



Single Equality Scheme Statement

Highbury College, Portsmouth
Single Equality Scheme Statement

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Highbury College, Portsmouth Single Equality Scheme Statement

1. Equality Vision, Values and Principles

1.1 The College's Single Equality Scheme is set within the context of our Vision, Mission, Values and the Priority Themes in the Strategic Plan for 2017 – 2020.

1.2 Our Mission is *'To enable all our students to succeed.'*

1.3 Our 2020 Vision is *'A world-class learning enterprise, leading the way, transcending borders*

- *Transforming and enriching lives*
- *Pioneering innovative approaches to education and training*
- *Inspiring ambition and co-creating sustainable futures with individuals, entrepreneurs, businesses and communities*
- *Serving our diverse stakeholder communities with pride and passion*
- *An influential organisation, recognised for excellence locally, nationally and internationally'*

1.3 Our Single Equality Scheme sets out how we will secure improved opportunities and successful outcomes for the diverse communities we serve and all equality groups through a fully inclusive learning enterprise in which:

- Equality is actively promoted
- Diversity is welcomed, valued and celebrated
- Barriers are broken down
- Unfairness, discrimination and inequalities are tackled

1.4 Our Single Equality Scheme reflects our values and beliefs, and the way we work within and without the College community.

1.4.1 Our values are:

- Learning for life, work and global citizenship
- Leadership, accountability, trust
- Innovation and creativity
- Teamwork
- Championing equality and diversity
- Celebrating success
- High expectations

- Commitment to Sustainability

1.4 The Highbury Way, Leading the Highbury Way, the Staff Code of Conduct, the Student Code of Conduct and The Highbury Students set out our expectations, how we will work with each other and how we will foster a culture of success and mutual respect:

- Student success remains our overriding priority. We have high expectations of what our students can achieve, and stretch each individual to achieve his or her full potential. We believe in improving our students' experiences of learning and ensure that all our activities are designed to make this possible. Central to this is equipping our students with the literacy, numeracy, oracy, personal resilience entrepreneurial and employability skills needed for life, work and global citizenship. Learning benefits everyone and we will prepare our students to make an active contribution to the community in which they live and to the economic prosperity of the region and the U.K as a whole.
- We will work in partnership both within the College, with organisations and the agencies serving our community and with employers locally, regionally and nationally to provide high quality learning opportunities which meet their needs. We believe we have a key role to play in shaping and meeting local, regional and national priorities and targets for education and training.
- The College will continue to foster a learning community for all its staff and students in which equality is promoted and diversity is valued. We will encourage creativity, innovation and the sharing of good practice by celebrating success and promoting open appreciation of everyone's contribution.

1.5 The College believes that it is society that creates barriers for individuals and groups. These barriers can include:

- Prejudice and stereotypes
- Negative images of individuals and groups
- Exclusive policies
- Inflexible organisational procedures and practices
- Inaccessible information
- Inaccessible buildings
- Teaching that does not differentiate or take account of individual need
- Lack of support, including assistive technologies
- No accessible parking

The College's Single Equality Scheme builds on the actions that we have taken to remove barriers to education, training and employment, and recognises that further improvement is needed to increase access to and full participation in these by all the communities we serve.

1.6 Improving equality will bring many benefits to the College. We believe that our scheme will enable us to:

- Create a positive learning and work environment which actively promotes, values and celebrates equality and diversity
- Provide high quality inclusive provision, services and support which are responsive to the individual needs of all our students, staff and service users
- Achieve a more representative workforce
- Attract and retain talent
- Promote greater awareness and understanding
- Enable our students, staff and service users to make an active contribution to the economic prosperity of their communities
- Enable all our students and staff to benefit from learning and to succeed

1.7 The College's Single Equality Scheme sets out our approach to equality and diversity, both as an employer of over 550 staff and as a major provider of education and training in Portsmouth and the wider South East. The Scheme underpins our Equality and Race Equality Policies and Equality and Diversity Strategy 2017-2020. It covers our statutory positive duties to promote equality and tackle discrimination with respect to the nine equality measures under the following legislation:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Human Rights Act 1998
- The Learning and Skills Act 2000
- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001
- The Equality Act 2006
- The Equality Act 2010
- Marriage Act 2013
- Prevent Guidance 2015

1.8 The Scheme sets out how we meet our positive duties, which are:

1.8.1 Under the Race Relations (Amendment) Act 2000, to meet the general duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

and the specific duties to:

- Assess the impact of our policies, including our Race Equality Policy, on students and staff of different racial groups
- Monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff (including training for staff)

