

Policy 1.3: Landmarks College Single Equality Scheme

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**Introduction**

Landmarks Specialist College (LSC) recognises the requirements under current legislation to have ‘due regard’ to the general equality duty.

**1.0 Context**

1.1 LSC 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”.

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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.

#### **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)

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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, heterosexual and other sexual orientations)

**3.3 Our over-arching objectives between 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
- e) To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

**2. Promote equality for our workforce:**

- a) Increase the diversity of our workforce to reflect the society within which we operate
- b) Provide an accessible and inclusive working environment and culture where all our staff are treated fairly, are able to perform to the best of their abilities and get support in developing and growing their careers
- c) Take action to address any equal pay gaps

**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.

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### **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 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 ensures representation across staff 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.

6.5 In addition, all new major policies which are formally approved by College Forums will be submitted to the SPEC if the Author believes a material change has occurred or if it is a brand new policy.

6.6 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 Board of Trustees.

These reports will contain the following:

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- 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 EDI training and development activities undertaken
- any other relevant activities which have taken place during the year

**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](mailto:larrybrocklesby@landmarks.ac.uk)

**10.0 Review**

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

**Larry Brocklesby**  
**Principal**

## Equality Objectives 2021-2025 Development Plan

Equality Objectives and Actions		Targeted Outcomes	21	22	23	24	25
<b>1</b>	<b>Promote equality for our learners</b>						
1.1	Increase success rates for all learners.	Success rates increase each year.	90%	84%			
1.2	All learners feel safe.	All learners report feeling safe.	100%	100%			
1.3	Take action to address learner achievement differences	Achievement gaps reduce over time.	>5%	<5%			
1.4	All learners have opportunity to plan their transition.	All learners participate in their transition planning (PCR).	100%	100%			
1.5	To promote spiritual, moral, social and cultural development throughout curriculum activities.	Deep dives report that SMSC is well embedded within the curriculum.	N/A	Y			
Equality Objectives and Actions		Targeted Outcomes	21	22	23	24	25
<b>2</b>	<b>Promote equality for our workforce</b>						
2.1	Increase the diversity of our workforce to better reflect life in Modern Britain.	Increase sex diversity to 40% male.	33%	32%			
		Increase ethnic diversity by 5%.	3%	5%			
		Increase disability diversity by 5%.	10%	7%			
2.2	Provide an accessible, inclusive working environment and culture, where all staff are treated fairly, are able to perform to the best of their abilities and get support in developing and growing their careers.	Staff report an inclusive environment.	100%	100%			
		Staff feel they are supported well.	100%	89%			
		Staff feel they are treated well.	99%	96%			
		Staff feel they have the training needed to do their jobs well.	96%	99%			

Equality Objectives and Actions		Targeted Outcomes	21	22	23	24	25
<b>3</b>	<b>Promote equality in our working practices</b>						
3.1	Provide training, support and guidance to enable our workforce to be confident in promoting equality, diversity and inclusion.	Staff receive annual training around equality, diversity and inclusion.	97%	100%			
		Staff recognise the work of SPEC.	N/A	89%			
		Staff report feeling confident promoting equality, diversity and inclusion.	100%	100%			
3.2	Eliminate unlawful discrimination and harassment.	Staff understand unlawful discrimination and harassment.	N/A	100%			
		Staff know what to do if they witness, or are aware of, instances of discrimination and harassment.	N/A	100%			