



Single Equality Scheme

2016 - 2019

“Creating brighter futures”

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Principal's foreword



I am pleased to write the introduction to the Weston College Equality Scheme.

Our aim is to provide a welcoming environment, complemented by support (where appropriate) and opportunities that are accessible to all sections of the community.

This Equality Scheme sets out our commitment to equality and diversity across all college functions and activities. It is both strategic and practical and communicates our vision and the actions required to make that a reality. It explains how we meet and exceed our legal requirements to support the achievement of strategic business objectives.

Our College ethos and strapline is 'Creating Brighter Futures' and our commitment to equality and diversity arises from this key aim.

I am very proud of all that Weston College offers to our students. Exciting courses, superb facilities and innovative methods of delivery ensure everybody has the opportunity to achieve great success.

A handwritten signature in black ink, which appears to read "Paul Phillips". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr Paul Phillips, OBE

Principal and Chief Executive, Weston College

Introduction

The College ethos and strapline is 'Creating Brighter Futures' and our commitment to equality and diversity arises from this key ambition.

Our equality strategy mirrors the College's Strategic Plan and equality is embedded within each of our Corporate Aims.

1. Provide a safe, supportive and inclusive learning culture where learners can thrive
2. Meet the needs of employers, the local economy and regional skills shortages through a curriculum offer that puts employability at its centre
3. Develop partnerships, collaborations and models of learning that increase opportunity for different groups of learners within their immediate locality
4. Enable learners to succeed, progress and meet future challenges by providing high quality teaching, learning and assessment
5. Harness and use technology to support innovation in learning and smarter, more efficient working practices
6. Remain a financially robust, sustainable and resilient organisation that can continue to develop and invest in its facilities, infrastructure and workforce

The College aims to create a secure and welcoming environment for all members of our community. So that everyone can enjoy learning to achieve their full potential, Weston College expects all staff, students and visitors to maintain our culture of RESPECT.

The college community of 'Our culture' of RESPECT is underpinned by the following:

Yourself	Other people
✓ We make and support healthy choices	✓ We treat everyone fairly
✓ We ask for help when we need it	✓ We listen to each other
✓ We report any harassment or bullying	✓ We celebrate our diversity
✓ We challenge inappropriate behaviours	✓ We promote equality
✓ We contribute positively	✓ We are inclusive and friendly
✓ We communicate our needs	✓ We think about the impact of what we say and do
✓ We tell people when they've got it right	✓ We offer help when we can
✓ We give constructive feedback when people get it wrong	
✓ We accept help when we need it	
✓ We are ambitious for ourselves	
The opportunity to learn	The environment
✓ We aim to achieve our full potential	✓ We are a safe place
✓ We attend punctually	✓ We keep college property clean and tidy

√ We complete our work on time	√ We aim to make all the College accessible
√ We notify the college when we can't attend	√ We support college policies
√ We switch off mobile phones during lessons, meetings and whilst using the library	√ We dress appropriately
	√ We use technology appropriately
	√ We eat and drink in designated areas

This Single Equality Scheme brings together our equality ambitions and plans across for all members of the college community and all of their protected characteristics. Its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity. This Scheme will be developed over a period of 3 years in the form of an Equality Action Plan and reviewed regularly.

Aims

The purpose of this scheme is to set out the ways in which the college will meet our legal requirements under the following legislation:

- Sex Discrimination Act 1975, Employment Equality (Sex Discrimination) Regulations 2005
- Employment Rights Act 1996
- Employment Act 2002
- Equal Pay Act 1970
- Human Rights Act 1998
- Race Discrimination Act 1976 & Amendment Act 2000
- Disability Discrimination Act 1995 (DDA) & Amendment Act 2005
- Equality Act 2006 and 2010 and Equality Act (specific duties) Regulations 2011
- Special needs and Disability Act 2001
- Rehabilitation of Offenders Act 1974
- Protection from Harassment Act 1997

The aim of the SES is:

1. To develop measures and actions that pay 'due regard' to the need to eliminate discrimination and promote equality across all protected characteristics
2. To ensure that this approach exceeds compliance with legislation and becomes the culture and ethos of the College

Vision

Weston College is a college that through its leadership, recruitment, teaching and learning, is free from discrimination and secure and confident in its diversity. The college is committed to ensuring that every individual who belongs to or accesses the college is valued, supported and respected. The college welcomes and celebrates the unique talent and experience of each individual learner and employee.