- Include in our written Race Equality Policy statement an indication of our arrangements for publishing the policy statement and the results of our assessment and monitoring
- Publish annually the results of our monitoring data

1.8.2 Under the Disability Discrimination Act (DDA) 2005 and the six interrelated elements of the general duty to promote disability equality to meet the duty to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others

1.8.3 Under the Equality Act 2006 to meet the duty to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between women and men

and the specific duties under the general duty to:

- formulating its overall objectives, consider the need to include objectives to address the causes of any gender pay gap
- Gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services
- Consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives
- Assess the impact of its current and proposed policies and practices on gender equality
- Implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so
- Report against the scheme every year and review the scheme at least every three years

1.8.4 Under the Equality Act 2010 to meet the duty to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Single Equality Duty covers all equality strands or protected characteristics – age, disability, being or becoming a transsexual person, marriage & civil partnership, pregnancy & maternity, race, religion & belief, sex/gender & sexual orientation, being married or in a civil partnership.

1.8.5 Our Scheme also covers regulations with respect to age, religion and belief and sexual orientation. Whilst these regulations do not impose a positive duty to promote equality, we believe it is best practice to do so and have incorporated how we will do this in our Single Equality Scheme. The regulations are:

- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Age) Regulations 2006

1.9 Each year the College publishes an Annual Equality Report which sets out the progress we have made and the actions we intend to take to address inequalities and to improve what we do. This report is approved by the Corporation and posted on the website in line with our statutory duties under the Equality Act 2010.

1.10 Governors, staff, students and external organisations were involved in the development of the Single Equality Scheme through:

- Focus groups
- Surveys
- Training and development activities
- Community events
- Employer events

2 About the College

2.1 Highbury College is a large General Further Education College in Portsmouth, with a broad and predominately academic and vocational curriculum offered at College centres, in community venues, on employers' premises and through distance learning. The College enrolls over 10,000 students annually from diverse backgrounds; our student population is drawn from the city of Portsmouth, the wider region, nationally and internationally with over 156 languages spoken in the College. Our students study on programmes that range from entry level to higher education (HE). The College's programmes are designed to provide students with the specialist skills, aptitudes and knowledge valued by employers, and the cross cultural ethos and sustainability skills needed by global citizens in the 21st century. The data on the College's staff and students are contained within the Annual Equality Report and in a leaflet, both of which are published on the College's website.

2.2 The College has a strong focus on increasing participation in education and training and raising the aspirations of all our communities; these aims are central to our purpose and of particular importance in a city that has low attainment at key stage 4 and very low participation rates in higher education. In our 2011 inspection, Ofsted noted that 'The college makes an

outstanding contribution to community cohesion. The promotion of equality and diversity is exemplary and helps to make the college highly inclusive, both in its intake of students and in atmosphere.'

- 2.3 A summary of the College's overall strengths in promoting equality and tackling discrimination and our areas for further development are set out each year in our Annual Equality Report and Equality and Diversity Operational Target which are published on the College website.

3. Our Equality and Diversity Targets 2017- 2020

- 3.1 The College's Single Equality Scheme is closely linked to our Equality and Race Equality Policies, which set out our intent in relation to all key processes, particularly in relation to policies and procedures concerned with admissions of students, recruitment and selection of staff, assessment, marking and feedback, bullying and harassment and discipline.

- 3.2 Our Single Equality Scheme action plan is incorporated in our annual Operational Targets for Equality and Diversity which underpin the achievement of our Strategic Plan. The Strategic Plan priority themes are:

- Priority Theme 1: Student Success
- Priority Theme 2: Innovation and Enterprise
- Priority Theme 3: Growth
- Priority Theme 4: Reputation
- Priority Theme 5: Leadership
- Priority Theme 6: Financial Health

- 3.3 To achieve the Strategic Plan Priority Themes, the College's underpinning Equality and Diversity Strategy has six key objectives. The six key objectives of the Equality and Diversity Strategy will enable us to build on our outstanding approach to equality and diversity and address areas for development over the next three years. The key indicators are to:

- Provide high quality training and education opportunities for everyone
- High success rates for and exceptional progress by all students
- Develop students' global perspectives through internationalising the curriculum.
- Be proactive in sharing good practice and supporting employers and other external bodies to enhance equality & diversity practice
- Rigorously assesses the impact of our work and takes appropriate action in response to its findings
- Achieve more proportionate representation of equalities groups in the staffing profile

- 3.3.1 Key Objective 1: The College will provide high quality education and training opportunities for everyone; we will achieve this objective by:

