Single Equality Scheme

Jan 2015 to Jan 2018

Updated February 2018

**(Incorporating the College's Equality objectives,
Equality and Diversity Impact Measures and Annual EDI Action Plan)**

Approved by the Corporate Board March 2018

**Produced by HR Manager
To be approved by Equal Opportunities Group and College Board
Revised February 2018 – Annual update**

Contents

If you require this scheme in a larger font or an alternative format please contact the HR team on 01322 629494 or email HR@northkent.ac.uk. Further copies may be downloaded from www.northkent.ac.uk

If you have any comments or require any further information on this Scheme please contact HR as detailed above.

Introduction from the Principal

North Kent College ("the College") prides itself on being inclusive by valuing all members equally from its community and the benefits that diversity brings to it. The College is committed to promoting equal opportunities for staff and students to enable them to: work and study in an appropriate environment; be treated with courtesy and respect; and achieve their potential with regard to individual needs and circumstances.

This Scheme brings together the work already undertaken by the College's Disability and Gender Equality Schemes and Race Equality Action Plan, as an all embracing Single Equality Scheme. It also begins the process of identifying and gathering data, in response to the requirements contained within the Equality Act, 2010.

Promoting equality and valuing people's differences concerns all of us. I endorse this Scheme and welcome the progress that the College has made and must continue to make, in promoting equality and celebrating diversity.

David Gleed
Principal
North Kent College

1. Introduction

The College is pleased to present its Single Equality Scheme 2015-2018 ("the Scheme"). This Scheme explains how the College plans to meet its statutory duties to advance equality for all groups in its community.

The College is committed to ensuring that all of its policies, employment practices as well as its educational provision are fair, accessible and appropriate for the diverse society it serves and the workforce it employs.

This document brings together and strengthens the improvements the College has made with regard to promoting equality over the last three years. The College has made progress with the inclusion of equality and diversity within its day to day operations and policymaking processes. The College also recognises that ensuring equality is an ongoing operation and the Scheme will need to continually adapt to address any issues that may emerge in its community.

The Scheme sets out:

1.1. how the College will work with its stakeholders on objectives and actions, such as: communications; policies; procedures; data; narrowing any equality gaps in learner recruitment; and overall performance;

1.2. the actions the College will take to ensure it provides a working environment where all staff are treated with professionalism, dignity and respect and are able to deliver and develop to the best of their ability, without discrimination or harassment; and

1.3. how the College meets its statutory duties and ensures that equality and fairness are embedded in all areas of its work, including planning, employment and education.

The College is committed to eliminating discrimination and promoting equality, both operationally and through its policies. It is committed to all aspects of equality and, in recent years, has followed best practice with an overarching action plan covering all equality strands.

The Single Equality Scheme action plan takes into account the 2010 Equality Act Public Sector duties including:

1.4. eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act;

1.5. advancing equality of opportunity between persons who share a relevant characteristic and persons who do not share it;

1.6. fostering good relations between persons who share a relevant protected characteristic and persons who do not share it; and

1.7. demonstrating the College's commitment to comply with the duty imposed by the Act, by publishing the required information relating to persons who share relevant protected characteristics (staff and students) on an annual basis.

Monitoring the College's progress is essential to the ongoing success of the Scheme. This document sets out how the College will meet the legislative duties to promote equality by outlining its:

1.8.   mission and key objectives;

1.9.   approach to equality and diversity;

1.10.   process for consulting with people; and

1.11.   approach to impact assessment and monitoring progress.

The College will then set out in more detail its:

1.12.   objectives and Single Equality Scheme Action Plan

The plan takes into account the College's progress on equality; the lessons learned from the reviews of its previous Single Equality Scheme; and consultation with stakeholders.

2.   The College Profile

The College is a large-sized general further education college with about 2,731 students aged 16-18 and 1,400 adult students. Located in both Dartford and Gravesend, it completed a major £85 million redevelopment programme in 2012, with further development planned. The College serves a travel to learn area of approximately 300,000 people. The College operates from its main campuses in Dartford and Gravesend, but offers courses from a range of other local venues, including Bluewater Shopping Centre and a bespoke centre for sustainable construction in Dartford known as Suscon.

The College provides courses in 12 subject sector areas, ranging from pre-entry to higher level programmes. The College also had approximately 600 apprentices on work-based learning programmes during 2016-17.

By way of analysis of the student cohort, approximately **18%** of long enrolments for 16-18 year olds are studying at foundation level courses**; 26%** at intermediate; and **56%** at advanced level. The proportion of enrolments from ethnic minority groups is **18%**, which is on a par with the representation of the average population of Dartford and Gravesham Borough Council areas. (Census data 2011).

The College Mission and Key Objectives

Mission: TO EXCEL AND TO INSPIRE

Strategic aims:

Aim 1 – Excellent Outcomes

- The College's success rates maintain its position in the top 10% of Colleges nationally year after year; and

- Its students will be equipped with the skills and experiences they need to progress and succeed in their chosen career path.

Aim 2 – Inspirational Teaching and Learning

- The College's expectation is that all teaching and learning will be good or outstanding; and

- Its culture will support innovation and experimentation to provide a unique and exciting learning experience.

Aim 3 – Excellent Engagement

- The College's courses will constantly evolve to reflect the needs of local, regional and national employers and the wider community to ensure its students have the best opportunity to secure employment; and

- Its quality and reputation will be such that the College will be seen as the first choice for local and regional stakeholders requiring a vocational training solution.

Aim 4 – Inspirational Staff

- The College's people will constantly demonstrate that they are outstanding in their aspirations and commitment; and

- Its people will be experts in their field and be supported to achieve their maximum potential.

Aim 5 – Excellent Resources

- The College's courses are delivered in high quality accommodation and use equipment and facilities that are equivalent to national industry standards; and

- Its financial position remains secure.

3. Responsibilities

3.1.1. The College Corporation is responsible for ensuring that:

3.1.1.1.   the College complies with the Scheme and meets all public sector equality duties; and

3.1.1.2.   the Scheme and its procedures, including the action plans, are followed, reviewed, actioned and updated on a regular basis.

3.1.2. Senior Leadership Team is responsible for:

3.1.2.1.   Taking the lead in creating a positive, inclusive, ethos that challenges discriminatory attitudes and behaviour.

3.1.3. All staff members are responsible for:

3.1.3.1.   ensuring they promote and comply with the College's policies; and

3.1.3.2.   challenging or reporting prejudice and discriminatory behaviour whether in colleagues, learners, work placement providers or contractors.

3.1.4. All learners are expected to:

3.1.4.1.   Treat each other, as well as all staff and visitors to the College, with respect and fairness.

4. Equality Commitments

4.1.1. Sex Equality Commitments:

The College is committed to:

4.1.1.1.   eliminating unlawful discrimination, harassment and victimisation on the grounds of sex;

4.1.1.2.   advancing equality of opportunity and fostering good relations between men and women;

4.1.1.3.   gathering and using information on how its policies and practices affect sex equality in the workforce and in the delivery of services to learners and staff; and

4.1.1.4.   assessing the impact of current and proposed policies and practices on sex equalities.

