
Single Equality, Diversity and Inclusion Action Plan (SEAIP)

2016-2017

LEWISHAM
SOUTHWARK
COLLEGE

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Single Equality, Diversity and Inclusion Action Plan (SEAIP) 2016-2017

College strategic objectives on equality, diversity and inclusion

- 1 Close any gaps in achievement and progression between different groups of learners
- 2 Embed and advance equality and inclusion through all College policies, procedures and projects
- 3 Recruit, develop and retain an excellent workforce that is representative of the diverse learners that we serve
- 4 Ensure our places and services are accessible and inclusive with equal ease and dignity for all users

Section 1: Learner achievement and progression – closing the gap

Action	Equality group particularly affected	Strategic objective link	Lead Executive member	Action manager	Completion date	Success criteria
<p>Identify the achievement gaps between different ethnic groups and implement intervention to reduce to less than 3%.</p> <p>Train Heads of Departments to analyse equality gaps within their curriculum areas and devise interventions.</p> <p>Monitor actions and progress through Performance Review meetings.</p>	All	1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.5	Vice Principal, Curriculum, Teaching and Learning	Directors of Faculty & Director of Quality, Teaching & Learning	Analysis & action plans by Feb 2016	Reduced gaps in achievement rates for specific ethnic groups: Bangladeshi; Caribbean; Irish; Other Black; Other Mixed; White/Asian; White/Black Africa; White/Black Caribbean

Develop and implement a strategy for providing English language development support for learners who are non-native English speakers to increase their progress and achievement.	Ethnicity	1.1, 1.2, 1.3, 1.4, 1.5,	Vice Principal, Curriculum, Teaching and Learning	Director of English, Mathematics & Tutorials	Implement strategy by Jan 2017 Monitor every 6 weeks.	Reduced gaps in achievement rates for specific ethnic groups: Bangladeshi; Caribbean; Irish; Other Black; Other Mixed; White/Asian; White/Black Africa; White/Black Caribbean
Raise learner attainment by training teachers to specifically focus on stretch and challenge strategies and more consistently effective marking and feedback that promotes improvement and good learner progress.	All	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.8	Vice Principal, Curriculum, Teaching and Learning	Director of Quality, Teaching & Learning	All teachers to attend CPD by Nov 2016. Monitor impact through observation	Increased learner success and progression rates through more consistent and effective teacher strategies during verbal interaction in class and more effective teacher feedback, both written and verbal.
Implement a CPD programme to improve the quality of delivery of English and Maths to enable better success in 16-18 year old learners' study programme.	16-18 year old learners	1.1, 1.2, 1.3, 1.4, 1.6 2.1, 2.8	Vice Principal, Curriculum, Teaching and Learning	Director of English, Mathematics & Tutorials	CPD to be completed by April 2017 Development & support throughout.	Increased learner achievement and progression through more personalised and targeted teaching and assessment in GCSE and Functional Skills classes.
Improve learners' attendance and progress in English and maths lessons by a more integrated tutorial and performance review system.	16-18 year old learners	1.1, 1.2, 1.3, 1.4, 1.6 2.1, 2.8	Vice Principal, Curriculum, Teaching and Learning	Director of English, Mathematics & Tutorials Director of Quality, Teaching & Learning	Progress reviews every 6 weeks. Monitor at performance review meetings	Increased learner achievement and progression through more personalised, targeted and integrated tutorial system.
Through a college wide CPD programme, build vocational teachers' and assessors' confidence and skills in embedding English and maths to better enable learners to develop these skills.	16-18 year old learners	1.1, 1.2, 1.3, 1.4, 1.6 2.1, 2.4, 2.8	Vice Principal, Curriculum, Teaching and Learning	Director of Quality, Teaching & Learning Director of English, Mathematics & Tutorials	CPD every 6 weeks focused on schemes of learning development	Through training sessions and workshops, teachers share effective activities and strategies. Schemes of learning are developed evidencing good embedding strategies and activities leading to better integration and achievement

