



Single Equality Scheme 2010-2013

A college community where we are
All different • All equal • All together

Where every individual is
Fully respected • Welcomed and supported • Valued

Aspire • Achieve • Succeed



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Foreword from the Principal

Aside from the moral, ethical and business case imperatives to address equality and diversity issues we are duty bound by legal and statutory requirements. The Equality Act 2010 places responsibilities upon The College and its staff to promote equality in order to create a fairer society for all. There are also a number of additional specific duties which we must implement.

This Single Equality Scheme is intended to ensure that we meet these specific duties as set out in law to achieve a fairer society by bringing together existing equality schemes and action plans into one cohesive plan and by outlining how we intend to fulfil these statutory obligations to actual and potential learners, employees, employers and other stakeholders. The Scheme helps to demonstrate that equality and diversity is at the heart of all that we do here at The College and makes clear what is expected of all our employees and learners in terms of their responsibility in helping us to achieve this.

Leadership and engagement at every level in every part of The College are essential to ensuring this Scheme is a success. We all need to work positively to reinforce the benefit from having an ever increasing diversity within our student and staff population which helps to enrich the learning process, the educational opportunities we offer, the working environment and enhance our international reputation.

I wholeheartedly support this Single Equality Scheme as a means of ensuring our educational provision, services and policies meet the needs of our learners, staff, and local community.

A handwritten signature in black ink that reads "Lawrence Vincent". The signature is written in a cursive style with a large initial 'L'.

Lawrence Vincent
Principal

POLICY STATEMENT

1. The Bournemouth and Poole College Vision for Equality and Diversity

We are a diverse college that respects differences in race, disability, gender, gender identity, sexual orientation, faith, background or personal circumstance. We want everyone to feel valued and included in The College community, and to achieve their full potential. The College is opposed to any form of discrimination and commits itself to the redress of any inequalities by taking positive action wherever appropriate. Moreover, The College views meeting the spirit and letter of the Equality Act 2010 as central to its mission, and aims to respond positively to its duties in this respect.

Mindful of upholding our commitment to the principles of Equality and Diversity, The College has developed its first Single Equality Scheme to better able us to explain how we will continue to meet our statutory duties to promote equality for all. Primarily the Single Equality Scheme brings together our race, disability and gender equality schemes and sets out an equality action plan to address these issues, whilst extending to incorporate the other characteristics now protected by law.

Senior managers within The College will demonstrate their commitment to equality through the structures, systems and process they have established and continuously review, to focus on equality.

The College also ensures that any external organisations with which it works are made aware of, and expected and supported to adhere to the core equality & diversity commitments of the College. The College overtly seeks information on the equality & diversity practices of potential contractors when it goes out to tender and takes this into account when making decisions. Moreover, the procurement process includes an assessment for any relevance to equality issues, and ensures that the contractor has measures in place to meet the relevant duties.

2.0 About Bournemouth & Poole College, our values and strategic aims

2.1 College Mission

The college's mission is to: *'Aspire, Achieve, Succeed'*.

2.2 College Values

We believe that to be a truly outstanding college we need to foster and share a common set of values on which all actions are based. The values that we are committed to are:

- access and participation in excellent education
- respect, development, safety and support for our staff and learners
- fostering success and valuing diverse talents
- innovation, creativity and enterprise
- promoting positive ecological, moral, spiritual and social values in our learners and staff
- provision of appropriate safeguarding and child protection measures
- partnerships with other organisations to meet the needs of community

- individual guidance and support
- efficient use of resources

2.3 College Strategic Aims

To achieve our mission, we have set out a strategic framework which encompasses all aspects of our college:

- To provide opportunities in education and training at all levels
- To deliver excellence
- To have a highly skilled, highly trained, highly motivated workforce
- To have high quality and up to date buildings and resources
- To be financially solvent
- To comply with statutory legislation and relevant good practice

2.4 The College Profile

The Bournemouth and Poole College is a further education establishment based in Bournemouth and Poole on the south coast of England. It is one of the larger UK general Further Education colleges and is the largest provider of academic and vocational education in Dorset. The Bournemouth and Poole College is a member of the 157 Group of high performing educational establishments.

The College currently operates across 8 sites, with two main sites at Lansdowne, Bournemouth and North Road, Poole. It is on these sites that over 80% of the curriculum provision is delivered and the central support services and departments are housed. The five other sites are located at Knighton Heath, Lower Constitution Hill, Redlands, Fulcrum, Richmond Hill and Highmead Community Farm. Students are drawn from across Dorset and parts of Hampshire. The college offers a wide range of provision, from pre-entry courses to higher education courses. Many Train to Gain and short courses are run for industry and commerce. There is a large provision for work based learning and substantial provision for overseas students.

Achievement rates are at, or above, national averages at most levels. Governors continue to lead strategically and are effectively involved in the life of the college. The Corporation and staff at the college continuously review progress in meeting the needs of employers, community and individuals, and the requirements of external bodies including the Department for Innovation, Universities and Skills (DIUS), Department of Children, Schools and Families (DCSF), the Learning and Skills Council (LSC) and Ofsted. National and local priorities are being met through the annual Teaching and Learning Plan. Action to improve provision identified through self assessment, and the continuous review of provision, is implemented through the improvement plans. Bournemouth and Poole College aims to be a responsive college, delivering a quality curriculum, which sets and meets challenging targets year on year.

