



EQUALITY & DIVERSITY POLICY INCLUDING STRATEGIC EQUALITY ACTION PLAN

CONTENTS

	Foreword	Page 3
1.	Equality and Diversity Policy Statement	Page 4
2.	Definitions	Page 5
3.	Aims of our policy	Page 5
4.	Bridgend College – who we are and What We Do	Page 6
5.	What we will do in relation to Equality and Diversity	Page 8
6.	Policy Implementation procedures and Responsibilities	Page 11
7.	Links to other policies	Page 12
8.	Strategic Equality Action Plan	Page 13

FOREWORD

All Further Education Colleges, possibly more than any other educational organisations, are underpinned by the commitment of staff to create opportunities for all, promote equality and to value people's differences. It is more than just a statement of how we will meet our statutory requirements, it is an integral part of the way that we conduct our business and is at the core of our educational and service delivery.

The promotion of equality and diversity concerns all of us and we have made a good start. Bridgend College has for many years had a tradition of supporting learners and staff with learning difficulties and/or physical disabilities – but we now need to make further progress in a rapidly changing world and we recognise that there is much work to be done.

Our vision for the College is to be a fair institution, one where everyone accepts the differences between individuals and values the benefits that diversity brings and how it enriches the College. To be an institution where everyone works positively to promote diversity and equality of opportunity, recognising that we function in a multi-faceted and complex society.

I endorse this policy and action plan, thank everyone who has contributed to its preparation and welcome the progress that we have made – and must continue to make in promoting equality and celebrating diversity at our College.

Simon Pirotte
Principal

EQUALITY & DIVERSITY POLICY

1. EQUALITY AND DIVERSITY POLICY STATEMENT

Bridgend College is committed to a policy of equality of opportunity and to diversity in everything it does. Bridgend College embraces diversity and will seek to promote the benefits of diversity in all of our activities. We will seek to develop a culture that reflects that belief. We will seek to widen the mediums in which we recruit to ensure as diverse as possible employee and candidate base.

Bridgend College takes positive steps to ensure that all current and prospective employees and students are not discriminated against, either directly or indirectly, on the grounds of gender, age, disability, marital status, sexual orientation, religion or belief, ethnic or national origin. We value the differences, needs and contributions a diverse workforce and student body represents.

Bridgend College places an obligation upon all our staff and students to respect and act in accordance with this policy. We are committed to providing equality and diversity training for all our staff.

Bridgend College extends this positive attitude in respect of equality and diversity to our contractors, students and the community.

We will be an equality and diversity champion and leader in:

- promoting equality and diversity
- challenging and eradicating discrimination
- providing responsive and accessible services

Within the overall framework of its statement of purpose and values, Bridgend College is committed to the principle and practice of equal opportunities and celebrates the diversity of people. We understand that these two concepts are not the same but are complementary. Without recognising and, most importantly, valuing differences between people, there cannot be true equality of opportunity. Moreover Bridgend College promotes individual life-enhancing opportunities that respect all people.

This document sets out the Equality and Diversity Policy of Bridgend College. It explains why equality and diversity are important to us, the basic principles we will follow and how we intend to monitor and achieve this — that we do what we say.

2. DEFINITIONS

Equality is creating an even platform to enable everyone to access the same opportunities and is backed by legislation to prevent discrimination based on prejudices against any group.

Diversity is understanding and valuing the differences in people and believing that harnessing these differences will create a productive working environment and an enriching life experience where talents are fully utilised and organisational goals are met.

Valuing diversity means valuing the qualities that different people bring to their jobs, to the resolution of problems and to the development of business opportunities — rather than judging people’s ideas by the extent to which they conform to our existing values or personal preference.

Managing diversity means recognising that both our staff and our clients are from differing cultural, ethnic, racial and gender backgrounds and have different religions or beliefs, nationalities, sexualities, ages, physical and mental abilities etc. By recognising those differences, Bridgend College can make the most from our potential. It is about managing people who are not like you, and who do not necessarily aspire to be like you. It is about having the management skill to allow their different perspectives and views to improve the quality of your decisions.

3. THE AIM OF OUR POLICY

- To ensure all staff are afforded equality of opportunity.
- To provide a fair structure of Policies and Procedures including Recruitment and Selection, Training, Disciplinary Policy Rules and Procedures and Harassment.
- To ensure all employees have equality of access to promotion and equal pay.
- To attract a diverse workforce and utilise the skills, knowledge and abilities available.
- To create a positive image as an employer and service provider.
- Increase performance and efficiency, and prevent disciplinary and grievance cases.
- Zero tolerance of breaches of Bridgend College’s Equality and Diversity Policy. All instances of alleged misbehaviour will be investigated under Bridgend College’s Disciplinary Policy, Rules and Procedures.
- To recognise the diversity of the residents of Wales and their diverse backgrounds, culture and needs and ensure that services are delivered appropriately to maximise participation by all.

