

Single Equality Scheme Action Plan

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

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1.5	Promoting Equality and Diversity	Improve the promotion of E&D in the curriculum	<ul style="list-style-type: none"> •Set up E&D Champions for all curriculum areas who will actively support teachers in developing their E&D focus in the classroom. • Put a range of materials on the Wiki e.g. exercises and videos to both support staff and stimulate ideas 	Director Teaching and Learning	Jun-11	Minutes of meetings Materials and Videos on the Wiki	
1.6	Positive Discrimination	Increase the number of male and female learners into non traditional roles e.g. women in Construction, men in Care	<ul style="list-style-type: none"> •HoLs to set targets with PALs to move towards a balance of males and females. •Use positive role model images for all marketing events. 	Marketing, HoLs, E&D Group, Quality	Mar-12		

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1.7	Promoting Equality and Diversity	Set recruitment targets which will help the learner population to reflect the local population in relation to gender, age, ethnicity ,disability, gender reassignment, pregnancy and maternity, race, religion and believe, sex and sexual orientation	•All Course Tutors and Business Executives to set recruitment targets for learner enrolment to address any imbalances.	HoLs, DoB,E&D Group	Mar-12	College Learners population to reflect the local population	
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1.8	Promoting Equality and Diversity	To ensure all work based learning providers/suppliers and sub contractors involved with the College work within the College's Single Equality Scheme	•Ensure all contracts to include a statement which states a requirement to work within the College's Single Equality Scheme. •Issue all suppliers and sub contractors with a copy of the College's Single Equality Scheme	Procurement Officer/Facilities Team/HoLs/DoB	July.10	Suppliers sign the Code of Conduct for Contractors which agrees to act in line with the College's Single Equality Scheme	
1.9	Promoting Equality and Diversity	Ensure that college procedures do not impose barriers specific to people with a disability	•Produce priority timetable for Impact Assessment of existing college policies and procedures	Quality Coordinator	May-11	Time table produced	
1.10	Promoting Equality and Diversity	Take positive action to meet the needs of all minorities including gender, age, ethnicity ,disability, gender reassignment, pregnancy and maternity, race, religion and believe, sex and sexual orientation, for staff, students and service users	•Ensure the Single Equality Scheme is fully publicised in publicity information and via the college website	Marketing	Jul-11	all relevant publicity material references the SES	

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1.11	Promoting Equality and Diversity	Continue to actively encourage people with a disability to apply for employment within the college.	<ul style="list-style-type: none"> •Review and revise all current job advertisement media to ensure people with a disability are encouraged to apply for jobs within the college. •Continue to use the 2 ticks logo on all job adverts •Explore the use of Disabledgo to advertise all vacancies. HR to promote self service further to encourage staff to disclose disability 	HR	Nov-09	<ul style="list-style-type: none"> • Increase the disabled staff from 3% to 6% 	
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2.1	Complying with Equality and Diversity Legislation	Ensure all policies and procedures are Equality Impact Assessed	<ul style="list-style-type: none"> •List all current policies along with the revision dates and impact assessment dates. • Train all writers of policies on Equality Impact Assessments. •Impact assessments written and approved by the principal for all policies and procedures 	HR/Quality/Corporation Clerk	Sep-11	<ul style="list-style-type: none"> •Policy and impact assessment schedule up to date. •Attendance list for E&D staff development. •A copy of all Equality Impact Assessments completed and approved held centrally with the Director Equalities 	
2.2	Complying with Equality and Diversity Legislation	Improve staffs knowledge and competence in E&D	<ul style="list-style-type: none"> •Establish a comprehensive programme of E&D staff training to include: General awareness training including Sex and Sexual orientation (LGB&T) for all staff, Lecturers to be trained in the delivery of E&D in lessons, Teaching and Learning Coaches and E&D Champions trained in delivery of E&D in the curriculum and materials audit, training for all staff involved in recruitment and selection. 	Director Teaching and Learning, Head Learner Services, Staff Development	Sep-11	Staff Development Programme and attendance lists	

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2.3	Complying with Equality and Diversity Legislation	Improve Manager Knowledge and competence in E&D	<ul style="list-style-type: none"> •SLT to complete NCFE Level 2 certificate in E&D. •HoLS to complete E&D course in academic year 20011/12 	PAL Teacher Education and Management, SLT, HoLS	31st July 11 Jan 12	All SLT and HoLS gain the qualification	
2.4	Complying with Equality and Diversity Legislation	Raise awareness of Autism Spectrum Conditions	<ul style="list-style-type: none"> •Include training on Autism Spectrum Conditions in staff induction •Roll on roll off staff training relating to Autism 	ALS Manager/HR HoL Foundation Learning	every staff induction July 20012	all staff to have Autism Awareness training. Compliance with Autism Strategy	
3.1	Tackling Discrimination, Bullying and Harassment	Raise learner awareness of the college Single Equality and Diversity Scheme in induction.	<ul style="list-style-type: none"> •Continue to include awareness of E&D and Safeguarding during learner induction and monitor any issues relating to age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and belief, sex and sexual orientation. •Carry out college observation and evaluation of learner induction 	Staff Development, HR, Director Teaching and Learning	•Sept. 11 •March 12	Safe and secure learning environment which challenges discrimination. Induction Observation report	

