SINGLE EQUALITY SCHEME

Description:	Sets out the College's commitment to Equality, Diversity and Inclusion
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Date agreed at Governors:	

Foreword

Richard Taunton Sixth Form College is fully committed to promoting equality and diversity regardless of disability, gender, race, age, religion and belief, sexual orientation, part-time workers, fixed term workers, flexible working and working time.

This Scheme sets out our commitment to taking Equality and Human Rights into account in everything we do whether that's providing services, employing people, developing policies, communicating, consulting or involving people in our work.

This Scheme provides a clear picture of the significant targets we have set in relation to Equality and Human Rights. It is a long-term commitment driven by the Equality Act 2010, and by the needs and wishes of our students, staff and local communities. Moreover, it accords with our responsibilities under The Counter Terrorism and Security Act 2015 including our duty under Prevent. For that reason, much of the work will be ongoing. Our Senior Management Team and Governors commit to monitoring our progress and reporting regularly and openly on the developments in this Scheme.

Making sure the action plan in our Single Equality Scheme is implemented is the responsibility of everyone within our organisation. This has to be planned and supported in an effective way so that everyone concerned can play their part in turning this Scheme into reality.

We look forward to the work ahead, facing the challenges, and meeting the actions we have set ourselves.

Liz Lee
Head of College
September 2018

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1.0 Purpose

1.1 Richard Taunton Sixth Form College recognises the duties placed upon it by the Equality Act 2010 that equality is about treating individuals fairly, to promote equality and eliminate discrimination and harassment. It understands that diversity is about recognising and valuing differences for the benefit of relationships between the College, students, staff and the public. The College acknowledges this is about treating everyone with dignity and respect and expresses its opposition to all forms of harassment and inequality in society which result from age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

1.2 Overarching all our aims, objectives and actions towards addressing inequality and promoting diversity is valuing everyone's Human Rights.

1.3 The College has introduced a Single Equality Scheme (SES) to develop an overall view of equality, diversity and human rights. The SES is a public commitment of how we meet the duties placed upon us by the Equality Act 2010.

1.4 The aim of this Single Equality Scheme is to give us a coherent integrated framework for action across all equality strands within the context of the mission, vision and values of the College:

Passionate about Learning, Achieving Success

Our Mission
To raise the aspirations and achievements of students of all ages and abilities by providing outstanding education.

Our Vision
- We will be a centre of excellence for Sixth Form education in our locality, inspiring young people to be the best that they can be so that they have the best chance of success in adult life.

- We will be a vibrant, friendly and welcoming community, open and accessible to all, a beacon for the promotion of equality and celebration of diversity.

- We will provide a safe, exciting, challenging and sustainable educational environment which will be an example of the very best for others to follow.

- Students at Richard Taunton Sixth Form College will be passionate about learning, and will carry this commitment forward into the rest of their lives.

Our Values
As a learning community, we:

- are passionate about learning
- believe in the power of education to transform lives
- refuse to collude with low expectation
- operate in a culture of mutual trust and integrity, where students and staff are safe and valued.
- go the extra mile to give each individual student every opportunity to succeed
- value what students have to say
- invest in our staff and have high expectations of each other
- value and respect diversity, champion inclusion and believe that an international dimension enriches

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2.0 Scope

2.1 The needs and aspirations of our students and staff will vary according to individual circumstances, and we recognise that choices relating to education and employment with us must not be affected by race, disability, gender, age, religion or belief, socio-economic class or by sexual orientation. The diversity of our student body and workforce enriches us all, and allows us to deliver the best services possible.

2.2 The College's Single Equality Scheme not only ensures compliance with its statutory duties to promote race, disability and gender equality and eliminate discrimination and harassment under Equality Act 2010. This policy will provide a framework which aims to protect against discrimination and harassment and ensure equality of opportunity and treatments of people who share a protected characteristic and those who do not. In addition, it also seeks to ensure fair practices in relation to the employment of part-time workers and fixed term workers and flexible working and working time.