- Endeavour to remove any barriers to access the services we provide.

3.1 WHY EQUALITY AND DIVERSITY ARE IMPORTANT FOR BRIDGEND COLLEGE?

The Equality and Diversity Policy covers both the work we do with our students, and the internal procedures that govern how we function as an organisation. Throughout this policy the term 'staff' applies to paid staff, agency staff, students on placement, interpreters, volunteers and the members of the Board.

4. WHO WE ARE AND WHAT WE DO?

Local Context

Bridgend is strategically located between the two largest population centres in Wales, both expected to grow over the next decade. Both Swansea and Cardiff have plans to become city regions with Bridgend College equidistant to both.

Bridgend County Borough stretches roughly 20 km from west to east, taking in the Llynfi, Garw and Ogmores valleys. The largest town Bridgend, has a population of 41,910. The other large towns are Maesteg (pop. 20,704), Porthcawl (pop. 15,892) and Pen-coed (pop. 9,458).

In 2010 the total population for Bridgend Borough was estimated at 133,900 of which 25,560 were below the age of 15 years, 81,140 were of working age and 27,200 were of retirement age.

The proportion of the population over the age of retirement is expected to rise to 23% in 2016 representing an increase of 7,120, people in the 30-44 economically active age band will remain almost static. The older economically active population over the age of 45 is forecast to increase by a net figure of 3,702 persons.

Bridgend College serves a region with pockets of high social deprivation. Approximately half of College learners are domiciled in the worst and second worst socially deprived areas. 18% of children live in workless households, with 12% of the local population having no qualifications. The percentage of pupils eligible for free school meals is 21%. Eleven of the 85 areas in Bridgend are in the 10% most deprived areas in Wales, while 13% of Bridgend County's population over 16 have reported a mental illness, a figure 2% higher than that of Wales at 11% while 231 of children live in poverty, just above the Welsh average. The 2011 census showed 28.3% of the Bridgend County population had no academic qualification against a Welsh average of 25.9%. Economic inactivity rates are also high and above the Welsh average.

College Context

Bridgend College is a Further Education College which supports around 13,000 enrolments and employs around 600 members of staff. In 2014/15, the College had an annual income of £29 million.

The College operates across 5 campuses at Bridgend, Pencoed, Queens Road, Maesteg and Cardiff along with Engage Business Wales, the College's commercial arm based at Morien House, Bridgend. The College, also owns The People Business Wales, a private sector training company purchased in 2012.

Bridgend College offers a broad based curriculum from Pre Entry Level to Graduate level. The College has the largest franchised Higher Education in Further Education in the Welsh FE sector with around 1,000 Higher Education (HE) learners.

The College works with a wide range of partners across the region including Businesses, Schools, the Local Authorities as well as Higher Education Institutions.

The current Principal started in June 2013. Over the last two years the College has improved dramatically in terms of learner outcomes and financial health. This is all the more remarkable given the severe cuts to the Further Education (FE) Sector in general and Bridgend College in particular. Since 2012/13 the College's FE recurrent funding from Welsh Government has reduced by 15% (£2.7 million), when inflationary and other demands are added, this becomes a 24% real terms cut (£4.2million). The College has taken difficult, but necessary decisions to adjust to the 'Perfect Storm' of increasing costs in staff pay and pensions and an unprecedented cut in funding. This has necessitated two large [voluntary] redundancy programmes.

The Vision

The Principal, Senior Management Team, Governors and students have developed a Strategic Plan which is a highly ambitious vision to be achieved by 2019. The College is well on course to achieving this vision.

The Vision and Strategic Plan were developed out of a series of Principal's Workshops where staff, students and Governors influenced the new Mission, Values and strategic direction of the College.

Following consultation, the most popular Mission statement was:

"Be All That You Can Be"

A mission that encapsulates everything the College stands for and is supported with the following key values:

People Centred

Inspirational

Passionate

Innovative

Staff, managers and Governors then developed the “3 E’s”, high level priorities highlighting the College’s aim to be Excellent, Efficient and Engaging.

Equality and diversity are not optional extras for Bridgend College; they are an integral part of our beliefs, and strategic objectives.

5. WHAT WE WILL DO?

Bridgend College will uphold equality and diversity:

- (a) in employment, by developing policies which ensure that no job applicant, employee, volunteer or trainee is unfairly discriminated against on the basis of their gender, ethnic or national origin, religion or belief, age, physical or mental capabilities, marital status, sexual preference, social background, sexuality, or organisation role
- (b) by fostering a co-operative working environment which is free from harassment or victimisation and which promotes good relations among staff to create the conditions for the full development of their potential
- (c) Creating and fostering an environment where every student has the opportunity to fulfill their potential at the college.