Effective teaching and learning requires a safe environment, free from prejudice and discrimination, where the values and ethos of equality and diversity inform all College activity. Weston College, therefore, has zero tolerance in relation to discrimination against people who share the following protected characteristics: race, gender, gender reassignment, age, disability, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity.

Our Single Equality Scheme and associated policies outline how the college seeks to ensure that the College is free from unlawful discrimination, as defined by the Equality Act 2010, and strives constantly to move beyond legal compliance towards excellence and best practice in promoting and celebrating equality and diversity.

Targets and Objectives

During the 2013 Inspection by OFSTED Weston College was praised for its promotion of equality and diversity through a wide range of activities and highly pertinent themed events. The College continues to build on these strong foundations.

The key areas of progress made in 2014/15 include:

- There are no significant achievement gaps for classroom or work based learners
- Student feedback shows that 99.8% of students felt safe and there were no significant differences between groups of learners
- The continuous review of Equality Objectives to increase the drive on equality and diversity and to ensure the needs of all protected groups are met
- The College is nationally recognised for its commitment to equality of opportunity for all its students and is clearly articulated through its commitment, support and care provided to students with learning difficulties and disabilities
- Special Needs Academy - specialising in support for learners with complex needs and on the autistic spectrum. This is a well-resourced specialist centre complemented by residential accommodation at Weston Bay Hotel.
- Strong processes are in place to identify student needs with a significant proportion of students (94%) receiving support within the first four weeks of their programme
- Excellent promotion and celebration of diversity through tutorial and theme weeks

Objectives

The Equality Objectives (Annex A) are cross college objectives which have been set to drive forward equality and diversity and to meet public sector duties. The Equality objectives are focussed on ensuring outstanding learning opportunities for all.

These are the key areas for development in 2016 -19 and onwards:

- Enhance the use of data to further improve outcomes for different groups of students
- Ensure that equality and diversity is robustly embedded consistently throughout the curriculum
- Provide high quality training and learning opportunities for students
- Reinforce the learning culture of 'Respect'
- Provide high quality training and learning opportunities for all
- High quality equality and diversity training for staff that develops their understanding of roles and responsibilities relevant to their role and function within the college
- Ensure student activities allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain

Engagement, Consultation and Involvement

The Equality and Diversity Committee provides the focus for Weston's whole college approach to equality and diversity. The committee meets regularly and members include governors, corporate and senior managers and students.

The comprehensive collegiate student involvement strategy provides opportunities for contributions from all areas of the college to be heard and responded to. Opportunities include student representatives, student forums, Learner Voice Reviews, Principal's surgeries, student surveys or the complaints system. These approaches create a safe environment where everyone can be heard and discriminations, harassment or bullying of any kind is minimised.

The college actively addresses inequality and takes positive action where it is appropriate to do so to provide equality of opportunity for all. Plans are published and progress against targets and objectives are available, including the Equality and Diversity Annual report. The key documents to drive Equality and Diversity improvements are:

- Strategic Plan
- Single Equality Scheme
- Equality and Diversity Objectives
- Quality Improvement Plans for departments and curriculum teams

The college's departments and curriculum teams will take due regard of the needs of different groups and will adapt systems and processes to enable these needs to be met and to give every student opportunity to succeed. Alongside this the college will, where appropriate, take legitimate positive action to encourage participation and to equalise success rates, and will use specialist advice from external organisations where the college's expertise in supporting different groups needs to be enhanced.

Implementation and Review

'Our Culture' sets out the college's respect ethos and supports students to come forward with any concerns and to be supported the colleges zero tolerance approach. Our Anti-Bullying and Harassment Policy and Student Code of Conduct and Student Disciplinary Procedure continue to challenge inappropriate behaviour and supports students to take responsibility for their actions.

The review date for the Single Equality Scheme is July 2019 however as a living document, it is subject to amendment in the light of any legislative changes or to take account of new equality information or developments within the college, to drive forward equality of opportunity for staff, students and the wider community.

Equality objectives are reviewed regularly at each committee meeting with a formal review and update each year.

Equality Analysis (Impact Assessments)

Equality Analysis is a practical way of assessing new and existing policies and practices to determine what effect they may have on equality for those affected by the outcomes. The college will use its Equality Analysis process to review plans, policies, procedures and practices at the College to see whether they have the potential to impact on people differently.

