

Lewisham Southwark College Single Equality Scheme 2013-2016

Foreword

Lewisham Southwark College is committed to 'Creating Successful Futures' through the provision of a quality teaching, learning and assessment environment. We have an enterprising spirit and nurture creativity and innovation. We believe in being a centre of skills excellence with specialist provision that fuels social and economic regeneration. Our core values lie in Inclusivity, Resilience and Enterprise.

We believe that everyone has a contribution to make and, therefore, we propose through our Single Equality Scheme to ensure that we deliver on that promise by taking a proactive approach to improving equality practice, eliminating discrimination, advancing equality and fostering good relationships.

The Governors, leaders, managers and staff of Lewisham Southwark College are committed to working together to deliver a three-year strategic plan. Equality and diversity practice will be the heart of this and its work with students, employers, and the wider stakeholder community. In order to deliver the plan we realise we will need to be Collaborative, Ambitious and Brave.

Maxine Room CBE
Principal/CEO

John Landeryou
Chair of Governors

Alternative Format

This Single Equality Scheme is available in alternative formats: large print and Easy Read. For further information contact the Customer Service Centre on 020 8694 3215 or info@lesoco.ac.uk

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Introduction

Lewisham Southwark College is an ambitious new college formed from the merger of Lewisham and Southwark Colleges in August 2012. As a new college, we will continue to drive our commitment to advance equality and eliminate discrimination so that all who work and learn at the College feel welcome, safe, are able to thrive and achieve their full potential. The achievement of successful outcomes, including progression to sustainable employment, for all our students, is our priority and is enshrined in our mission, vision and values.

Our Mission: Creating Successful Futures

Our Vision: A College for employment for our students, our communities and our employers

Our Values: We, and our students, are Ambitious, Inclusive, Enterprising and Resilient

Ambitious – we have high expectations for future success for our students and staff

Inclusive – we aim to meet the needs of all in the communities we serve and value the contribution of all

Enterprising – with excellent skills to make the most of opportunities in a rapidly changing world

Resilient – brave enough to overcome challenges in our determination to succeed

This Single Equality Scheme makes explicit our commitment to equality and sets out how we will fulfil our responsibilities as an employer and provider of education and training to go beyond compliance to be a truly inclusive organisation.

Commitment to Equality

Equality and diversity will thread through all that we do. We serve a rich and diverse community and inclusion is a core value. We want to create successful futures for **all**. In order to achieve this, we will break down barriers to opportunity, we will foster a culture and College community that recognises and celebrates the contribution of all and we will not tolerate discrimination. In the pursuit of our strategic objectives, we will address unequal experiences of students, staff and our communities across all protected characteristics: age, sexual orientation, race, gender, disability, gender reassignment, religion and belief, pregnancy and maternity and marriage and civil partnership.

Our Equality Framework

The Equality Act came into force in 2010. The Act streamlined, harmonised and strengthened the many pieces of equality legislation which had been introduced, piecemeal, in the UK over the previous 40 years into one new piece of legislation. The Act introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine protected characteristics are identified:

Race
Disability
Gender
Age
Gender Reassignment
Sexual Orientation
Religion and belief
Pregnancy and maternity
Marriage and civil partnerships

All nine protected characteristics are covered in the employment duties of the Act but the protected characteristic of marriage and civil partnership is not included in the education duties of the Act.

The Public Sector Equality Duty. The general duty came into force in April 2011. It applies to eight of the nine protected characteristics of the Equality Act 2010 (marriage and civil partnerships apply only to the first arm of the duty, namely to eliminate discrimination, harassment and victimisation. The public sector equality duty replaces previous and separate duties to promote race, disability and gender equality.

The general duty means that providers must have “due regard” to the need to:

- **Eliminate** discrimination, harassment and victimisation
- **Advance** equality of opportunity
- **Foster** good relations.

The duty to advance equality means that the College must work to improve outcomes for all and foster good relationships means tackling prejudice, raising understanding and awareness and promoting understanding between groups.

The general duty is underpinned by two new **specific duties** that came into force in September 2011:

- Publish equality information (by 31 January 2012 then annually)
- Publish equality objectives (by April 2012 and then every 4 years)

How we implement equality and diversity

The mission and values are a thread which runs through all that we do within the College for our students and staff and with our stakeholders.

Curriculum: We will provide a broad curriculum offer including vocational, general education and ESOL courses which is determined by employer and community needs. In this way, our students will gain the skills, behaviours and qualifications they need and employers will be able to recruit the employees required by their organisations and businesses.

Workforce Development: We will ensure that we have a highly qualified, skilled and diverse workforce. Our workforce development strategy will ensure that staff are supported, appraised and offered relevant professional development opportunities in order to deliver teaching and services of the highest quality.

Partnership: We know that we cannot achieve our goals alone and that success and progression for our students depend on us working in close collaboration with our partners, including parents, employers and other stakeholders, to ensure that what we do is responsive to their and wider community needs. We will develop and maintain partnerships which broaden access, support retention, enhance the learner experience and facilitate access to employment, HE or other relevant progression opportunities.

Data Analysis: Our equality practice will continue to be driven and underpinned by rigorous interrogation of data to identify equality gaps in our student and staff profile and differences in the success and progression rates of different groups of learners.

Action to Improve: Our SAR will illustrate areas of strength and weakness in equality practice across the College and the Quality Improvement Action Plan will specify the action required to address these. We will also continue to review our recruitment and organisational change processes to ensure that the College has a staff profile, at all levels, which is representative of the region and the sector. We will develop all our staff and facilitate progression within and from the organisation.

Striving for best practice: We will work actively with those who have expertise in equality, diversity and inclusion. We will learn from others in order to develop our equality practice. Where possible, we will gain external recognition for our practice through the achievement of equality kite marks.

Policy Development and Review: As new College policies are developed and existing ones reviewed they will be analysed to ensure that they are in line not only with legal requirements but exemplify best practice with respect to equality. This will apply to our internal policies and to procurement and supplier policies.

Equality Impact Analysis: We will undertake Equality Impact Assessments on all major College initiatives, strategies, policies and procedures and ensure that equality is considered in all management decisions.

Our Equality History

Equality has always been at the heart of both former Colleges' work. In the 2006 inspection report for Lewisham College, Ofsted stated "equalities is the lifeblood of the College" and in 2008 the College won the AOC Beacon Award for Equality and Diversity.

In 2009 (Lewisham) and 2010 (Southwark) the Colleges' first Single Equality Schemes were published setting out priorities for action for the next 3 years. During this period equality champions/lead managers and working groups were established for gender, sexual orientation, age, race, disability and faith*. Each working group, under the direction of the champion/lead manager, developed and oversaw the delivery of annual action plans working toward the achievement of the equality priorities. *The faith working group was established at Lewisham College only

Over the 3 years of these schemes, key achievements were:

- rigorous interrogation of student success data to identify equality gaps and action plans implemented to address these resulting in increased success rates and a significant narrowing of equality gaps across all reported protected characteristics
- new strategic plan and curriculum offer aligned to the needs of the community and employers
- establishment of LGB staff and student networks, launch of the Straight Allies Scheme, membership of the Stonewall Diversity Champion's' Programme and establishment of the College Champions' Programme.
- active participation in and contribution to the Women's Leadership Network
- strong attendance at the Network for Black Professionals events during Black History week and growing membership and attendance at key events
- participation in the Network for Black Professionals (NBP) Black Leadership Initiative to support the development and progression of BME staff
- college wide specific Age, Faith, LGBT and Disability celebratory events held for the first time and continuation of Black History Month and International Women's Day celebrations
- extended the collection of personal information for both staff and students in order to identify any equality gaps
- development of the workforce development strategy
- delivery of equality training to all staff and the inclusion of the Equality Essentials as a compulsory component of the college induction programme
- establishment of broad range of hard and electronic resources in the learning centres and on the VLE to support equality activities
- annual discussions held with College Student Forum on equalities

In both Southwark College (December 2011) and Lewisham College (March 2012) Ofsted inspections, inspectors commented that while there was evidence of good equality practice across the College, this was not consistently embedded in all areas of curriculum delivery.