5.1 SPECIFIC ACTIONS AND COMMITMENTS

Gender

Bridgend College has a proud tradition of promoting gender equality.

- We will continue to work to ensure fair representation of women and men in its staff and students.
- We will ensure that women are fully represented in all parts of the organisation at all levels.
- We will ensure our policies and procedures address these issues and where appropriate take positive action.
- We will ensure that we do not apply any direct or indirect discrimination to our clients or staff on the basis of gender and marriage.
- To tackle unequal pay between men and women, Bridgend College has a transparent and non-discriminatory pay system.

Sexual Orientation

Bridgend College is committed to, and will build on its success in, creating a safe working environment for all its staff and service users with due regard to their sexual orientation.

We want Bridgend College to be a place where people who are lesbian, gay, bisexuals or transgender among our staff and clients feel it is safe and comfortable to be open about their sexuality. We will challenge negative views and if necessary, provide training so that there is a better understanding of the issue amongst our staff.

Disabled People

The Social Model of Disability

“At present disabled people do not have the same opportunities or choices as non-disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers. This is known as ‘the social model of disability’, and provides a basis for the successful implementation of the duty to promote disability equality.”

(The Duty to promote Disability Equality: Statutory Code of Practice – England and Wales)

We have adopted the social model of disability as a fundamental principle and recognise that people are not disabled by their impairments but the way in which they are discriminated against by society.

The social model says that:

- □ Disability is caused by society’s failure to adapt itself to the different ways in which people accomplish activities
- Society in general (and the non-disabled majority in particular) bears the responsibility for disabling those people who are prevented from accomplishing activities in their own ways
- Disability can be best overcome by society learning to adapt to the variety of its citizens
- In the social model, disability is seen as the extra problems that people with impairments face because society is not geared up to take account of their needs.

Bridgend College will:

- Increase awareness in the organisation about the needs of staff, students and visitors with disabilities.
- Work to ensure our practices do not restrict use of our services or the contribution people with disabilities can make to our work.
- Make regular assessments of the accessibility of our sites and will actively seek opportunities to improve access to our premises' and services for people who have disabilities.
- We also recognise that disabilities may not always be visible and equally respect the wider needs of this group including individuals with mental health or debilitating conditions, including HIV and AIDS.

Race and Ethnicity

Bridgend College employs and serves people from diverse racial and ethnic groups and is proud of and will continue to maintain this tradition.

We will continue to implement positive action initiatives to assist staff to access and enhance their career development opportunities, both within and outside the College.

Religion and Belief

Bridgend College is committed to, and will build on its success in, creating a safe working environment for all its staff and service users with due regard to their religions or beliefs.

We want Bridgend College to be a place where all staff and students who adhere to different religions or beliefs feel it is safe and comfortable to be open about their religion or belief. We will challenge negative views and practices and if necessary, provide training so that there is a better understanding of the issue amongst our staff.

Age

Bridgend College will continue to employ and serve people of all age groups and will ensure its policies do not adversely affect staff or students users because of their age.

We will ensure that we do not unfairly discriminate in the employment of staff or the provision of education services on grounds of age, both old and young.

In implementing these principles, the Bridgend College will ensure that it meets all the necessary legal requirements and strives to set standards of good practice that others will follow.

Procurement

Bridgend College will strive to ensure that the purchase of goods, services and facilities is undertaken in line with our equality and diversity commitments. We want to engage with a diverse range of suppliers and ensure that businesses from diverse communities have an equal opportunity of competing for contracts. We will endeavour wherever practicable to purchase from agencies or companies who share our values on equality of opportunity and diversity.

6. POLICY IMPLEMENTATION PROCEDURES AND RESPONSIBILITIES

The responsibilities for implementation of the Equality and Diversity Policy are allocated as follows:

- (a) The Principal has overall responsibility for the implementation of this policy and is accountable for it to the Board of Trustees.
- (b) The HR Manager has responsibility for developing and reviewing this policy and the procedures associated with it.
- (c) The Senior Management Team shall review the development and monitoring of the Equality and Diversity Policy at least annually.
- (d) Line managers are responsible for ensuring the Equality and Diversity Policy is implemented in their part of the organisation; for ensuring staff understand the policy and their roles within it; and for providing reports and monitoring information.
- (e) In relation to this, managers should ensure that team and individual work programmes promote equality and diversity and keep this under review.
- (f) Every member of staff has an individual responsibility to ensure this policy is actively implemented. This should be reflected in the development of individual work programmes which take account of the needs of all potential users of services. It should also be reflected in individuals' performance and conduct.
- (g) This policy will be circulated to all employees, all candidates applying for positions with Bridgend College and all contractors.
- (h) This policy will be made available on our web site

7. LINKS TO OTHER POLICIES

The Equality and Diversity Policy should be read in conjunction with the Bridgend College's other policies, in particular the Code of Conduct.