The College has developed an Equality Analysis process and template for use across the college and has staged programme of equality analysis of all its existing policies and procedures. All new policies, procedures, plans and practices will be reviewed according to this equality analysis process.

The Single Equality Scheme has been equality analysed in line with College procedures.

Review	This scheme will be reviewed July 2019 or when there are legislative changes or to take account of new equality information or developments within the college.
Approval	May 2016
Approval Dates	The next review will be undertaken July 2019
Owner	Claire Bushell, Executive Director MIS, Exams and Learning Resources

Appendix A Equality Objectives

The Equality Objectives have been reviewed by the Equality and Diversity Committee and refined for 2016/19. The following table outlines the objectives, key actions and success measures. These will be monitored by the Equality and Diversity Committee, and Leadership Board through regular reporting with further interventions implemented where and when necessary.

Equality Objective Number	Equality Objective	Actions to Achieve Objective	Measured by	Success Measure	Responsibility	By when	Monitored by	Final Update July 2016
1	Ensure E&D is consistently developed and embedded in teaching, learning and assessment practice	<ul style="list-style-type: none"> E&D is consistently developed and embedded in teaching, learning and assessment practice through audit and observation Regular training provided to staff to increase the promotion of Equality and Diversity and confidence to challenge inappropriate behaviours and views 	<ul style="list-style-type: none"> Performance data. Observation feedback Ofsted External review 	<ul style="list-style-type: none"> Achievement gaps for different groups of learners are not statistically significant Good, respectful behaviour both in and out of lessons 	HofQ	Final Review July 2019	E&D Committee	<ul style="list-style-type: none"> Performance data is strong and therefore gaps between different groups of learners is at good and not statistically significant Walk through QRBs identified good or better behaviour and learners were challenged when making inappropriate comments
2	Create a learning culture of 'Respect'	<ul style="list-style-type: none"> Identify and reinforce 'Our Culture' through all aspects of the learner journey to include interview, induction and Tutorial Ensure awareness is raised through an effective cross College theme week calendar Displays that promote Equality and Diversity and reinforce the 'Respect' Culture Regular training provided to staff to increase the promotion of Equality and Diversity and confidence to challenge inappropriate behaviours and views 	<ul style="list-style-type: none"> Student Survey data. Student Forums. Performance data Observation feedback Theme weeks Tutorial 	<ul style="list-style-type: none"> Consistently less than 2% of student's state they feel disadvantaged or excluded. Consistently more than 98% of learners feel safe. Achievement gaps for different groups of learners are not statistically significant. Good, respectful behaviour both in and out of lessons. 	GDCQSE	Final Review July 2016	E&D Committee	<ul style="list-style-type: none"> 99% of learners stated they feel safe and welcome in college Performance data is strong and therefore gaps between different groups of learners is good and not statistically significant A wide variety of theme weeks have been undertaken this year with the involvement of learners
3	Provide High quality training and learning opportunities for all students.	<ul style="list-style-type: none"> Ensure progression pathways exist from entry level through to positive destinations such as Higher Education, apprenticeships and employment Develop and provide programmes for dis-advantaged groups Continue to broaden the modes of study, delivery methods and assessment practice to enable the needs of different groups of learners to be met Increase the accessibility to learning, resources and support services online Ensure support funds are enhanced to support those most in need 	<ul style="list-style-type: none"> Curriculum offer LSF, ALS, bursary and hardship fund records Performance data Library Plus and Moodle usage statistics CollegePlus 	<ul style="list-style-type: none"> Achievement gaps for different groups of learners are not statistically significant. Recruitment of different groups of learners is at or above target. 	GDCQSE	Final Review July 2019	E&D Committee	<ul style="list-style-type: none"> The curriculum offer has increased to include Engineering and Civil Construction. This year saw the introduction of a centrally delivered level 1 programme which includes an increased level of PSD content that has improved retention Attendance at CollegePlus has improved this year to 84%. Work is ongoing into next year to further contextualise the programme to meet the needs curriculum through a 'pick a mix' approach. Moodle usage has significantly improved this year by 10% from 75% to 85%. There will be a