During the period, September 2009 and August 2010 the college had 11,060 enrolments across 6 Teaching Faculties. Following a restructure in the 2009-10 academic year, The College curriculum now operates across 7 Teaching Faculties.

- Creative Industries
- Foundation Studies and Skills for Life
- Health Care and Education
- Professional and Academic Studies
- Service Industries

- Sixth Form College
- Technology

The College also provides for a further approximate 3,500 students in full and part time Higher Education, work based learning, Entry to Employment, Key Stage 4 and International students.

2.5 The Local and National Context

The most striking characteristic of the community that The College serve is that it is much less ethnically diverse than England as a whole. The 2001 Census Survey identified that 3.2% of Dorset's population classed themselves as not White British as compared to 13% for England. The largest minority ethnic group is "White Other" (43.2%) followed by "White Irish" (18%). Dorset has a large Gypsy and Traveller community, though exact numbers are not known. Dorset and in particular Bournemouth & Poole have seen a large influx of migrants in recent years, though local authority estimates suggest that they remain for less than a year. Dorset's gender profile however, is similar to the national profile with females outnumbering males, though the gender gap is greater in Poole (4.2%) than it is for Bournemouth (2.7%).

The 2001 Census Survey indicated 78% of inhabitants to be Christian, 7% higher than that of England (71%). Following Christianity, is Buddhism (23.3%), Islam (21.4%) and 14.5% Jewish. These figures are in direct contrast to national figures, 4.8%, 51.8% and 8.7% respectively.

Dorset's proportion of the population under working age is below the national and regional average, and under 16's appear as the most under-represented. As a consequence disability rates in youths are lower than the national average, but higher in older people.

Sexual orientation is the most difficult to measure and although not comprehensive the 2001 Census Data provides a relative indication of inhabitants living as a same sex couple. Whilst 58% of residents aged over 16 were married, 7% higher than the national figure, the survey also recorded 0.13% as living as same sex couples, which is lower than the national average of 0.19%.

2.6 Staff Profile for 2009/10

Black and Minority Ethnic groups' total 6.3% of all college staff, 9.4% of staff working at The College has a declared disability, and 61% of the workforce is female, 39% male. The predominant age of staff is between 40 and 59 years with 29.36% accounting for staff aged 50-59 and 27.67% for staff aged 40-49 years. College recruitment procedures in 2010-11 will focus on establishing greater diversity within the workforce that reflects a better balance of role models.

2.7 Learner Profile for 2009/10

Of the 11,060 enrolments in 2009/10, 1027 learners were from Black and Minority Ethnic (BME) backgrounds (9.2% of the total learner population). There were 8% more females (6544 females: 4515 male). 5883 learners aged 19+ and 5176 aged 16-19 years. 1488 learners (13.4%) have declared a learning difficulty and 1168 learners (10.6%) have a declared disability.

2.8 Learner Success, Retention and Achievement

The College has a learner non-declaration rate of below 1% for ethnicity, disability and learning difficulty. This data is used productively to carefully analyse the performance of different cohorts of learners in respect of achievement by gender, ethnicity, disability and learning difficulty to ensure each learner achieves their maximum potential and where they are not appropriate actions are taken to remedy any gaps in performance.

In 2009/10 BME learners in the 16-18 age cohort performed equally to their White British counterparts at 77%, but at 19+ BME learners performed at 5% lower than their White British counterparts (72% and 77% respectively). Faculty Management teams will set targets to address the retention issues amongst this cohort of learners.

Males and females in 2009/10 performed on par in the 16-18 age group, although female learners performed slightly better than male in the 19+ age group (77% and 75% respectively). By comparison to 2008/09 male learners' success rates improved the greatest (4%), though remained marginally lower than they were for females. 2010/11 will continue to concentrate on narrowing this gap, drawing on examples of good practice, i.e. female forums, male role models.

In 2009/10 learners with learning difficulties outperformed learners without by 2% which is a 4% improvement since 08/09 (74% in 08/09 and 78% in 2009/10). In the 16-18 age group learners with learning difficulties significantly outperformed those without, with success rates of 81% and 76% respectively, and a success rate of just 1% lower than those without at 19+ (75% and 76% respectively). In 2010/11 the good practice applied to achieve these improvements will be reviewed and shared amongst faculty management teams in order to apply similar practices to under-performance in other cohorts of learners.

In 2009/10 learners with disabilities as a cohort, did not achieve at an equal level to those without. This was largely as a result of poor retention (a retention rate of 77% as compared to 83% for learners without disabilities). This retention rate was also lower than it was for 2008/09, and despite it not impacting on the success rate which remained the same for both years, it is a priority that will be further investigated and actioned in 2010/11.

Those learners deemed to be from lower socio-economic areas in 2009/10 achieved success rates of just 1% lower than their peers from more affluent areas (74% and 75% respectively) and whilst it is encouraging that the success rate for this cohort of learners improved by 1% and achievement rates by 4% (89% and 93% respectively) from 08/09, the retention rate declined by 4%. The data also reveals that this is not the case for some curriculum areas and in the year ahead a focus will be given to monitoring the progress and ensuring early interventions are in place to improve retention for those learners that fall into this category.

The 2009/10 data also revealed an apparent under-representation of particular BME groups and genders in certain curriculum areas (e.g. women in construction and engineering and men in hairdressing and beauty, BME learners in Creative Industries) and efforts to improve this will continue in 2010/11.