Bridgend College's Disciplinary and Grievance procedures and Harassment Policy set out how we will respond to issues of that kind.

Bridgend College's recruitment policy and procedures include our commitment to equality and diversity.

8. APPENDIX – STRATEGIC EQUALITY ACTION PLAN

EQUALITY OBJECTIVE

We will improve access to courses, regardless of any of the protected characteristics and make sure that we take the needs and views of all protected groups into account when we design and deliver new courses and how we deliver the curriculum.

We will continuously measure, monitor and improve the ways in which we deliver courses to different groups;

We will build a positive culture, with a common understanding and approach through which we can integrate equality issues in respect of all protected groups into everyday work.

The steps we will take to meet this objective and when we will do this by:

CURRICULUM AREA: CONSTRUCTION

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Continue to promote construction courses to females	Curriculum Area Manager	January 2017
Increase opportunities for lone parents in household maintenance	Curriculum Area Manager	January 2017
Provide wider opportunity for those requiring learner support	Curriculum Area Manager	Ongoing
Risk assessment and understanding for pregnant students	Curriculum Area Manager	Ongoing
Ensure all DDA facilities are in place to support learner access	Curriculum Area Manager	Ongoing
Raise awareness of students religious beliefs and practices	Curriculum Area Manager	June 2016

CURRICULUM AREA: CREATIVE ARTS & IT

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Improve disability access in identified areas	Curriculum Area Manager/Estates Manager	Sept 2016
Collect and monitor information about protected groups and analyse data to ensure equality of opportunity and experience	Learner Services and MIS to collate information Curriculum Area Managers – to analyse information at school level and identify further actions if required	Sept 2016
Extend Welsh language opportunities for	Bilingual Manager	June 2016

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
staff and students Increase use of bilingual material and welsh language in all vocational areas Start a bilingual tutorial group for each department		June 2016 Sept 2016
Identify space in College for 'prayer'	Senior Management Team	January 2016
Set up College groups to represent issues experience by protected groups e.g. LGBT	Director of Human Resources	February 2016
Introduce additional marketing and promotional activities that address gender imbalance in curriculum areas. 1. Via website and printed materials 2. Via performances/ existing students as role models	Curriculum Area Manager	July 2016
Increase monitoring and earlier identification of students with ALN	Specialist Support Manager	October 2016
Allocate consistent support workers to ensure continuity of support in the classroom	Specialist Support Manager	October 2016
Utilise more role models/guest speakers from protected characteristics groups – 10% increase	Curriculum Area Manager and Course Tutors	July 2016
Raise awareness of equality and diversity via tutorials and performances Increase number of tutorial information available on Moodle that highlights equality and diversity issues	Quality Coordinators and Course Tutors Performing arts QC's and Course Tutors	July 2016 September 2016
Utilise literature and research material that include protected characteristics	Curriculum Area Manager and course Tutors	July 2016
Run a series of films in the Sony Theatre that raise awareness of the issues encountered by groups with protected characteristics	Curriculum Area Manager Creative Arts	July 2016

CURRICULUM AREA: CHILDHOOD STUDIES & EDUCATION & PREVOC

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Improve image of underrepresented gender groups in marketing materials. Monitor changes via date and relevant stakeholders	Curriculum Area Manager/Deputy Curriculum Area Manager/Head of Marketing/School teams/Student Services/MIS	December 2016
To continue to promote provision positively to ethnic groups via application process, monitor via school enrolment evaluation	Student Services/Curriculum Area Manager/School teams	September 2016
Continue to monitor and review retention	Curriculum Area	October 2016

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
and attainment strategies. Promote progression and employment opportunities for all gender and minority groups	Manager/Marketing/Careers/Learner Voice	
Continue to develop further opportunities for welsh language reading and learning for all Levels where appropriate and access addition funds to provide this provision	Curriculum Area Manager /Marketing/Bilingual Manager/Learner Voice	September 2016