2.3 It will also ensure that the provision of education and employment opportunities are inclusive, accessible, student and staff friendly and will help to develop an organisational culture which is based upon positive attitudes and knowledge to increase our understanding of the specific needs of our students, employees and local communities.

3.0 Other Related Policies.

3.1 Equality, Diversity and Inclusion is an integral part of our organisational culture, and underpins everything that we do as an employer and education provider. As such, the principles within the Single Equality Scheme link in with, and can be used in conjunction with, all College policies and procedures including:

- Equal Opportunities Policy
- Admissions Policy
- Safer Recruitment Policy
- Health and Safety Policy
- Disciplinary and Grievance Policy
- Code of Practice
- Child Protection Policy
- Pay Policy
- Staff leave of Absence Policies
- Statement on the recruitment and training of disabled people
- Bullying and harassment in the workplace

4.0 General Equality Duty

4.1 As a public authority, we recognise that we have general and specific duties place upon it by the Equality Act 2010 and this Single Equality Scheme to promote equal opportunities. This policy sets out the College's commitment to meeting the general duty to:
- **Eliminate** unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- **Advance** equality of opportunity between people who share a protected characteristic and people who do not share it, and
- **Foster** good relations between people who share a protected characteristic and people who do not share it

5.0 Responsibilities

5.1 Everyone within the College has ownership and responsibility for equality, diversity and inclusion and our Single Equality Scheme**.** They have a responsibility for ensuring that they are aware of the College's statutory duties in relation to the promotion of equality and anti-discrimination legislation and support the College in advancing equality of opportunity, eliminating unlawful discrimination, harassment and victimization and fostering good relations between people who share protected characteristics and those who do not.

5.2 The Corporation is fully committed to promoting equality and diversity. They have responsibility for ensuring that the College has a Single Equality Scheme in place and that it is communicated to all students, staff and the public through appropriate media, and for ensuring that it complies with the Equality Act 2010 and other anti-discrimination legislation including The Counter Terrorism and Security Act. The Corporation will ensure that it is posted on the College's external website and that we welcome any comments from the public or our staff.

5.3 The Deputy Principal leads on equality, diversity and inclusion and has overall responsibility for the Single Equality Scheme and its review.

5.4 The Equality, Diversity and Inclusion Group (EDI Group) has responsibility for ensuring there is involvement at all levels appropriate to the work and action that underpins a robust Single Equality Scheme including monitoring and reviewing the associated action plan.

5.5 All staff and managers are responsible for raising awareness of the need to promote a positive attitude towards equality of opportunity and individual needs.

5.6 All students are responsible for ensuring that they behave with respect to all members of the College, adhere to the expectations set out in the College Equality policies and that they do not encourage prejudice or discrimination.

6.0 Objectives

6.1 Richard Taunton Sixth Form College aims to be a leading organisation for promoting equality and diversity. We believe that any modern organisation has to reflect all the communities and people it serves, in both service delivery and employment, and tackle all forms of discrimination. We must demonstrate how we will promote equality of opportunity and address the inequality, disadvantage and discrimination that people may face during their lives.

6.2 The College has a legal duty to ensure that, wherever possible, all people can use or receive our services to the same standards regardless of race, disability, gender, age, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

6.3 As an employer we have had a legal duty to ensure that all people have equality of opportunity to be considered for employment, training and promotion.

6.4 The College has made a commitment to valuing diversity and achieving equality. We aim to ensure that Richard Taunton Sixth Form College has a culture of fairness, equality, and respect for diversity that is evident to everyone.

6.5 In carrying out our functions as an employer and education provider, Richard Taunton Sixth Form College and its staff are responsible to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics

- Take steps to meet the needs of people from protected groups where these are different from the needs of other people

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

6.6 We will commit to:

- Supporting and respecting everyone's human rights as a fundamental basis for our work with people.

- Treating all people with dignity and respect and to appreciate and celebrate the diversity of our students, staff and local communities.

- Finding creative, sustainable ways of improving equality and increasing diversity.

- Working with our students and staff towards achieving equality.

- Learning from what we do – both from what we do well and from where we can improve.