For 2010/11, the main focus will be on narrowing the gap between these cohorts of students and achieving the following:

- 5% improvement in BME 19+ success rates
- 3% increase in Male 19+ success rates
- 4% increase in learners without learning difficulties success rates
- 6% increase in retention of students with disabilities

3.0 Legislative Background

The College is committed to providing fair, accessible education and equality of opportunity for both learners and staff which is underpinned by equality legislation.

The Equality Act 2010 brings together, harmonises and in some respects extends previous equalities legislations, i.e. Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005, Equality Act 2006. The Act aims to make the legislation more consistent, clearer and easier to follow in order to make society fairer. As a public sector organisation our responsibilities remain largely the same; however a number of key changes came into effect on 1st October 2010. These changes are summarised in the table found in the appendix (annex B).

The Equality Act also contains other provisions, including the new concept of dual discrimination, an extended public sector Equality Duty and a prohibition on age discrimination in services and public functions. These elements of the law are expected to come into force in April 2011 and 2012 respectively.

3.1 General Implications of the Equality Act 2010

The Equality Act protects people from discrimination on the basis of 'protected characteristics' (which were previously called 'grounds'). The relevant characteristics for services and public functions under the Act are:

- Race
- Disability
- Gender
- Age
- Sexual Orientation
- Religion and Belief
- Gender Identity
- Marriage and Civil Partnerships
- Pregnancy and Maternity

3.2 Prohibited Conduct

The Act consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This section describes the various

types of discrimination and how they apply to the further and higher education provision.

3.3 Direct Discrimination

Direct discrimination occurs when a person is treated less favourably than another on the grounds of any of their protected characteristics.

3.4 Discrimination based on association

Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when a person is treated less favourably because their sibling, parent, carer or friend has a protected characteristic.

3.5 Discrimination based on perception

Direct discrimination also occurs when a person is treated less favourably because it is mistakenly thought or presumed that they have a protected characteristic (other than pregnancy and maternity).

3.6 Dual Discrimination

There is now a provision for claims to be made for "dual discrimination." This means that a person can make a claim for being discriminated against if they fall into more than one protected characteristic. Discrimination in this case might be someone being turned down for promotion due to being an older, disabled person.

3.7 Indirect Discrimination

Indirect discrimination occurs when you apply a provision, criteria or practice in the same way for all, but this has the effect of putting individuals/groups sharing a protected characteristic at a particular disadvantage.

It does not matter that disadvantage was not intended but rather whether an action does or would disadvantage such individuals/groups compared with those who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage had occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are also not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

Indirect discrimination will occur if the following four conditions are met:

- the provision, criterion or practice is applied (or would apply) equally to all, including a individuals/groups with a protected characteristic
- The provision, criterion or practice puts or would put individuals sharing a protected characteristic at a particular disadvantage compared to those who do not share that characteristic
- The provision, criteria, practice or rule puts or would put the particular individual/group at that disadvantage
- It cannot be shown that the provision, criteria or practice is justified as a 'proportionate means of achieving a legitimate aim'.

3.8 What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criteria or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of further and higher education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of learners.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult to show that the treatment was proportionate.

3.9 Discrimination arising from disability

Discrimination arising from disability occurs when a disabled person is treated less favourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the reason for the treatment does not matter; the question is whether the disabled person has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the disabled individual or for the disabled person to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- a disabled person is treated unfavourably, that is putting them at a disadvantage, even if this was not the intention,
- this treatment is because of something connected with the disabled person's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour,
- the treatment cannot be justified by showing that it is 'a proportionate means of achieving a legitimate aim'.

3.10 Knowledge of disability

If it can be shown that:

- it was not known that the disabled person had the disability in question,
- it could not reasonably have been expected to know that the disabled person had the disability

then the unfavourable treatment does not amount to unlawful discrimination arising from disability.

3.11 Relevance of reasonable adjustments

Acting quickly to identify and put in place reasonable adjustments for disabled people, will often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If failing to make an appropriate reasonable adjustment, it is likely to be very difficult to argue that the unfavourable treatment is justified.

3.12 Harassment

Harassment is the unwanted conduct that has the purpose or effect of violating the person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Conduct of a sexual nature is specifically included within the definition, although marriage/civil partnerships and pregnancy/maternity are not included as protected characteristics for harassment.

As an employer, The College is required to take reasonably practicable steps to prevent a third party (i.e., someone other than a manager or other employee) from harassing an employee.

3.13 Victimisation

Victimisation occurs when a person is treated badly because they have made, supported or raised a complaint or grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

3.14 Positive Action

'Positive action' is when action is taken specifically to help someone who has a protected characteristic. There are several different reasons why it may be appropriate to take some sort of positive action, for instance if a person is suffering some kind of disadvantage linked to that characteristic, or if they have particular needs, or if people with that characteristic are under-represented in an activity or a type of work.

One form of positive action is encouraging or training people to apply for jobs or take part in an activity in which people with that characteristic are under-represented. This may be done by means of training courses, mentoring schemes or even open days or other events to show people what a particular job or activity is really like.

Another type of positive action is where someone providing goods or services targets a group who share a protected characteristic because they have particular needs linked to that characteristic. Whilst it is easier under the new law for employers and service providers to take positive action, taking any form of positive action is entirely voluntary and organisations only need do this if they want to.