CURRICULUM AREA: SPORT, LANDBASED & PUBLIC SERVICES

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Improve the gender imbalance in equine by targeted marketing of Pony Clubs and Stables. Develop links with the Racing Industry	Curriculum Area Manager, Deputy Curriculum Area Manager and Marketing Dept.	March 2016
Improve the gender imbalance in Animal Care courses by reviewing the curriculum to include an Agricultural route.	Curriculum Area Manager, Deputy Curriculum Area Manager	February 2016
Gender imbalance in Sport. Develop routes that appeal to males and females and by advertising progression routes	Curriculum Area Manager, Sports Department, Marketing Dept	April 2016
Increase Part time numbers on equine courses by developing work based learning	Curriculum Area Manager, Deputy Curriculum Area Manager	May 2016

CURRICULUM AREA: SERVICES TO PEOPLE

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Review access and equipment	Curriculum Area Manager and Assistant Principal – Finance & Resources	August 2016
Ensure all facilities are available, i.e. toilets and changing rooms	Estates and Assistant Principal – Finance & Resources	August 2016
Review religious requirements for staff and students	Student Services	February 2016
Review new level 1 courses	Deputy Curriculum Area Manager	April 2016
Review Wheelchair access for T Block	Estates Manager	January 2016
Purchase adjustable cooker for Living Skills kitchen	Curriculum Area Manager	January 2016
Overhaul kitchen layout	Curriculum Area Manager	August 2016
Review system of deploying support and	CTM's	March 2016

ACTION	WHO IS RESPONSIBLE?	BY WHEN
start date (sick cover & over support), work experience		
Allocate consistent support workers	Specialist Support Services Manager	March 2016
Continue to develop staff Welsh CPD	Learning & Development Manager	June 2016
Welsh handouts on Moodle	Course Tutor	September 2016
All staff to be aware of Welsh Agenda	Curriculum Area Manager	March 2016
Run male only taster sessions	Curriculum Area Manager (tutor and school lecturers/potential students)	May 2016
Include Male images in marketing – use Gender neutral colour	Marketing Team Photographer	September 2016
Employ Male Staff or Male Guest Speaker	Curriculum Area Manager	March 2016

CURRICULUM AREA: ENGINEERING

ACTION	WHO IS RESPONSIBLE?	BY WHEN
Continue to promote courses to female learners	Curriculum Area Manager/Head of Marketing	March 2016
Consider introducing basic level car maintenance and home electrics for female learners	Curriculum Area Manager/Head of Marketing	March 2016
Improve guidance and advice to ensure learners start at the most appropriate level to their needs. Increase L1 engineering provision. Investigative technology based PEO with a reduced workshop requirement	CAM/Head of Marketing	April 2016
Initiate a Welsh Language Tutorial support session. Continue to translate engineering terms	Curriculum Area Manager	April 2016

GENERAL ACTIONS:

ACTION	WHO IS RESPONSIBLE?	BY WHEN
We will introduce monitoring processes regarding all the protected characteristics into our data collection over the next 4 years	Director of MIS	September 2016
This data will include application for courses, success by groups in being placed on courses and academic achievement	Assistant Principal Curriculum & Quality	September 2016
This information will form part of our data base and will be published and publically available	Director of MIS	September 2016

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Each year we will use this data to identify key issues and barriers for particular groups in consultation with staff, students and expert groups	Assistant Principal Curriculum & Quality	September 2016
We will review our course content to ensure that it positively reflects the needs and issues of all protected groups	Assistant Principal Curriculum Quality	September 2016
In the academic years 2015-2016 we will deliver training and awareness to all our academic staff in respect of equality issues and the curriculum	Learning & Development Manager	September 2016
We will identify and promote good practice and tools for professional teaching staff over this period to increase knowledge and expertise in respect of all the protected characteristics and curriculum issues	Staff Development Manager	September 2016

2.1.2 STUDENT SERVICES (STUDENT SERVICES, STUDENT SUPPORT, REGISTRY, FINANCE, WESTON HOUSE)

EQUALITY OBJECTIVE

We will ensure that our student services are fully accessible for all protected groups.

The steps we will take to meet this objective and when we will do this by:

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
To undertake the assessment of student services areas to identify any protected characteristics that are not currently being dealt with appropriately.	Learner Services Manager	31 st January 2017
To ensure that all frontline staff are trained in Equality and Diversity making sure that they have a sound understanding of the protected characteristics.	Learner Services Manager	28 th February 2017

