

# Equality Duty 2016



## Introduction and Commitment

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. The Act places a duty on all public bodies to ensure that they consider the needs of all individuals in their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

The Equality Duty describes how the College fulfils its statutory duties to promote equality of opportunity, eliminate unlawful discrimination and actively value diversity within its community.

We provide a working and learning environment that acknowledges the richness of diversity as well as valuing and managing each individual's equality of opportunity within the College.

We oppose all forms of discrimination or victimisation on any grounds such as age, disability, race, religion or belief, gender, gender re-assignment, sexual orientation or pregnancy and maternity (the protected characteristics).

The Duty aims to ensure that the College meets or exceeds its statutory general and specific duties in respect of equality. The action plan shows the pro-active steps the College will take to fulfil these requirements and promote all aspects of equality.

The Equality Duty has three aims. It requires that Yeovil College, has a due regard to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

Yeovil College seeks to ensure equality of opportunity and treatment for all persons in relation to all of its activities, such as the recruitment and employment of staff, consultants and contractors, the provision of educational opportunities, and the provision of training and other services to individuals and organisations.

The College works actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. The College recognises the existence of institutionalised discrimination, including institutional racism and is committed to making changes in any area of College practice where there is evidence of failure to provide an appropriate and professional service. It is committed to closing equality gaps in relation to learner and trainee outcomes and employment issues.

Our Equality Duty reflects the broad range of issues connected with the College's mission: '*To provide inspirational education and training for individuals, employers and the whole community*'. The Duty covers equality issues both in employment and in service delivery.

We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ensure that all learners succeed and can progress in ways that match their abilities and aspirations
- be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment

We will judge our success by:

- our progress in improving participation, retention and achievement in areas where there is currently inequality
- evidence of all staff adopting a positive approach to equality and diversity and their ability and success in implementing this duty
- our progress towards embedding equality and diversity within the curriculum
- the completion of the action plan relating to equality and diversity
- the views of learners, staff and stakeholders on the efficacy of the Duty
- our progress in recruiting a diverse work-force and the demonstration of best practice in relation to employment

## Legislative Framework

The College will pay due regard to the relevant legislative framework including the Human Right Act 1998 and the Equality Act 2010. In advancing equality of opportunity we will:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics;
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

In fostering good relations we will tackle prejudice and promote understanding between people who share a protected characteristic and others.

We will:

- promote equality of opportunity between people with a protected characteristic and other people
- eliminate discrimination that is unlawful
- eliminate harassment and victimisation
- promote positive attitudes towards people with protected characteristics
- encourage participation in public life by people with protected characteristics where participation is low
- take steps to meet the needs of people with a protected characteristic, even if this requires more favourable treatment, as far as this is allowed by discrimination law.

## Specific Equality Duties

We will publish:

- an action plan setting out the steps we will take to promote equality and meet the general duty
- procedures for assessing the impact of policies on equality and ways to improve these where necessary
- an annual report summarising the progress made in meeting the targets set in the Equality Duty Action Plan, the results of information gathering and how the College has utilised the information published
- information on how we have engaged with others in developing our Duty and Action Plan

We will:

- implement the actions set out in the Equality Duty and action plan within three years, unless it is unreasonable or impractical to do so
- carry out a confidential and voluntary survey, amongst staff and students, to ascertain equality information related to the protected characteristics
- actively promote staff training and development in equality and diversity
- monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equality and diversity.
- ensure that marketing strategies reflect good practice in equality and diversity, and that College provision is actively and appropriately promoted to all sections of the community.
- review the effectiveness of all policies and procedures to ensure that they contribute to the promotion and application of the Equality Duty.
- ensure that the College's Equality and Diversity Policy is publicised as widely as possible to its community, including learners, staff, contractors, consultants, clients and members of partner organisations.
- review the Equality and Diversity Policy every year
- consult students, employees, trade unions and other stakeholders and take account of relevant information in order to determine the Equality Objectives
- gather and use information on the effect of the College's policies and practices on equality in the workforce and service delivery
- assess the equality impact of current and future policies

## Leadership and Management

### The Corporation

The Corporation is responsible for:

- ensuring that the College complies with its legislative duties, including the General and Specific duties;
- ensuring that adequate strategies and systems are in place to implement the Equality Duty

### The Principal and Senior Management Team

The Principal and Senior Management Team are responsible for:

- providing a consistent and high profile lead on equality issues
- promoting a general awareness of equality within and outside College;
- requiring managerial action to implement the Duty and related policies
- ensuring the Equality Duty and its aims are followed.
- chairing the Equality and Diversity Group
- ensuring that equality is covered as an agenda item at each cross-College meeting

The Principal, together with the Head of Human Resources and the Director of Teaching, Learning and Quality, will take overall responsibility for the Duty, its implementation, monitoring and review.

### Managers

Managers are responsible for:

- implementing the Duty and its related aims and strategies;
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- following the relevant procedures in taking appropriate action against staff or learners who carry out unlawful discrimination.

### All staff

All staff are responsible for:

- ensuring they are aware of the College's statutory duties in relation to equality legislation
- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- promoting positive attitudes towards equality
- attending staff development and information opportunities in order to keep up to date with legislation and College requirements regarding equality and diversity.