								reduction the use of Moodle in future years as the College moves to Office 365
4	Enable all staff to understand their roles and responsibilities in relation to equality and diversity, more specifically in relation to culture and faith	<ul style="list-style-type: none"> CPD and training that develops understanding relevant to their role and function within the organisation CPD and training that develops understanding of personal, social cultural and ethical issues 	<ul style="list-style-type: none"> Training records Student feedback Performance data Observation feedback 	<ul style="list-style-type: none"> 100% complete online E&D modules. 100% of new staff complete E&D induction. Consistently less than 2% of student's state they feel disadvantaged or excluded Performance gaps for different groups of learners are not statistically significant Good, respectful behaviour both in and out of lessons 	HofHR HofQ	Termly	E&D Committee	<ul style="list-style-type: none"> 100% staff have undertaken the online modules for E&D and the induction programme Performance data is strong and therefore gaps between different groups of learners is good and not statistically significant Walk through QRBs identified good or better behaviour and learners were challenged when making inappropriate comments
5	Achieve high success rates, excellent progress and effective progression by all students.	<ul style="list-style-type: none"> Regular review of performance for different groups of learners Implementation and monitoring of actions to close gaps where they have been identified 	<ul style="list-style-type: none"> Performance data Progression and destination data 	<ul style="list-style-type: none"> Performance gaps for different groups of learners are not statistically significant. 	HofQ	Termly	E&D Committee	<ul style="list-style-type: none"> Performance data is strong and therefore gaps between different groups of learners is good and not statistically significant
6	Enable all learners to access learning facilities, resources and support	<ul style="list-style-type: none"> Timely initial needs analysis to identify individual support requirements Differentiate resources and make reasonable adjustments to facilities Exam concessions and access arrangements Regular audit, review and updating of College facilities and physical resources 	<ul style="list-style-type: none"> Student feedback. Performance data 	<ul style="list-style-type: none"> More than 90% of students in receipt of ALS are satisfied with their support. Performance gaps for different groups of learners are not statistically significant Consistently more than 98% of exam concessions and access arrangements are in place in time for the students first exam 	GDPA	Termly	E&D Committee	<ul style="list-style-type: none"> Performance data is strong and therefore gaps between different groups of learners is at least good and not statistically significant 92% of learners stated their ALS was good or better 95% of learners stated they could access resources 100% of known concessions were in place in time for the first exam
7	Effectively impact assess the work of the College and take appropriate and reasonable action where necessary	<ul style="list-style-type: none"> New policies, procedures, practices and plans assessed for impact on those with protected characteristics Detailed data is produced to measure and improve the impact of services, procedures and policies for staff and students Collect key data on protected characteristics at application or on enrolment Monitor Single Equality Scheme 	<ul style="list-style-type: none"> Student Feedback Performance data for staff and students 	<ul style="list-style-type: none"> Performance gaps for different groups of learners are not statistically significant. Department and Faculty self-assessment grades validated at good or better. No significant gaps are evident in the level of satisfaction of different groups. Average satisfaction 90%+. 	HofQ	Termly	E&D Committee	<ul style="list-style-type: none"> Performance data is strong and therefore gaps between different groups of learners is good and not statistically significant Of the 24 self-assessed curriculum areas validated 2 divisions were graded for overall effectiveness at less than good (8%)
8	Ensure student activities allow all students to explore personal, social and ethical issues that	<ul style="list-style-type: none"> CollegePlus sessions that develops wider understanding of life in wider society and Britain CPD and training that develops understanding of personal, social and ethical issues 	<ul style="list-style-type: none"> Student feedback Performance data Observation feedback 	<ul style="list-style-type: none"> Reduced proportion of lesson observations reports that do not make reference to the development and embedding of British values 	TLMs HofT&LR	Termly	E&D Committee	<ul style="list-style-type: none"> Performance data is strong and therefore gaps between different groups of learners is good and not statistically significant

	prepares students to actively participate in modern British society	<ul style="list-style-type: none"> Identify and reinforce wider skills through all aspects of the learner journey to include interview, induction and Tutorial Ensure awareness is raised through an effective cross College theme week calendar 		<ul style="list-style-type: none"> Performance gaps for different groups of learners are not statistically significant Good, respectful behaviour both in and out of lessons 				<ul style="list-style-type: none"> Walk through QRBs identified good or better behaviour and learners were challenged when making inappropriate comments Further work will be undertaken through the collegiate INSET programme to develop identify and reinforce wider skills through all aspects of the learner journey to include interview, induction and Tutorial
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GDCQSE - Group Director Curriculum, Quality and Student Experience

GDPA - Group Director Partnerships and Academies

HofT&LR - Head of Technology and Learning Resources

HofHR - Head of Human Resources

HofQ - Head of Quality

TLMs - Teaching and Learning Managers