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3.2	Tackling Discrimination, Bullying and Harassment	Explore Equality and Diversity issues in induction and lessons in terms of age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity race, religion and believe, sex and sexual orientation	<ul style="list-style-type: none"> •Students to have E&D topic in induction. •SOW to identify when E&D topics will be cover during the year 	Head Student Services, Director Teaching and Learning	Sept 11 - March 12	Lesson Observation report, check induction SOW and feedback from induction learner voice	
3.3	Tackling Discrimination, Bullying and Harassment	Challenge patronising or discriminating attitudes and behaviour on the grounds of age, gender, gender reassignment, ethnicity, disability pregnancy and maternity, race, religion and believe, sex and sexual orientation	<ul style="list-style-type: none"> •Set systems to gather age gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and believe, sex and sexual orientation data relating to Student Discipline, Complaints and Incident Reports 	Director Teaching & Learning, Head of Student Services, MIS	Sep-11	Data available to carry out the trend analysis	
3.4	Tackling Discrimination, Bullying and Harassment	Challenge patronising or discriminating attitudes and behaviour on the grounds of age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and belief, sex and sexual orientation	<ul style="list-style-type: none"> •Analyse trends through Student Discipline Procedures, Learner Complaints, Incident Reports and Lesson Observations 	Directors Curriculum/Director Equalities/Director Quality	Jan-12	Report to SLT and Governors	

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4.1	Monitoring Equality Outcomes	Analyse learner attendance by age, gender, ethnicity and disability	<ul style="list-style-type: none"> •MIS to provide HoLs with monthly attendance report. •HoLs with CTLs to identify any poor attendance trends and take appropriate action. •SLT to monitor attendance trends termly 	MIS, HoLs, DoB, Quality, E&D Group	Sept 11 to June 12	Report to SLT	
4.2	Monitoring Equality Outcomes	Analyse learner success data by age, gender, ethnicity and disability	•Produce success rate data at college and SSA levels by age, ethnicity, gender and disability and identify lines of enquiry for SLT and Governors	Director Teaching and Learning, E&D Group	Feb.11	Report to SLT and Governors	
4.3	Monitoring Equality Outcomes	To increase the success rates of any underperforming groups	•Devise a cross college set of actions to give appropriate support to under performing groups e.g. role models	E&D Group	Mar-13	Report to SLT	
4.4	Monitoring Equality Outcomes	Analyse the effectiveness of additional learning support	•Produce report on take up of ALS and success rate of those who receive ALS by age, ethnicity, gender and disability	Head of ALS	Oct.11	Report to SLT and Governors	

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4.5	Monitoring Equality Outcomes	Analyse learner progression by age, gender, ethnicity and disability	<ul style="list-style-type: none"> •Produce progression data at college and SSA levels by age, ethnicity, gender and disability and identify lines of enquire for SLT and Governors •Use the information to inform curriculum planning 	MIS, Director Teaching and Learning, E&D Group	Feb.11	Report to SLT and Governors.	
4.6	Monitoring Equality Outcomes	Improve access to E&D data	•All PALs to be provided with success rate by age, gender, disability and ethnicity to use in their course reviews	MIS	Oct.11	Course reviews and SARs	
4.7	Monitoring Equality Outcomes	Improve learner exclusion and suspension data	•Continue to review learner exclusion and suspension procedure to ensure all cases are reported to MIS	HoLs, SLT, E&D Group, Head of Student Services	Jan.11	Minutes of E&D Group Meetings	

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

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

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5.2	Eliminating Discrimination and Related Harassment	Ensure the College environment and all off site premises are as safe as possible for all students and staff	•Monitor any reasons why students can not access education at SCCH	Director Student Services, Director of Business	termly	Report to SLT	
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5.3	Eliminating Discrimination and Related Harassment	Ensure the College environment and all off site premises are as safe as possible for all students and staff	<ul style="list-style-type: none"> •Review procedures for the emergency evacuation of disabled people •Ensure staff are aware of the PEEP procedures for students and staff with a mobility issues •Ensure PEEP procedure is included in staff induction 	H&S Officer	May 2011 July 2011		
5.4	Eliminating Discrimination and Related Harassment	Ensure students have a Safe Haven	•Explore a Safe Haven room at Ore	EDS	Jul-11	Safe Haven in place. Meeting the requirements of DDA	
5.5	Eliminating Discrimination and Related Harassment	Share and participate in values of the Hastings and St Leonards Equality Human Rights Charter	<ul style="list-style-type: none"> • Sign the Charter • consider how the charter links with college procedures and student events 	Principal Students Services/Quality	Sept 11 on-going	Charter is signed All events have the charter logo displayed	
5.6	Eliminating Discrimination and Related Harassment	Actively seek and monitor the views of staff and students by age, gender, gender reassignment, ethnicity, disability, pregnancy and maternity, race, religion and believe, sex and sexual orientation	•Establish discrete staff and student focus groups.	HR/ALS Manager	termly	Notes of meetings and actions taken	