## Contractors and Service Providers

Contractors and Service Providers are responsible for:

- Complying with the equality requirements set out in the contract or agreement. (The College is responsible for ensuring the requirements of the positive duty are met in those functions delivered under contract. Contracts and agreements should include a requirement to comply with the College's Equality and Diversity Policy).

## Safeguarding, Equality and Diversity Group

The Safeguarding, Equality and Diversity Group is responsible for:

- providing a strategic lead and direction for the College
- ensuring that all learners and staff are enabled to achieve their full potential, irrespective of a protective characteristic
- ensuring that Yeovil College is seen as a beacon of best practice within the community

## Responsibility When Working With Other Organisations

The College is responsible for meeting the general Equality Duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties. If the partners are private or voluntary organisations it will be the responsibility of the College to ensure that the work done jointly meets its Equality Duty.

## Consultation with Stakeholders

The College will endeavour to actively involve all individuals in policy and decision-making activities. Relevant groups will include:

- current students
- future students
- employees
- local companies
- local voluntary groups

A range of methods will be employed such as:

- student satisfaction surveys
- staff satisfaction surveys

## Equality impact assessments

Impact assessments of all policies are carried out to ensure that the College does not discriminate on the grounds of a protected characteristic and that, where possible, it promotes equality. It intended to ensure that individuals and teams think carefully about the likely impact of their work on equality target groups and take action to improve policies, services, strategies, procedures and functions. It involves anticipating the consequences of policies and projects on the target groups and making sure that, as far as possible, any negative consequences are eliminated or minimised

and opportunities for promoting equality are maximised.

A review schedule has been established for all policies and the member of staff responsible for the policy will review it in the light of feed-back from appropriate consultation.

New policies will be automatically impact assessed at inception.

### **Gathering and using information**

Information will be gathered to establish the effect of policies and procedures on the recruitment, retention, learning opportunities and development of both employees and students with additional information recorded about achievement and progression of students.

Learner data will be collected and analysed on:

- applications
- enrolments
- retention
- achievement
- progression
- withdrawals
- transfers
- use of support services
- satisfaction
- complaints
- exclusions
- disciplinary hearings
- incidents of harassment or bullying
- curriculum choice

Staff data will be collected and analysed on:

- recruitment and selection
- training and development
- pay and benefits
- absenteeism
- appraisals
- grievances
- exit interviews
- career progression

### **Monitoring and evaluation**

The Safeguarding, Equality and Diversity Group will monitor the effectiveness of the Equality Duty and agree actions to be incorporated into the annual Equality Duty Action Plan. The Equality Duty will be reviewed and revised at least every three years. An annual report will be published on the progress made towards meeting the targets set in the action plan. The annual report will be approved by the Corporation prior to being disseminated throughout the College and published on the web-site.

The annual report will review the College’s progress towards fulfilling its Equality Duty, (i.e. the action plan) and meeting its targets. It will include information on consultations with potentially disadvantaged groups and the resulting actions. It will also consider how policies and procedures have been amended in order to eliminate discrimination and promote equality of opportunity.



The College has a culture, amongst both staff and learners, which embraces equality and celebrates diversity.

The Safeguarding, Equality and Diversity Group, chaired by the Director of Teaching, Learning and Quality, has cross-college representation, including the Corporation and students. It meets regularly in order to take forward Equality and Diversity plans and promotion.

## Events

Events to promote national / international days are now embedded within the College calendar and are proactively celebrated in a variety of ways (e.g. Holocaust Memorial Day, World Aids Day, World Mental Health Day, Anti-bullying Week, Alcohol Awareness Week, Black History Month, Remembrance Day, etc.) Some key events during 2014/15 were:

### World Mental Health Day

In October the College celebrated World Mental Health Day, a range of topics related to mental health were displayed and students took part in discussing the issues and stigma around mental health in the Learning Resource Centre

### Armistice Day

On 11<sup>th</sup> November the College came together as part of Remembrance Day. The service was led by Rev. Tom Putt. John Evans the Principal spoke to staff and students and there were readings and music by students. The Garden of Remembrance was donated to Yeovil College by a member of staff and was placed on the patio in front of the Leonardo building in the week prior and crosses and poppies were available around the site.

### World Aids Day

World Aids Day (1<sup>st</sup> December) was supported by the Student Experience Team via 'The Spot' in close links with the CASH (Sexual Health Clinic) who gave out resources and advice to learners raising awareness of HIV and Aids. Information and advice about sexual health and keeping safe was also available.

### Chaplaincy

The college continues to work in conjunction with the Diocese of Bath and Wells. Support is provided to students and staff, across all faiths and none, in order to ensure that the wellbeing of everyone working or studying at Yeovil College is maintained. We currently offer a wide range of learning, health and emotional/social support and this collaboration will enable us to continue to work towards meeting the requirements of Safeguarding, community cohesion and Social, Moral Cultural and Spiritual (SCMS) beliefs.

As an organisation, we have a role in preparing individuals for life beyond college and maintaining and enhancing their wellbeing whilst at college. The Diocese is working closely with us to support this work. A multi-faith quiet room is available for staff and students to enjoy.

