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Single Equality Scheme 2020-2024

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| **Our Mission Statement**  To provide high quality education and training opportunities |

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| **Our Values**   * Aspiration * Excellence * Integrity * Professional * Respect * Customer Focused |

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| **Our Vision**  To become the destination of choice for anyone looking to develop their skills and knowledge |

**Contents Page**

1. Introduction …………………………………………………………………… 4

2. Aims …………………………………………………………………………… 5

3. Vision ………………………………………………………………………….. 6

4. Commitment of the College ………………………………………………… 7

5. College Context ……………………………………………………………… 7

6. Delivery of the College’s SES ……………………………………………… 8

7. SES Priorities ………………………………………………………………… 9

8. Over-arching objectives of the SES ………………………………………. 13

**Single Equality Statement**

We aspire to be a college community that through its leadership, recruitment, teaching and learning, is free from discrimination and confident in its diversity.

Moulton College (“the College”) is committed to ensuring that every individual who belongs to or who accesses our learning community is valued, supported and respected. We welcome and celebrate the unique talent and experience of each individual student and employee.

**1. Introduction**

1.1 Equality and diversity and a commitment to inclusiveness are embedded in our Mission and Values:

**Mission**

To provide high quality education and training opportunities

1.2 The College’s Mission is underpinned by its Vision and Core Values which directly reflect British Values:

**Vision**

To become the destination of choice for anyone looking to develop their skills and knowledge

**Values**

* Aspiration
* Excellence
* Integrity
* Professional
* Respect
* Customer Focused

1.3 This Single Equality Scheme brings together our commitments to equality and diversity, including our plans across the organisation. It embraces all members of our College community and its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity.

1.4 This Scheme will build on our previous equality work. We will continue with our efforts to break down barriers and challenge unfairness and ensure opportunities and experiences which help people and communities reach their full potential.

**2. Aims**

2.1 The purpose of this Single Equality Scheme (SES) is to set out ways in which the College will continue to meet its legal requirements under the following legislation:

**Equality Act 2010**

The public sector equality duty consists of a general equality duty, set out in the Equality Act 2010, and specific duties which are imposed by secondary legislation. The Duty covers nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and marriage and civil partnership.

The general equality duty requires due regard to:

• Eliminating unlawful discrimination, harassment and victimisation and other conduct

prohibited by the Act

• Advancing equality of opportunity between people who share a protected characteristic

and those who do not

• Fostering good relations between people who share a protected characteristic and those

who do not.

The specific duties require Public bodies to:

• Publish relevant, proportionate information demonstrating their compliance with the

Equality Duty

• Set themselves specific, measurable equality objectives

**Human Rights Act 1998**

The Human Right Act came into force in October 2000 and obliges public authorities to treat people in accordance with their rights under the European Convention of Human Rights.

The aim of this Single Equality Scheme is twofold:

• To develop further measures and actions that pay due regard to the need to eliminate

discrimination and promote equality for all, notably those who share protected

characteristics of age, disability, gender, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion and belief, sexual orientation.

• To promote equality so that our approach goes beyond legislative compliance and remains

embedded in our culture.

**3. Vision**

3.1 We are building a College community that through its leadership, recruitment, teaching and learning is free from discrimination and secure and confident in its diversity. The College is committed to ensuring that every individual student and employee is valued, supported and respected. We welcome and celebrate the unique talent and experience of each individual student and employee.

3.2 A healthy community requires a safe environment, free from prejudice and discrimination, where the values and ethos of equality and diversity inform all College activity. The College, therefore, has a zero-tolerance approach to discrimination. Our values apply equally to staff and governors, as well as students, volunteers and those with whom we do business, including the procurement and delivery of contracted services.

3.3 Our Single Equality Scheme and associated policies outline how we seek to ensure that the College is free from unlawful discrimination and strives constantly to move beyond legal compliance towards excellence and best practice in promoting and celebrating equality and diversity.

3.4 Through creative and responsive teaching and learning, and a broad spectrum of extra curricula activities our students will understand better the world within which they live, and the impact of their own actions on community cohesion and wellbeing

**4. Commitment of the College**

4.1 The Scheme aims to demonstrate our commitment to far more than equality complaints monitoring and management and to set comprehensive and contextualised objectives which are integral to continuous improvement of our service to every individual. The effectiveness of the SES will be evaluated by the College’s Equality, Diversity & Inclusiveness group, chaired by the Director of Human Resources and reporting to the SLT.