4.0 Our Approach to Achieving Equality and Diversity

In order to support the implementation of The College's equality policy, and to meet the requirements of current legislation, The College have adopted this Single Equality Scheme. In light of the Equalities Act 2010 the scheme has been developed so as to include all the identified "protected characteristics":

The scheme will also be extended to include an Ofsted protected characteristic:

- Socio-economic status

Our Single Equality Scheme will help us to achieve a framework for action across all protected characteristics, particularly where positive duties are associated with them. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. We also believe that publishing one combined scheme, and one consultation, is an appropriate and proportionate approach to equality which should maximise people's opportunities to be involved in our policy making. This Single Equality Scheme demonstrates our commitment to go beyond mere compliance with the legislation, and to move towards mainstreaming equality and diversity by bringing together our work into one place, consulting widely on it and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

The College has chosen to generate a Single Equality Scheme to recognise that individuals have multiple identities. Thus, the protected characteristics in which equality and diversity are now considered in law - race, gender, disability, sexual orientation, transgender, age, and religion/belief, marriage and civil partnerships and pregnancy and maternity – converge at an individual level. An individual may experience discrimination on the basis of more than one identity, for example on the basis of their race and gender, or race, gender and disability.

This scheme is valid for a 3 year period when it will be formally reviewed. However, it will remain an evolving document open to adaptation in light of new developments and legislative changes and to reflect our growing understanding of both national and local, existing and emerging equality issues.

The success of the scheme depends on cross-college implementation and this scheme sets out how the College will go about mainstreaming these activities.

5.0 Responsibility for the Single Equality Scheme

Ultimately responsibility for mainstreaming equality and diversity issues within the college rests with everyone who studies and/or works at the college.

However, particular responsibility falls on the management within the college to give clear leadership and to develop action plans to meet the outcomes of the equality scheme and to incorporate good practice within their specific areas of responsibility. Progress against these actions plans will be monitored at the Quarterly Performance Review Boards hosted by the College Executive Management Team.

The Board of Governors is ultimately responsible for ensuring legal compliance with the legal requirements of legislation and will receive an annual progress report on the implementation of the Single Equality Scheme and associated action plan(s). The report will contain equality data; monitoring outcomes and the Single Equality Scheme action plan, alongside recommendations for the year ahead.

Progress in achieving the aims and objectives of the Single Equality Scheme is overseen by the Equality and Diversity Committee which will routinely report to the Executive and Senior Leadership Team and the Board of Corporation. (See appendix for Terms of Reference and membership).

The College also recognises that it has a responsibility to ensure that legislative requirements are implemented through partnership, procurement and employer arrangements. In relation to formal partnership activities with public, private and voluntary sector organisations, the college will ensure not only that partners are fully aware of the college's policy, but that partner organisations also have in place appropriate policies. In relation to procurement, the college will seek to develop good practice in communicating values, standards and expectations it has of suppliers with regard to equality and diversity.

All Faculty Directors and Heads of Departments have direct responsibility for promoting equality, diversity and good relations and in challenging any form of discrimination within their areas. Responsibilities include:

- Inclusion within area plans of specific objectives and equality and diversity impact measures relating to implementing the single equality scheme

- Undertaking equality impact assessments on any policies, procedures, plans or practices that may have equality implications
- Ensuring staff undertake appropriate training and development in relation to equality and diversity
- Establishing structures for effective implementation and monitoring of the Single Equality Scheme within their areas
- Ensuring that any issues of discrimination and/or breaches of policy are dealt with through appropriate college procedures.

6.0 Background and Summary of work already undertaken

The College has worked extensively and proactively on issues of equality and diversity, especially with regards to race, disability and gender. Activities include:

- Monitoring and reporting on race, disability & gender inequalities data for learners since 2003
- Providing mandatory and regular equality and diversity training and updates
- Introduced a Management Development Programme that incorporates workshops covering equality and diversity in recruitment and employment
- All learners undertake equality and diversity activities to increase awareness and understanding
- A commitment to meet the statutory duties is included in all job descriptions and staff and student handbooks
- An annual staff opinion survey, which includes questions on equality and diversity, is carried out. Any perceived discrimination is taken extremely seriously, and the approach to staff awareness and training reflects this
- An extensive programme of diversity celebrations and citizenship activities has been developed and includes some of the following, Chinese New Year, World AIDS Day, Mental Health Week, and International Women's Day.
- Reduced non-declaration rates from 5.87% in 04/05 to 0.275 in 07/08 which have been sustained since
- Working in partnership with other local organisations and Colleges in the South West Region

7.0 Equality Impact Assessments

Using impact assessment we can assess whether we have fulfilled the general duties as set out in Equalities legislation.

Impact assessments involve asking initial questions (stage 1) about:

- **Relevance** – Equality will be more relevant to some services rather than others. Relevance is concerned with what impact a policy has on people
- **Proportionality** – The importance given to equality should be proportionate to the relevance of the service.

The College introduced a two stage Equality Impact Assessment process which checks for any likely impact in respect of all the protected characteristics. As the College is impact assessing for all diversity strands simultaneously, policies have been prioritised on the basis of the potential impact taken collectively. It is anticipated that all existing policies will be assessed as they are developed.