4.1.2. Race Equality Commitments (also includes ethnic or national origins, colour or nationality)

The College is committed to:

4.1.2.1. eliminating unlawful discrimination, harassment and victimisation relating to race, ethnic or national origin, colour or nationality;

4.1.2.2. advancing equality of opportunity;

4.1.2.3. fostering good relations between persons of different racial or ethnic groups, national origins or nationalities;

4.1.2.4. putting in place arrangements for the implementation of this Scheme, publicising its contents and the results of its monitoring and effectiveness; and

4.1.2.5. assessing the impact of its policies on learners and staff of different racial groups, ethnic or national origins, colour or nationality.

5. Disability Equality Commitments:

The College has adopted the social model of disability, which promotes the right of a disabled person to: belong; be valued; choose; and make decisions. In adopting this model, the College accepts that it will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons.

The College is committed to:

5.1.1. eliminating any discrimination, harassment and victimisation of disabled persons that is related to their disability, including treating a person unfairly due to disability related sickness absence;

5.1.2. advancing equality of opportunity for disabled people;

5.1.3. fostering good relations;

5.1.4. promoting positive attitudes towards disabled persons;

5.1.5. encouraging participation by disabled persons in public life;

5.1.6. ensuring that all reasonable adjustments are made in accordance with the Equality Act 2010;

5.1.7. taking steps to take account for a persons' disabilities, even where that involves treating disabled persons more favourably than non-disabled persons; and

5.1.8. gathering and using information on how the College's policies and practices affect the educational opportunities available to and the achievements of, disabled learners and staff.

6. **Age Equality Commitments**

The College is committed to:

6.1.1.   advancing equality of opportunity for people of all ages;

6.1.2.   fostering good relations;

6.1.3.   eliminating discrimination harassment and victimisation related to age;

6.1.4.   creating a working environment that is underpinned by fair and equitable practices and procedures where all members of the community can feel comfortable;

6.1.5.   actively tackling age discrimination whether overt, covert or by omission; and

6.1.6.   eliminating any criterion, provision or practice that disadvantages people of a particular age, unless it can be objectively justified.

7. **Sexual Orientation Equality Commitments**

The College is committed to:

7.1.1.   advancing equality of opportunity for people of all sexual orientations;

7.1.2.   fostering good relations;

7.1.3.   eliminating discrimination, harassment and victimisation related to sexual orientation; and

7.1.4.   working with other institutions, local communities and other partners to eliminate discrimination based on a person's sexual orientation and to encourage and promote good practice.

8. **Gender Identity Equality Commitments**

The College is committed to:

8.1.1.   advancing equality of opportunity for transgendered people;

8.1.2.   fostering good relations;

8.1.3.   embedding systemic action to eliminate discrimination harassment and victimisation related to gender identity;

8.1.4.   promoting gender identity equality widely and consistently alongside other equality strands;

8.1.5.   working with other institutions, local communities and others to tackle gender discrimination, and to encourage and promote good practice;

8.1.6.   ensuring that a person who is undergoing gender re-assignment is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity; and

9. Faith Religion or Belief Equality Commitments

The College is committed to:

9.1.1. advancing equality of opportunity for people of different religions or beliefs;

9.1.2. fostering good relations;

9.1.3. eliminating discrimination, harassment and victimisation related to religion or belief;

9.1.4. actively tackling discrimination regarding religion or belief, whether overt, covert, or by omission and promoting equality;

9.1.5. eliminating religious harassment (unwanted behaviour based on religion and which includes proselytizing i.e. seeking to convert others to a particular religion or sect);

9.1.6. working with other institutions, local communities and others to tackle discrimination regarding religion or belief, and to encourage and promote good practice; and

9.1.7. providing a quiet/multi-faith room facility for use by all faiths and none.

10. Pregnancy and Maternity equality commitments

The College is committed to:

10.1.1. advancing equality of opportunity for women who: are pregnant; have given birth in the last 26 weeks; or are breastfeeding (including a female student of any age);

10.1.2. fostering good relations;

10.1.3. eliminate discrimination, harassment and victimisation related pregnancy and maternity; and

10.1.4. providing a quiet room or facility for breastfeeding.

11. Marriage and Civil Partnership

The College is committed to:

11.1.1. treating civil partners in the same way as married people, in employment and training. All benefits given to married employees will also be available to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, and survivor pensions.

12. Where the College is on equality

12.1.1. Equality and diversity are promoted in the College both to students and staff.

12.1.2. An Equal Opportunities Group has been formed to provide an overarching promotion and review body, which operates at a strategic level and covers both equality and diversity in relation to students and staff.

12.1.3. The College's Single Equality Scheme and its impact assessments are thorough and current.

12.1.4. Training and briefings for all staff are planned on a regular cycle.

12.1.5. Data for different equality and diversity categories of students and staff are used effectively to help inform action plans, quality improvement and course development.

The College has reviewed its progress against its previous Single Equality Scheme and action plan, and the results of the most recent review, are contained within Appendix A.

The College summarises its findings (Appendix A) on meeting the Public Sector Duty, and in particular to:

12.1.6. advance equality of opportunity between men and women; persons of different racial groups; and disabled and non-disabled persons;

12.1.7. eliminate unlawful discrimination and harassment; and

12.1.8. promote good relations between people of different racial groups.

Further information on meeting the needs of the College's learners and the staff profile, based on protected characteristics, can be found in the appendices, which are updated annually.

The College is mindful that equality legislation is subject to review and will ensure that the Scheme is amended to comply with any changes. The Scheme is also subject to timely reviews to ensure good practice.

13. How Equality and Diversity is advanced

Equality and Diversity is advanced throughout the College through: curriculum and quality processes; tutorials; enrichment; events; behaviour standards; and all policies and processes. The effectiveness of this can be seen in the outcomes for learners. The College continues to drive forward the embedding of Equality and Diversity within its curriculum. It is also increasing its levels of community engagement and activity, and this will be reflected in the Single Equality Scheme action plan.

In line with the specific duties set out in the Equality Act 2010, public sector organisations are required to publish one or more Equality Objective(s) at least every four years. Based on data provided to the Equal Opportunities Group during 2016, the following equality objectives were deemed requiring further action.

13.1.1. reduce and narrow any achievement gaps;

13.1.2. increase Black and Minority Ethnic ("BME") and female learner participation in Apprenticeships;

13.1.3. increase BME participation at all levels of College organisation workforce;

13.1.4. to further encourage and attract applications for vacancies in under-represented areas of the College; and

13.1.5. further embed Equality and Diversity into the Curriculum.

14. The Common Inspection Framework

Emphasis is now on embedding: equality and diversity in outcomes for learners; the quality of teaching; learning and assessment; and the effectiveness of leadership and management. The Single Equality Scheme action plan will have equality objectives within the following broad areas:

14.1.1. leadership and organisational commitment;

14.1.2. learner and stakeholder engagement;

14.1.3. learner achievement, access and experience;

14.1.4. a modern and diverse workforce; and

14.1.5. community awareness and equality mapping.

15. Consultation

The College has involved key stakeholders in developing this Scheme in order to increase its effectiveness in identifying and prioritising equality objectives. Feedback has been obtained via the student voice, student surveys, tutorials, staff voice and recognised trade unions.

16. Employment data

The College's workforce data is currently analysed by: race; gender; disability; and age. The database also holds information on members of staff's: length of service; time in service; salary; hours of work; and employment flexible/established status. The College also collects statistics about promotion, performance appraisals and leavers. It recognises the need to do more to actively encourage and improve staff disclosure rates; this will be reviewed as part of the Single Equality Scheme action plan.

17. Complaints

The College has a well-established formal system for handling complaints with regard to the College staff.