						of Study Programmes.
<p>Improve the recognition of and timely support for individual students with specific needs in class and in assessment situations.</p> <p>Improve the collaborative working between teaching staff and all support areas to enhance the learner experience and close gaps in performance for students with specific needs (dyslexia, dyscalculia and mental health needs)</p>	Disability and/or learning difficulty	1.1, 1.2, 1.3, 1.4, 1.6. 2.1, 2.2	Vice Principal, Curriculum, Teaching and Learning	Head of Student Services Director of Quality, Teaching & Learning	July 2017	Gap in achievement is reduced to less than 3% for learners with dyslexia, dyscalculia and mental health needs.
Raise achievement levels for learners with mental health needs by training all teaching and front line staff in Mental Health Awareness & Safeguarding (MAST)	Mental health	1.1, 1.2, 1.3, 1.4, 1.6, 6.6	Vice Principal Development and Planning	Head of Student Services Director of Quality, Teaching & Learning	Training completed by March 2017	<p>Staff are more able to identify needs and implement strategies.</p> <p>The gap in achievement rates for learners with mental health needs are reduced to less than 3%.</p>
Encourage male and female learners into non-traditional occupational areas through positive role models and school link activities	Male/female	4.1, 4.7, 4.8	Vice Principal, Curriculum, Teaching and Learning	Directors of Faculties	Recruitment activities throughout the year. Monitor applications monthly	A reduction in the gender gap into non-traditional occupational areas (Construction, IT, Dance, Beauty, Health & Social Care)
<p>Equality Champions to advise and support promotional campaigns that raise awareness about key issues and eliminate discriminatory behaviour e.g. anti-homophobic bullying</p> <p>Develop staff confidence to challenge inappropriate behaviour in class and around the College through training and follow-up support/intervention.</p> <p>Raise awareness about how to record suspected bullying occurrences.</p>	All	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8 2.1,	Vice Principal, Curriculum, Teaching and Learning Vice Principal Development and Planning	Equality Champions Director of Quality, Teaching & Learning Head of Student Services	Monitor through 6 week Equality Group meetings CPD Feb 2017	<p>Greater awareness of and respect for the diversity of the college community.</p> <p>Incidences of racist/sexist/homophobic behaviour reduced to x%</p> <p>Good engagement and positive feedback from celebratory events.</p> <p>Evidence of improved</p>

						management of learners through managers' observations and Duty Principal records
<p>Equality Champions to advise and support the development of resources for use within the tutorial curriculum that respond to topical equality issues raised in the news e.g. Orlando shooting</p> <p>Recognise and celebrate events important to people from diverse backgrounds, i.e. Black History Month, Christmas, Eid, Holocaust memorial Day, LGBT History, International Women's Day, Disability Week</p>	All	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1,	Vice Principal, Curriculum, Teaching and Learning	Equality Champions Head of Student Services	Annual schedule of events – report on impact at Equality Group.	<p>Greater awareness and discussion about equality issues.</p> <p>Students and staff feel a valued for who and what they are and have a sense of belonging at College.</p>
Support learners' personal development through a better understanding of how they fit into a democratic society as adults by developing resources and activities for the tutorial curriculum and promoting British Values within lessons.	All	1.1, 1.6, 2.1, 2.3, 2.4	Vice Principal, Curriculum, Teaching and Learning	Director of English, Mathematics & Tutorials Director of Quality, Teaching & Learning	CPD programme March 2017	<p>Teachers make good use of opportunities that arise in lessons to promote British Values.</p> <p>Learners play an active role in decisions and their voice has an impact</p> <p>Learners are prepared well to engage in work placement.</p>
Engage 16-18 year old learners in a cross-college social action research project based on College and British values.	16-18 learners	1.1, 2.3	Vice Principal, Curriculum, Teaching and Learning	Director of English, Mathematics & Tutorials Director of Quality, Teaching & Learning Head of Student Services	Social action research Feb – April 2017 led by Learner Engagement Teams.	<p>Learners play an active role in determining College values that are relevant to young people and relating these to British values.</p> <p>Learners' voice has a positive impact across the College.</p> <p>Participating learners develop leadership skills.</p>