Our Context

London is a truly global city, attracting firms from across the world. The jobs that are being created mainly demand high level skills and unskilled and semi-skilled jobs are set to continue to decline. Youth unemployment is rising rapidly. While there are many opportunities and our communities have ambition, there are also challenges facing our local communities in accessing sustainable employment. Many lack the skills, qualifications and behaviours required in the 21 century labour market.

Lewisham, Southwark and the neighbouring boroughs from which the majority of our learners are drawn, are characterised by rich diversity and significant economic and social disadvantage.

Lewisham's People

275,900 population

25% of population aged 0-19

170 languages spoken

54% white, 46% BME overall, however, 74% of school pupils are of BME origin

Gender split equal

15% have a disability

70% belong to a faith group

42% of housing is owner occupied (55% London average)

17.8% of households are lone parent families, the highest rate in London (9.7%)

Southwark's People (source ONS)

288,300 population

23% of population aged 0-19

100+ languages spoken

54% white, 46% BME overall

Gender split equal

17% have a disability

65% belong to a faith group

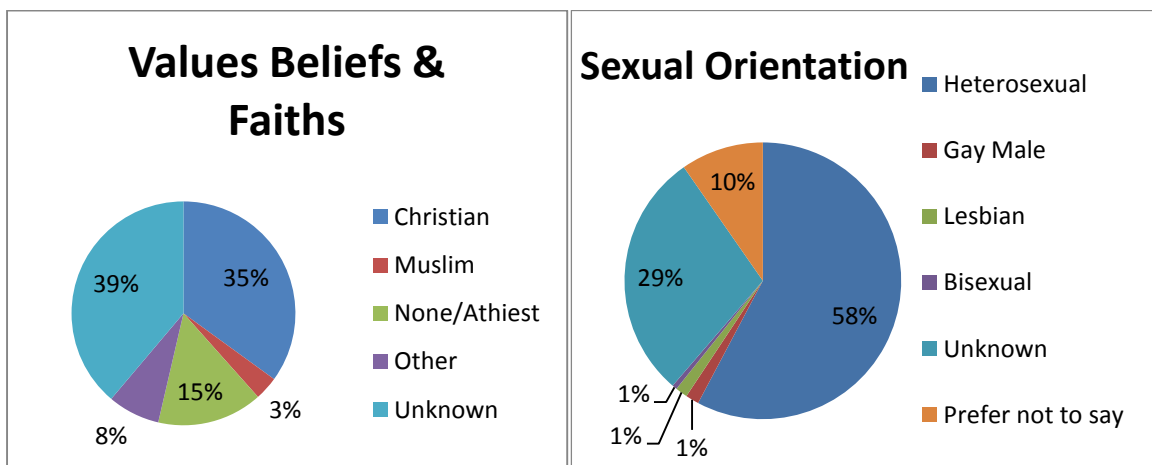
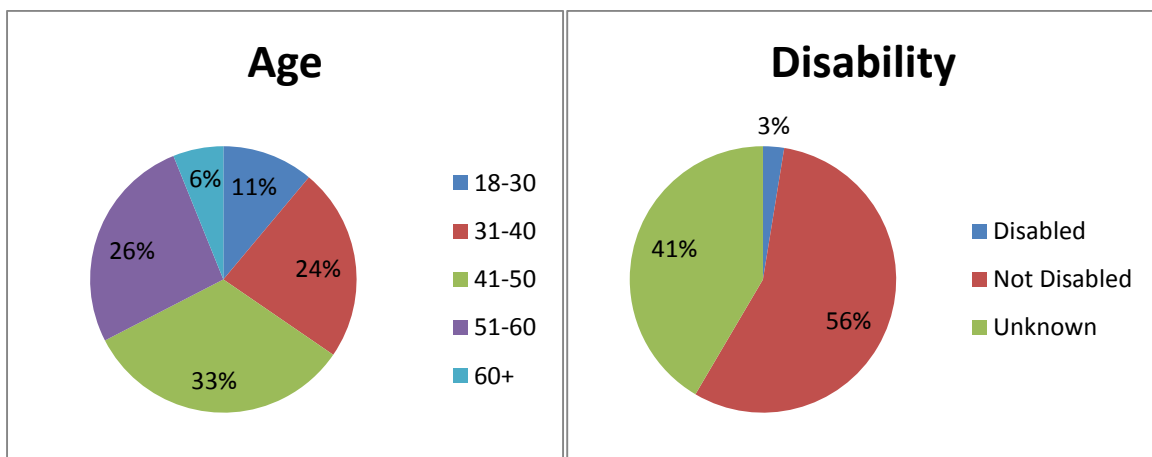
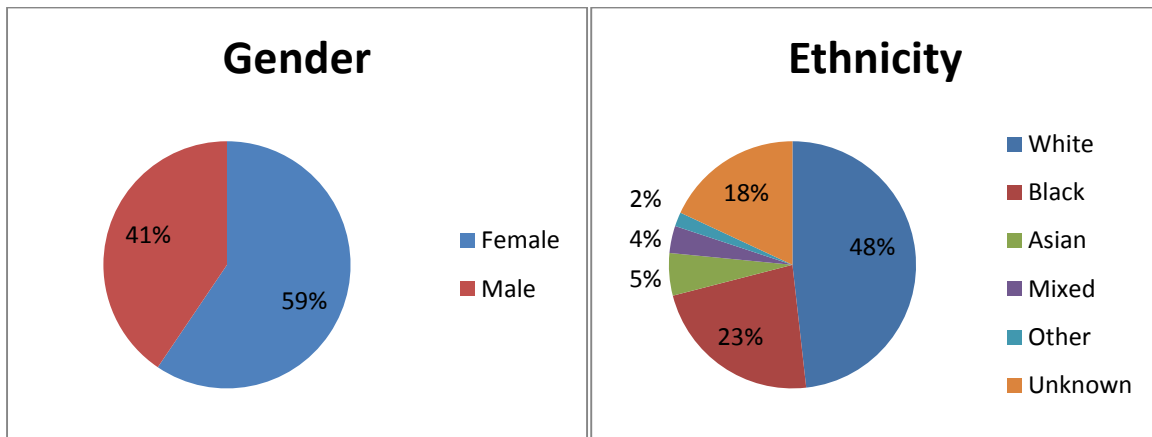
29% of housing is owner occupied (55% London average)

10% of families are lone parent families

Equality Information

Our People: staff

The charts below are based on a profile in August 2013 of 703 permanent and fixed term staff.