- Using everyday language in our work on equality and diversity.

- Working together to challenge discrimination in all its forms and tackle barriers to equality against anyone working or studying at Richard Taunton Sixth Form College.

- Making sure that equality issues are integral to the mainstream of all strategic and policy development and day-to-day practice.

- Providing equal access to services by carrying out reviews where appropriate and equality impact assessments in order to deliver better, improved access and appropriate services for *all* our students, staff and other stakeholders, taking into account individual needs.

- Seeking to reduce educational inequalities and improve educational outcomes for all students.

- Improving staff and student awareness and understanding of these issues.

6.7 The College will consult with and involve key stakeholders within the local community in reviewing its Single Equality Scheme and supporting action plan.

7.0 Implementing SES Action Plan (Appendix B)

7.1 In order to demonstrate our commitment to equality and diversity, Richard Taunton Sixth Form College has produced an action plan, which incorporates all the strands of diversity (Race, Gender, Age, Disability, Religion or Belief, Sexual Orientation, Transgender). This action plan can be found at Appendix B of this policy.

8. Communication Plan

8.1 Communication

Stage 1

- Draft Single Equality Scheme will go to the Extended Leadership Team (ELT) and the Corporation for approval before inviting public consultation.
- Internal consultation with the Joint Staff Consultative Group (JSCG) and the EDI Group (including student members).
- Publish on the College external website and invite public to respond.

Stage 2

- Launch at full staff meeting with communication via weekly staff bulletin.
- Publish on the College VLE (Moodle).
- Heads of Faculty for Staff Welfare and Well-being (ARA) and Staff Development (PSW) to incorporate awareness training into the CPD programme.

8.2 Education

- Equality, Diversity and Inclusion awareness training will be part of the annual staff development plan for all College staff.
- Equality, Diversity and Inclusion awareness will be part of the student tutorial programme.
- All new staff will receive Equality, Diversity and Inclusion awareness training as part of their induction.

8.3 Promoting and Celebrating

- Continuing to celebrate the diversity of our students and staff in publications and activities
- Publicising annually our progress on the actions and targets that we have set

9.0 Monitoring and Compliance

9.1 The College Equal Opportunities Group will be responsible for monitoring the SES and its associated action plan. This group will be chaired by the Head of Faculty (Staff Welfare and Well-being) who holds overall responsibility for the SES and delivery of the action plan.
9.2 The Head of Faculty (Staff Welfare and Well-being) will deliver regular updates to ELT and the Local Governing Board.

9.3 The HR Manager will deliver the annual staff diversity report to ELTT, JSCG, EDI Group and the Corporation.

9.4 The Deputy Principal will deliver the annual student diversity report to SMT, EDI Group and the Corporation.

10.0 Impact assessment, reviewing and evaluating the Scheme

10.1 We have statutory duties to monitor our policies, procedures and qualitative and quantitative data for any adverse and differential impact on groups by race, disability or gender. The aim of the impact assessment process is to evaluate whether we are meeting our legal duties, and to review the impact of actions that we have implemented in respect of these duties. The process will include a rolling programme of policy and practice review, alongside regular analysis of qualitative and quantitative data. Appendix C provides a full list of College policies and procedures including the member of staff responsible for the document.   The Senior Management Team will have overall responsibility for ensuring that regular equality impact assessments are carried out in line with the Equality Impact Assessment Toolkit in Appendix D.

10.2 Progress towards meeting our commitments detailed in the Equality Action Plan will be reviewed and updated annually and reported to the Governing body via the Students, Standards and Quality Improvement Committee. The review process will include extensive consultation and involvement to ensure that the views of different groups are incorporated. We are constantly seeking to engage effectively with groups of people who might be affected by the Scheme, and will continue to try and find ways to include the views of groups that are either hard to reach or not currently engaged through our established methods.

Appendix A: Legislative context

The development of our Single Equality Scheme takes account of provisions within the law and other legislation including the Equality Act 2010 (the Public Sector Equality Duty) as well as The Counter Terrorism and Security Act 2015.