### Learner voice

On-line student surveys include questions about equality and diversity, including race, and can be analysed by ethnic group. Results are discussed at the Safeguarding and Equality & Diversity Group. Regular Learner Voice meetings are held where issues are raised and solutions are sought and this is shared through the 'you said we did' forum.

Focus Groups also take place during the year to help inform changes to publications and materials such as  
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prospectuses, student information and website developments.

## **Tutorial Resources**

Tutorials have been developed to be delivered in a cross college approach. Topics covered include Prevent and Fundamental British Values, mental health, drugs and alcohol, relationships and sexuality, safeguarding and abuse, progression and money matters. These are delivered in a variety of ways through small group delivery, visiting speakers, etc. – Paul Cannovillie talked about mental health and racism in The Spot.

## **Newsletters**

The Spot newsletter is issued monthly and includes updates of all the activities and events which have promoted Equality and Diversity.

## **Staff awareness**

Equality and Diversity training is part of the College induction programme for all new staff. This includes an explanation of the college policies and procedures.

Cross-college training in Equality and Diversity is offered as part of Staff Development.

Policies related to Equality and Diversity and any related action plans are available on the college portal and website. Equality and diversity is a standing item on cross-college meeting agendas

Learning plans / schemes of work include the importance of Equality and Diversity.

## **Governor awareness**

The Corporation has attended equality and diversity training.

Members of the Corporation receive a regular up-date on Equality and Diversity from the Vice Principal, Curriculum and Quality at full Corporation meetings.

The Governor with the lead for Equality and Diversity regularly attends Safeguarding and Equality and Diversity Group meetings.

The Corporation approves Equality and Diversity related policies and procedures when they are due for renewal.

All staff recruitment advertisements welcome diverse applicants.

New Governors, including Student Governors, receive appropriate training in order to understand their responsibilities in respect of the college carrying out its legal duties.

## **Learner awareness**

Equality and diversity is an integral part of the tutorial programme.

The Student Union now has a higher profile within the College and is able to promote events and issues directly to its members across the College. This includes those linked to Equality and Diversity such as Holocaust Day and Remembrance Day.

## Staff and learner experience

Students with protected characteristics are invited to be part of the working group to review annually the prospectus / enrolment, paperwork etc.

Data collection on retention, achievement and progression for students with disabilities, or in receipt of additional support, is now in place and information is discussed at appropriate College meetings. Trend data is reviewed on an on-going basis.

Improved data collection to identify opportunities, achievement and progression for students from ethnic minority backgrounds is on-going. The population is very small, although above the local percentage for ethnic minority groups. On-line student surveys include questions about equality and diversity, including race, and can be analysed by ethnic group. Results are discussed at the Safeguarding and Equality and Diversity Group.

Information regarding support and access for students / users of the College is available on the College website which incorporates accessibility features. An Accessibility Statement is produced annually. It is also available to staff on the portal.

## Physical resources

### Personal Care

Students who require personal care during their College day are able to access a choice of personal care suites, including our new and fully inclusive suite with track hoist and a selection of showering/toileting facilities housed within our new Independent Living Skills centre. This enables students with higher levels of additional personal care needs to enjoy and succeed at College alongside peers with little or no additional/personal care needs.

### Healthy Eating

The catering company (Innovate) that serve the College offers a Healthy Option Menu. In September 2012 a new A Level Academy and Hair and Beauty Salon was opened and in December 2013 a new Centre for Independent Living Skills was added to the facilities for students with additional and specialist learning needs.

### Student Enrichment Centre

This well established student area was developed in direct response to learners' voice and is accessible to all learners. Topics and tutorials are promoted through 'The Spot'. A number of groups are being developed including a parenting group and LGBTQ group.

Large mounted photographs of students participating in their course activities, taking part in sporting activities and generally enjoying college life are on display in all college buildings. These demonstrate the wide range of courses at all levels on offer to everyone.

All disabled toilets have now been re-signed as accessibility toilets so that people with medical conditions or those going through gender re-assignment are able to access the facilities more easily.

New signage, which incorporates a modern logo and large clear font, has been installed across the main campus on Mudford Road.

## Marketing

The Yeovil College website has a good range of accessibility features and links. This includes on-line access to prospectuses and course information for full-time and part-time courses and university level programmes.

Quick response (QR) codes are used on various promotional campaigns and communications to create easy and quick methods of accessing information as well as registering for events.

All publications are available on request in a large font or text only version. Requests can also be taken for translation to different languages. The website includes current news items, student success stories, details of college facilities and advice about courses and support. It has a safeguarding and equality and diversity Section with some reports and policies available for view.

Photographs showing the diverse nature of the student population and the courses on offer are displayed across the College. Success stories are regularly featured in the local press, schools newsletters and on line news articles appealing to a broad audience.

Prospectuses include positive equality and diversity images, including non-traditional course choices and include detailed information about disability access and support.

An updated version of the current local and national contact list for disability, health information and advice has been added to the College Intranet and Moodle, to ensure it is easily accessible.

Various methods of contacting the college are available including direct emails, contact via the website, phone numbers or drop in opportunities to main reception where the Student and Customer Service team are able to help with all general and course enquiries.

### **Student / staff / user participation**

Representatives of the Student body are recruited to the College Safeguarding and Equality & Diversity Group on an annual basis.