The College provides its staff and learners with clear guidance about how they should conduct themselves. Any complaints against staff/learners relating to their conduct - including any form of harassment, is investigated and, if the complaint is upheld, appropriate is action taken in accordance with the College's policies.

18. Grievances

The Human Resources team identifies all forms of harassment and discrimination (whether related to any one or more equality strand) as misconduct or serious misconduct, which line management is required to deal with effectively. HR offer

advice to staff on how to raise grievances informally or formally, with line managers, HR staff or via trade union representatives.

HR monitors all formal grievances and discipline cases. To date, proportionally, there have been very few formal grievance or discipline cases raised, therefore, the College is unable to identify any underlining trends. However, all cases are monitored for equality and discrimination issues.

19. Procurement standards

The College reviews its procurement policies and practices to ensure that they do not discriminate unlawfully and that they promote equality of opportunity.

Where relevant, the College works with contractors to develop the delivery of specific goods, works or services in ways that promote equality and diversity. It monitors performance with contractors and consults services in ways that promote equality and diversity. The College regularly monitors performance with contractors and consults service users.

20. Undertaking Equality Impact Assessments

The College has developed a toolkit to carry out equality impact assessments, which has a two-stage process:

20.1.1. an initial screening to assess whether the proposed policy, procedure, plan or practice has potential equality implications for different groups; and

20.1.2. if necessary, a full assessment is undertaken, with detailed evidence analysis, stakeholder engagement and consideration of alternative approaches.

All College policies and procedures are scheduled for review, generally on a three year cycle. At each review or change the impact assessment processed is repeated to ensure that any underlining issues are identified and addressed in a timely manner.

The Equal Opportunities Group monitors the use of impact assessments, in terms of accurate completion. All Equality Impact Assessments outcomes are available on request.

21. Publishing, Reporting and Updating the Scheme

21.1. Monitoring progress and evaluation

The Scheme is reviewed at the end of each term and published on the College's staff intranet and website. The Equal Opportunities Group meets once per term with the Scheme as an ongoing agenda item.

Progress against the Scheme is reported to the College's Senior Leadership Team ("SLT") and the College Corporation on an annual basis.

21.2. Annual progress reports

Annual progress reports on the Scheme are presented to the Equality and Diversity Strategy Group and then subsequently published on StaffNet and the College's website.

21.3. Equality scheme and action plan review

The College will review its Single Equality Scheme and action plan every 12 months and carry out a full evaluation within four years' time in order to set a new agenda for action. The Single Equality Scheme action plan will be updated annually, highlighting progress made and where further work is required. This will be available on the College's website and StaffNet.

Note: Job titles have been amended to reflect current staffing structure, following original publication of action plan in January 2015

The Equality objectives and accompanying Action Plan represents a broad outline of the tasks that will be addressed by North Kent College, in order to respond effectively by the requirements of the Equality Act Public Sector Duty, to eliminate discrimination, harassment, victimisation, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

The Equality Objectives fall within the following broad areas:

1. Leadership and Organisational Commitment;

2. Learner and Stakeholder Engagement;

3. Learner achievement, access and experience;

4. A modern and diverse workforce; and

5. Community awareness and equality mapping.

Note: The numbering of the Equality Objectives ("EO") does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

Abbreviations:

DP	Deputy Principal	**FM**	Finance Manager
VPFR	Vice Principal - Finance and Resources	**HRM**	Human Resources Manager
AP	Assistant Principal (curriculum area)	**HRA**	Human Resources advisers/business partners
APTL	Assistant Principal Teaching & Learning	**SEM**	Student Engagement Manager
APEMS	Assistant Principal English, Maths and Support	**SSM**	Student Services Manager
CC	Clerk to the Corporation	**MIM**	Management Information Manager
CM	Curriculum Manager	**ITM**	IT Manager
ACM	Assistant Curriculum Manager	**EM**	Estates Manager
MM	Marketing Manager	**RM**	Risk Manager
WBLM	Work Based Learning Manager	**EDG**	Equal Opportunities Group

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Leadership and Organisational Commitment	1. Clear equality priorities have been set, promoted and are owned and understood.	1(a)	Train work place assessors and classroom based tutors to enhance promotion of E&D. Pilot within Engineering & Construction	AP C&E	COMPLETED	Action included in WBL improvement plan. Three training days have taken place. Three assessors were observed and key questions asked.
		1(b)	EQUAL OPPORTUNITIES GROUP meetings held once per term	HRM	COMPLETED	Meetings have been held in Jan, April, July and Nov 2015.
		1(c)	Review staff inductions to ensure E&D policies and procedures are fully understood.	HRM & APTL	COMPLETED	Equality and Diversity Interactive to be mandatory in first 4 weeks for new starters. Current staff also completed.
		1(d)	Ensure learners, staff and the wider community are informed about the College's Equality Objectives and SES Action Plan following Corporation approval.	HRM	COMPLETED	Publication d via Facebook and Twitter with a link to the document on the College website.
Leadership and Organisational Commitment	2. Equality objectives are monitored regularly by EQUAL OPPORTUNITIES GROUP and are communicated to staff and learners.	Review of targets/actions in QIPs and performance as reported in SARs.		EQUAL OPPORTUNITIES GROUP /APs	CARRY FORWARD TO POINT 20 OF 2016-17	Analysis to take place in the final term ready for new academic year QIP published Feb 2016.

Area of Action	Aim of Action		Action		Lead Responsibility	Completed by	Comments/Impact of Action
Leadership and Organisational Commitment	3.	Contractors and services are regularly reviewed to ensure they continue to be appropriate and accessible.	All subcontracting WBL partners to have E&D policies and reviewed annually.		WBLM	COMPLETED	Requirement of SFA Audit.
Leadership and Organisational Commitment	4.	Effective strategies are in place to communicate the response to local communities' needs and the advancement of good relations amongst diverse groups.	Regularly review webpage including review once accessible to handheld devices.		MM	COMPLETED	New website launched 14 September 2015.
Leadership and Organisational Commitment	5.	Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	5(a)	All E&D Incidents to be logged and followed up to ensure appropriate action taken.	APEMS	CARRY FORWARD TO POINT 21 IN 2016-17	Partly completed Incidents logged but link to protected characteristics needs further development work
			5(b)	Monitor disciplinary issues which involve E&D issues and report to EQUAL OPPORTUNITIES GROUP.	APTL/APEMS	CARRY FORWARD TO POINT 21 IN 2016-17	Partly completed now need to improve systems in order to provide better analysis and link to protected characteristics

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Learner and Stakeholder Engagement	6. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	Learner participation feedback to EQUAL OPPORTUNITIES GROUP Note: dependant on student surveys and panels.		SEM	COMPLETED	Specific E&D question were included in the Autumn term Learner Voice Survey. Response rate was 84%.
Learner achievement, access and experience	7. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	7(a)	Review student data, agree E&D actions required and monitor results.	APTL	COMPLETED	Within final draft of QIP
		7(b)	Develop marketing strategy to increase BME participation in underrepresented areas Pilot agreed with Construction and Engineering linked to BME.	MM	CARRY FORWARD TO POINT 23 IN 2016-17	Partly completed further work needed. Visits have been made to Temple at Gravesend and NKC represented at events to raise awareness of the College.
		7(c) i)	Use Evolve to record student visits off site and work placements and identify any Equality issues.	APTL	COMPLETED	This is now live. Evolve includes appropriate questions for pre-planning trips.
		ii)	Post trip evaluation needed and review data for E&D issues			Further development of system in hand e.g. work placements