- Providing vocational and technical educational opportunities for school pupils aged 14 -16.
- Ensuring clear progression routes (Entry – higher education) in subject areas offered by the College.
- Increasing recruitment by men, women or particular ethnic groups to subject areas where these equalities groups are underrepresented.
- Recruiting BME apprentices, and working with employers to do so.
- Extending the range of apprenticeship frameworks.
- Introducing Higher Level Apprenticeships.
- Providing targeted programmes for disadvantaged young people: eg, NEETs, those with High Needs and people with mental health issues.
- Offering work programmes for the unemployed in partnership with employers and JCP and other community organisations
- Delivering co-funded community based programmes.
- Developing more flexible delivery models for all post 16 and higher education programmes; eg, online, blended and fast track intensive programmes.
- Working with employers to devise flexible affordable training models.
- Targeting support funds to greatest need and adjusting the level of support throughout the year to reflect need (Learner Support Funds and Additional Learning Support).
- Streamlining support, care and guidance services and extending online services.

3.3.2 Key Objective 2: The College will ensure all groups of students achieve high success rates and make exceptional progress; we will achieve this objective by:

- Reviewing success rates for all equalities groups at annual Success meetings.
- Setting challenging team and Sector student success targets where there are gaps in performance between equalities groups.
- Identifying new strategies to narrow gaps in student success rates between equalities groups, and including these strategies in Quality Improvement Plans.
- Undertaking success projects to secure improvement in performance by equalities groups.
- Setting challenging attendance targets for individual students and equalities groups.
- Continuing to closely monitor attendance and punctuality and taking action to improve these where low.
- Introducing new strategies to support improved attendance and punctuality by equalities groups.
- Setting challenging target grades for equalities groups on all graded qualifications.
- Identifying and using distance travelled measures for all equalities groups on ungraded qualifications.
- Measuring the impact of progression planning and mentoring with equalities groups.

- Extending the analysis of performance to include religion & belief and sexual orientation as the College has started collecting this data for students at enrolment.

3.3.3 Key Objective 3: The College will develop students' global perspective through internationalising the curriculum; we will achieve this objective by:

- Mapping the curriculum portfolio for coverage of global perspectives within subjects.
- Increasing students' awareness of opportunities that exist within a globalised economy.
- Developing students' understanding of and behaviours with respect to responsible international citizenship and British values.
- Providing students with opportunities to participate in community activities which widen their experience of diverse cultures.
- Increasing opportunities for international activities such as visits and exchanges.
- Providing a wide range of enrichment activities to increase students' awareness of global perspectives.
- Continuing to widely promote and celebrate the diversity of the communities within and without the College in promotional materials, displays, the prospectus and press releases.

3.3.4 Key Objective 4: The College is proactive in sharing good practice and supporting employers and other external bodies to improve and enhance equality and diversity practices; we aim to achieve this objective by:

- Continuing to have employer and community representation on the College's Equality and Diversity Committee.
- Participating in Community Boards and local and regional bodies.
- Working in partnership with schools and employers to increase participation in education and training and progression to employment in non-traditional areas for underrepresented groups.
- Establishing projects to raise participation rates in non-traditional areas.
- Publishing good practice equality and diversity exemplars.
- Seeking external awards for equality and diversity.
- Promoting our model Equality and Diversity Policy for use by SMEs who do not have a policy.
- Continuing to check that the equality and diversity policies of contractors and suppliers meet College standards.
- Providing further training and development for employers and organisations on equality and diversity and equality legislation.

3.3.5 Key Objective 5: The College rigorously assesses the impact of its work and takes appropriate action in response to its findings; we will achieve this objective by:

- Briefing staff on new legislation.

- Undertaking regular impact assessments of policies, procedures, practices and plans.
- Using data to monitor and measure the impact of key policies, procedures, practices and plans on equalities groups.
- Seeking the views of key stakeholders on our equality and diversity practices and acting on recommendations.
- Setting annual equality and diversity targets.
- Publishing an Annual Report on our progress in achieving our equality and diversity objectives and targets.

3.3.6 Key Objective 6: The College will achieve more proportionate representation of all equalities groups in the staffing profile; we will achieve this by:

- Increasing the proportion of underrepresented groups through targeted advertising, voluntary schemes and working closely with community groups to identify training and development programmes to support underrepresented groups in applying for College jobs.
- Working with staff to identify whether there is underreporting on disability and seeking views on how to address this.
- Using data on other protected characteristics to identify underrepresentation or equality issues and addressing these.
- Continuing to review pay and should any gender pay gaps arise, addressing these.
- Monitoring the impact of policies, procedures, practices and plans.