The Student Union is proactive in promoting events and issues to do with equality and diversity. They were involved in a number of events including Holocaust Memorial Day, Remembrance Day and Children in Need.

Students have a Student Voice. Elected course representatives meet with the Director of UCY to discuss non-course issues. Access for students with disabilities will be reviewed at the Student Voice meetings. A UCY Forum site has been developed for all students.

### **Apprentices**

All apprentices receive an introduction to all aspects of equality and diversity, including the 9 protected characteristics within the Equality Act (2010), information on how Yeovil College promotes equality and diversity and how equality and diversity fits within the apprentices' workplace. This is delivered at group inductions at the College or onsite in the apprentice's workplace by the associated Training Support Officer/ Training Co-ordinator and/or Assessor.

Equality and Diversity is continually discussed with the Apprentice during their programme and recorded on the three monthly Reviews completed by the Assessor.

During reviews Assessors and Training Support Officers discuss relevant E&D topics with Apprentices and their employers to build their understanding of our diverse community; and to foster tolerance and respect of others beliefs and cultures. These themes are developed each month by Teaching & Learning Support teams to provide Work based colleagues with high quality materials and tools to appropriately facilitate learning around E&D topics.

Training Support Officers, Training Co-ordinators and Assessors have received cross college equality and diversity training. Equality and diversity is an agenda item on all Course Review meetings.

## LEARNER DATA

In the analysis of gender data, the overall gap between males and females now has closed to 0.8%; there is no significant gap. The detailed data sitting behind this however, is more complex; with males performing better (2.9%) at 16-18, particularly in A2 subjects and GCSE maths (based upon poorer female retention), whilst at 19+ females perform significantly better (3.8%) than males (based upon male under achievement). Additional learning support is good, those with Learning Difficulties perform marginally better than non-supported learners (due to the support they receive) at all levels and across all age groups.

### Providing for learners with learning difficulties

The College has good inclusion practices for learners with additional needs. The College currently provides learning opportunities for learners with a wide variety of additional needs. Learners attend the College from a range of feeder schools from both inside and outside of the County, including those catering for learners with additional needs.

### Project Search

This innovative project places learners with additional needs into supported internships in the local District Hospital to learn real work skills in authentic work place settings. The learners experience three different internships within the Hospital over the course of the year long course and are supported by both a lecturer and a learning support practitioner from the College alongside job coaches from the local supported employment arm of the local authority. Last year 67% of interns achieved paid employment either within the hospital or at other local employers. This success rate compares very favorably to national statistics (In 2012, the Department of Health's [Adult Social Care Outcomes Framework](#) found that 7% of adults with learning disabilities were in some form of paid employment).

The College ensures all learners with additional needs are supported to achieve the most appropriate qualification to match their aspirations and are offered the relevant support to enable them to study alongside peers who do not have additional needs. However, it is also recognized that inclusion should be appropriate and evaluated in order to ensure that all learners (additional support needs or otherwise) have their needs met. Where an Education, Health and Care Plan is in place, and in order to ensure the most appropriate placement is identified, staff from the Curriculum Area Preparation for Life and Work will meet with learners in their final year at school in order to make a successful transition. This process can take the form of visits to schools, visits to the college, taster days, meeting with relevant staff from school as well as meetings with the learners and their parents/careers. This gives us the opportunity to make sure we are able to meet any identified area of additional need required to make the transition successful.

Learners working within the Curriculum Area Preparation for Life and Work observe the same rules and policies as other mainstream students and also access all the facilities the College has to offer including the learning centre, "The Spot" enrichment area, the sports hall and the catering facilities. The Principal of the College provides a 'Meet the Principal' induction talk to all learners at the start of the academic year. The Principal ensures learners with additional needs receive the same information through the medium of 'Meet the Principal' while ensuring the information is accessible and delivered appropriately. Learners are encouraged and enabled to participate in cross College activities to ensure they are able to take part in wider College life.

Additionally, students are supported in college based work experience where they have the opportunity to work with staff and students from different areas of the college and develop their work skills. The curriculum also includes projects that replicate working environments, such as catering, retail and enterprise.

Learners who have complex additional needs such as Autistic Spectrum Disorder or Asperger's Syndrome may find socializing in the larger, more populated areas of the College at break times challenging. The College, through the Curriculum Area Preparation for Life and Work, provides a common room / lunch club area where learners can eat their lunch and socialize with a member of support staff present.

### Support for Students with Specific Learning Difficulties/Disabilities or other needs

The number of mainstream students in receipt of support and the complexity of the student need has changed considerably over recent years with more students accessing support from two or more of the different support teams.

These needs range from multiple learning difficulties to mild asthma and can include:

- Dyslexia;
- Dyspraxia;
- Asperger's Syndrome;;
- physical and/or sensory difficulties(mobility, hearing or sight impairment)
- medical conditions (e.g. epilepsy, M.E.);
- mental ill-health.

Information is received pre-enrolment, at enrolment or on programme from the following sources:

- student;
- school / education provider;
- parent / carer;
- other external agency;
- college staff (lecturer/tutor/training co-ordinator etc).

Information gathered pre-enrolment or at enrolment is collated and an assessment is made about the need and appropriate type and level of support required by the individual student. This is put into place as close to the start of the student's programme as possible in liaison with the Study Programme Team.