The responsibility for stage one impact assessment lies with the policy owner, supported by the Equality, Diversity and Community Engagement Manager. Stage two impact assessment consultations are managed by the Equality, Diversity and Community Engagement Manager. Responsibility for implementation of action is with the policy owner.

Policy maintenance is managed through the Quality, Improvement and Innovation Department who will notify the policy owner and the Equality, Diversity and Community Engagement Manager when a policy is due for renewal.

8.0 Reviewing, Publication and Action Plan

The Scheme and action plan will be published on the College website and reference will be made to it in key documents aimed at staff and learners. Feedback and involvement will be invited through the College website.

A comprehensive review of the Single Equality Scheme will be carried out after 3 years to ensure that the scheme continues to effectively support The College's Strategic Plan and our Equality and Diversity Strategy and remains relevant to the equality and diversity of all staff and learners.

Under the specific duties of the Equality Act 2010, we have statutory duties to report annually on the progress of our Scheme. We will accomplish this by submitting an annual report to our Governors on the Single Equality Scheme, which will cover activity in meeting the needs of the protected characteristics. Our annual reports to the Corporation will be available on the equality and diversity pages of The College website.

News about our Single Equality Scheme will be shared with our stakeholders and, particularly with those who have helped us to develop our Single Equality Scheme. We will continue to seek the views of others about our Single Equality Scheme and about our progress towards the targets set out in our action plan.

The action plan will be monitored and updates on actions and outcomes will be monitored at bi-monthly Equality and Diversity Committee meetings and updates will be posted on the College website, intranet, and on the shared email system. The action plan can be found in the appendix (annex A)

Learner and staff consultation mechanisms will be used to obtain input on evaluation of the scheme. Evaluation of the scheme will be completed by the Equality and Diversity Committee at the last meeting of the academic year, and will be reported on in the annual equality and diversity report to the Board of the Corporation. It will also inform the College Self Evaluation Report. Results of impact assessments, success, retention and achievement data along with workforce monitoring data will be published on the website and stored on the shared drive. Any published information will have due regard for individual confidentiality.

9.0 Consultation and Involvement

The College is committed to ensuring that our consultation is:

- Meaningful
- Representative
- Effective
- Appropriate

and will achieve this by referring to sector and equality organisations good practice guidance.

The College actively seeks involvement from a wide range of representative groups, for example: Student Council; Staff Groups; Equality Action Project Groups, Community Equality Groups; Local Partners; South West Region Peers.

10.0 Gathering Information and Monitoring Arrangements

Procedures are in place to monitor the make-up of learners and staff groups in terms of race, disability, gender and age. The data derived from these procedures is analysed in terms of the workforce, recruitment and promotions, training and development, disciplinary and grievance procedures, and turnover, alongside the educational opportunities available to, and the achievements of learners across all the equality strands as well as the profile of complainants.

This data will be reported to Senior Management and the Equality and Diversity Committee and will also be reported on in our annual report.

11.0 Communications

Being committed to ensuring that our communication methods are accessible we are constantly seeking new ways of engaging with our stakeholders and partner organisations, which may be affected by our Single Equality Scheme. We recognise that this may require some creative thinking as some groups are known to be hard to reach or may not be already engaging with us through established methods.

12.0 Complaints

The College aims to provide a transparent and responsive complaints procedure for all stakeholders. In practice this means that:

- The College will provide a supportive environment for those who make claims of discrimination or harassment on the grounds of any of the protected characteristics

- Acts of discrimination, harassment, victimisation, bullying or abuse whether by employees or students will be treated as a serious disciplinary offence.
- Employees who feel they are being discriminated against on any element of their protected characteristic by other employees should raise the matter under the Grievance/Harassment Procedure
- If, in the course of their work or study, College employees or students who suffer discrimination from members of the public, the College will take appropriate action and provide appropriate support
- Any discriminatory behaviour by students directed against employees or other students will be dealt with under the student disciplinary procedure.
- Where any behaviours considered as a Safeguarding and/or Child Protection issue the Safeguarding and Child Protection procedures must be followed
- All complaints will be analysed from an equality and diversity perspective to eliminate any discriminatory practice that may occur

13.0 College Contact

The College welcomes feedback on our Single Equality Scheme and Action Plan. Please contact Gemma Genco, Equality, Diversity and Community Engagement Manager on gencog@bpc.ac.uk or phone on 01202 205417 to contribute.

Date Minuted: (please add date of the meeting that the policy was ratified on)

Committee:(please add committee that ratified the policy)

Policy ref/version number (Policy reference to be obtained from Department of Quality and Development if not already known)

This policy is to be reviewed by (enter Committee) by (enter date)

Impact Assessment Completion Date:

The Bournemouth & Poole College Single Equality Scheme Action Plan

Outcomes

1. Equality and diversity is at the heart of all we do
2. An inclusive College where people from all backgrounds come together, are free from discrimination and where diversity is celebrated
3. Enable people to aspire, achieve, and succeed
4. A College strongly engaged with the local community
5. An employer of choice

Item No	Protected Characteristic	Objective	Action	Target / Milestone	Lead	Deadline	Monitoring & Progress Check
1 Equality and diversity is at the heart of all we do							
1.1	All	Staff and learners are engaged with the Single Equality Scheme (SES)	<ul style="list-style-type: none"> • Embed equality and diversity within surveys and publish improvements • Embed equality and diversity into the Self Evaluation Report and Performance Review Boards • Adopt innovative approaches to engage learners and staff with equality and diversity issues 	The College community contribute to the scheme and their feedback leads to continuous improvement.	Equality & Diversity Committee	Dec 2010	