Workforce by employee groups

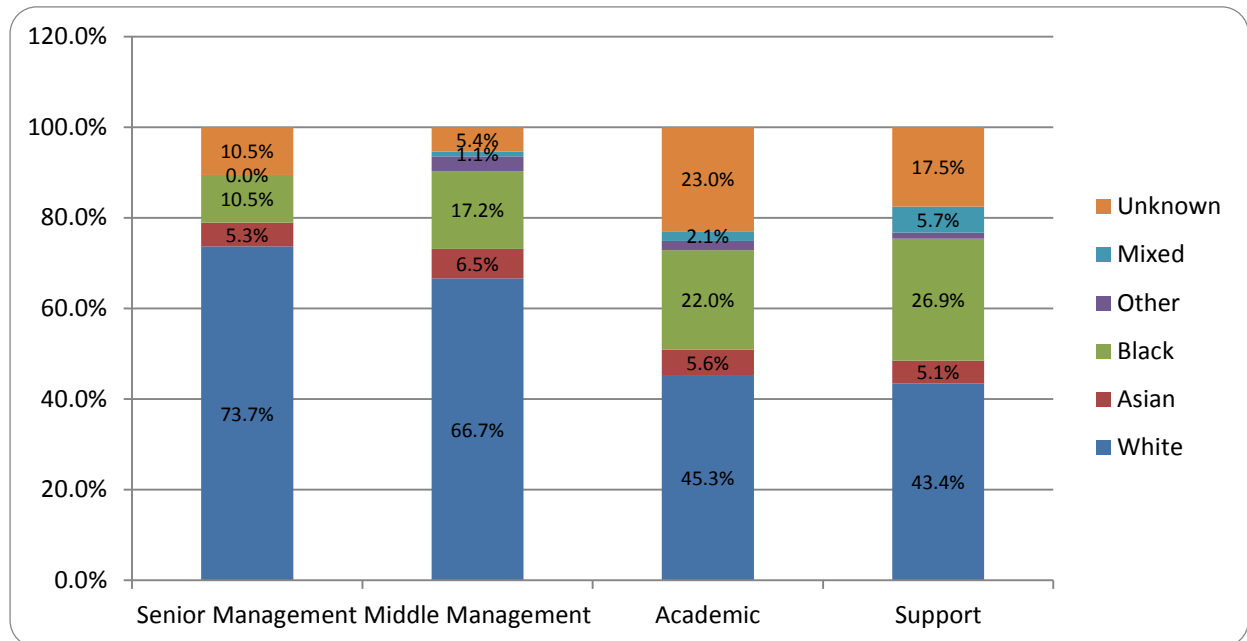
These charts show the distribution of staff by protected characteristic across the College. Senior Management: Principal, Vice Principals, Assistant Principals, Directors and senior department heads.

Middle Management: Department heads, Curriculum Managers and all those on LC06-07

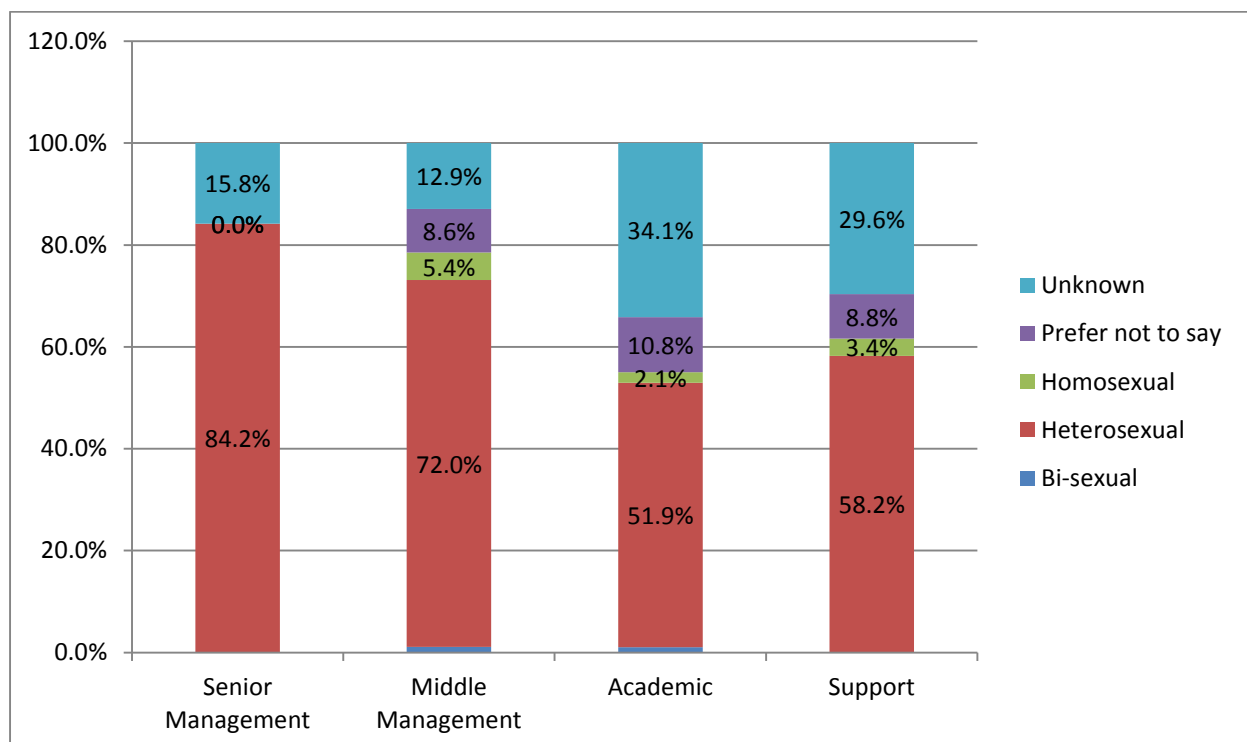
Academic: All Lecturers and Trainer/Assessors.

Support: All support staff from LC08-LC12.