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
Learner achievement, access and experience	8. Advice and guidance Advances equality of opportunity and initial learner assessment procedures identify the learner's entry level.	Review applicants versus enrolments in relation to E&D related perceptions.	AP/APTL	NOT COMPLETED	In progress drill down of information needed following 2015 enrolment analysis completed Systems are sufficient to identify needs and do not discriminate. Matrix will be used for next year. MATRIX accreditation awarded Dec 15
		Review initial assessment ("IA") procedure for FE and WBL and link to diagnostic testing and support needs. Matrix standards apply. Group being formed to review.	AP/APTL	COMPLETED	
Learner achievement, access and experience	9. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups.	9(a) Analysis of gaps and determine strategies to address the gender balance in learner recruitment, retention and achievement narrowing gap to 3% based on cross College figures.	APs	CARRY FORWARD TO POINT 25 IN 2016-17	Ongoing year on year process within curriculum areas QIPs to address imbalance
		9(b) Analysis to be carried out.	WBLM/APC&E	CARRY FORWARD TO POINT 25 IN 2016-17	Ongoing year on year process within curriculum area QIPs to address imbalance
Learner achievement, access and experience	10. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups.	Identify strategies to effectively support all learners for 15/16 in particular those with EHCP's.	APEMS	COMPLETED	Mechanisms in place to place to prioritise students with support needs. Engage with LAs and support groups to raise national awareness.

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Learner achievement, access and experience	11. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances. Appropriate measures in place to ensure that these are effective.	11(a)	Monitor complaints regularly and report to EQUAL OPPORTUNITIES GROUP.	DP/ PA to Principal	NOT COMPLETED	Complaints report not linked to protected characteristics
		11(b)	Review student complaints procedure to ensure appropriate support is given to learners by tutors.	APEMS	COMPLETED	36 month review cycle for procedures. Complaints procedure is up-to-date.
Learner achievement, access and experience	12. The needs of different groups of learners are taken into account when designing and providing services.	12(a)	Update access audits and review priorities related to the physical make up of College campuses.	EM	COMPLETED	Links to "Estates Strategy" focusing on access improvement. 2016 Re-development will improve assess further.
		12(b)	Review needs of work based learners with Additional learning support needs	WBLM/AP C&E	COMPLETED	Addressed and reviewed - support mechanism are in place to ensure that WB learners receive appropriate support.
Learner achievement, access and experience	13. The needs of different groups of learners are taken into account when designing and providing services.	Dyslexia awareness /briefing training for teaching staff.		APTL	COMPLETED	Training took place Feb 2016

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
A modern and diverse workforce	14. Equality aspects of workforce data is regularly reviewed to identify Adverse trends; plans and strategies are developed, implemented and monitored to Address gaps and barriers.	Compare staff data with census data when available and report to EQUAL OPPORTUNITIES GROUP.	HRM	COMPLETED	
A modern and diverse workforce	15. All staff understand their individual responsibility to deliver equality outcomes.	Ensure all staff have refreshed their E&D training every three years using online module and specific equality training after specific staff have undertaken 'train the trainer' events run by Stonewall with a focus on LGBT issues.	APTL	CARRY FORWARD TO POINT 30 IN 2016-17	Due in December 16 which is therefore part of 16-17 Plan
A modern and diverse workforce	16. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	Pay for all new starters and requests for increments are reviewed against benchmarks. Mandatory requirement to publish equal pay information on College website 2017. Equal pay report to Board Dec 2016.	HRM	COMPLETED	
A modern and diverse workforce	17. Bullying and harassment incidents are monitored and appropriate action is taken.	Monitor staff complaints and grievances and regularly report to E&D panel. Put training in place where need identified.	HRM	COMPLETED	Part of HR report to Board Dec 15
Community awareness and equality mapping	18. Provide equality and diversity materials to partner organisations and work based learning employers.	Ensure all employers of work based learners receive guidance on equality and diversity. Review needed.	WBLM	COMPLETED	This is part of the information pack for employers contains guidance. A review process is in place.

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The Equality Objectives fall within the following broad areas:

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2. Learner and Stakeholder Engagement;

3. Learner achievement, access and experience;

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ACM	Assistant Curriculum Manager	**EDG**	Equal Opportunities Group
MM	Marketing Manager		

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Leadership and Organisational Commitment	19. Clear equality priorities have been set, promoted and are owned and understood.	1(a)	EQUAL OPPORTUNITIES GROUP meeting held once per term	HRM	COMPLETED	Meetings to be held in twice per year, in February and October
		1 (b)	Summary of action plan Monitoring to be included in SLT meeting once per term	HRM	COMPLETED	To be published once per year, and added to the calendar
Leadership and Organisational Commitment	20. Equality objectives are monitored regularly by EQUAL OPPORTUNITIES GROUP and are communicated to staff and learners.	Review of targets/actions in QIPs and performance as reported in SARs. Noted that age related drop outs to be reviewed		EQUAL OPPORTUNITIES GROUP /APs	COMPLETED	
Leadership and Organisational Commitment	21. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	5(a)	All E&D Incidents to be logged and monitored by protected characteristics and report to Equal Ops Group	APEMS	CARRY FORWARD TO POINT 34 IN 2017-18	To be reviewed in October 17, then set as an annual action
		5(b)	Monitor disciplinary issues which involve E&D issues via eTracker and report to Equal Ops Group. Noted student protected characteristics available but system may need to be developed to capture disciplinary issues across all curriculum areas to produce a cross college report	APTL /APEMS	CARRY FORWARD TO POINT 34 IN 2017-18	Reporting needs to be returned. Future cases that relate to protected characteristics to be reviewed at EOG meetings.

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Learner and Stakeholder Engagement	22. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	Learner participation feedback to Equal Ops Group based on new student feedback system 15/16.		APTL	COMPLETED	Learner voice LGBTQ. QDP survey. Annual and ongoing in future included in cycle of ongoing actions (calendar).
Learner achievement, access and experience	23. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	7(b)	Continue to explore opportunities strategy to BME participation in underrepresented areas	APs/MM/SLT	CARRY FORWARD TO POINT 36 IN 2017-18	Annual report to this meeting Annual and ongoing in future included in cycle of ongoing actions (calendar).
		7(c)	Develop the use of Evolve to log work placements and enhance post trip evaluation linked to protected characteristics. Monitor effectiveness	APTL/Risk Manager	NOT COMPLETED	No longer relevant during course of the year
Learner achievement, access and experience	24. Advice and guidance Advances equality of opportunity and initial learner assessment procedures identify the learner's entry level.	Review applicants versus enrolments in relation to E&D related perceptions. Drill down of information needed following 2015 enrolment analysis and report to Equal Ops Group with view to addressing identified issues		AP/APTL/MM	CARRY FORWARD TO POINT 37 IN 2017-18	MM To get a quote from Vector relating to drill down of information and ability to report on specifics to EOG
Learner achievement, access and experience	25. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and	Analysis of gaps and determine strategies to address the gender balance in learner recruitment, retention and achievement narrowing gap to 3% based on cross		DP/APs	COMPLETED	Annual SAR & QIP cycle (calendar) MA reported on 15/16 achievement. Appropriate actions are in QIP