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
To undertake Equality Impact Assessments for all student services college events.	Senior Management Team	Ongoing
To investigate the socio economic make up of the area and use this information to make informed decisions when planning open events for the college.	Learner Services Manager	28 th February 2017
To publish and promote the support systems already in place and available at open days and events to support the protected characteristics.	Learner Services Manager	31 st January 2016
To revise the student application form to incorporate any new protected characteristics that are currently not on the form Develop a fully accessible electronic version of the College course application form, ensuring accessibility for all	Learner Services Manager	29 th February 2016
To undertake a review of the interview process and make any applicable changes.	Assistant Principal Curriculum & Quality	Ongoing
Provide a summary report in relation to the equal opportunities data currently collected, at the point of course application and student enrolment. Identify new data fields for collection.	Director of MIS	31 st January 2016
To identify how individuals from within the protected characteristics could be attracted to, successfully recruited and accommodated within the residential provision at Weston House.	Weston House Manager	From January 2016 onwards with a review in September 2016 with Director of HR
To increase student participation (SLDD) at Weston House in order to further facilitate student views influencing current and future practice e.g. Menus, activities etc	Weston House Manager	From Jan 2016 onwards with a review in March 2016 with Director of HR
To set up a Specialist Support Network for Lesbian, Gay, Bisexual and Transgender students	Learner Services Manager	April 2016

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Develop a Domestic Violence Policy for staff and students	Learner Services Manager	April 2016
Develop and implement a policy to support students carers	Learner Services Manager	June 2016
Devise Mental Health and Well-Being strategy	Learner Services Manager	September 2016
Develop process to assist students who are pregnant, providing advice, guidance, support and/or training for Tutors who may have to deal with this	Learner Services Manager	September 2016
Consider ways of engaging the Student Council with the Equality Plan	Learner Services Manager	September 2016

2.1.3 EMPLOYMENT

We recognise the importance of our employment policies, the opportunities they represent within the local community and the impact they have on our staff. We cannot hope to deliver our equality ambitions, or to be a local community leader in advancing equality or promoting good relations if our own policies are not assessed for their impact on equality.

EQUALITY OBJECTIVE

We will promote equality for all protected groups, particularly those who are most underrepresented in our staff through appropriate and targeted positive action.

The steps we will take to meet this objective and when we will do this by:

We will collect, monitor and publish equality data in respect of all protected characteristics and in respect of all aspects of our employment policies. This will be published and updated and reviewed every year starting in 2016.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Review existing HR Database to include additional characteristics	HR Manager	March 2016
Update equal opportunities monitoring form to include transgender and pregnancy and maternity	HR Officer	December 2016/January 2017
Identify how we are going to Survey/Audit existing staff	HR Manager	January 2017
Survey/Audit existing staff on all protected characteristics	HR Officer	March 2016
Input all info/data onto HR Database	HR Administrator	August/September 2016

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Produce reports of employees involved in disciplinary and grievance meetings/Staff movers/Promotions/Leavers by each protected characteristic.	HR Officer	October 2016
Identify internal candidates applying to change positions within the College and identify how many were successful and how many were unsuccessful by protected characteristic	HR Officer	October 2016
Produce a report of employees who applied for training and how many were successful in their application and how many were unsuccessful by each protected characteristic.	HR Officer	October 2016
Produce a report of employees who completed the training by each protected characteristic	HR Officer	October 2016
Collect data on pregnancy and maternity and produce reports in respect of each protected characteristic	HR Officer	October 2016
Publish data/reports	Director of HR	October 2016

We will revise our Equality Impact Assessment process to ensure that it takes account of all of the protected characteristics.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Review current system and identify gaps	HR Manager	March 2016
Identify Key Personnel to contribute in focus groups	HR Manager	March 2016
Prioritise which policies would need to be impact assessed	HR Manager	March 2016
Arrange sessions to impact assess the prioritised policies	HR Manager	April 2016

We will ensure that consideration of age is specifically mainstreamed into our appraisal processes, succession planning and career development and that staff have the relevant information, training and support in respect of age discrimination.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Review current PMAR document and identify key generic questions to identify an individual's short, medium and long term goals	Learning & Development Manager	March 2016
Set up awareness training sessions to advise managers of the changes and updates on age discrimination	Learning & Development Manager	April 2016

We will introduce safeguarding training for lone workers.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Identify lone workers in the College	Health Safety & Sustainable Development Manager	February 2017
Consult with the managers of the lone workers to obtain information regarding the role of the lone worker	Health Safety & Sustainable Development Manager	February 2017
Identify risks and identify training needs	Health Safety & Sustainable Development Manager	February 2017
Write the training programme	Health Safety & Sustainable Development Manager	April 2017
Organise training event	Health Safety & Sustainable Development Manager	June 2017

We will introduce a flexi time policy for business support staff.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Write the flexi-time scheme	HR Manager	January 2015
Obtain approval	HR Manager	January 2015
Identify the most appropriate departments to take part in a pilot scheme	HR Manager	January 2015
Consult with the managers of those departments	HR Manager	January 2015
Agree timeframe for the pilot	HR Manager	January 2015
Review pilot scheme and implement across all support areas if pilot is successful	HR Manager	May 2015