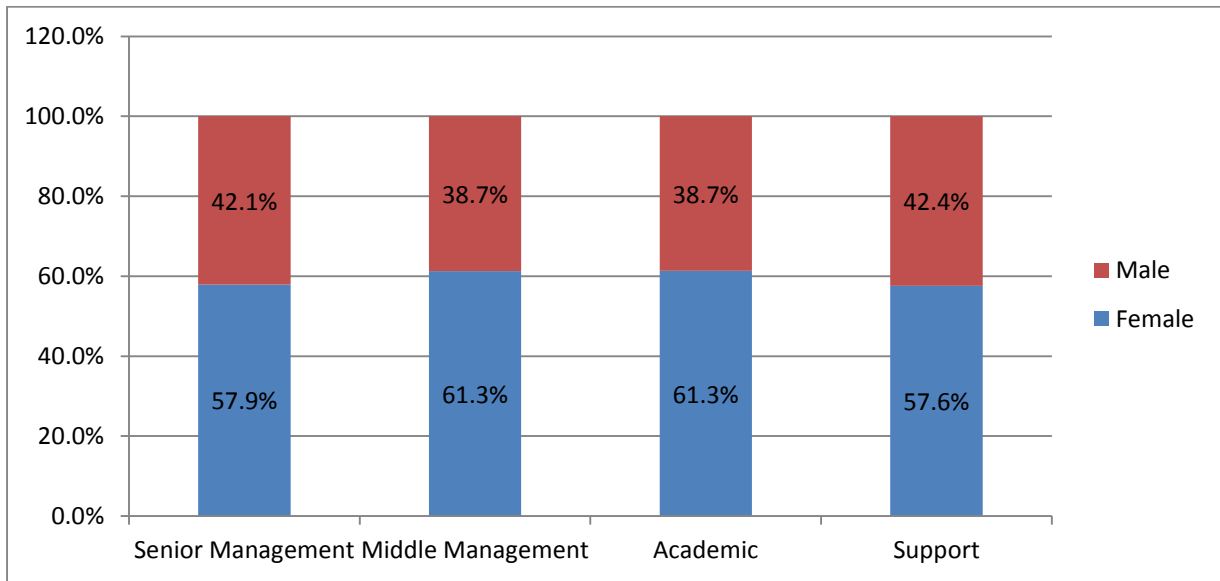
Ethnicity



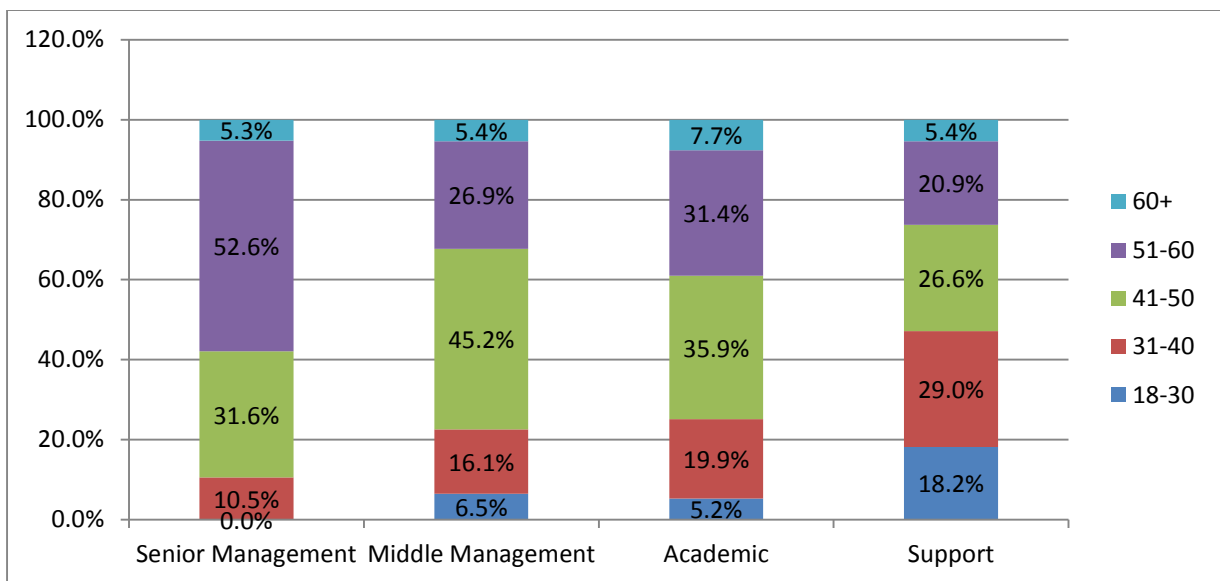
Sexual Orientation



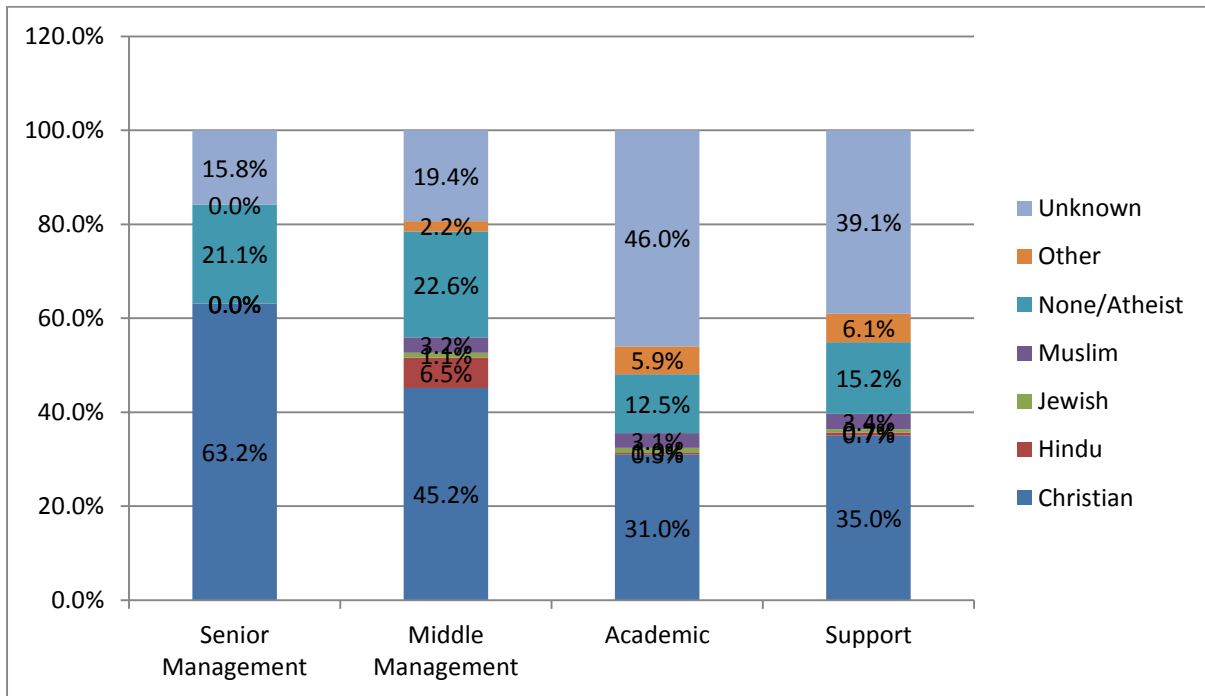
Gender



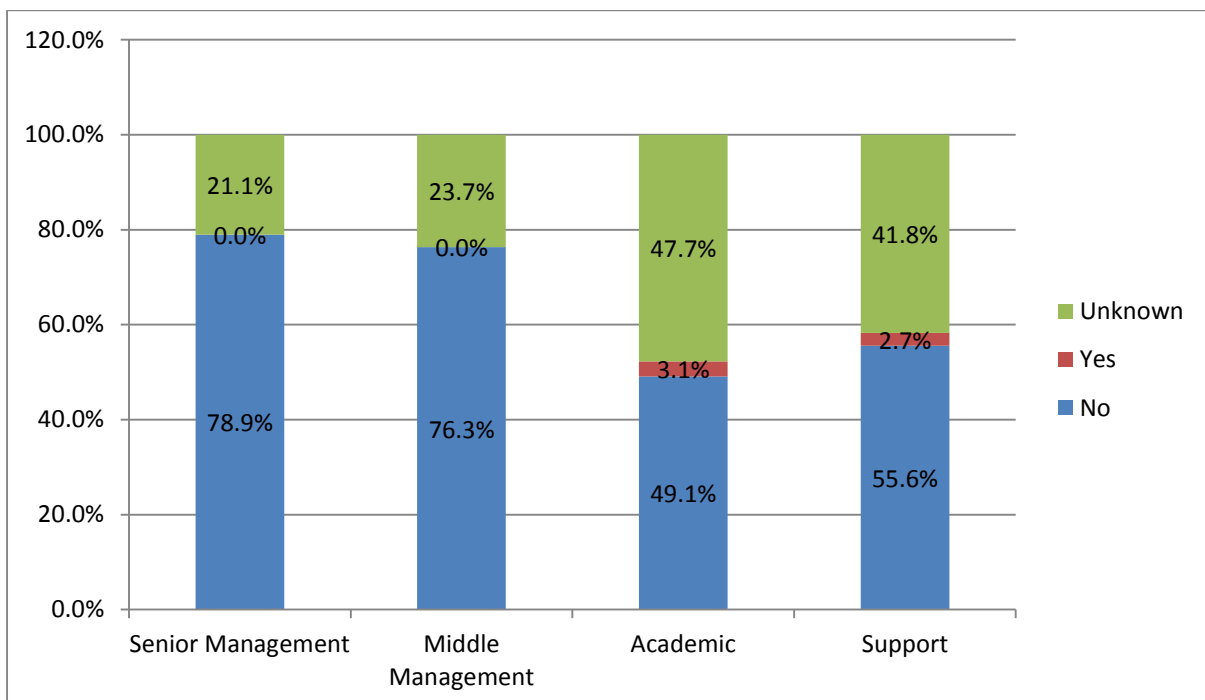
Age



Faith and Belief



Disability

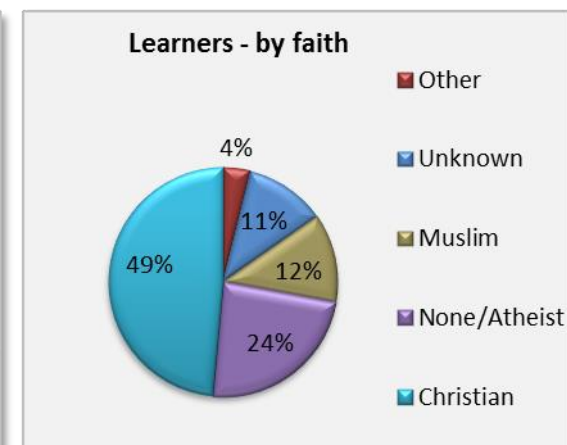
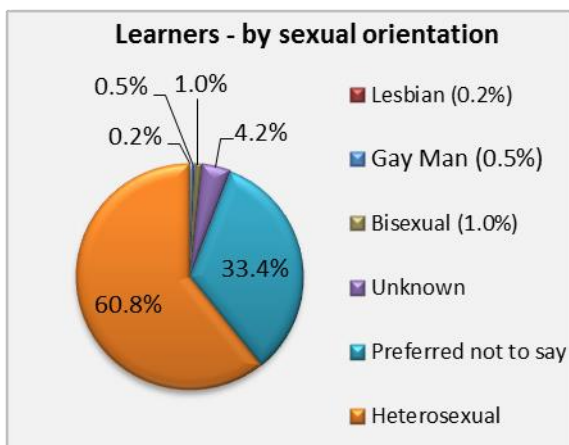
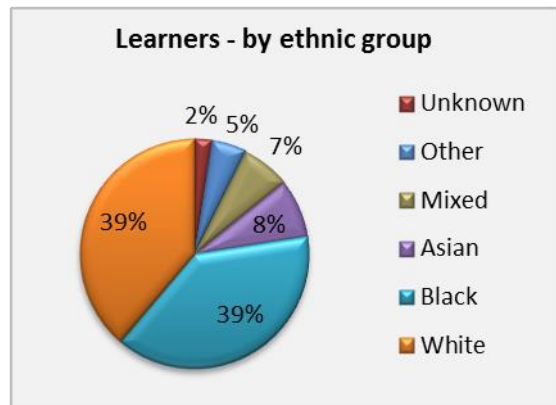
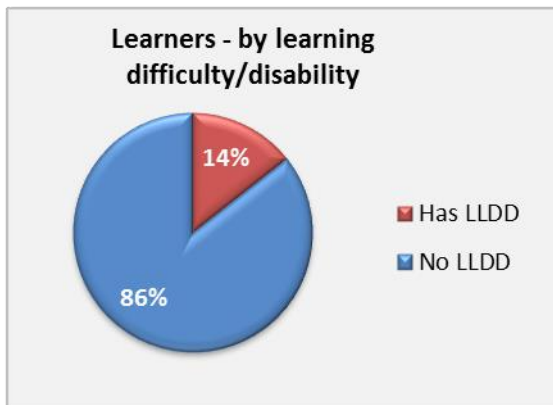
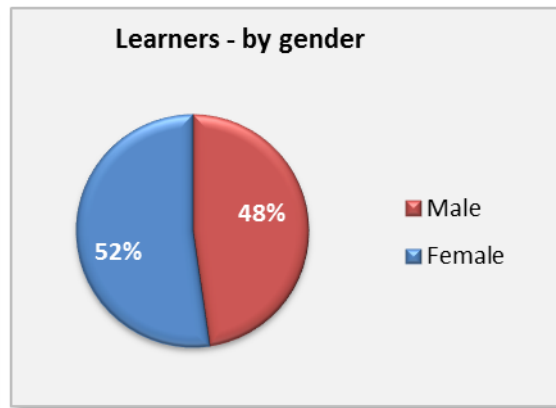
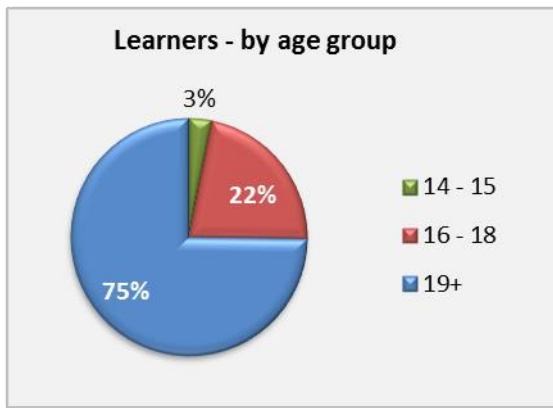


Occupational roles by gender

The gender split in the College is 59% female and 41% male This table shows the areas in the College where the proportion of female staff is either under 30% or over 70%.

Job Category	Number of Positions	Number of Females	% of Females
Customer Advisors	23	23	100%
Catering Assistants	4	4	100%
Executive Assistants	5	5	100%
Department Administrators	7	7	100%
Team Leader/Verifier	7	6	86%
Learning Support Assistants/Workers	26	21	81%
Dyslexia Lecturers	5	4	80%
HR Staff	14	10	71%