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
	success levels of different learner groups.	College figures. Part of curriculum SAR reviews			
		Noted that current SARs re not actioned to same detail as produced within Ofsted year therefore more detailed analysis required to provide best practice			
		Most evident issue is gender balance for certain areas. Mechanisms in place to improve but robustness of analysis required.			
		Staff development may be required to assist with analysis competency			
Learner achievement, access and experience	26. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances.	11(a) Monitor student complaints regularly and report to Equal Ops Group. Noted complaints not currently monitored specifically for ED issues	APEMS/APTL	COMPLETED	To be included as part of the complaints report.
Learner achievement, access and experience	27. The needs of different groups of learners are taken into account when designing and providing services.	Appropriate consideration given to students needs especially those with a disability in the design and build of proposed estates changes at Dartford and Gravesend	Estates Manager	COMPLETED	DDA requirement
Learner achievement, access and experience	28. The needs of different groups of learners are taken into account when designing and providing services.	Review student additional support requirements and delivery linked to funding.	APTL	COMPLETED	Every student referred to us and each situation is reviewed in line with EHCP

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
A modern and diverse workforce	29. Equality aspects of workforce data is regularly reviewed to identify Adverse trends; plans and strategies are developed, implemented and monitored to Address gaps and barriers.	Compare staff data with census data when available and report to Equal Ops Group. Annual report to SLT and Board includes Equal pay review	HRM	COMPLETED	Equal pay review goes to the Board in March 2017
A modern and diverse workforce	30. All staff understand their individual responsibility to deliver equality outcomes.	Ensure all staff have refreshed their E&D training every three years using online module and specific equality training after specific staff have undertaken 'train the trainer' events run by Stonewall with a focus on LGBT issues.	APTL	COMPLETED	
A modern and diverse workforce	31. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	Pay for all new starters and requests for increments are reviewed against benchmarks. Mandatory requirement to publish equal pay information on College website 2017. Equal pay report to Board Dec 2016.	HRM	COMPLETED	Mandatory, we are required to publish gender pay information from April 2017 Equal Pay review completed
A modern and diverse workforce	32. Bullying and harassment incidents are monitored and appropriate action is taken.	Monitor staff complaints and grievances and regularly report to Equal Ops Group cases where process outcome recommends action taken	HRM	COMPLETED	

The Equality objectives and accompanying Action Plan represents a broad outline of the tasks that will be addressed by North Kent College, in order to respond effectively by the requirements of the Equality Act Public Sector Duty, to eliminate discrimination, harassment, victimisation, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

The Equality Objectives fall within the following broad areas:

1. Leadership and Organisational Commitment;

2. Learner and Stakeholder Engagement;

3. Learner achievement, access and experience;

4. A modern and diverse workforce; and

5. Community awareness and equality mapping.

Note: The numbering of the Equality Objectives ("EO") does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

Abbreviations:

DPC	Deputy Principal - Curriculum	**FM**	Finance Manager
DPFR	Deputy Principal - Finance and Resources	**HRM**	Human Resources Manager
VP	Vice Principal - Gravesend	**HRA**	Human Resources advisers/business partners
AP	Assistant Principal (curriculum area)	**SEM**	Support & Inclusion Manager
APTL	Assistant Principal Teaching & Learning	**MIM**	Management Information Systems Manager
APEMS	Assistant Principal English, Maths and Support	**EM**	Estates Manager
CC	Clerk to the Corporation	**RM**	Risk Manager
CM	Curriculum Manager	**EDG**	Equal Opportunities Group
ACM	Assistant Curriculum Manager		
MM	Marketing Manager		

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Leadership and Organisational Commitment	33. Clear equality priorities have been set, promoted and are owned and understood.	1(a)	EOG meeting held twice per year, October & January/February	HRM	COMPLETED	
		1 (b)	Summary of action plan monitoring to be included in SLT meeting once per year	HRM	COMPLETED	
Leadership and Organisational Commitment	34. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	5(b)	Monitor disciplinary issues which involve E&D issues via eTracker. • Run report on level 3 disciplinaries, complaints and safeguarding issues. • Make recommendations to be reviewed by EOG group in October 17 meeting.	APEMS	COMPLETED	
Learner and Stakeholder Engagement	35. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	22. Learner participation feedback to EOG based on new student feedback system 15/16. Produce report & recommendations to be reviewed by EOG group in October 17 meeting.		APTL	COMPLETED	One issue identified as part of action which has been addressed.
Learner achievement, access and experience	36. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	7(b)	Continue to explore opportunities strategy to BME participation in underrepresented areas Produce report & recommendations to be reviewed by EOG group in October 17 meeting.	APs/MM/SLT	COMPLETED	Continue to monitor this in next action plan with an additional analysis to include mental health declarations.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
Learner achievement, access and experience	37. Advice and guidance Advances equality of opportunity and initial learner assessment procedures identify the learner's entry level.	24. Review applicants versus enrolments in relation to E&D related perceptions. Drill down of information needed following 2015 enrolment analysis and report to EOG with view to addressing identified issues. MM to get a quote from Vector and propose actions going forward.	MM	COMPLETED	No significant areas of concern identified.
Learner achievement, access and experience	38. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances.	11(a) Run report on student complaints and make recommendations to be reviewed at EOG meeting.	APEMS/APTL	COMPLETED	No issues identified.
Learner achievement, access and experience	39. The needs of different groups of learners are taken into account when designing and providing services.	Protocol for multi-faith room via creation of 'please respect' poster.	MM	COMPLETED	
A modern and diverse workforce	40. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	31. Pay for all new starters and requests for internal pay reviews are reviewed against internal benchmarks/comparator grades. Mandatory requirement to publish gender pay information on College website during 2017.	HRM	COMPLETED	No significant gender pay issues identified, all pay grades reviewed in 2016 & 2017.
A modern and diverse workforce	41. Equality aspects of workforce data is regularly reviewed to	29. Compare staff data with census data when available and report to EOG.	HRM	COMPLETED	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
	identify adverse trends; plans and strategies are developed, implemented and monitored to address gaps and barriers.	Annual report for academic year to SLT and Board including equal pay review			
A modern and diverse workforce	42. Keep calendar of ongoing EOG actions under review and relevant to aim of Single Equality Scheme.	Create calendar containing standard and ongoing annual actions. EOG to review all reports produced.	HRM	COMPLETED	
A modern and diverse workforce	43. Recruit a new member of the EOG.	Requesting SLT nominations for an employee to join the EOG, bring nominees to meeting.	HRM	COMPLETED	

The Equality objectives and accompanying Action Plan represents a broad outline of the tasks that will be addressed by North Kent College, in order to respond effectively by the requirements of the Equality Act Public Sector Duty, to eliminate discrimination, harassment, victimisation, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

The Equality Objectives fall within the following broad areas:

1. Leadership and Organisational Commitment;

2. Learner and Stakeholder Engagement;

3. Learner achievement, access and experience;

4. A modern and diverse workforce; and

5. Community awareness and equality mapping.

Note: The numbering of the Equality Objectives ("EO") does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

Abbreviations:

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APLE	Assistant Principal Learning Experience	**EM**	Estates Manager
CC	Clerk to the Corporation	**RM**	Risk Manager
CM	Curriculum Manager	**EDG**	Equal Opportunities Group
ACM	Assistant Curriculum Manager		

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Leadership and Organisational Commitment	44. Clear equality priorities have been set, promoted and are owned and understood.	(a)	EOG meeting held twice per year, October & January/February	HRM	October 2018	
		(b)	Summary of action plan monitoring to be included in SLT meeting once per year	HRM	October 2018	
Leadership and Organisational Commitment	45. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	(a)	Monitor disciplinary issues which involve E&D issues via eTracker.	APEMS	October 2018	
		(b)	Run report on level 3 disciplinaries complaints and safeguarding issues. Make recommendations to be reviewed by EOG in October 18 meeting.			
Learner and Stakeholder Engagement	46. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	(a)	Continue monitoring learner participation feedback via student feedback system.	APTL	October 2018	
		(b)	Produce report & recommendations to be reviewed by EOG group in October 18 meeting.			
Learner and Stakeholder Engagement	47. Teaching and Learning Staff are confident in embedding Equality, Diversity and Inclusion in their practice	(a)	Undertake survey of teaching staff to make an assessment	APLE	October 2018	
		(b)	Produce report & recommendations to be reviewed by EOG group in October 18 meeting.			