These laws impose positive duties on all public bodies to promote race, disability and gender equality and challenge discrimination in everything that we do. The general duties for each are outlined below, and the specific duties are explained in the individual equality schemes.

Under the Public Sector Equality Duty a public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and
(b) promote understanding.

The relevant protected characteristics are—
- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

These laws do not have positive duties to *promote* equality associated with them but they do apply to employment and the provision of further education. We must therefore ensure that we are not discriminating on any of these grounds.

Appendix B: Single Equality Scheme Action Plan 2018

1. **Actions to Advance Equality of Opportunity for Students, Community Users and Visitors**

	Aims	Actions	Lead	Deadline	Review of Impact and Further Actions
1.1	All College publicity materials to reflect commitment Equality, Diversity and Inclusion and promote access for all.	• Review all marketing and promotional materials to reflect commitment to Equality, Diversity and Inclusion • Clear and specific references to support for students identified as LBGT.	ABA ARA	September 2018 September 2018	
1.2	Enrolment should reflect general make up of young people in Southampton community	• Review enrolments by gender, disability, race, sexual orientation, post code and GCSE at whole college, course and class level (for 16-18 and 19+ students).	LLE	October 2018	
1.3	Ensure all students are supported to access, and remain in, college and complete their courses.	• Analysis of student retention by gender, disability, race, sexual orientation, post code, previous school and GCSE • Analysis of student participation in enrichment activities • Review delivery of support programmes and analyse student participation in these.	PSW HGR MOB	August 2018 September 2018 September 2018	In progress – will be reported in the SAR In progress – will be reported in the SAR In progress – will be reported in the SAR
1.4	Student achievement is consistent across all groups, at or above national benchmarks and with positive value added in line with college targets.	• Analysis of student achievement by gender, disability, race, sexual orientation, post code and GCSE at whole college, course and class level (for 16-18 and 19+ students).	LLE	September 2018	In progress – will be reported in the SAR
1.5	Progression in-College and to HE (or apprenticeship) is good and consistent across all groups.	• Analysis of in-College progress by gender, disability, race, sexual orientation, post code and GCSE	PSW	September 2018	In progress – will be reported in the SAR

		• Analysis of progression HE/Apprenticeships by gender, disability, race, sexual orientation, post code and GCSE	PSW	September 2018	In progress – will be reported in the SAR
1.5	Communication with students and community users is regular and effective	• All IAG accessible and available via Moodle/Website. • Students continue to be members of and regularly attend EDI Group meetings. • Tutor programme includes EDI activities	ABA LLE MOB	October 2018 February 2018 September 2018	
1.6	Feedback from students and community users is collected regularly and is effective in dealing with negative aspects of EDI.	• EDI included in course and support staff surveys	ARA	June 2019	
1.7	Annual review of student levels by gender, ethnicity, age and disability	• Student profile reflects local community in terms of gender, ethnicity and disability • Publication of student profile on College website	LLE LLE	October 2018 October 2018	
1.8	Celebration of diversity events held throughout the year	• Plan for 2018/19 EDI events in place.	EDI group	November 2018	
1.9	Site is accessible to staff, students, community users and visitors with impaired mobility, sensory impairment and learning disability.	• Annual check on accessibility of site.	GKI	September 2018	

2. Actions to Ensure Discrimination is Challenged for Students, Community Users and Visitors

2.1	Students know where to go to get information and or advice on EDI matters.	• EDI guidelines published for students, staff and visitors. • EDI leaflet given to all students and staff members and activities planned for Prep	LLE MOB	September 2018 September 2018	Guide circulated to students. Staff and visitor guide in progress

2.2	Students and community users feel safe and valued	• Behaviour Management includes reference to and strategies for dealing with discrimination • EDI leaflet given to community users • Students are consulted and their involvement encouraged in issues that affect them	MOB LWA MSA/TSU	September 2018 September2018 October 2018
2.3	In-College resources and displays promote and celebrate difference, and challenge discrimination	• Review SOW to ensure EDI embedded throughout • Review public areas and notice boards throughout college and update displays to reflect EDI principles	HOFS EDI group	October 2018 January 2019
2.4	Annual analysis of students' complaints including harassment and bullying, to SMT by gender, ethnicity, and disability.	• Complaints and grievances are resolved quickly and effectively to allow students feel safe and valued.	LLE/JOR	July 2019