1.2	All	Equality Impact Assessments (EQIA) is a core process within all teams across The College.	<ul style="list-style-type: none"> • Update and publish EQIA guidance • Map all policies and publish EQIA schedule • Train managers and diversity champions on undertaking EQIAs 	100% of policies and procedures have been impact assessed by the appropriate manager.	E&D Manager All Mgrs to review & stage impact assess policies they are responsible for	Rolling Program	
1.3	All	E&D is fully embedded across all curriculum areas	<ul style="list-style-type: none"> • Faculties receive bespoke training • Equality and diversity embedded within the observation process • Schemes of work are audited to ensure equality and diversity is part of the curriculum • Provide E&D Teaching and Learning clinics • Identify and share good practice • Develop bank of E&D resources and materials 	<p>All curriculum areas show evidence of E&D in schemes of work and lesson plans which are regularly reviewed to ensure they are consistent with good practice in promoting E&D issues.</p> <ul style="list-style-type: none"> • 5% improvement in BME 19+ success rates • 3% increase in Male 19+ success rates • 4% increase in learners without learning difficulties 	<p>Teaching & Learning Manager / Senior Practitioners</p> <p>Teaching & Learning Manager & Director of Innovation and Learning</p> <p>All Mgrs</p> <p>Teaching & Learning Manager / Senior Practitioners</p>	On going	

				<p>success rates</p> <ul style="list-style-type: none"> • 6% increase in retention of students with disabilities 	<p>All Mgrs</p> <p>All Mgrs & Senior Practitioners (support from E&D Manager where appropriate)</p>		
1.4	All	Staff and governors remain aware of key developments and legislative updates.	<ul style="list-style-type: none"> • Provide bespoke training and bulletins • Diversity champions are used to update peers and embed legislative developments 	100% of staff and Governors are aware of the relevant policies and procedures and their own roles and responsibilities.	Director of Learning & Innovation	On going	
1.5	All	During any tendering process The College seeks reassurance about the organisation's record in respect of equality legislation and include this as a factor in the tendering process	<ul style="list-style-type: none"> • Review and update Procurement Guidance • Provide Training on revised Guidance • Support tenders with E&D 		Director of Customer Services	Ongoing	
1.6	All	All marketing materials and important personal	<ul style="list-style-type: none"> • Audit the process and make necessary 	All materials can be made available in requested formats	Director of Marketing	April 2011	

		documentation can be made available in a range of formats	adjustments	within 10 days of request			
1.7	All	Employer and provider partners are aware of their responsibility towards equality and diversity	<ul style="list-style-type: none"> Responsibilities clearly stated in contracts and handbooks Training and legislative updates provided for partners Assessment of progress embedded within partner reviews 	100% of employers and partners aware of the responsibility	Director of Business Enterprise Unit / Director of Work Based Learning	Ongoing	
1.8	All	To comprehensively monitor the demographics and equalities profile of all complaints and undertake detailed profiling of all complaints.	<ul style="list-style-type: none"> Embed new complaints procedure 	Improvements in service delivery lead to improved customer satisfaction and empowerment Improve the way equalities data is collected and used to inform our services	E&D Manager Admin Support - QII	Review process Aug 2011	
2. An inclusive College where people from all backgrounds come together, are free from discrimination and where diversity is celebrated							
2.1	All	Celebrate The College's diverse community	<ul style="list-style-type: none"> Publish an annual programme of equalities events supported by the 	A sense of belonging and shared vision for The College. A	All QII members required for various	Ongoing	

			<p>Learner Voice feedback</p> <ul style="list-style-type: none"> • Promote local events to support all protected characteristics • Map learner achievement celebrations and co-ordinate activities • Deliver Enrichment / Citizenship days • Develop marketing material to reflect the college community and promote ways to report any discrimination / harassment 	strong college community where people from different backgrounds come together and support each other	<p>actions – led by E&D Manager</p> <p>Pastoral Managers Diversity Boards – QII Admin Team</p>		
2.2	Religion & Belief	Introduce multi-faith chaplaincy	<ul style="list-style-type: none"> • Launch chaplaincy service • Promote the service and Faith room to students, staff and visitors 	People of different faiths feel valued and awareness of world faiths increased	Student Services Manager / E&D Manager	Ongoing	
2.3	Sexual Orientation / Race / gender identity / faith	Undertake positive campaigns to stop homophobic / racist bullying	<ul style="list-style-type: none"> • Celebrate LGBT History & Black History months • Promote Report It 	Greater awareness of and respect to the diversity of the college community	Diversity Boards – QII Admin Team	Ongoing	

	& religion		<ul style="list-style-type: none"> process • Introduce positive poster campaign • Provide staff development for staff to challenge inappropriate language in the learning environment • Introduce resources for use within the classroom • Develop policy / guidance on equality in respect of Gender Identity / Faith & Religion • Ensure an adequate Report It process is in place and well publicised 		<p>Tutorials – Pastoral Mangers Teaching & Learning Manager</p> <p>Teaching & Learning Manager & E&D Manager</p> <p>E&D Manager</p> <p>E&D Manager</p>	Dec 2010	
3. Enable people to aspire, achieve, and succeed							
3.1	Disability	College buildings and services are accessible for all	<ul style="list-style-type: none"> • Access audits are carried out on all College buildings and services • Consult with disabled people on how to better meet 	<p>People with disabilities are valued and less disadvantaged</p> <p>Reduction in complaints relating</p>	Director of Resources / Estates Manager	Ongoing	

