committee the formal reporting of EDI matters to Corporation Board.	December 2020	Clerk		
Ensure that all managers who take part in recruitment panels are trained in the new SOLA safer recruitment training package.	April 2020	Staff Development Manager	Reported at EDI committee and SLT	
Publish EDI annual report after Corporation approval.	January 2020	Head of HR and Payroll	Published on College website	
Publish Gender Pay Gap report.	January 2020	Head of HR and Payroll	Published on College website	
Compile data for ethnicity pay gap reporting and undertake full analysis of the data.	January 2020	HR Business Partner (EDI)	Reported internally in the first instance through EDI committee	
To promote an environment in which staff feel safe, supported and encouraged to raise any concerns and engage in dialogue in relation to EDI.	July 2020	All	Measured by staff survey outcomes	

To review appropriate training for governors on EDI matters.	April 2020	Staff Development Manager	Reported to EDI committee
Review communication channels for EDI policy, initiatives and actions.	July 2020	HR Business Partner (EDI)	Reported to EDI committee
Kirklees College Single Equality Scheme Action Plan – 2019-20			
Target	To consistently achieve our business targets and maintain financial sustainability.		
Actions	Date by	By whom	Review/ Evidence of Impact and milestones (R A G)
Increase the number of non-traditional gender recruitments to identified curriculum areas. Analyse departmental recruitment data to identify any areas where non-traditional gender recruitment can be improved.	End of plan period	Individual HoFs	Annual milestones
To ensure that EDI is considered in every business plan review.	June 2020	All	

Validation	Date:
Signed	
Signed Assistant Principal/Director	

Appendix 2: Glossary of Terms

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, eg parent, partner or child.

Discrimination by Perception

Protection is also provided where someone is *wrongly thought* to have a particular protected characteristic, eg 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, or 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 reassignment' – 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 reassignment 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.

Alternative Format

If you require this document in an alternative format please contact xxxxxxxxxxxxxxxxxxxx