3. Actions to Ensure Good Relations are Fostered for Students, Community Users and Visitors

3.1	Parents are readily and regularly engaged with and have the means to offer feedback.	• Parents' email addresses obtained at enrolment. • Parents informed of students' progress every half term and offered opportunity to attend Tutor Review on termly basis	MOB PSW	September 2018 October 2018
3.2	Students understanding and experience of other cultures is encouraged and facilitated.	• Plan EDI events to be held. • Review SOW to ensure EDI embedded throughout	EDI group HOFS	November 2018 September 2018
3.3	Raise awareness of RTSFC events in wider community	• Advertise EDI events through website and social media.	ABA	September 2018

4. Actions to Advance Equality of Opportunity for Staff, Governors and Partners

4.1	Annual review of staffing levels by gender, ethnicity, age and disability	• Staffing profile includes an appropriate balance by gender, age, ethnicity and disability • Publication of profile on College website	LCA/AMO LCA/ABA	October 2018 October 2018
4.2	Review of current staffing by gender, age, ethnicity and disability in relation to f/t and p/t status and salaries. Review of staff training by gender, age, ethnicity, disability and contract.	• Barriers to career progression related to equality issues are identified and addressed.	LCA	October 2018
4.3	Review existing information held in relation to staff with disabilities through staff surveys.	• To gain up to date information on staff with recognised disabilities and to ensure that the correct support is in place for each individual.	LCA	September 2018
4.4	Equal Opportunities and Child Protection training built into induction for all staff and governors. Equal Opportunities and CP training repeated annually.	• All staff and governors are aware of their responsibilities in relation to the Equality Act and Duties. To promote positive attitudes towards equality.	AHU LCA AMC	October 2018
4.5	Annual analysis of complaints and grievances, including harassment and bullying, to SMT by gender, ethnicity, disability and age.	• Complaints and grievances are resolved quickly and effectively to allow staff feel safe and valued.	LCA/LLE	July 2019

5. Actions to Ensure Discrimination is Challenged for Staff, Governors and Partners

5.1	Following consultation and engagement with public, the draft SES will be amended and presented to the Corporation for approval	• Complying with general and specific duties under the Race Relations, Disability Discrimination, Sex Discrimination and Equal Pay Acts and legislative obligations in relation to sexual orientation, religion and belief and age under current equality	LLE	November 2018

		legislation the SES is continually improved and strengthened and the Corporation and all key stakeholders are fully engaged with the process		
6.	**Actions to Ensure Good Relations are Fostered for Staff, Governors and Partners**			
6.1	Continue to ensure policies, procedures and services are assessed for Equality Impact on a minimum 3 yearly basis	Any areas of potential negative impact can be identified and addressed and areas of positive impact can be further promoted	LLE/LCA	Annual Update required
6.2	Identify and establish effective mechanisms for regular and ongoing consultation of impact assessments	Put in place a plan for impact assessments on all policies when they are updated.	EDI Group	October 2018
6.3	The College must demonstrate that it works in partnership with stakeholders in regards to actively promoting equality of opportunity	Continued attendance at Wessex group EO Group meetings. Continued attendance at SCC Prevent Working Group meetings.	ARA LLE	December 2018 December 2018
6.4	When procuring works, goods or services from other organisations the College will have due regard to whether it would be appropriate for the award criteria for that contract to include considerations to help meet the general duty.	To ensure external partners including providers and contractors share our commitment to promoting equality of opportunity and challenging discrimination.	ELT	Reviewed with each contract.

Equality Impact Assessments Guide

September 2016

About this resource
This guide has been written to support staff to understand and undertake equality impact assessments. It provides a way to assess the potential impact of a policy or practice on groups of students or people within our college community who may experience disadvantage. The guide is intended for use by senior managers, governing bodies and college staff who have responsibility for undertaking equality impact assessments.

