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Introduction

Landmarks College recognises the requirements under current legislation to have 'due regard' to the general equality duty.

1.0 Context

1.1 Landmarks College supports equality of opportunity, promotion and celebration of Equality, Diversity and Inclusion (EDI). The College is committed to treating staff and Learners no less favorably than others on any unlawful grounds because of age, disability, sex, gender identify, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins) sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics".

1.2 As members of this community, it is expected that we will contribute to ensuring that the College continues to be a safe, welcoming and successful environment.

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2.0 Background to the Scheme – what is it?

2.1 The Scheme was originally developed to articulate the College's strategy and vision and to respond to legislation. This has now evolved into the Single Equality Scheme.

2.2 Continuous development of the Scheme affords further momentum to the EDI agenda by reporting on actions to date, and identifying an overarching action plan which addresses all equality strands.

2.3 The College has already made significant progress in driving forward the EDI agenda through the Single Equality Scheme and it is anticipated this further revision will build on these achievements by identifying what further actions the College will need to take to progress equality across a much wider range of characteristics.

2.4 The College continues to consult and involve, staff, learners and representative groups on the contents of this Scheme and the associated action plan.

3.0 Legislation

3.1 The Equality Act (EA2010) 2010

Underpinning the Scheme is The Equality Act 2010 which came into force on 1 October 2010 and the public sector Equality Duty from 5 April 2011. The Equality Act consolidates and brings together previous anti-discrimination law into one piece of legislation.

The Equality Act establishes 9 'Protected Characteristics', on the grounds of which it is unlawful to discriminate against a person. These are:

3.1.1 Age (all ages and age groups)

3.1.2 Disability (physical, learning and mental impairments)

3.1.3 Gender identity (people who are proposing to undergo, are undergoing or have undergone gender reassignment)

3.1.4 Marriage and civil partnership

3.1.5 Pregnancy and maternity

3.1.6 Race (including ethnic or national origin, colour and nationality)

3.1.7 Religion or belief (including religion or a lack of religion, a religious or philosophical belief or a lack of belief)

3.1.8 Sex (women and men)

3.1.9 Sexual orientation (gay, lesbian, bisexual and heterosexual orientation)

3.3 Our over-arching objectives between 2015 – 2018 are:

1. Promote equality for our learners:

- a) High success rates for all learners
- b) Learners feel safe and experience respect and fair treatment
- c) Take action to address any achievement gaps in our learner profile
- d) All learners have an equal opportunity to plan their own transition

2. Promote equality for our workforce:

- a) Improve the diversity of our workforce

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- b) Investigate and remedy any gender and race pay gaps
- c) Create a culture where staff feel able to declare their disability, religion and sexual orientation.

3. Promote equality in our working practices

- a) Provide training, support and guidance to enable all our workforce to be confident in promoting Equality, Diversity and Inclusion as well as eliminating unlawful discrimination and harassment

3.4 The Specific Duties

The specific duties regulations are intended to support organisations to meet the requirements of the public sector equality duty. The specific duties regulations require the College to publish:

Equality objectives to be reviewed annually by the College's Safeguarding, Prevent and Equalities Committee (SPEC). Equality objectives must be specific and measurable and relate to the achievement of the equality duty.

The information that we are required to publish must relate to College employees and Learners. The information must be published in a manner that is accessible to the public.

4.0 The Key Areas

4.1 Our Single Equality Scheme focuses on the key areas of: Promoting equality for learners, promoting equality for the College workforce and College working practices.

4.2 Through working in partnership with stakeholders and reviewing a range of evidence sources we have identified a number of key priorities for our scheme and associated action plan. We will use the action plan to focus on these priorities and provide clear accountabilities for their delivery.

5.0 Leadership, Management and Responsibilities

5.1 The Board of Trustees and Principal & CEO have overall responsibility for EDI within the College. The SPEC will formulate policy and report on progress on this scheme and associated action plan. Membership of the SPEC Committee ensures representation across staff and learners at all levels.

5.2 Senior Leaders, Curriculum Managers, line managers and supervisors are responsible for monitoring that their staff understand and implement the Single Equality Scheme, and for carrying out actions arising from the associated action plan as well as for promoting EDI to Learners.

5.3 All members of the College community are expected to comply with this Scheme and the associated action plan along with any of the College's SPEC initiatives.

6.0 Equality Impact Screening

6.1 Currently there are no requirements in the specific duties regulations of EA2010 to conduct equality impact assessments (EIAs). However the Government has made clear in its policy review paper that '... under the requirements of the general duty to have 'due regard' to the matters set out in the Act, public bodies will need to understand the effect of their policies and practices on equality – this will involve looking at evidence, engaging with people, staff, service users and others and considering the effect of what they do on the whole community'.

6.2 In light of the revised EIA requirements and in order to comply with the general duty, the College will need to provide evidence of equality screening undertaken in respect of how our policies, practices and procedures will affect equality for different groups.