			<ul style="list-style-type: none"> access needs Emerging technologies are implemented where appropriate and feasible 	<p>to accessibility</p> <p>Improved retention and success rates for students with physical disabilities</p>			
3.2	Age	Implement positive strategies to tackle issues of local youth priorities, i.e. reducing teenage pregnancies, reducing binge drinking etc	<ul style="list-style-type: none"> Develop appropriate strategic partnerships 	Improved partnerships working together to tackle local issues	Vice Principal – Academic & Student Affairs / Pastoral Managers		
3.3	Age / disability	Ensure all children and vulnerable adults feel safe in their communities and family	<ul style="list-style-type: none"> Safeguarding measures Report It campaign 	Improved retention and achievement rates for students experiencing safeguarding issues	Student Services Manager	Ongoing	
3.4	Age / Gender / Disability / Ethnicity	Reduce achievement gaps between equality groups	<ul style="list-style-type: none"> One set of data to be produced by Data Management Services Faculty Managers to interrogate data and set impact measures, closely monitoring in year retention Learning Coaches to be offer 	<p>Close the achievement gap</p> <ul style="list-style-type: none"> 5% improvement in BME 19+ success rates 3% increase in Male 19+ success rates 4% increase in learners without learning 	Vice Principal – Academic & Student Affairs (Faculty Directors & Managers)	Ongoing	

			<p>mentoring / coaching to learners identified as 'at risk'</p> <ul style="list-style-type: none"> • Early intervention strategies to be engaged for students 'at risk' 	<p>difficulties success rates</p> <ul style="list-style-type: none"> • 6% increase in retention of students with disabilities 			
3.5	Gender	Encourage male and female learners into non-traditional occupational areas	<ul style="list-style-type: none"> • Use positive role models in marketing and communication • Use role models in schools liaison visits 	A reduction in the gender gap into non-traditional occupational areas	Vice Principal – Academic & Student Affairs All Faculty Managers	Ongoing	
3.6	All (mainly race & disability)	Enable people from diverse backgrounds to participate and contribute equally	<ul style="list-style-type: none"> • Deliver staff training on meeting a range of diverse needs during interviews and meetings • Support the Student Union in establishing student equality groups 	<p>Increased staff and learner disclosure rates</p> <p>Improved performance rates for learners from equality groups</p>	HR Director Student Services Manager	Ongoing	
4. A College strongly engaged with the local community							
4.1	All	Develop a good understanding of The College's local community and its	<ul style="list-style-type: none"> • Research what equality groups know about The College, how they contact us, their 	<p>Increased diversity in staff and student body.</p> <p>A College of choice</p>	The Principal (Community Project Groups)	Ongoing	

		needs and utilise this knowledge to implement strategies to strengthen service delivery	<p>experience of using our services and what can be done to improve this.</p> <ul style="list-style-type: none"> • Make College facilities more readily available to the community • Work with the community to tackle its priorities 	<p>A change agent for the local community</p> <p>Minimum of 6 partnership projects and Minimum of 10 groups College Open Doors to</p>			
4.2	All	Actively engage in collaborative working with external partners, agencies and voluntary / community groups to ensure cohesion between partner plans and efficient/effective development and delivery of local provisions, to maximise resources and funding opportunities.	<ul style="list-style-type: none"> • Develop key relationships 	<p>A key player in local community affairs</p> <p>Minimum of 6 partnership projects and Minimum of 10 groups College Open Doors to</p>	The Principal (Community Project Groups)	Ongoing	
4.3	All	Support the development of a strong, diverse	<ul style="list-style-type: none"> • Ensure procurement policies actively 	A key player in local community affairs	The Principal (Community	Ongoing	

		community and voluntary sector	<p>encourage third sector to tender for contracts and does not discriminate them providing services to us</p> <ul style="list-style-type: none"> • Consult with community and voluntary groups • Identify opportunities to work collaboratively 	Minimum of 6 partnership projects and Minimum of 10 groups College Open Doors to	Project Groups)		
4.4	All	Implement positive strategies to tackle issues of local priority, i.e. teenage pregnancy, crime, isolation in equality groups.	<ul style="list-style-type: none"> • Work with local organisations e.g. LSC, Public Sector bodies; Dorset Race Equality Council, Poole & Bournemouth Without Prejudice 	<p>Improved partnerships, shared resources</p> <p>Minimum of 6 partnership projects and Minimum of 10 groups College Open Doors to</p>	The Principal (Community Project Groups)	Ongoing	
5. An employer of choice							
5.1	All	Monitor diversity in the workforce and ensure it reflects the local community and provides a balance of role models	<ul style="list-style-type: none"> • Improve equalities monitoring data by making completion of the monitoring form mandatory on application and running a campaign 	<p>Diversity and equality of opportunity is recognised at all levels of the organisation</p> <p>Staff from equalities groups progress at all</p>	HR Director	April 2011	