3.4 We assess our performance against the Equality and Diversity Operational Targets in the Annual Equality Report to the Corporation, termly reports to the Equality and Diversity Committee, and annual self-assessment at team, Sector and whole College level.

4 Actively engaging with students, employers, staff and other stakeholders

4.1 The College has involved stakeholders in the development of its Single Equality Scheme in the following ways:

- Staff and student focus groups and surveys for all equality strands.
- Student Voice activities.
- Participation by staff, students and external organisations in the Equality and Diversity Committee.
- Discussions with external organisations.
- Participation in activities by employers and external organisations, including course activities, student projects and enrichment activities.

4.2 The feedback for each strand and issues arising from consultation has informed the College's Single Equality Scheme Action Plan.

5. Putting the Scheme into Practice

- 5.1 The College will continue to involve staff, students and other stakeholders in the Single Equality Scheme through:
- Representation on College Committees.
 - Focus groups, surveys and fora for students, staff, service users and partners.
 - Feedback from partner organisations.
 - Attendance at partner board meetings.
- 5.2 We will regularly seek advice on the process of involvement to ensure that it is genuine and effective through:
- Annual surveys of students.
 - Annual focus groups for staff and students.
 - Meetings with student representatives.
 - The Equality and Diversity Committee.
 - Community and partnership meetings.
 - Self assessment activities, particularly at team level.
 - Trade union and student union meetings.
- 5.3 The College's Single Equality Scheme will be published on the website. The scheme will be available in alternative formats.
- 5.4 The Managing Director, Student Central will produce an annual report on progress and performance. The report will be presented to the Corporation and the College's Academic Board, and is made available on the College website. The report will be available in alternative formats. The action plan, which is provided in the annual Operational Targets for Equality and Diversity, is published on the College website.

6. Leadership and Management

- 6.1 The College Leadership Team is committed to equality, provides the strategic steer for the College's Single Equality Scheme and is responsible to the Corporation for:
- Providing a clear vision for and shared understanding of equality.
 - Creating a learning and working environment for staff and students which is free from discrimination.
 - Challenging and eradicating inequality and discrimination.
 - Ensuring that the general duties in the Race Relations (Amendment) Act 2000, Disability Discrimination Act (DDA) 2005, Equality Act 2006 and Equality Act 2010 are met.
 - Providing high quality and responsive provision, services and support that meet the needs of staff, students and service users.
 - Providing an environment in which it is safe to disclose and difference is respected.
 - Embracing and celebrating the diversity of students, staff and local communities.
 - Promoting equality in policies, procedures, plans and practices.

- Ensuring that the student body and workforce reflect the diverse communities of Portsmouth.
 - Involving staff, student and service users in securing improvements to programmes, services and the learning and work environment.
 - Achieving the actions and targets set out in the Equality Scheme Action Plan and ensuring that there are sufficient financial and other resources to support the achievement of the plan.
- 6.2 The Managing Director, Student Central has overall responsibility for equality and diversity at the College and is responsible to the Principal & Chief Executive for the implementation of the Single Equality Scheme and the monitoring of progress against the action plan. The Managing Director, Student Central is a member of the Equality and Diversity Committee and reports to the Principal & Chief Executive, the College Leadership Team and the Corporation on the progress made in the implementation of the College's Scheme.
- 6.3 The Corporation is responsible for ensuring that the College meets the general duties and specific duties for the Race Relations (Amendment) Act 2000, Disability Discrimination Act (DDA) 2005, Equality Act 2006 and Equality Act 2010; these duties are set out in 1.3 above. The Corporation will also ensure that the College meets the requirements of the following regulations as an employer and provider of education and training:
- Employment Equality (Religion and Belief) Regulations 2003.
 - Employment Equality (Sexual Orientation) Regulations 2003.
 - Employment Equality (Age) Regulations 2006.
- 6.4 The Managing Directors at the College have responsibility for ensuring that managers and staff within their Learning Company deliver high quality provision, support and services that meet the needs of all students and staff, promote equality and eradicate discrimination. The broad areas of responsibility for equality for each of the Managing Directors are set out below:
- The Group Finance Director: Human Resources, Finance, Premises and Estates
 - The Managing Directors Education & Skills Quality, Learning Development ,Curriculum, Employer Engagement and Entrepreneurship
 - The Managing Director Student Central, Equality and Diversity Student Support and the Student Experience
- 6.5 All managers at the College are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Single Equality Scheme. All staff and managers are responsible for ensuring that:
- Discrimination is eliminated.
 - Equality is promoted in all activities.
 - Provision, services and support are responsive to the individual needs of students, staff and service users.
 - Targets for improvement are achieved.