6.3 Equality Impact Screening (EIS) is a detailed and systematic analysis of the potential or actual effects of a policy, practice, provision or criterion. An EIS assists us to review our service or practice to ensure that we are not discriminating unlawfully – and that we are making a positive contribution to equality.

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6.4 Equality Impact Screening is being incorporated into the day to day operation of the College. Carrying out a thorough review of the College's policies and practices is one way we can ensure there is no discrimination, or disadvantage to a particular group from any of the College's operations. It also enables the College to review procedures and policies to see if they are working in the most efficient manner. Since 2013 all major policies, practices and procedures of the College are being screened for their impact on equality, either generally or locally in departments.

6.5 In addition, all new major policies which are formally approved by College Forums will be accompanied with an EIS for consideration by the Senior Managers.

6.6 Finally, learner forums have been requested to include EDI on at least one Forum meeting per academic year

6.7 The SPEC will continue to make an annual report on progress to the Trustees and will take account of requirements in legislation to amend practice in this area as appropriate.

7.0 Monitoring and evaluation

7.1 A number of activities will continue to be undertaken, as a matter of good practice, and are outlined here rather than in the separate action plan:

7.1.1 **Monitoring (staff)** – applications for vacancies, the staff profile, promotions, training and development activities, dismissals, redundancies, incidents of harassment and participation in training and development

7.1.2 **Monitoring (Learners)** – applications for admissions, the Learner profile, retention, achievement, complaints and disciplinary procedures and incidents of harassment

7.1.3 **Equality Impact Screening** – see above

7.1.4 **Data Cleansing Exercise** - will take place annually to ensure that staff data is as up to date as possible

7.1.5 **Local community links** - maintaining links with local community organisations to publicise Landmarks and the opportunities available.

7.1.6 **Maintain membership** of local, regional and national partnerships/networks as outlined above to share best practice and engage in project work.

8.0 Reporting on Progress

8.1 Each year the SPEC will forward reports with appropriate recommendations to the Senior Management Team and Board of Trustees.

These reports will contain the following:

- a review of this Scheme, including any feedback and proposed revisions
- a review of progress on the Action Plan
- a review of any relevant equality and diversity policies, procedures and proposals for any new policies
- staff profile
- Learner profile
- a summary of E&D training and development activities undertaken
- any other relevant activities which have taken place during the year

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9.0 Feedback

9.1 Any member of staff, learner or visitor who wishes to offer feedback on this Scheme and/or the Equality Objectives, or who believes that the College is not fulfilling its obligations should contact Larry Brocklesby, Principal on 01246 433788

larrybrocklesby@landmarks.ac.uk

10.0 Review

10.1 The SPEC will review this Scheme on an annual basis.

Larry Brocklesby
Principal

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Updates: **RED = 2015**, **BLUE = 2016**, **GREEN = 2017**, **PURPLE = 2018**

1. Promote equality for our Learners								
Objectives	Performance Indicator	Target	Lead	'15 %	'16 %	'17 %	18 %	Comments
a. High success rates for all learners	Disability achievement gap	0%	CM's	0.4	10%	4%		3 learners did not achieve all of their targets. Significant reduction in the gap between learners and their principle disabilities.
	Race achievement gap	0%	CM's	4%	1%	5%		1 learner from BME achieved 100% success rate 3 learners from BME achieved 100%, Non-BME (44) achieved 95% of their RARPA targets.
	Sex achievement gap	0%	CM's	1%	4%	6%		Males achieved 98.7 (19) and females 94.8 (8). Achievement rates remain high with males (70% of pop.) performing higher than females (30% of pop.)
	Age achievement gap	0%	CM's	1%	3%	4%		3 learners aged 16-18 achieved all targets, with 96.6 (24) achievement rates for those aged over 19. A 4% achievement gap does not reflect an increase of concern, given the population has increased from 24 to 47.
b. Improve the diversity of our learners	Race profile increased	10%	RAM	4%	4%	6%		No change in diversity of learner population. Increased learner numbers have introduced more BME learners than in previous years.
	Sex (Female) profile increased to 50%	50%	RAM	30%	30%	30%		No change in the sex split of learners.
c. Learners feel safe and experience respect and fair treatment	Learner survey feedback:	% Good or Better						
	Do staff treat you fairly and with respect	100%	DP	100%	100%	100%		
	Do you feel safe at College	100%	DP	94%	100%	98%		One learner indicated 'don't know' to all answers, but once
	Do you get the support you need from staff	100%	DP	100%	95%	100%		Greater emphasis required during tutorials and both written and oral feedback.
d. Take action to address any	Annual equalities report	YES	P	YES	YES	YES		Published on website. Linked to the QIP.