What is an equality impact assessment ?
To enable everyone within our college community to be treated fairly and equitably sometimes we have to treat them differently. In order to identify how best to do this we have to think ahead and predict how to best serve the needs of the different groups within our college community.

It involves predicting and assessing what the implications of a policy or practice will be on a wide range of individuals with different and varied needs within our college community and trying to ensure they are not disadvantaged by it.

Our college community covers any person who is likely to use our college. This means students, parents, carers, staff, governors, volunteers and also visitors. It also covers anticipating the needs of possible future members of our community.

What is meant by 'impact'?
Two possible impacts are considered as part of the process:

1. A negative or adverse impact
This is an impact which could disadvantage one or more groups. The disadvantage which is highlighted may be greater on one group than it is on another group.

In some cases the disadvantage may be unavoidable – such as the reorganisation of a service to save money. The impact assessment provides the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

2. A positive impact
This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and colleges.

Why should we undertake equality impact assessments?
Undertaking impact assessments is a legal requirement under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including colleges and colleges, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of colleges service users would include students, staff, parents, carers, governors, volunteers and visitors – anybody within our college community.

In reality this means taking into account of the needs of our college community in the development and review of any college policies and practices which are likely to affect them.

What should be equality impact assessed?

College policies or practices which are likely to affect anyone within our college community need to be assessed. This is not only written policies but also practices and customary ways of doing things, even if they are not written down (eg arrangements for parent consultation events, arrangements for extra-curricular activities).

In accordance with legislative requirements, an impact assessment must be carried out on all policies and practices whether they are existing, being changed or are being proposed. It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

What equality strands/groups should be covered by impact assessments?
Some groups may experience disadvantage, whether intentional or not as a result of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into six groups:
- race
- disability
- gender (including people who identify as transgender)
- age
- religion and belief
- sexual orientation.

Who is responsible for carrying out equality impact assessments?
The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an impact assessment is undertaken. The assessment may be done in conjunction with or by a person who knows that particular area of work.

To ensure ownership at the most senior level all impact assessments should be signed off by a member of the senior management team and a member of the governing body.

When should policies be equality impact assessed?
All existing policies and practices should be reviewed on a three year rolling programme. It can be done in conjunction with the three year cycle of the SES.

What happens as a result of an impact assessment?
If any potential adverse impact is identified then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of impact assessments can be used to set equality objectives leading to improvement in services and practices. These should be placed within the equality action plan(s), as required.

Where can I obtain further information?
Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DCSF website: www.dcsf.gov.uk/des/.

Do we need to undertake an impact assessment? - The relevance test
If we are unsure whether our policy or practice needs to be equality impact assessed take this simple relevance test:

The Relevance Test

Which members of the college community are likely to be affected by the policy or practice?

☐ Students ☐ Parents and carers ☐ Staff

☐ Governors ☐ College volunteers ☐ Visitors

☐ Wider college community

☐ Other - please list _____

If a tick is placed in any of the boxes above an equality impact assessment is required

☐ Not relevant to members of the college community ⇨ equality impact assessment not required

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Decide what the Equality Impact Assessments will cover:
As a minimum impact assessments should consider race, disability and gender. This means taking into account the needs of:
- Black and Minority Ethnic children and people, including Gypsies/Travellers, refugees and asylum seekers
- disabled children and people
- women and men, girls and boys and people who identify as transgender.

It may be extended to include age, religion or belief and sexual orientation as a way of ensuring that we are considering the needs of all children or people within our college community. This means taking into account the needs of:
- children and people from different faiths and religious backgrounds and those with no belief or religion
- middle aged and older people
- children and young people and
- heterosexual, lesbian, gay, and bisexual people.