We will introduce a domestic violence policy.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Meet and consult with key personnel in group (Women's refuge and Men's refuge) to gain an understanding of what should be included in a policy.	HR Manager	April 2015
Review example policies	HR Manager	April 2015
Write our own policy	HR Manager	April 2015
Obtain approval from JCC/Governors	HR Manager	May 2015
Implement policy	HR Manager	May 2015
Communicate, train and raise awareness with all staff	HR Manager	May 2015

We will introduce a 'Buggy Park'.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Consult and discuss with staff the need/function/area	Estates Manager and HR Manager	January 2015
Discuss the requirements with estates	Estates Manager and HR Manager	January 2015
Obtain approval	Estates Manager and HR Manager	January 2015
Raise awareness with all staff	Estates Manager and HR Manager	January 2015

We will seek to increase ethnic minority applications through a variety of positive action measures.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
We will work with/consult with ethnic minority groups to identify the barriers facing ethnic minority groups on recruitment	HR team	March 2015
Using the information obtained we will identify different ways of advertising to reach ethnic minority groups	HR team	March 2015
We will review our Recruitment & Selection Policy & Procedures to ensure that barriers are removed through impact assessment	HR team	April 2015
We will ensure robust selection procedures are in place in case of challenge	HR team	April 2015
Identify where positive action is required to increase representation of a protected characteristic identified as under represented	HR Manager	May 2015

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Provide training to managers on positive action and how to implement it during selection	HR Manager	June 2015

We will update our leave of absence policy to cover carer's responsibilities and protect those associated with disabled people.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Review examples of best practice policies across the sector	HR Manager	February 2015
Update existing Leave of Absence policy	HR Manager	February 2015
Obtain approval	HR Manager	February 2015
Implement and communicate changes to all staff	HR Manager	February 2015

We will introduce and implement a mental health policy for staff and provide the appropriate training, information and support for staff in respect of the policy.

<u>Action</u>	<u>Who is responsible?</u>	<u>By When</u>
Review example policies of best practice policies across the sector	HR/Learning & Development Manager	March 2016
Produce policy	HR Manager/Learning & Development Manager	April 2016
Obtain approval	HR Manager/Learning & Development Manager	April 2016
Set up training for managers and staff	HR Manager/Learning & Development Manager	May 2016
Implement policy	HR Manager/Learning & Development Manager	May 2016

We will improve our networks for people with each of the protected characteristics.

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Establish communication links with local religious groups	Learning & Development Manager	March 2016
Establish effective communications with transgender people and identify their needs and draft appropriate objectives and actions	Learning & Development Manager	March 2016

2.1.4 PHYSICAL ENVIRONMENT

Under our previous equality scheme we have undertaken a huge amount of work to ensure that the physical environment of our facilities do not disadvantage protected groups, particularly disabled people.

In particular through our work at Weston House we have identified a key priority in respect of outcomes for students and carers of students with particular physical and mental disabilities.

Although we have completed our initial programme of work, engagement with relevant groups and particularly disability experts have continued to identify our physical environment as key to advancing equality.

EQUALITY OBJECTIVE

We will engage with appropriate disability groups including students and staff to identify key environmental issues which create difficulties or barriers.

The steps we will take to meet this objective and when we will do this by:

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Begin consultation process by communicating to all stakeholders the purpose and objective of the project and provide all interested parties with an opportunity to participate	Head of Estates	January 2015
Identify a list of external bodies representing individuals that may be categorised as having protected characteristics. Critical to generate independent and unemotional advice and guidance wherever possible	Head of Estates	February 2015
Identify a list of individuals/groups that may be categorised as having protected characteristics	Wellbeing Team	February 2015
Set up meetings with internal/external groups identified, whilst accepting that not all may want to participate in the process. To include walks around the campus to see the issues first hand	Head of Estates	March 2015
Undertake DDA audit using Welsh Government approved consultants	Head of Estates	April 2015
Use data collected from consultation process to form the basis of analysis leading to a consolidated list of recommendations generated by consultation process and finalise list of actions	Head of Estates	June 2015

2.1.5 TRAINING

EQUALITY OBJECTIVE

We will commit to developing and implementing a comprehensive training and awareness programme for all staff in respect of the general and specific duties.