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achievement gaps in our learner profile	Produce a remedial action plan to address any gaps	YES	P	YES	YES	YES		Contained within report. Linked to the QIP.
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2. Promote equality of opportunity for our Workforce								
Objectives	Performance Indicator	Target	Lead	'15 %	'16 %	'17 %	18 %	Comments
a. Improve the diversity of our workforce	Disability profile increased by 7.4% (14%)	21.8%	P	14%	7%	4%		No improvements in 2015. Despite additional recruitment, the disabled staff population has decreased. Increased number of staff have not declared a disability. Work to do on supporting improvements in declarations.
	Race profile increased (NED 3%)	3%	P	4%	5%	12%		Achieved higher than NED rate. A slight increase against the previous year. Increased staff recruitment has introduced greater BME representations.
	Sex (Male) profile increased (NED 49%)	30%	P	22%	22%	30%		Still having difficulty attracting male applicants. An increase in the number of males has been achieved, with further work required to reflect NED.
b. Create a culture where staff feel able to declare their disability, religion, gender identity and sexual orientation	Conduct annual anonymous survey for staff to complete to give the College a baseline	100%	P	60%	74%	55%		Whilst response rate was higher than 2013-14, more still to do. Increased responses enable the college to understand its staff population better. 55% indicates a percentage increase in number of respondents from the previous year. Due to the increased staff cohort, the same proportion is not reflected in percentage terms.
	Reduce 'Prefer not to say' responses	0%	P	7%	4%	12%		Those that have responded have contributed fully. Confidence is increasing. Changes in the way we collate this information

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								has led to increased Prefer Not to Say. An annual survey in the same way as in previous years is needed for 2017-18 to help increase the accuracy of data.
3. Promoting Equality in our working practices								
Objectives	Performance Indicator	Target	Lead	'15 %	'16 %	'17 %	18 %	Comments
a. Provide training to enable our workforce to be confident in promoting equality and diversity and challenging unfair discrimination and harassment.	Staff to undertake annual equality and diversity training.	100%	P	0	100%	97%		Overhaul of training September 2015 Online modules and regular CPD. EDI training has been changed to bi-annual for all staff, but regular briefings take place to keep them informed of developments.
	Staff embed equality and diversity within session delivery.	100%	DP	N/A	100%	75%		Introduced 2016 Those sessions graded Good or Outstanding feature strong EDI delivery in session, with the remaining 25% requiring improvement.
	Where appropriate, learner receives PSHE (to include SMSC) as part of their programme.	100%	CM	100%	100%	90%		Further developments in 2016 Most learners made the expected level of progress in their personal and social development skills, which included improvement knowledge in areas covered by our PSHE and SMSC curriculums.
	Undertake E&D Impact Screening of Policies and Practices.	YES	DP	WIP	YES	YES		Work In Progress Due regard is given to the impact of policies on practice against our learner and staff cohort. Each policy is linked to a committee, charged with its review and currency.

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b. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010.	Identify aspects of good or outstanding EDI practice and include within the EDI section of the College's Newsletter and Facebook page once per month.	YES	P	NO	YES	YES	<p>Newsletter due 2015-16</p> <p>Peer Review with partner ISC.</p> <p>Facebook page updates.</p> <p>Peer observation review with Portland College throughout the year has enabled both colleges to identify areas of strength and development. See OTLA Report 2016-17.</p>
	Update training delivered to all staff making clear how to challenge peers and learners if incidents of discrimination, harassment or victimisation occur.	YES	DP	WIP	YES	YES	<p>DSP Wrap trained 2015.</p> <p>Wrap training for all staff April 2016.</p> <p>Training delivered.</p> <p>New Code of Conduct makes clear college expectations.</p>
c. Foster good relations between different staff and learner groups.	Develop curriculum delivery which embraces core British Values, ensuring good relationships.	YES	CM	WIP	WIP	RI	<p>Work still to do, but there is progress in this area.</p> <p>Those lessons judged Good or Outstanding have provided better opportunities for learners to understand British Values. Variability in teacher confidence when delivering these topics exists, training is being provided to address those issues.</p>
	Analyse behavioural incidents to inform effectiveness of good relations	0%	CM	WIP	YES	YES	<p>Behaviour management is particularly strong and staff are expertly supporting learners due to their effective relationships.</p> <p>Behaviour management reporting has been strengthened throughout the year due to improve data systems. Procedures remain effective in reducing the number of incidents over time.</p>

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Equality Impact Screen

This screening form is designed to provide evidence that the college has given 'due regard' to the potential or actual effects of this policy, procedure or practice and whether it could have an adverse impact on different groups of people. (EA 2010)

Protected Characteristics	Impact Is the impact positive, adverse or neutral? Please state which	Tweak Has the policy, procedure or practice been amended as the result of an impact?	Action / Comment(s)
Age	Neutral		This policy relates to all staff and learners, irrespective of protected characteristics.
Disability	Neutral		
Race	Neutral		
Sex	Neutral		
Religion or Belief	Neutral		
Sexual Orientation	Neutral		
Gender Identity	Neutral		
Marriage or Civil Partnership	Neutral		
Pregnancy and Maternity	Neutral		