Section 2: Staffing and the working environment – increasing representation

Action	Equality group particularly affected	Strategic objective link	Lead Executive member	Action manager	Completion date	Success criteria
Report on a termly basis to the Executive team staff subject to specified HR procedures starting with disciplinary action and ethnicity to monitor patterns and potential discrimination	Ethnicity	6.7	Principal Vice Principals HR Director	HR Director	January 2017 Ongoing	Potential discriminatory action and/or unconscious bias identified and removed
Further development and coaching of Diversity Sponsors and Champions to enable them succeed in their roles	All	6.2	HR Director	HR Director L&D Manager E&D Sponsors E&D Champions	December 2016	Broader base of knowledge shared with all employees and students which continues to develop our inclusive environment
A programme is developed of events and activities to raise awareness of key points relating to each of the protected characteristics	All	6.1,6.5, 6.6	Vice Principals HR Director	HR Director L&D Manager E&D Sponsors E&D Champions	December 2016 Ongoing	Events and activities are held on a regular basis throughout the year and the key messages are known and understood by staff
Training on 'Understanding Bias' to be carried out with all CMT	Executive Team and CMT	6.1, 6.5	Principal HR Director	HR Director L&D Manager	November 2016	Removal of any indirect or hidden bias and awareness raised of relevant issues
Recruitment and progression practices improve diversity imbalances indicated as on the HR diversity information KPI monthly report	Age Gender	6.2	Vice Principals HR Director	HR Director HRMs	August 2017 Ongoing	A better balance of staff reflecting the diversity of our population
Improve the disclosure rate on diversity information provided to HR on protected characteristics	Disability Sexual Orientation Values, Belief & Faith	6.2	HR Director	HR Director Sponsors Champions	May 2017 Ongoing	Improved data on diversity and protected characteristics of our staff enabling further actions where necessary
Continue the development of those identified as potential future managers in the College	Age Ethnicity Disability	6.2, 6.4, 6.5	Principal Vice Principals HR Director DOFs	HR Director L&D Manager DOFs HODs	August 2017	Internal promotions will have increased which contributes to diversity of management

			HODs			
Annually survey staff to ensure communication is effective and identify any issues relating to E&D	All	1.9, 6.1, 6.3, 6.7	Principal Vice Principals HR Director	HR Director	May 2017	Issues and concerns are identified in a timely manner and are dealt with promptly and appropriately ensuring a diverse confident staff that are fully contributing to College life and its success
Review and act upon results of Staff Survey 2016	All	6.3	Principal	Principal	November 2017	Issues and concerns are identified in a timely will be dealt with promptly and appropriately
Hold staff events which help to recognise and celebrate staff diversity and inclusion	All	6.1	Principal	Principal HR Director	March 2017	Staff diversity is recognised and wider understanding is achieved in a memorable manner

Section 3: Leadership and management of equality, diversity and inclusion

Action	Equality group particularly affected	Strategic objective link	Lead Executive member	Action manager	Completion date	Success criteria
All staff, learners and governors across the College are aware of and understand their duties and responsibilities with regards to equality and diversity.	All	6.6	Principal	Director of HR Head of Student Services	Audit termly and report to Principal.	100% new staff attend induction and complete equality & diversity training within six months of starting (signed off at probation). 100% of existing staff complete advanced equality & diversity training within a three-year window.

Governors lead the defining of behaviours and expectations including equality, diversity and inclusion framework which will be developed by CMT for defining through employee groups and teams	All	6.1	Principal, Vice Principals, HR Director	HR Director	October 2017	Our values and culture are communicated explicitly and continuously
Ensure that staff, students, people who use our services, employers and partners such as diversity organisations are aware of our activities and progress towards equality and diversity by implementing the Equality & Diversity Communication Strategy.	All	6.1, 6.3, 6.5, 6.6	Principal	Head of Marketing Director of HR Director of Quality, Teaching & Learning	Publish annual action plan and report on website Publish reports every half term	Events, activities, polls, surveys, reports and news stories are widely disseminated and acknowledged, building on the College's good reputation for equality, diversity and inclusion.
Work with the National Centre for Diversity to carry out Equality, Diversity health check in departments and teams to look at how inclusion is led, managed and practiced within the College	All	6.2	Vice Principals, HR Director	HR Director	February 2017	Driving behavioural and cultural changes for equality, diversity and inclusion. Ensuring that diversity is a key element in all business environments of the College
Continue work with National Centre for Diversity so that Team development and action plans on behaviours and expectations are established, consolidated and embedded and that good practices and behaviours are discussed at appraisals, team meetings and at CMT meetings	All	6.1, 6.2	Vice Principals HR Director	HR Director All DOFs and HODs	April 2017 December 2017	College known internally and externally as a 'good and inclusive place to work', developing our aim to be an 'Employer of Choice' Achieving the Investors in Diversity standard
Continue work with the newly revitalised E&D group to ensure that they are well informed, and proactively leading the college's E&D agenda, they have a strong voice and report to Executive Team, Quality Committee and Corporation Board on equality practice and implementation of the SEAIP	All	1.9, 6.5	Principal Vice Principals HR Director	HR Director	Ongoing – monitor on a termly basis	The E&D group continues to meet on a termly basis, meetings are vibrant and relevant and is well attended Regular reports are made to the Executive team, Quality Improvement Board and Corporation The SEAIP is well known and its objectives are clear