			<p>amongst existing staff to collect data</p> <ul style="list-style-type: none"> • Revise Workforce Strategy and set targets to ensure workforce reflects community profile • Take positive action where there is under-representation of particular groups • Annually publish results of workforce monitoring and performance against targets • Maintain Positive About Disabled People (two Ticks) status 	<p>levels of the organisation</p> <p>Disclosure rates improve by 10%</p>		<p>March 2011</p> <p>Ongoing</p> <p>Jan 2011</p> <p>Annual Renewal</p>	
5.2	All	Review all HR policies and terms and conditions of employment to ensure compliance with Equalities Act 2010, promoting all new responsibilities.	<ul style="list-style-type: none"> • Perform EQIAs on all policies and procedures • Provide bespoke training and bulletins 	100% Legislative compliance	HR Director Director of Innovation & Learning	April 2011	
5.3	Disability	Disclosure	<ul style="list-style-type: none"> • Run a positive about disability 	10% improvement in disclosure rates	HR Director	April 2011	

			<ul style="list-style-type: none"> campaign Deliver disability awareness training Consult with disabled staff about their experiences 	An inclusive workplace where disabled staff feel valued, appreciated and significant	E&D Co-Manager		
5.4	All	Explore the benefit of/develop equality staff networks	<ul style="list-style-type: none"> Work with individuals in establishing need and purpose of group 	This visible diversity can be a source of significant strength and intelligence for The College to improve the work environment	Diversity Champions	Ongoing / Experimental	
5.5	All	Develop the role of the diversity champion so they effectively provide leadership on equality and diversity within their area and drive the mainstreaming of equality and diversity across The College.	<ul style="list-style-type: none"> Provide bespoke training and legislative updates for champions Develop a Network with termly meetings Ensure representation on the E&D Committee 	Individuals are actively questioning and challenging The College and individuals to demonstrate that valuing diversity lies at the heart of what they do	E&D Co-Manager	Review May 2011	

Dates Action Plan will be reviewed (Equality and Diversity Committee Meeting Dates):

19 October 2010	30 November 2010	25 January 2011	22 March 2011	17 May 2011	28 June 2011
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An Overview of Equality Act 2010 Legislative Changes for the Public Sector

Key

Characteristic covered in existing legislation – no changes	No change
Characteristic covered in existing legislation – but some changes	Changes
Characteristic covered in existing legislation – now covered	New
Characteristic covered in existing legislation – still not covered	No protection

	Disability	Gender reassignment	Pregnancy & maternity	Race	Religion & belief	Sex	Sexual orientation
Direct discrimination	Changes	No change	No change	No change	No change	No change	No change
Discrimination by association	New	New	No change	No change	No change	New	No change
Discrimination by perception	New	New	No change	No change	No change	New	No change
Indirect discrimination	New	New	No change	No change	No change	No change	No change
Harassment	Changes	Changes	No protection	Changes	No protection	Changes	No protection
Victimisation	Changes	Changes	Changes	Changes	Changes	Changes	Changes
Positive action	Changes	Changes	Changes	Changes	Changes	Changes	Changes

BOURNEMOUTH AND POOLE COLLEGE

EQUALITY AND DIVERSITY COMMITTEE

TERMS OF REFERENCE

Purpose:

The College Equality and Diversity Committee will provide a forum for communication, consultation and recommendation to the Principal and The Corporation on issues of policy and strategic planning relating to equality and diversity.

The College Equality and Diversity Committee will consider and monitor the systems and processes through which The College identifies and matches each learner's individual learning requirements to ensure fitness for purpose. It will review the range and quality of provision made for current learners and identify The College's capacity to extend provision for those currently excluded or under-represented.

The College Equality and Diversity Committee will consider and monitor the systems and processes through which The College delivers equality of opportunity to staff and students to ensure these are appropriate, fit for purpose and compliant with legislative requirements.

A minimum of 2 meetings a term will take place.

Reporting Structure:

The Board of the Corporation is responsible for ensuring that the College meets its legal obligations and that policies and procedures are in place to ensure that no learner or employee suffers discrimination in any way.

The Corporation monitors activity through the annual Equality and Diversity Board report to the Board of the Corporation, and progress against the Single Equality Scheme Action Plan.

Day to day responsibility for implementation of the Single Equality Scheme lies with all staff.

Membership:

Equality, Diversity & Community Engagement Manager (Chair)
Vice Principal – Academic & Student Affairs
Director of Quality, Improvement & Innovation
Estates Manager
Director of Human Resources
Employment Engagement Co-ordinator
Student and Staff Representative(s)

By Invitation: The Principal, Board of Corporation Representative, External Equality Advisors, Equality & Diversity Task Group Representatives

Terms of Reference:

- To monitor the implementation and progress of the Single Equality Scheme Action Plan.
- To consider and make recommendations on all matters relating to the development, implementation and evaluation of all College policies in relation to equality and diversity, to include monitoring the implementation and progress of the strategic approach to Equality Impact Assessments.
- To review existing practices and implement new agreed practices in respect of issues related to equality and diversity.
- To appoint and monitor task groups as required and to share good practice.
- To ensure The College is meeting statutory requirements in relation to equality and diversity.
- To produce the annual Equality and Diversity report to the Board of the Corporation, and additional reports to the Principal as required.
- To discuss and develop appropriate awareness and training requirements.
- To identify and maintain appropriate consultation and communication routes.
- To monitor all complaints from an equality and diversity perspective and instigate appropriate action to address emerging themes.