Students who self-refer are assessed and appropriate support is put in place. Their tutor will be informed of any outcomes.

The outcomes may be:

- support from an Learning Support Practitioner (LSP) in the classroom;
- individualised support from an Learning Link Tutor (LLT) in the Learning Link Area at a suitable time for the student;
- small group support from an LLT in the Learning Link Area at a suitable time for the student;
- strategies suggested to the lecturer to assist the student during a monitoring period;
- assessment undertaken for Examination Access Arrangements;
- support from a member of the Student Support Services team for emotional, social or health issues;

### **Success rates of students in receipt of additional support:**

Students that are supported educationally at Yeovil College achieve in line with those that are not.

## Learner Satisfaction Surveys

The Quality Assurance Department surveys students at key points throughout the year. Surveys are completed anonymously and help to inform strategic planning as well as identifying any areas of concern which can be reviewed by the Senior Management Team and Curriculum managers.

Learner satisfaction with equality and diversity aspects remains strong for the third year in succession. The learners who disagreed with *Question 35 The College is a safe place to learn* were followed up on in order to ascertain their reasons for feeling unsafe and any issues taken to the Health and Safety Committee.

| <b>Equality &amp; Diversity</b>   | <b>12/13</b> | <b>13/14</b> | <b>14/15</b> |
|---|--------------|--------------|--------------|
| The College is committed to equal opportunities   | 97           | 97           | 96           |
| The College promotes equality and diversity including equality by race, ethnicity, religion or belief, gender, age, disability, sexual orientation, gender reassignment, marriage & civil partnership and pregnancy/maternity | 97           | 98           | 97           |
| I believe I am fairly treated irrespective of my race, ethnicity, religion or belief, gender, age, disability, sexual orientation, gender reassignment, marriage & civil partnership and pregnancy/maternity                  | 96           | 97           | 98           |
| The College provides satisfactory religious belief and observance facilities for the diverse faith groups on campus   | 93           | 95           | 95           |
| The College provides reasonable adjustments for learners with disabilities  | 99           | 98           | 98           |
| I believe the College is supportive of learners/clients who have experienced harassment or bullying   | 95           | 95           | 95           |
| The College is a safe place to learn  | 98           | 96           | 96           |
| <b>Summary</b>  | <b>96</b>    | <b>97</b>    | <b>96</b>    |



## STAFF DEMOGRAPHICS AND SUPPORT FOR STAFF

Yeovil College employs approximately 380 staff who are based at three campuses across South Somerset and Dorset. The college prides itself on being an inclusive employer and welcomes applications from people who share protected characteristics. The college has a Human Resources Department who work to ensure that staff are treated fairly and that there are policies and procedures in place to protect the rights of individual employees.

The college has the following policies and procedures which are introduced as part of the induction process. They are reviewed on a regular basis and are available on the Staff Portal. They are available in different forms of accessible media to meet the needs of the individual.

The policies include:

- Age Policy
- Absence Policy
- Capability Policy and Procedure
- Code of Professional Standards
- DBS Guidelines and Procedure
- Disciplinary Policy and Procedure
- Family Responsibility Policy
- Flexible Working Policy and Procedure
- Grievance Policy and Procedure
- Health and Well-being Policy
- Induction Policy and Procedure
- Maternity Policy and Procedure
- Paternity Leave Policy and Procedure
- Recruitment Policy
- Redundancy Policy and Procedure
- Respect at Work Policy and Procedure
- Sickness Policy and Procedure
- Volunteering Involvement Policy
- Whistleblowing Policy and Procedure

### Recruitment

Through the recruitment process, equality and diversity is embedded as a college behaviour through the job descriptions, in three ways. Firstly, the College behaviours are given as part of the person specification, of which three are equality and diversity based. Secondly, a specific statement is made at the end of the job descriptions (also in adverts) regarding the College's policy on equality and diversity. Lastly, there is a part of the job specification for equality and diversity, where specific attributes/skills or requirements are listed.

During the interview process, equality and diversity will be picked up through a micro-teach theme, but also as part of the interviewing process with specific questions.

As part of the induction procedure, on the first day of employment a member of the HR team will discuss and make the new staff member aware of all policies and procedures regarding equality and diversity. These policies and procedures are encompassed within the employee handbook and are available electronically. At the new starter's ½ day training which is held once a month, a session will be delivered to all new staff on equality and diversity. This is mandatory training. Equality and diversity-based training sessions are run throughout the year as part of the College's CPD offer.

Candidate interview records, reviews and internal verification of assessment / assignment brief for apprentices include questions about equality and diversity.



Information collected by the Human Resources Department is now much more robust and informative regarding diversity of the workforce. This enables effective analysis of the current situation. Data is provided to the Safeguarding and Equality and Diversity Group on a regular basis so that necessary actions can be agreed. The Human Resources Department continues to ensure that it does not discriminate on the grounds of any of the protected equality characteristics in the advertisement/selection and recruitment of staff. All advertisements welcome diverse applicants. The college is part of the Positive about Disability initiative. As such if an applicant declares that they have a disability and they meet the person spec for any job they apply for they will automatically be shortlisted for interview.