IT Services Staff	19	5	26%
Facilities Staff	33	7	21%
Construction Lecturers	25	5	20%
Apprentices in Sport	6	1	17%
Technicians	10	0	0%

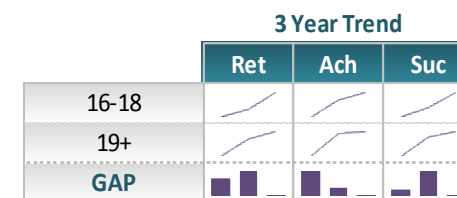
Our People: Students 2012/13



Classroom Student Success by group (*unfinalised success data at 13th Sept 2013, key/functional skills excluded)

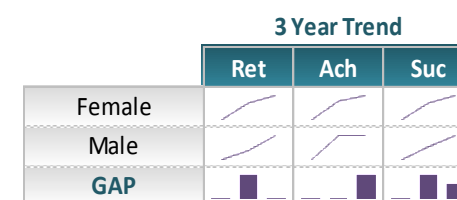
Equality Analysis - by age

Age Group	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
16-18	5,862	5,628	5,224	80.9%	84.1%	91.8%	86.5%	88.8%	90.0%	70.0%	74.7%	82.7%
19+	10,949	12,896	9,917	86.3%	91.0%	93.1%	84.7%	89.6%	90.4%	73.1%	81.6%	84.2%
GAP				5.4%	6.9%	1.3%	1.8%	0.9%	0.3%	3.1%	6.9%	1.5%



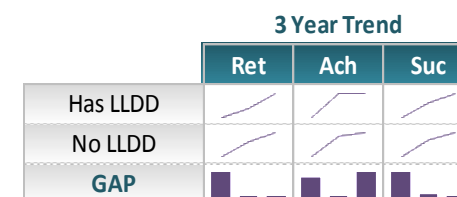
Equality Analysis - by gender

Gender	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
Female	9,252	10,472	8,036	84.5%	90.0%	92.8%	85.0%	89.7%	91.2%	71.8%	80.7%	84.6%
Male	7,559	8,052	7,105	84.4%	87.5%	92.6%	85.7%	89.0%	89.2%	72.3%	77.9%	82.6%
GAP				0.1%	2.5%	0.2%	0.7%	0.7%	2.0%	0.5%	2.8%	2.0%