Things to consider as part of the assessment:
Listed below are factors which may be considered as part of the process. Not all factors will be relevant to each policy or practice and the list is not exhaustive.
- Physical access to and the physical environment access within a specific location.
- Communications access (the use of colour, language, audio description, font size, whether alternatives are offered, use of plain English and symbols or pictures, tactile signage and buttons).
- Inclusive language and imagery which reflects diversity and reduces stereotyping.
- Cultural factors such as religious beliefs, social customs, dress codes, dietary requirements and naming conventions.

- Domestic commitments including family and care responsibilities, availability of flexible working arrangements.
- Ability to use public transport or having access to own car.
- Economic disadvantage.
- Awareness of and attitudes towards diversity issues amongst students, staff, governors, parents and carers, volunteers and visitors.

Equality Impact Assessment Form
(Covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

2. Aim(s) of the policy or practice being assessed:

3. Type of policy or practice being assessed:

☐   Existing

☐   Proposed

4. Department and/or name of person responsible for the policy or practice:

5. Which members of the college community are affected/likely to be affected by the policy or practice?

☐   Students

☐   Staff

☐   Parents and carers

☐   Governors

☐   College volunteers

☐   Visitors to the college

☐   Wider college community

☐   Other – (please list)_____

☐   Not relevant to members of our college community ⇨ **Process Ends** ⇨ equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence

6. Is there currently a collection or a plan to collect any data or information to monitor the impact of the policy or practice on members of the college community (as listed in Q5)?

Tick all that apply:

☐   KPIs or targets

☐   People profiles – e.g. students, staff, governors, visitors, wider college community

☐   User satisfaction methods – e.g. from students, parents and carers, staff, governors, visitors, wider college community

☐   Consultation methodologies, e.g. sampling of policies using students, parents and governor forums, 1-to-1 meetings with people from diverse groups

☐   Collating complaints and compliments

☐   Other – (please list)_____

7. Is the data collected (or that intended) broken down into the following groups?

Tick all that apply:

☐   students or people from different ethnic backgrounds

☐   disabled students or people

☐   boys or girls, men or women, people who identify as transgender

☐   people of different ages

☐   students or people with different religions or belief

☐   students or people who are heterosexual, gay or lesbian

☐   none of the above

8. Is it known, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our college community?

☐ Yes   ☐ No   ☐ Insufficient evidence to make a judgement

9. Is there evidence or reason to believe that some groups within our college community may be affected differently by the policy or practice – either adversely or positively?

☐   No – Go to Section 3

☐   No – insufficient evidence to make a judgement– Go to Section 3

☐   Yes - these being:

☐   students or people from different ethnic backgrounds

☐   disabled students or people

☐   boys or girls, men or women, people who identify as transgender

☐   people of different ages

☐   students or people with different religions or belief

☐   students or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our college community? Is there a possibility it may disadvantage or exclude from any groups within our college community?

☐   No

☐   Yes

☐   Not sure

Please describe any potential issues here:

11. Now consider the implications of any issues which have been raised during this assessment.

Please indicate conclusions below. This will explain the next steps to take.

☐   There are no issues identified. No further action is required. Go to Section 7 - Completion

☐   The issues can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.

☐ Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Issues are highlighting major gaps in evidence or issues that will be difficult to address and so more evidence gathering is required.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which we intend to undertake to address any issues which have been highlighted by the impact assessment. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If the assessment identifies complex issues which would be difficult to address, or there is insufficient evidence to make a judgement, an additional evidence gathering process should be undertaken. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, students, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within college or at SCC
- Benchmarking with other colleges
- Analysing data of take up/use of policy or practice by college community profile groups
- Using results of any college surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups

(c) Use additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	
Names and titles of any other people who assisted with this assessment:	
Date:	
Date of next review:	
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

Section 8 – Place a summary into the college equality action plans

A broad summary of the issues that have arisen from undertaking college equality impact assessments should be placed within college equality action plans, along with identified actions to take in order to address the issues identified. An example of this would be to make college policies available in alternative formats upon request and as reasonably practical for us to do so. This will enable us to:

- monitor the progress of the actions undertaken
- act as evidence that we are undertaking equality impact assessments
- make our community aware that we are taking account of their needs at the planning stages and also taking action to address any issues which have been highlighted