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
Learner achievement, access and experience	48. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	(a)	Continue to explore opportunities strategy to BME participation in underrepresented areas	VPG	October 2018	
		(b)	Undertake further analysis of success rates for those with declared disabilities such as mental health issues			
		(c)	Produce report & recommendations to be reviewed by EOG group in October 18 meeting.			
Learner achievement, access and experience	49. Advice and guidance Advances equality of opportunity and initial learner assessment procedures identify the learner's entry level.	(a)	Review applicants versus enrolments in relation to E&D related perceptions.	MM	October 2018	
		(b)	Analyse entry level success rates and make recommendations to improve outcomes	VPG	October 2018	
		(c)	Analyse withdrawals and make recommendations Produce report & recommendations to be reviewed by EOG group in October 18 meeting.	VPG	October 2018	
Learner achievement, access and experience	50. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances.	(a)	Run report on student complaints and make recommendations to be reviewed at EOG meeting.	APEMS/APTL	October 2018	

Area of Action	Aim of Action	Action		Lead Responsibility	Completed by	Comments/Impact of Action
A modern and diverse workforce	51. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	(a)	Pay for all new starters and requests for internal pay reviews are reviewed against internal benchmarks/comparator grades.	HRM	December 2018	
A modern and diverse workforce	52. Equality aspects of workforce data is regularly reviewed to identify adverse trends; plans and strategies are developed, implemented and monitored to address gaps and barriers.	(a) (b)	Compare staff data with census data when available and report to EOG. Annual report for academic year to SLT and Board including equal pay and gender pay review	HRM	December 2018	
A modern and diverse workforce	53. Keep calendar of ongoing EOG actions under review and relevant to aim of Single Equality Scheme.	EOG to review all reports produced.		HRM	October 2018	

North Kent College meeting the Public Sector Duty

Appendix A - Public Sector Duty Brief Outline

The Public Sector Duty was introduced by the Equality Act 2010 and replaced the race, disability and gender equality duties. The duty came into force in April 2011 covering eight protected characteristics (marriage and civil partnership applies to first element only). Organisations are required to give due regard to:

1. Eliminate discrimination, harassment and victimisation;

2. advance equality of opportunity; and

3. foster good relations

These regulations will promote the better performance of the equality duty by requiring the publication of:

1.   equality objectives, at least every four years;

2.   the College has had a Single Equality Scheme since October 2010. The document was partially revised in June 2013 and fully redrafted in January 2014 and updated in January 2015, 2017 and 2018. This summary represents the fourth annual review of the College Single Equality Scheme and its objectives;

3.   information to demonstrate their compliance with the equality duty, at least annually. An annual report - Implementing the Single Equality Scheme is written each January and presented to the Equal Opportunities Group in February, then on to the College Board during the Spring term meeting cycle. This is subsequently published on the Equality and Diversity page of the College website; and

4.   the College has produced a range of Equality Impact Assessments ("EIA's") which are of good quality. Any underlining issues highlighted within the process have been addressed within designated timeframes.

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act	1. As an organisation the College upholds the values and expectations of Positive about Disabled People. The award was last reassessed in 2010. 2. The Positive about disability symbol is used in external staff recruitment advertising. 3. Embedding equality into lesson plans is a key aspect of the support delivered to the College's teaching staff from its teaching and learning team. 4. Lesson observations include a focus on equality 5. Narrowing staffing gender gap with recruitment of male staff in Hairdressing and Beauty and female staff in Engineering and Construction along with Maritime.
Advance equality of opportunity between persons who share a relevant characteristic and persons who do not share it	1. Increase monitoring and reporting activities in 2015 with emphasis on learner attendance by gender, ethnicity and disability by age via the REMS system 2. A significant programme of activities for local communities such as sport/cookery offered at nil or minimal cost 3. Review of marketing publications including the College website with a view to increasing diversity of stock images 4. Website redesign has real student case studies captured from a broad range of students 5. Student achievement gaps are narrowing between different learner groups – 5% reduction in those students with a disability in particular. 6. Student outcomes show no underlying achievement gaps (outcomes include employment, higher education, voluntary work or continued further education)
Foster good relation between persons who share a relevant protected characteristic and persons who do not share it	1. Equality and Diversity training is included within induction (teaching and business support); Mental health, 2. Student induction revised to ensure an outstanding induction exists emphasising learners achieving 90% attendance irrespective of equality strands 3. Student tutorials include themes on bullying & harassment, citizenship, employability, homophobia, identity, racism, rights and responsibilities and many more 4. Promotion of reporting incidents of bullying, cyber-bulling and harassments are available across college in different formats 5. Continuation of Learner Voice council with representatives from the majority of curriculum areas and regular student survey information reviewed and action planned in direct response. 6. Designated student clubs and enhanced enrichment activities implemented e.g. sport activities including football, Miskin radio, reduced Miskin theatre tickets.

Student success rates by ethnicity and diversity measure 2016 to 2017

		2014/2015		2015/2016		2016/2017	
		Students	Success Rates %	Students	Students	Success Rates %	Success Rates %
Age	16-18	3,987	3,009	88.0	85.9	2650	89.6
	19+	791	648	85.8	81.3	395	84.8
	Attainment Gap		**4.6**		**2.2**		**4.8**
Gender	Male	2,304	1,739	87.7	85.5	1592	89.6
	Female	2,474	1,918	87.6	84.0	1453	88.3
	Attainment Gap		**1.5**		**0.1**		**1.3**
Ethnicity	White British	3,856	3,071	87.3	85.6	2484	88.8
	BME	922	586	89.3	83.4	561	89.8
	Attainment Gap		**2.2**		**2.0**		**1.0**
Disability	Has Disability	2,006	985	87.5	85.7	349	89.7
	No Disability	2,772	2,672	87.7	84.7	2696	88.9
	Attainment Gap		**1.0**		**0.2**		**0.8**

Appendix B - Meeting the needs of learners based on Protected Characteristics

Disability: The College responds positively to the needs of learners with disabilities and the March 2014 OFSTED inspection highlighted its support for learners as a key strength.

An important aspect of staff training is to improve the understanding of what reasonable adjustments can be made to support learners. Where the College does have prior notice of need it works with learners, parents, carers, schools and other specialist educational providers to plan for a smooth transition into the College. Care and support plans are agreed and staff are briefed and trained where appropriate.

In addition to learning support staff, teachers have a particular remit to ensure that the needs of learners with disabilities are better anticipated and barriers to progress are removed.