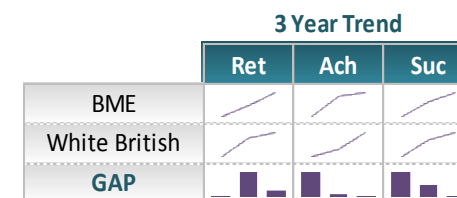
Equality Analysis - by learning difficulty or disability

Learning Diff/Dis	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
Has LLDD	2,765	2,597	2,680	86.7%	89.2%	93.1%	85.9%	89.6%	89.7%	74.4%	79.9%	83.5%
No LLDD	13,881	15,864	12,376	84.0%	88.9%	92.6%	85.3%	89.4%	90.4%	71.6%	79.5%	83.7%
GAP				2.7%	0.3%	0.5%	0.6%	0.2%	0.7%	2.8%	0.5%	0.2%



Equality Analysis - by ethnic group

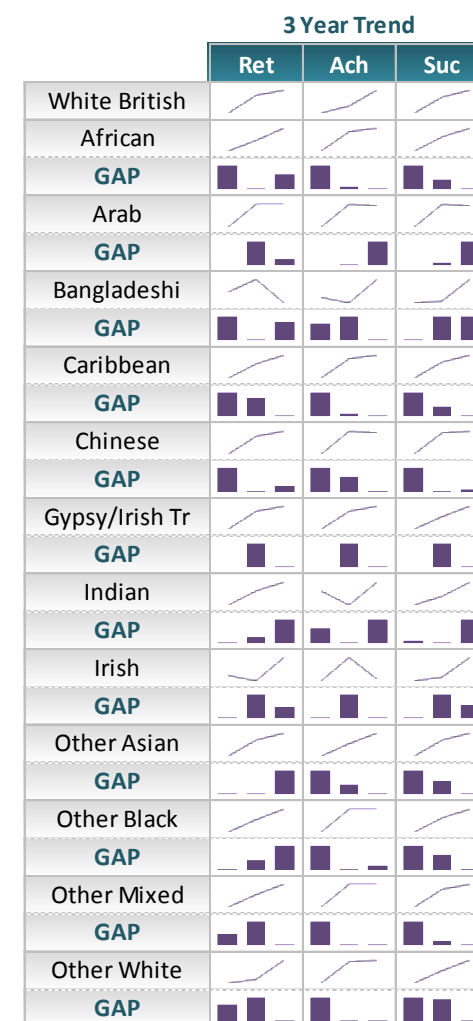
Ethnic Group	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
BME	12,723	13,888	12,134	84.5%	88.5%	92.8%	83.6%	88.9%	90.0%	70.6%	78.7%	83.5%
White British	4,088	4,636	3,007	84.4%	90.2%	92.3%	90.7%	90.9%	91.4%	76.5%	82.0%	84.3%
GAP				0.1%	1.6%	0.5%	7.1%	2.1%	1.4%	5.9%	3.3%	0.8%



Equality Analysis - by ethnicity

Gap is comparison with White British

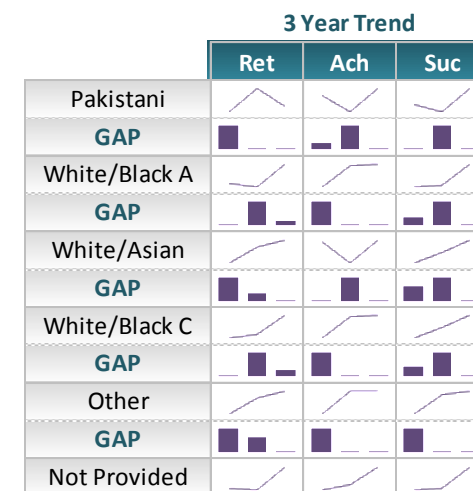
Ethnicity	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
White British	4,088	4,636	3,007	84.4%	90.2%	92.3%	90.7%	90.9%	91.4%	76.5%	82.0%	84.3%
African	3,531	4,343	3,727	87.3%	90.4%	94.2%	81.0%	87.6%	89.3%	70.7%	79.2%	84.1%
	GAP			2.9%	0.3%	1.9%	9.7%	3.4%	2.1%	5.8%	2.8%	0.2%
Arab	0	127	132		88.2%	91.7%		91.1%	81.0%		80.3%	74.2%
	GAP			na	2.0%	0.6%	na	0.1%	10.4%	na	1.7%	10.1%
Bangladeshi	199	159	135	89.4%	91.2%	88.1%	85.4%	84.1%	89.9%	76.4%	76.7%	79.3%
	GAP			5.1%	1.0%	4.1%	5.3%	6.8%	1.5%	0.1%	5.3%	5.1%
Caribbean	1,948	2,081	2,044	80.9%	87.5%	92.1%	83.6%	88.7%	90.1%	67.6%	77.6%	83.0%
	GAP			3.5%	2.7%	0.2%	7.1%	2.2%	1.3%	8.9%	4.4%	1.3%
Chinese	271	308	310	78.6%	89.9%	93.9%	85.9%	94.9%	94.2%	67.5%	85.4%	88.4%
	GAP			5.8%	0.2%	1.6%	4.8%	4.0%	2.8%	9.0%	3.4%	4.1%
Gypsy/Irish Traveller	0	14	16		71.4%	93.8%		70.0%	93.3%		50.0%	87.5%
	GAP			na	18.7%	1.5%	na	20.9%	1.9%	na	32.0%	3.2%
Indian	196	227	124	84.2%	91.6%	96.8%	92.7%	90.4%	94.2%	78.1%	82.8%	91.1%
	GAP			0.2%	1.5%	4.5%	2.0%	0.5%	2.8%	1.5%	0.8%	6.8%
Irish	145	128	114	85.5%	81.3%	97.4%	88.7%	96.2%	89.2%	75.9%	78.1%	86.8%
	GAP			1.1%	8.9%	5.1%	2.0%	5.2%	2.2%	0.7%	3.9%	2.5%
Other Asian	761	814	638	84.2%	90.3%	92.9%	87.4%	88.3%	89.2%	73.6%	79.7%	82.9%
	GAP			0.1%	0.1%	0.7%	3.3%	2.6%	2.2%	2.9%	2.3%	1.4%
Other Black	865	783	745	84.4%	89.5%	93.8%	87.4%	89.6%	89.7%	73.8%	80.2%	84.2%
	GAP			0.0%	0.6%	1.5%	3.3%	1.3%	1.7%	2.8%	1.8%	0.2%
Other Mixed	286	363	334	82.5%	87.3%	91.3%	79.7%	89.6%	90.2%	65.7%	78.2%	82.3%
	GAP			1.9%	2.8%	1.0%	11.0%	1.3%	1.2%	10.8%	3.8%	2.0%
Other White	1,984	2,417	1,860	86.3%	87.5%	92.6%	85.1%	90.5%	91.1%	73.5%	79.3%	84.4%
	GAP			2.0%	2.6%	0.3%	5.6%	0.4%	0.3%	3.0%	2.7%	0.1%