Implement a procedure and working group for managing E&D impact assessment of our processes, systems and procedures in line with updated EIA regulations	All	6.1, 6.7	Principal HR Director	HR Director	January 2017	The procedure is established and a working group is formed with clear and known objectives Issues which arise from assessments are acted upon and improvement made where possible
Ensure that equality and diversity is routinely considered from the outset when developing new and reviewing existing plans, policies, procedures and practices. The Equality Group to review the impact of plans on different groups of learners and staff.	All	6.1, 6.3, 6.5, 6.6, 6.7	Principal	Vice Principals (all) Director of HR Director of Quality, Teaching and Learning	Keep under review at weekly meetings Agenda item at Equality Group meetings each half termly	100% of plans, policies, procedures and practices are evidenced as having demonstrated consideration of equality and diversity issues 100% Equality Impact Assessments are considered by the Equality Group.
Ensure employers and provider partners are aware of their responsibility towards equality and diversity. Review PQR process for equality and diversity considerations.	All	6.1, 6.5, 6.6	Vice Principal Development and Planning Vice Principal Finance & Estates	Head of Work Based Learning Head of Finance & Estates	PQR process	PQR process assesses employer and partners' compliance with equality legislation. Responsibilities clearly stated in contracts and handbooks. Training and legislative updates provided for partners.
Develop appropriate strategic partnerships with local organisations and implement positive strategies to tackle issues of local priority i.e. mental health; gangs; Looked After Children; Romany Gypsy Travellers	Mental health Looked After Children Romany Gypsy Travellers	1.1, 1.2, 1.3, 1.4, 6.6	Vice Principal Development and Planning	Head of Student Services	Report progress at half-termly Equality Group meeting	Staff have improved awareness of local equality and diversity issues and are trained to implement strategies e.g. MAST training
Develop a better understanding of the Southwark local community and its needs and utilise this knowledge to implement strategies to strengthen service delivery.	All	4.1, 4.2, 4.3, 4.8	Principal	Head of Student Services Head of Marketing	Report progress at half-termly Equality Group	Better links are built with Southwark schools and community groups. The College is seen as a key

<p>Research what equality groups know about the College, how they contact us, their experience of using our services and what can be done to improve this.</p> <p>Make College facilities more readily available to the community.</p>				Head of Facilities & Estates	meeting	<p>player in collaboratively working on local Southwark priorities.</p> <p>Southwark Campus becomes better established as a community college resulting in buoyant recruitment.</p>
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Section 4: Learning places and spaces – access and inclusion

Action	Equality group particularly affected	Strategic objective link	Lead Executive member	Action manager	Completion date	Success criteria
<p>Consult disabled learners about how they are experiencing the changes made to the college buildings at Southwark and how else their access needs can be better met.</p> <p>Review the changes made to the transport drop-off and collection arrangements in Breakspears' building. Consult disabled learners about their experience.</p> <p>Review the progress made in implementing the recommendations from the access audits.</p>	Disability/ Learning Difficulty	3.12 1.10	Vice Principal Finance & Estates	Head of Student Services	March 2017	<p>Disabled learners access the College buildings with dignity, ease and with a sense of belonging resulting in increased achievement.</p> <p>Transport arrangements run more smoothly enabling disabled learners to arrive punctually for lessons.</p> <p>Reduction in complaints relating to accessibility</p>
<p>Review the eating and social areas in the College in consultation with disabled learners and make recommendations.</p>	Disability/ Learning Difficulty	3.12 1.10	Vice Principal Finance & Estates	Head of Facilities & Estates	March 2017	<p>Disabled learners eat and socialise in a less busy/stressful environment that is more accessible, particularly for wheel chair users.</p>
<p>Review and rationalise room numbering and signage in consultation with sensory impaired learners to promote accessibility.</p>	Disability/ Learning Difficulty	3.12 1.10	Vice Principal Finance & Estates	Head of Facilities & Estates	June 2017	<p>Learners find rooms more easily resulting in punctual arrival at lessons.</p>