The College has considerable experience of working positively with learners with a range of disabilities. However funding related to the provision of learner support when the student does not have an education healthcare plan (EHCP) are likely to limit the College's ability to provide a higher level of support.

Support for
disabled learners: The College is committed to ensuring that learners have appropriate resources to ensure access to the curriculum. The College currently provides a range of support for disabled learners, including:

1. Dyslexia screening and strategies support

2. Specialist equipment, technical aids and software

3. Learning/Learning support Assistants offered 1-1, in small groups or on-course

4. Interpreters and Note-takers for Communication or signing support for hearing impaired learners

5. Special access exam arrangements

Gender: In some curriculum areas there continues to be an imbalance in the recruitment between males and females. For example, care, early years and hair and beauty courses continue to attract more females whilst more males choose construction and engineering courses. This remains an equal opportunities challenge to both the College and wider industries.

The College continues to work with schools in order to tackle individual and family prejudices which can close down a learner's option by the time they reach College. It is also working with employers, especially those who employ apprentices, to address these imbalances.

Changing entrenched opinions can take time and progress over the last three years has been slow. However the College continues to try and influence young people through the careful use of images, language and careers information.

Race: Dartford and Gravesend are multi-cultural and this is reflected in the diversity of the population; the 2011 census showed that:

1. 77.7% of residents recorded as white British (compared to 88.7% in 2001);

2. 'Other white' population (which includes migrants from Europe) has increased in last 10 years by over 200% (from 5,519 to 17,461); and

3. Largest % increase in 'other Asian' population (833 people in 2001 to 5,281 in 2011).

Sexual Orientation: North Kent College has zero tolerance of bullying in all forms, which includes homophobic bullying. The College continues to see an increase in cyber bullying related issues linked to social media and recognises this is reflected nationally as a growing issue. Tutorials aim to tackle this growing issue.

Gender Reassignment: People considering or undertaking gender reassignment encounter considerable prejudice and can often be isolated within their community. A Further Education college can give opportunities to lessen this isolation. The College will be actively looking at strategies in providing equality of opportunity to people who have decided on or are considering gender reassignment. It will continue to build on this expertise to promote understanding and inclusion.

Age: Many of the College's classes, particularly Access/Higher Education have a wide range of ages. Members of staff are encouraged to use the different perspectives of younger and older learners as a positive learning opportunity. Age is not a barrier to participation although, as with other state funded educational establishments, the College is subject to age-related funding regulations.

Religion and Belief: The College celebrates Religion and Faith in many formats giving an opportunity to explore and understand other beliefs. Dartford and Gravesend diversity is reflected with a high Sikh population (4.6%) in Gravesend. The proportion of Christians has decreased by 14 percentage points since 2001 whilst the proportion recording no religion has increased. Promoting the understanding of other beliefs is part of the education the College wants to give its learners. The College has a designated prayer room and alternative arrangements can be made to accommodate individual requests. The College has identified 'quiet rooms' on both campuses.

Pregnancy and Maternity: Whenever possible adjustments will be agreed between the College's staff and pregnant learners to ensure their safety and comfort whilst also encouraging achievement of their learning goals.

Appendix C - Staff Profile based on Protected Characteristics

During 2016-17 academic year the College employed a headcount of 480 staff totalling 396 FTE (Full-Time Established) staff.

The College policies and procedures have been equality impacted assessed to ensure no negative impact exists. Any underlining issues highlighted within the process have been addressed within designated timeframes.

Disability:

As an organisation many opportunities exist for staff to bring any disability/underlining health issue to the College's attention. Provision exists for staff to receive appropriate reasonable adjustments to enable them to continue at work. A government initiative - Access to Work - provides further opportunities for staff to access equipment which may be above the normal requirements required within the workplace.

2.3% of College staff have identified that they have a disability, which is a slight decrease on the declarations made during the previous year. However, it is accepted that this figure is an under representation of the true number of staff with ongoing disabilities or health issues. Under declaration is a well-known factor for the majority of employers nationally. Staff may feel that a disability will affect their ongoing employability.

Support for disabled staff:

The College remains an accredited 'Two Ticks Positive about Disabled People' Symbol User. This involves commitment to the following:

1. to interview all applicants declaring a disability, who meet the minimum criteria for any advertised post;
2. to ensure that disabled employees can develop and use their abilities;
3. to help disabled employees stay in employment;
4. to ensure all employees develop appropriate levels of disability awareness needed to make them work effectively and without bias; and
5. to put mechanisms in place to review these commitments and improve on work practices.

The College has contact with an employee support service which provides information, advice and support on a range of issues affecting staff with mental health difficulty, learning difficulties and/or known similar medical conditions namely MCCH based in Dartford. The College also offers all staff free and confidential use of a telephone support service – Health Assured. They can assist with counselling services (both telephone and face to face) in addition to legal and financial advice on a 24 hours basis. During 2016-17 twelve staff used the counselling service.

Disability by Association:

With the introduction of the 2010 Equality Act, employers also have to consider the needs of employees who have members within their families who have a disability/underlining health issues. Carers now receive specific rights and there is now an expectation that employers will assist them to accommodate their individual needs. Individually agreed flexible working conditions have resulted in them continuing to provide a worthwhile contribution to the College workforce.

Gender:

The staff profile based on head count is predominately female with 66% compared with 34% male. There was a slight increase of females in 2016-17.

The breakdown of gender recruitment based, shows that the higher female staff population are mainly part-time staff often term time only. Although on first appearance this is out of balance, the College is one of the few local employers able to offer term time only employment hours which can fit with childcare responsibilities (which tends to be a female responsibility nationally).

The College has worked tirelessly to recruit staff in under-represented areas and in non-traditional gender subjects. These include male teaching staff in early years, health & social care and hair and female teaching staff working within construction and engineering.

Ethnicity:

The College is committed to addressing any issues of discrimination in the workplace. The College staff population consists of 82.4% white, 12.5% BME and 5.1% unknown. The census data reports a white population of 85% with 15% BME. On balance, it is unlikely that the unknown 5.1% will all be BME, therefore, although there has been a 1% increase in employment of BME staff since 2016-17, it is reasonable to conclude that the College is under represented in terms of BME staff. Consideration will be given to 'positive' discrimination initiatives although the College recruitment policy is based on the best person for the job role.

Sexual Orientation:

The College is committed to eradicating any forms of harassment and bullying as outlined by the Equality Act. The College recognises civil partnership as equal to heterosexual marriage and has reviewed policies and procedures to reflect this change. The staff recruitment policy/procedure includes sexual orientation question on the monitoring form. The College is aware that reporting is difficult due to the low numbers of official disclosures involved; the College recognises its duty to respect and maintain any individual's confidentiality. The issue of under-recording therefore remains, although the volume of disclosures has increased over previous years due to recruitment and the predominance of current staff who are confident to make informal declarations. 3.7% of staff have declared during 2016-17 that they consider themselves to be LGBT (Lesbian, Gay, Bisexual and Transgender).

Gender Re-assignment:

The College has a positive approach to transgender which provides assistance and support to staff who wishes to undergone procedures to have an identity which is different from their birth identity.

Further support is provided to ensure no issues of harassment/bullying occur. The College is aware that data collection systems have this category; if and when it is used. The College is mindful that due to small numbers and confidentiality it cannot be reported however it is monitored. During 2016-17 the College did not employ any staff who stated they were or had undergone gender re-assignment. It is noted that the College did in previous years employ a sessional lecturer who declared as being transgender.