The steps we will take to meet this objective and when we will do this by:

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Consult with staff to evaluate appropriateness and accessibility of training [staff survey, focus groups, etc.]	Learning & Development Manager	September 2016
Identify barriers to training and develop possible solutions.	Learning & Development Manager	September 2016
Develop suitable training programme to disseminate Equality Act implications across College.	Learning & Development Manager	September 2016
Investigate methods for training delivery including PPT, POD Cast, E-Learning and organise rolling programme.	Learning & Development Manager	September 2016
Raise awareness of Equality Act within induction.	Learning & Development Manager	September 2016
Re-design PMAR documentation to get feedback on staff perception of availability of training.	Learning & Development Manager	September 2016
Target specific groups to improve access to training e.g. PT staff, Weston House, cleaners.	Learning & Development Manager	September 2016
Investigate best practice for training on Equality [e.g. Colegau Cymru, Cardiff & Vale/English City Colleges].	Learning & Development Manager	September 2016
Prepare case studies of Equality issues e.g.?	Learning & Development Manager	September 2016
Identify a budget for Equality training.	Learning & Development Manager	September 2016
Identify staff by designation and employment status at training events e.g. – FT/PT/fractional.	Learning & Development Manager	September 2016

2.1.6 TRAINING (ENGAGE TRAINING, NPTC, MODERN APPRENTICES, LEARN DIRECT)

EQUALITY OBJECTIVE

We will commit to developing and implementing a comprehensive training and awareness programme for all staff in respect of the general and specific duties.

The steps we will take to meet this objective and when we will do this by:

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
A prescriptive and detailed analysis of the level of awareness of staff towards Equality	Learning & Development Manager	December 2015
Staff training session to ensure staff understand the needs and requirements of the Equality Act of 2010 with specific reference to the Welsh role.	Learning & Development Manager	February 2015

2.1.7 PROCUREMENT

EQUALITY OBJECTIVE

We will ensure that other organisations who deliver functions on our behalf give due regard to equality and we will monitor their performance towards meeting the Duty.

The steps we will take to meet this objective and when we will do this by:

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
We will do this by reviewing our procurement processes in 2015-16 and building in appropriate measures and techniques	Assistant Principal – Finance & Resources	September 2015

GENERAL ACTIONS FOR ALL PROTECTED CHARACTERISTICS

<u>ACTION</u>	<u>WHO IS RESPONSIBLE?</u>	<u>BY WHEN</u>
Collect disaggregated data in respect of all of our functions and identify appropriate action from what the data tells us	HR/MIS	September 2015
Consult and engage effectively particularly involving disabled groups	HR/MIS	September 2015
Implement a range of training and development opportunities for all staff in respect of all protected characteristics and their role	Learning & Development Manager	September 2016

3. HOW WE ARE MEETING THE DUTIES IN RESPECT OF EACH PROTECTED CHARACTERISTIC

We believe that the objectives above contain specific outcomes for each of the protected characteristics. We are aware through our on-going equality work and engagement activity of particular priority issues in respect of gender, sex, disability, and race.

We are also aware that we have less experience, knowledge and expertise in respect of particularly age, transgender, sexual orientation, religion and belief and pregnancy and maternity.

In the first instance our objectives in respect of collecting, using and publishing equality data in respect of all protected characteristics will help us build an evidence base on which to build effective, meaningful and proportionate objectives in respect of these groups. Our Strategic Equality Plan will be updated with these as they emerge.

The following are specific actions identified for each protected characteristic:

Age

- ✚ Continue to monitor academic performance
- ✚ Mainstream age considerations into our appraisal process to ensure no direct or indirect discrimination occurs
- ✚ Provide specific training for staff on age discrimination and the law
- ✚ Continue to ensure that training and development opportunities throughout the college do not discriminate on the grounds of age

Disability

- ✚ Introduce a leave of absence policy for carer's and those associated with disabled people
- ✚ Introduce a mental health policy for staff including providing information and support
- ✚ Ensure that we continue to implement a positive programme of action in relation to access to the physical environment and that the details are included on the disabled go website
- ✚ Achieve Autism Charter

Race

- ✚ Implement appropriate evidence based positive action in recruitment of BME staff and students

Sexual Orientation

- ✚ Set up and manage a support group for gay, lesbian and bisexual students

Sex

- ✚ Introduce a domestic violence policy
- ✚ Introduce a 'buggy park'
- ✚ Introduce a flexi time scheme for business support staff
- ✚ Identify and implement targeted positive action encouraging students and staff to enter non-traditional occupations and areas of study

Religion or Belief

- ✚ Extend our networks to include key religious communities
- ✚ Set up a prayer room

Pregnancy and Maternity

- ✚ Collate data on pregnancy and maternity for change of job role, training and discipline and grievances

Transgender

- ✚ Establish effective communications with transgender people and identify their needs and draft appropriate objectives and actions
- ✚ Achieve Trans* Form Charter

For all the protected characteristics we will:

- ✚ Collect disaggregated data in respect of all of our functions and identify appropriate action from what the data tells us
- ✚ Consult and engage effectively particularly involving disabled groups
- ✚ Implement a range of training and development opportunities for all staff in respect of all protected characteristics and their role