6.6 The College will continue to raise awareness of its Single Equality Scheme and the benefits it brings to all aspects of our work by:

- Increasing staff awareness of equality and diversity through All Staff Development Days the Information Bulletin, on the Intranet, in Highlights and Core Brief, at Committee meetings, through the learning and development programme and through self assessment so that staff understand their role and responsibilities under equality legislation and their contribution to the College's vision for equality.
- Increasing student awareness of equality through Student Voice activities, course handbooks, induction, tutorials, subject lessons and Canvas.
- Further training and development of staff in the skills needed to promote equality and to carry out the requirements of the Single Equality Scheme and Action Plan so that improvements are secured.
- Continuing to build equality and diversity into programme and service quality reviews, self assessment and quality improvement plans.
- Expanding participation in the boards of key partners representing and/or working with underrepresented groups.
- Continuing to celebrate the diversity of our students and staff in publications and activities.
- Measuring, monitoring and improving the success rates of our students by equality and diversity indicators.
- Publicising annually our progress on the actions and targets we have set.

7. Carrying out impact assessments

7.1 The College undertakes impact assessments of policies, procedures, practices and plans deemed to be high or medium priority on a regular basis. All new policies, procedures, practices and plans have an impact assessment as part of the approval process. Committees undertake impact assessments as part of meetings with respect to any decisions or recommendations made at meetings.

7.2 The Managing Director, Student Central has overall responsibility for ensuring that impact assessments for policies, procedures, practices and plans are undertaken. The group Finance Director and the HR Manager have specific responsibility for those policies, procedures, practices and plans related to staff. Policies and procedures related to students fall within the remit of the Managing Director, Student Central

7.3 Impact assessments are embedded across the whole organisation as part of the course and service standard review and the annual self assessment process.

8. Gathering information

8.1 The College currently collects, analyses and reports on data for students by age, gender, disability and race for:

- Recruitment, attendance, retention, achievement and success rates
- Wider success measures such as disadvantaged factor
- Analysis of feedback from student surveys
- Student support services including learning support
- Incidents of bullying and harassment
- Attendance
- Admissions and applications
- Complaints
- Progression rates

8.2 In addition to the information already gathered on the performance of and support for students, overall applications, admissions and enrolment, complaints, disciplinary action and bullying and harassment, the College will gather information on:

- Value added and distance travelled
- Progression
- Improvements in the quality of service, such as the prevalence of adjustments

8.3 The College collects, analyses and reports on recruitment and selection data for staff. As part of our Scheme, we will develop a more systematic approach to monitoring the impact of key policies, procedures, practices and plans with respect to staffing for:

- Sickness levels
- Progress: performance review and promotion opportunities
- Career development: who applies for training, who is offered training, type of training attended, levels of satisfaction with training, extent to which access requirements are met
- Bullying and harassment
- Grievance
- Capability
- Disciplinary action
- Levels of satisfaction
- Views of staff
- Staff turnover rates
- Cessation of employment: reasons for leaving
- Exit interviews

We will also look as how best to use the data collected on religion & belief and sexual orientation to ensure the needs of individuals and groups are met.

8.4 The Managing Director, Student Central has responsibility for overseeing the gathering of all data. Heads of Business Support Groups and Sector Leads are responsible for gathering and analysing information related to students. The HR Manager is responsible for gathering and analysing information related to staff.

8.5 The Managing Director, Student Central has responsibility for ensuring that monitoring takes place at organisational level and each Managing Director /Group Finance Director has responsibility for monitoring the areas within their remit. Regular reports on the progress in achieving targets set in College plans are made by the Managing Director Student Central to the College Leadership Team, the Equality and Diversity Committee and the Corporation. The information gathered informs the annual Operational Plan and is reviewed as part of the monitoring of the plan and through the self-assessment process. Course reviews and Sector self-assessments currently include a review of equality and diversity. All managers and staff are responsible for contributing to these processes and for securing improvements in the provision, services and support they deliver.

9. Monitoring and evaluation

9.1 The Managing Director, Student central has responsibility for ensuring that the action plan is updated and termly reports on progress and performance against the action plan are made to the:

- Equality and Diversity Sub Committee of Academic Board
- College Leadership and Management Team
- Corporation

9.2 Staff, students, service users and external organisations will be involved in the monitoring and evaluation of the plan through:

- Representation on College Committees
- Surveys
- Focus groups
- External partnership board meetings and for a
- Student and Employer Voice
- Evaluation of activities

9.3 We will review our Single Equality Scheme annually and welcome feedback to help us build on what we do well and to make improvements.