Equality Analysis - by ethnicity

Gap is comparison with White British

Ethnicity	Starts			Retention			Achievement			Success		
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
Pakistani	77	104	82	89.6%	92.3%	90.2%	88.4%	84.4%	90.5%	79.2%	77.9%	81.7%
	GAP			5.2%	2.1%	2.0%	2.3%	6.6%	0.8%	2.7%	4.1%	2.6%
White/ Black African	309	276	268	84.8%	83.3%	94.0%	85.5%	87.8%	88.1%	72.5%	73.2%	82.8%
	GAP			0.4%	6.8%	1.7%	5.2%	3.1%	3.3%	4.0%	8.8%	1.5%
White/Asian	128	126	106	78.9%	86.5%	89.6%	90.1%	87.2%	90.5%	71.1%	75.4%	81.1%
	GAP			5.5%	3.7%	2.7%	0.6%	3.8%	0.9%	5.4%	6.6%	3.2%
White/Black Caribbean	387	547	489	79.1%	80.4%	85.9%	85.0%	88.4%	88.8%	67.2%	71.1%	76.3%
	GAP			5.3%	9.7%	6.4%	5.7%	2.5%	2.6%	9.3%	10.9%	8.1%
Other	1,091	938	879	83.5%	89.6%	92.2%	82.9%	90.5%	90.6%	69.2%	81.0%	83.5%
	GAP			0.9%	0.6%	0.1%	7.8%	0.5%	0.8%	7.3%	1.0%	0.8%
Not Provided	545	133	131	80.7%	79.7%	90.8%	76.8%	81.1%	95.0%	62.0%	64.7%	86.3%



Classroom Student Success by group (*unfinalised success data at 13th Sept 2013, key/functional skills excluded)

Sexual Orientation	Starts	Retention	Achievement	Success
Heterosexual	10,001	93.3%	90.6%	84.5%
Preferred not to say	4,793	93.1%	90.4%	84.2%
Bisexual	148	93.9%	87.1%	81.8%
Unknown	92	18.5%	82.4%	15.2%
Gay Man	74	83.8%	85.5%	71.6%
Lesbian	33	90.9%	83.3%	75.8%
All	15,141	92.7%	90.5%	83.9%

Faith	Starts	Retention	Achievement	Success
Christian	7,776	94.1%	90.5%	85.2%
None/Atheist	3,776	92.2%	91.6%	84.5%
Muslim	2,291	93.0%	87.7%	81.5%
Unknown	689	78.1%	92.0%	71.8%
Other	609	93.4%	91.6%	85.6%
All	15,141	92.7%	90.5%	83.9%

What this staff and student information tells us

The College is a very large and diverse organisation which is located in Lewisham and Southwark but draws staff and students from across London and beyond. We collect and report information on staff and students by age, faith and belief, ethnicity, disability, gender and sexual orientation. For both staff and students there are some significant gaps in disclosure rates for some protected characteristics. Work needs to be done to improve disclosure rates across all protected characteristics so that we are able to gather comprehensive information on which to identify equality gaps and base future objectives.

Staff

Disclosure rates need to be improved across all protected characteristics apart from age and gender. At 3%, there is a very low disclosure rate for disability in comparison with the local population and there are also significant numbers of staff who have not disclosed whether they have a disability or not. The proportion of staff who disclose as BME is lower than that of the local population and there is an 18% non-disclosure rate. The proportion of staff who disclose that they are LGB is 3% which is higher than that reported nationally at 1.5% (local rates are not known). Christianity and Islam predominate among those who disclose a faith. Four fifths of staff are aged 31-60 and the proportion of female to male staff is higher than that of the local population (Southwark and Lewisham).

The proportion of white staff in management roles exceeds that for those who disclose as white, whereas the proportion of females at all levels is broadly in line with the total proportion of female staff. There is a larger proportion of staff who disclose as LGB in middle management than at any other level and none in senior management. Twice the percentage of staff aged 51-60 are in senior management than the percentage of staff of this age in the College and there fewer staff age 31-40 in management roles than their proportion of the College population. There are no staff who have disclosed a disability in management roles and there are no staff who disclose a faith other than Christian in senior management roles.

Female staff predominate in traditionally female occupational areas including administration and support and men predominate in traditionally male occupational areas

Students

The disclosure rate for students is higher than that for staff across all protected characteristics. Three quarters of learners are adults (19+) and the proportion of male and female students is broadly equal. At nearly 60% the proportion of BME students exceeds that of the local population by nearly 15% and is higher than the proportion of staff who disclose as BME by over 25%. 1.7% of learners disclose as LGB, broadly in line with the national rate, but 38% of students did not disclose their sexual orientation. The percentage of Muslim students exceeds that of Muslim staff 8%.

Success rates have improved for all learner groups over the last three years and equality gaps have narrowed*. However, there are some groups of learners whose success is significantly below that of other groups. Arab, White/Black Caribbean and Bangladeshi learners' success rates are up to 10% lower than those for other ethnic groups and Muslim learners' success rates are 4% lower than other disclosed faiths. Success rates for LGB learners are up to 15% lower than for other groups.

*success rate data by faith and sexual orientation is only available from 12/13 onwards.

Our Equality Objectives and how we decided on them

Our aspiration

Lewisham Southwark College's strategic plan outlines the ambition and direction of the College 2013-16. The Plan has been developed from analysis of government policy, community and employer need.

In three years' time, we intend that Lewisham Southwark College will be a college:

- which is **inclusive** and firmly rooted in and meeting the needs of its **local** communities of south east London
- whose offer, support and modes of delivery are driven by **employers** to help people into **work** and to thrive in work
- which becomes the **first choice** attracting students from **across London** and the south east
- which is **enterprising, resilient, innovative** and, able to move swiftly and successfully into new areas of work
- which **specialises** in what is excellent and always leads to employment or Higher Education
- which is of consistently **good or outstanding quality** in all areas especially in teaching and learning
- attracting, supporting and developing the very best **staff** to meet our high expectations, recognising their achievement
- which is **efficient**; ensuring the maximum resource is concentrated on students and their success and **viable**; able to withstand the financial pressures of the next three years
- increasingly providing **outstanding facilities** to its students
- working effectively and productively with **partners, employers and other stakeholders** and **accountable** to them

In order to achieve these strategic objectives we need to ensure that we provide a curriculum and support offer that meets the needs of local communities and employers and which delivers excellent quality for all. Our equality objectives have been devised to address current equality gaps and support the College to achieve these strategic objectives

The specific equality objectives we have chosen have been derived from a rigorous analysis of:

- staff data including the disclosure of personal information, recruitment, internal promotion, changing profile of staff and mapping of staff profile against student population and London and sector profile
- student data including learner profile, disclosure of personal information and success rates
- feedback from staff and students – by protected characteristic - on their experience at the College and on what the College does well and could do better
- identified equality gaps and areas for development from staff and student profile data

Our Equality and Diversity Objectives

Staff

Improve the recruitment levels of and promotion opportunities for people with a disability

- Increase the proportion of applicants with a disability from 3.4% to 8% through effective promotion of the guaranteed interview scheme, promotion of our inclusiveness as a college and our commitment to supporting staff with aids and adaptations.
- Increase the representation of disabled people at CMT level from 0 to 2%.
- Review our approach in casework - where 6% of staff being managed under the Sickness Absence Policy report a disability.
- Implement our advertising and succession planning strategies.

Improve the recruitment levels of and promotion opportunities for BME staff

- Increase the conversion rate of BME applicants to new starters from 28% to 35%
- Increase the percentage of promotions of BME staff from 50 to 55%.
- Increase the percentage of applications from Asian candidates from 11 to 15%.
- Increase the percentage of promotions of Asian staff from 0 to 5%.
- Implement our advertising and succession planning strategies.