## **Training**

All new staff and Governors continue to receive mandatory equality and diversity and safeguarding training during their Induction period. Since January 2011 mandatory training about the Equality Act 2010 has been delivered to staff and Governors.

Information is distributed to staff, on an on-going basis, for inclusion in the Curriculum area Equality and Diversity folder.

## **Conduct**

The college operates a Respect at Work Policy in order to eliminate harassment, victimisation and bullying. This includes clear disciplinary procedures for all staff for dealing with harassment on the grounds of any protected characteristics.

The Marketing Department continues to ensure that all publications, materials and web-based facilities provide a diverse, non-stereotypical representation that promotes a positively inclusive ethos.

## **Career development and occupational segregation**

Yeovil College actively supports the promotion of opportunity and encourages staff to apply for jobs outside the constraints of gender stereotype. The college has more female staff than male staff. All staff and governors have received equality and diversity training that includes discussion on gender stereotyping.

## Ensuring equality

A new pay spine structure for all business support and lecturing staff was introduced during 2007 in order to ensure a more equitable pay, remuneration and progression system. A new contract for Business and Learner Responsive staff was introduced in 2009 to further promote equity. The College has updated its redundancy policy to ensure there is no discrimination on the grounds of gender in the selection of those being made redundant. The policy on Work Life Balance ensures maternity rights and parental rights are met. It also sets out provision for staff with dependants. In conjunction with the Head of Human Resources, the College works towards ensuring that requests for flexible working are considered in a manner that ensures genuine equality of access for all affected staff.

## Monitoring and positive action

The following information is now collected by human resources:

Gender of employees by:

- type of employment;
- ethnicity;
- disability;
- age;
- race;
- type of contract.

Human resources also analyses and provides information on:

- rates of requests for flexible working;
- promotion;
- return rates from maternity leave and the return roles;
- pay levels;
- grievances, disciplinary and capability proceedings;
- satisfaction surveys and exit interviews where gender and equality issues are raised.
- training/staff development;
- profile of those staff who have requested flexible working due to caring responsibilities for dependants and others.

All of the above information is treated confidentially and made anonymous. No pressure is exerted on staff to disclose information about protected characteristics.

## Complaints

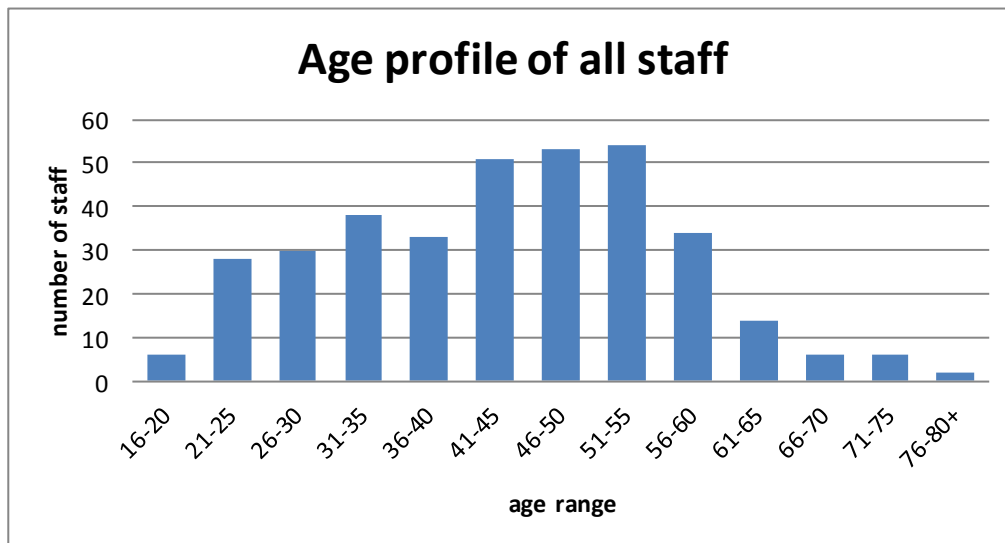
The Respect at Work policy now ensures that there is a clear procedure for staff to report acts of harassment, victimisation or abuse together with a related disciplinary procedure.

## Data

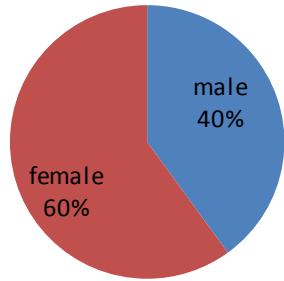
The following data tables show information relating to the staff employed at Yeovil College:

### Age and Gender Analysis 2016

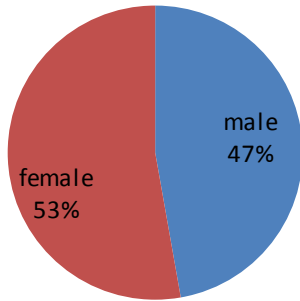
| Age Range     | Number of staff |            |            | % of total staff |              |               |
|---------------|-----------------|------------|------------|------------------|--------------|---------------|
|               | female          | male       | total      | female           | male         | total         |
| 16-20         | 2               | 4          | 6          | 0.6%             | 1.1%         | 1.7%          |
| 21-25         | 12              | 16         | 28         | 3.4%             | 4.5%         | 7.9%          |
| 26-30         | 23              | 7          | 30         | 6.5%             | 2.0%         | 8.5%          |
| 31-35         | 26              | 12         | 38         | 7.3%             | 3.4%         | 10.7%         |
| 36-40         | 22              | 11         | 33         | 6.2%             | 3.1%         | 9.3%          |
| 41-45         | 34              | 17         | 51         | 9.6%             | 4.8%         | 14.4%         |
| 46-50         | 31              | 22         | 53         | 8.7%             | 6.2%         | 14.9%         |
| 51-55         | 36              | 18         | 54         | 10.1%            | 5.1%         | 15.2%         |
| 56-60         | 19              | 15         | 34         | 5.4%             | 4.2%         | 9.6%          |
| 61-65         | 3               | 11         | 14         | 0.8%             | 3.1%         | 3.9%          |
| 66-70         | 1               | 5          | 6          | 0.3%             | 1.4%         | 1.7%          |
| 71-75         | 4               | 2          | 6          | 1.1%             | 0.6%         | 1.7%          |
| 76-80+        | 0               | 2          | 2          | 0.0%             | 0.6%         | 0.6%          |
| <b>totals</b> | <b>213</b>      | <b>142</b> | <b>355</b> | <b>60.0%</b>     | <b>40.0%</b> | <b>100.0%</b> |



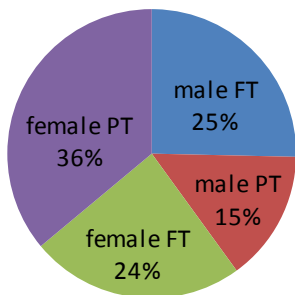
## Gender Analysis



## Gender Analysis - Management



## Gender Analysis - contract type



## Employee Equality Monitoring

### Ethnicity Data 2016 – Yeovil College Staff

| Ethnicity   | Staff | % staff |
|---|-------|---------|
| Asian/Asian British - Any other                       | 5     | 1.4%    |
| Black/African/Caribbean/Black British - African       | 2     | 0.6%    |
| Mixed/Multiple ethnic groups                          | 1     | 0.3%    |
| Not known   | 3     | 0.8%    |
| Other ethnic group                                    | 1     | 0.3%    |
| White - Any other                                     | 6     | 1.7%    |
| White - English/Welsh/Scottish/Northern Irish/British | 337   | 94.9%   |
| total   | 355   | 100.0%  |

|                     | Yeovil College Staff | South West Region |
|---------------------|----------------------|-------------------|
| White               | 96.60%               | 86.00%            |
| Mixed/multi-ethnic  | 0.30%                | 2.20%             |
| Asian/Asian British | 1.40%                | 7.50%             |
| Black/African       | 0.60%                | 3.30%             |
| Other/unknown       | 1.10%                | 1.00%             |

### Religious Belief Data 2016 – Yeovil College Staff

| Belief             | staff | % staff |
|--------------------|-------|---------|
| Agnostic           | 5     | 1.4%    |
| Atheist            | 3     | 0.8%    |
| Baptist            | 1     | 0.3%    |
| Catholic           | 5     | 1.4%    |
| Christian          | 50    | 14.1%   |
| Church of England  | 47    | 13.2%   |
| Church Of Scotland | 1     | 0.3%    |
| Methodist          | 1     | 0.3%    |
| None / NA          | 84    | 23.7%   |
| Orthodox           | 1     | 0.3%    |
| Pagan              | 1     | 0.3%    |
| Prefer not to say  | 5     | 1.4%    |
| Spiritual          | 2     | 0.6%    |
| Unknown            | 149   | 42.0%   |
| total              | 355   |         |

## Disability Data 2016 – Yeovil College Staff

| Disability                  | staff | % staff |
|-----------------------------|-------|---------|
| none                        | 338   | 95.2%   |
| Unknown                     | 4     | 1.1%    |
| Yes - (see breakdown below) | 13    | 3.7%    |
| total                       | 355   |         |
| Yes - learning difficulty   | 2     | 0.6%    |
| Yes - mental ill health     | 2     | 0.6%    |
| Yes - physical impairment   | 7     | 2.0%    |
| Yes - rather not say        | 2     | 0.6%    |

## Sexual Orientation Data 2016 – Yeovil College Staff

| Sexual Orientation | staff | % staff |
|--------------------|-------|---------|
| Heterosexual       | 226   | 63.7%   |
| Lesbian            | 2     | 0.6%    |
| Gay                | 0     | 0.0%    |
| Prefer not to say  | 10    | 2.8%    |
| Unknown            | 117   | 33.0%   |
| total              | 355   |         |

## Application Data

Application data is monitored closely. The following data is from 1<sup>st</sup> Jan 2015 - 1<sup>st</sup> Jan 2016.