Age:

The average age of all staff based on headcount is 45 years (46 years last year) and a diverse range of ages are employed (age ranges from under 25 to 65+ years) within the organisation. Many of the College's curriculum staff come with enhanced industrial experience and this is reflected in its profile by age group where approximately 50.3% of all staff are between 36-54 years old. The Default Retirement Age ("DRA") was abolished in October 2011 and this has resulted in increased numbers of staff working into their late sixties and early seventies.

Religion and Belief:

The College includes religion and belief question on the monitoring form, which provides prospective staff an opportunity to indicate any religious observances. All staff have the opportunity to update their personal records on iTrent (the College HR Database). 55.5% of staff have declared that they are Christian, whilst 25% stated that they do not have a religion. The third highest category of religion was Sikh at 1.9%. Staff represent all the main religious groups. Opportunities are provided for staff to access the College multi-faith room or to implement flexible working conditions enabling them to take prayers off-site.

Pregnancy and Maternity:

All employment related policies have taken into account pregnancy and maternity have been equality impact assessed. As this is a temporary or time-limited category, this is not recorded in the College's data systems in the same way as other data.

Marriage/civil partnerships:

Although the College HR system records marriage/civil partnership status it has no bearing or influence on staff employment at the College.

1. Gender Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/ Casual (31/08/16)	Sessional/ Casual (31/08/17)	Total % (31/08/16)	Total % (31/08/17)
Full time Males	5	**6**	93	**80**	43	**40**	0	**0**	24.2	**22.2**
Full Time Females	5	**5**	79	**73**	72	**78**	0	**0**	26.8	**27.5**
Part Time Males	0	**0**	15	**32**	6	**7**	46	**30**	11.5	**12.1**
Part Time Females	1	**1**	52	**59**	117	**122**	48	**35**	37.5	**38.2**
Totals	11	**12**	239	**244**	238	**247**	94	**65**	100	**100**

2. Age Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/ Casual (31/08/16)	Sessional/ Casual (31/08/17)	Total % (31/08/16)	Total % (31/08/17)
16-24	0	**0**	8	**6**	20	**22**	7	**6**	6	**6**
25-34	0	**0**	53	**54**	31	**39**	11	**11**	16.4	**18.3**
35-44	2	**2**	62	**57**	52	**44**	10	**11**	22	**20**
45-54	6	**7**	73	**64**	86	**88**	12	**13**	30.5	**30.3**
55-64	2	**2**	61	**53**	44	**51**	15	**17**	21.1	**21.7**
65+	1	**1**	12	**10**	5	**3**	9	**7**	4	**3.7**
Totals	11	**12**	269	**244**	238	**247**	64	**65**	100	**100**

Table 5

Ethnic Origin Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/Casual (31/08/16)	Sessional/Casual (31/08/17)	Total (31/08/16)	Total (31/08/17)	% College (31/08/16)	% College (31/08/17)
White: English/Welsh/Scottish/Northern Irish/British	9	10	217	190	207	212	53	56	486	468	83.5	82.4
White: Irish	0	0	1	2	1	1	1	1	3	4	0.5	0.7
White Gypsy or Irish Traveller	0	0	0	0	0	0	0	0	0	0	0.0	0.0
White: Other	0	0	2	0	5	9	0	1	7	10	1.2	1.7
Mixed: White/Black Caribbean	0	0	1	1	0	0	0	0	1	1	0.2	0.2
Mixed: White and Black African	0	0	1	1	0	0	1	0	2	1	0.3	0.2
Mixed: White and Asian	0	0	1	2	1	1	0	0	2	3	0.3	0.5
Mixed Any Other / Multiple ethnic background	1	1	3	3	1	2	1	1	6	7	1.1	1.2
Asian/Asian British Indian	0	0	9	9	6	6	0	0	15	15	2.6	2.6
Asian/Asian British Pakistani	0	0	0	0	0	0	1	0	1	0	0.2	0.0
Asian/Asian British Bangladeshi	0	0	0	0	1	1	1	1	2	2	0.3	0.4
Asian/Asian British Chinese	0	0	0	1	0	0	0	0	0	1	0.0	0.2
Asian/Asian British Other Asian	0	0	2	2	2	2	0	0	4	4	0.7	0.7
Black/African/Caribbean / Black British: Caribbean	0	0	6	6	0	0	1	1	7	7	1.2	1.2
Black/African/Caribbean / Black British: African	0	0	4	7	3	2	1	0	8	9	1.4	1.6
Black/African/Caribbean / Black British: Other	0	0	3	4	1	1	1	0	5	5	0.9	0.9
Other ethnic group: Arab	0	0	0	1	1	1	1	0	2	2	0.3	0.4
Other ethnic group: Other	0	0	2	0	0	0	0	0	2	0	0.3	0.0
Not Known	1	1	16	15	8	9	4	4	29	29	5.0	5.1
Totals	11	12	268	244	237	247	66	65	582	568	100	100

Table 6:

Disability Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/Casual (31/08/16)	Sessional/Casual (31/08/17)	Total % (31/08/16)	Total % (31/08/17)
Disabled – Yes	0	0	9	6	6	6	1	1	2.7	2.3
Disabled – No	8	3	143	117	150	109	42	45	59	48.2
Unknown	3	9	116	121	81	132	23	19	38.3	49.5
Totals	11	12	268	244	237	247	66	65	100	100

Table 7:

Religion Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/Casual (31/08/16)	Sessional/Casual (31/08/17)	Total % (31/08/16)	Total % (31/08/17)
Christian	6	7	127	114	145	155	42	39	55.0	55.5
Buddhist	0	0	2	0	1	2	0	0	0.5	0.4
Jewish	0	0	2	1	0	0	0	0	0.3	0.2
Sikh	0	0	3	5	6	6	0	0	1.5	1.9
Hindu	0	0	6	5	1	1	0	0	1.2	1
Muslim	0	0	0	3	2	3	1	1	0.5	1.2
No religion	3	3	82	75	47	51	10	13	24.4	25
Any other religion	0	0	2	2	1	1	0	0	0.5	0.5
Unknown	2	2	44	39	34	28	13	12	16.1	14.3
Totals	11	12	268	244	237	247	66	65	100	100

Table 8

Sexual Orientation Profile by Post Category at 31 August 2017

	SLT (31/08/16)	SLT (31/08/17)	Teaching (31/08/16)	Teaching (31/08/17)	Support (31/08/16)	Support (31/08/17)	Sessional/ Casual (31/08/16)	Sessional/ Casual (31/08/17)	Total % (31/08/16)	Total % (31/08/17)
Bisexual	0	**0**	3	**3**	1	**1**	3	**2**	1.2	**1**
Gay man	0	**0**	4	**3**	0	**1**	0	**0**	0.7	**0.7**
Gay woman/lesbian	1	**1**	7	**8**	3	**2**	0	**0**	1.9	**2**
Heterosexual/ straight	5	**6**	183	**168**	182	**197**	47	**46**	71.6	**73.4**
Other	0	**0**	2	**3**	1	**1**	0	**0**	0.5	**0.7**
Prefer not to say	3	**3**	17	**16**	9	**10**	4	**4**	5.7	**5.8**
Unknown	2	**2**	52	**43**	41	**35**	12	**13**	18.4	**16.4**
Totals	11	**12**	268	**244**	237	**247**	66	**65**	100	**100**