Ensure that the advancement of equality and the elimination of discrimination and harassment is embedded through all College policies and procedures

- Review and revise all policies at the agreed renewal date through the equality champions as well as the Union reps.
- Ensure all College staff and VTs complete the online equalities training package within their first month of employment / working at the College.
- Have no cases of discrimination or bullying on grounds of a protected characteristic brought against the College over the next 4 years.
- Deliver training/refresher training to all recruiting managers, audit recruitment practice and increase levels of learner engagement in senior management recruitment.
- Increase the positive disclosure rate to a minimum of 90% across all protected characteristics over 4 years
- Raise awareness and understanding of trans equality through the delivery of training to all staff on trans equality/gender reassignment by Dec 2014

Students

Address gender imbalances in recruitment of learners across curriculum areas

- Attract 10% more female 16-18 learners over the next two years by developing recruitment and curriculum plans that meet needs and interest, and challenge stereotypes.
- Revise the curriculum offer in construction in order to increase the recruitment of women onto construction and engineering courses by 2% over the next 4 years

Ensure that equality and diversity are embedded within teaching learning and assessment

- Good practice evidenced in 90% of lesson observations and planning documents.
- Develop systems that enable the analysis of attendance patterns and progress for different groups of learners by 2014.
- All curriculum areas will devise and deliver at least one activity for each equality event every year for the next 4 years

Improve success rates for all groups of learners to well above national averages and take positive action to reduce and close any equality gaps

- Agree specific targets and interventions each year for different ethnic groups across the College and written curriculum areas where performance is below the national average and gaps exist
- Reduce the gaps in success rates for lesbian and gay learners by 5% over the next two years through a range of interventions
- Eliminate the gaps in success rates for learners with emotional, behavioural and mental health difficulties in the next two years through well targeted support and intervention
- Reduce the gaps in success rates for learners who are dyslexic to within 1% within the next two years, through improved disclosure, earlier diagnosis and timely support arrangements

How we will achieve our objectives and review progress

The Equality Delivery and Monitoring Structure

In the preparation of this SES, we have reviewed and revised our equality delivery and monitoring structures to improve learner and staff participation and senior management accountability for the achievement of the equality objectives. Specific roles and responsibilities are as follows:

Governing Body will:

- approve the College's Single Equality Scheme (SES)
- receive an annual report on the implementation of the Single Equality Scheme and progress toward achievement of the Equality Objectives.
- approve and propose changes to the Single Equality Scheme
- appoint a Lead Governor for equality and diversity who liaises with the Equality Task Group on equality matters.

Quality Committee will:

- receive and interrogate termly reports from the Equality Task Group on the implementation of the Single Equality Scheme, progress toward the achievement of Equality Objectives, training, other equality and diversity activities and changes to equality legislation/policy.

Senior Leadership Team (SLT) will:

- receive and interrogate twice termly reports from the Equality Task Group on implementation of the SES and progress towards achievements
- agree and oversee action to address areas for concern or development in the College's equality practice
- discuss and agree any proposed changes to the objectives or Single Equality Scheme
- ensure college compliance with obligations under the Single Equality Duty to publish information.

Equality Task Group

This group will have responsibility for overseeing and leading on the direction and delivery of equality and diversity in the College. Its membership includes: Assistant Principal Quality and Improvement, Director of HR, four Equality Champions – one from each campus and other stakeholders – staff, students and external stakeholders as appropriate. It will:

- ensure implementation of SES and achievement of equality objectives
- report to SLT, Quality Committee and Governing Body on equality practice and implementation of SES
- formulate proposals for future action and changes to the SES/Equality Objectives
- inform the governors, college managers and champions of changes to policy/legislation
- address any concerns in relation to equality practice in the College
- inspection preparation/ensuring outcomes of inspection relating to equality and diversity are acted upon
- set and monitor the equality budget
- liaise with the lead governor equality and diversity and specific equality groups e.g. LGBT staff and student networks
- prepare and publish information as required under Single Equality Duty

Equality Forum

The Equality Forum will be responsible for devising the annual equality action plan and drawing on appropriate expertise and resources. Its membership includes: the Assistant Principal Learner and Community Development, Assistant Principal Quality and Improvement, Director of HR,*10 Equality Champions who, collectively, have knowledge, expertise and/or personal experience of all the protected characteristics, students and other stakeholders as required. It will:

- drive the development and delivery of the annual action plan in line with the 4 year objectives
- harness the opinions, expertise and experience of a broad range of stakeholders, including students
- identify resources internally and externally, appropriate to deliver the plan/priorities
- raise and discuss concerns about the College's equality practice

Role and Responsibilities of Champions

Equality champions will be volunteers from across the college who are passionate about and actively contribute to the development and delivery of best practice in equality in the College. In order to support equality champions to fulfil their role, and recognise their contribution, they will receive:

- annual training on equality and diversity
- coaching training

Annual Action Plans – derived from Equality Objectives

There will be an annual action plan for the achievement of the staff and student equality objectives which will outline the action required by whom to achieve the objective within the specified timescale.

Learner Involvement

Learners will be actively involved in contributing to the development and monitoring of the Single Equality Scheme through:

- departmental and College student fora
- participation in the Equality Forum
- participation in equality events e.g. Black and LGBT History Month celebrations
- student surveys
- complaints procedure and incident reporting
- Hate Crime reporting

Training for Staff

All staff are required to complete the online equality training package as part of their induction and undertake appropriate additional training as required by their line manager and/or to support the achievement of the College's equality objectives.

Publication of annual report on progress and equality information

Each year, in accordance with the specific equality duty and the College's accountability framework, the College will publish a report on progress toward the achievement of equality objectives and information on the staff and student profiles.

Appendices:

Glossary (definitions are from the Equality and Human Rights Commission)

Word/Phrase	Meaning
Age	This refers to a person belonging to a particular age group, which can mean people of the same age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds, or people over 50).
Alternative Format	Media formats which are accessible to disabled people with specific impairments, for example Braille, audio description, subtitles and Easy Read
Anticipatory Duty	For service providers, the duty to make reasonable adjustments is anticipatory; within reason, it is owed to all potential disabled customers and not just to those who are known to the service provider.
Disability	A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Equality Impact Assessment	An equality impact assessment (EIA) is a tool that helps public authorities make sure their policies, and the ways they carry out their functions, do what they are intended to do and for everybody. EIAs help public authorities meet the requirements of the equality duty and identify active steps they can take to promote equality. Carrying out an EIA involves systematically assessing the likely (or actual) effects of policies on people with different protected characteristics. This includes looking for opportunities to promote equality that have previously been missed or could be better used, as well as negative or adverse impacts that can be removed or mitigated, where possible. If any negative or adverse impacts amount to unlawful discrimination, they must be removed.
Gender Reassignment	The process of changing or transitioning from one gender to another
Marriage and Civil Partnership	Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated no less favourably than married couples.
Monitoring	Monitoring for equality data to check if people with protected characteristics are participating and being treated equally. For example, monitoring the representation of women, or disabled people, in the workforce or at senior levels within organisations.
Pregnancy and Maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding
Protected characteristics	These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Public Sector Equality Duty	The duty on a public authority when carrying out its functions to have due regard to the need to eliminate unlawful discrimination and harassment, foster good relations and advance equality of opportunity
Race	Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, nationality (including citizenship) ethnic or national origins.
Religion or belief	Religion has the meaning usually given to it but belief includes

	religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Sex	This is a protected characteristic. It refers to whether a person is a man or a woman (of any age).
Sexual Orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes
Transsexual person	Refers to a person who has the protected characteristic of gender reassignment. This may be a woman who has transitioned or is transitioning to be a man, or a man who has transitioned or is transitioning to be a woman. The law does not require a person to undergo a medical procedure to be recognised as a transsexual,

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Equality and Human Rights Commission for information for the glossary.