|                                  | <b>351<br/>Applicants</b> |        | <b>129<br/>Appointed</b> |        | <b>355<br/>Current staff</b> |        |
|----------------------------------|---------------------------|--------|--------------------------|--------|------------------------------|--------|
| <b>Male</b>                      | 134                       | 38.18% | 69                       | 53.49% | 142                          | 40.00% |
| <b>Female</b>                    | 197                       | 56.13% | 60                       | 46.51% | 213                          | 60.00% |
| <b>Under 25</b>                  | 52                        | 14.81% | 22                       | 17.05% | 34                           | 9.58%  |
| <b>25 - 34</b>                   | 93                        | 26.50% | 22                       | 17.05% | 68                           | 19.15% |
| <b>35 - 44</b>                   | 69                        | 19.66% | 21                       | 16.28% | 84                           | 23.66% |
| <b>45 - 54</b>                   | 59                        | 16.81% | 30                       | 23.26% | 107                          | 30.14% |
| <b>55 - 64</b>                   | 47                        | 13.39% | 23                       | 17.83% | 48                           | 13.52% |
| <b>65 and older</b>              | 6                         | 1.71%  | 11                       | 8.53%  | 14                           | 3.94%  |
| <b>with a disability</b>         | 21                        | 5.98%  | 7                        | 5.43%  | 13                           | 3.66%  |
| <b>Asian or Asian British</b>    | 2                         | 0.57%  | 0                        | 0.00%  | 5                            | 1.41%  |
| <b>Black or Black British</b>    | 3                         | 0.85%  | 2                        | 1.55%  | 2                            | 0.56%  |
| <b>Mixed</b>                     | 0                         | 0.00%  | 1                        | 0.78%  | 1                            | 0.28%  |
| <b>Other</b>                     | 1                         | 0.28%  | 0                        | 0.00%  | 1                            | 0.28%  |
| <b>unknown/pref not to state</b> | 3                         | 0.85%  | 4                        | 3.10%  | 3                            | 0.85%  |
| <b>White any other</b>           | 12                        | 3.42%  | 2                        | 1.55%  | 6                            | 1.69%  |
| <b>White British</b>             | 309                       | 88.03% | 120                      | 93.02% | 337                          | 94.93% |
| <b>White Irish</b>               | 1                         | 0.28%  | 0                        | 0.00%  | 0                            | 0.00%  |
| <b>Heterosexual</b>              | 302                       | 86.04% | 110                      | 85.27% | 226                          | 63.66% |
| <b>Gay Man</b>                   | 3                         | 0.85%  | 1                        | 0.78%  | 0                            | 0.00%  |
| <b>Gay woman / Lesbian</b>       | 9                         | 2.56%  | 2                        | 1.55%  | 2                            | 0.56%  |
| <b>Bisexual</b>                  | 2                         | 0.57%  | 0                        | 0.00%  | 0                            | 0.00%  |
| <b>Unknown</b>                   | 0                         | 0.00%  | 10                       | 7.75%  | 117                          | 32.96% |
| <b>Prefer not to say</b>         | 0                         | 0.00%  | 7                        | 5.43%  | 10                           | 2.82%  |
| <b>No Religion</b>               | 173                       | 49.29% | 55                       | 42.64% | 84                           | 23.66% |
| <b>Christian</b>                 | 142                       | 40.46% | 44                       | 34.11% | 104                          | 29.30% |
| <b>Hindu</b>                     | 1                         | 0.28%  | 0                        | 0.00%  | 0                            | 0.00%  |
| <b>Atheist</b>                   | 0                         | 0.00%  | 5                        | 3.88%  | 3                            | 0.85%  |
| <b>Any Other</b>                 | 7                         | 1.99%  | 0                        | 0.00%  | 0                            | 0.00%  |
| <b>Agnostic</b>                  | 0                         | 0.00%  | 3                        | 2.33%  | 5                            | 1.41%  |
| <b>Pagan</b>                     | 1                         | 0.28%  | 1                        | 0.78%  | 1                            | 0.28%  |
| <b>Prefer not to say</b>         | 0                         | 0.00%  | 0                        | 0.00%  | 5                            | 1.41%  |
| <b>Spiritual</b>                 | 0                         | 0.00%  | 1                        | 0.78%  | 2                            | 0.56%  |
| <b>Unknown</b>                   | 0                         | 0.00%  | 21                       | 16.28% | 149                          | 41.97% |

## Pay Equality Issues

In 2008 the College introduced a pay spine for all staff. All business support roles and management roles were re-evaluated against the pay spine and all lecturing salaries were reviewed against the lecturing pay spine which details appropriate qualifications held to ensure equality of pay across comparable roles within the College.

## Staff Survey

The HR Department arranges for an independent organisation to survey staff on an annual basis. The Staff Survey is completed anonymously and helps to inform strategic planning as well as identifying any areas of concern which can be reviewed by the Senior Leadership Team and Corporation. The most recent survey (2015) showed 94% of staff responded positively with regard to the College's approach to Equality & Diversity.

## Conclusion

The information presented in this Equality Duty document, including the results from the surveys and the demographic data, will enable the college to develop its Equality and Diversity Action Plan and also to take forward the Equality Objectives which were published in April 2012. Yeovil College is proud of its work in promoting and celebrating Equality, Diversity and Inclusion within the college community and the communities of South Somerset and West Dorset.

The College will ensure it has the necessary policies, procedures, action plans, promotional materials and training opportunities to meet its legal and moral obligations in terms of Equality and Diversity. We will work hard to create a culture, amongst both staff and learners, which embrace equality and celebrate diversity and inclusion.