4.2 The Scheme aligns with the College’s overall commitment to quality improvement as we place our commitment to learner success at the heart of everything we do. The Equality & Diversity Steering group will evaluate the impact of the scheme at each of their termly meetings.

4.3 This Scheme relates to all members of the College, including employees, students, contractors, and visitors as appropriate.

4.4 We will address unequal experiences for all who share protected characteristics:

• Gender

• Age

• Disability

• Race

• Religion and belief

• Sexual orientation

• Gender reassignment

• Pregnancy/Maternity

• Marriage and civil partnership

4.5 We will also be mindful of our actions in relation to socio-economic factors, because socio-economic disadvantage is a key and significant factor for all.

4.6 The scheme will address inequalities with respect to Children in Care (CIC) and all other vulnerable groups of learners.

**5. College Context**

5.1 The curriculum at the Moulton College campus is predominantly land based, sport and construction at further and higher education levels 0-7. The College provides extensive learning opportunities to a wide range of learners both locally, within Northamptonshire, and nationally.

5.2 The College delivers a broad range of apprenticeship frameworks within both the land-based sector, and across other subject sector areas.

5.3 The College offers Foundation provision for those who are most at risk of disengaging and becoming NEET.

**The College ‘Business Community’ – summary overview**

5.7 The College promotes its offer to a wide cross section of the business community with a clear focus of its service for Land Based Employers. The College offers Apprenticeship frameworks and standards with our partners and is constantly looking to grow this provision in light of the local markets.

**6. Delivery of the College’s SES**

6.1. The College will use its values as the template against which to evaluate all conduct matters, whether that be students, employers, governors, staff, visitors and contractors. The College will use its strategies to listen to students – notably the learner voice, HE student association, teaching and learning observations, surveys, the complaints system, staff voice and all forums that enable the student and staff bodies to be heard and responded to.

The College seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised.

6.2. The College actively plans to address inequalities and its main documents and processes reflect our passion to drive improvements:

* College Strategic plan
* Office for Students Access & Participation Plan
* College SES
* SAR & QIP
* Relevant policies and charters

6.3 The College also works closely with strategic stakeholders which include the County Council, local District Authorities and SEMLEP in order to complement plans that are in place to improve the lives of all those living, studying and working within the County.

**Equality Impact Assessment**

6.4 The SLT and TLA will routinely analyse data to ensure that there are no unwarranted discrepancies between the performances of different groups of students. Any statistically significant achievement gaps will seek to be closed or minimised as a priority.

**Teaching, Learning & Support**

6.5 The Director of Curriculum & Quality Improvement is responsible for overseeing that teaching and learning routinely promotes diversity in the learning communities. Furthermore, the curriculum managers group ensure that there are no artificial barriers to accessing support and that all students are able to secure appropriate support, within legislative and the available financial envelopes.

The College will continue to invest time and resources through CPD to ensure that equality and diversity are embedded into the curriculum.

**7. SES Priorities**

7.1 In order to create a Single Equality Scheme that has the most meaning and impact on the majority of its community, the College will put particular focus on:

• Gender

• Race

• Disability

• Socio-economic

• Students from under-represented communities not covered above.

7.2 The College will in addition keep a close watching brief with respect to any inequalities with regards Age, Sexual Orientation, Gender Identity and Transitioning, Religion & Belief, Pregnancy & Maternity; Marriage & Civil Partnerships and will ensure that no individual person will be disadvantaged.

**Gender**

7.3 The College welcomes people of all genders and we seek to create a culture which is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes, particularly with respect to occupation. We do not tolerate gender-based harassment.

**7.4 Our intended impact:**

• Student recruitment which actively encourages them to access careers of their choice regardless of traditional gender under representation.

• A well-developed curriculum that positively reflects different gender contributions in the workplace and promotes them equally and effectively.

• A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.

• A governing body with a similar gender mix to that of the College.

• Facilities that enhance and support the experience of men and women equally in using the College’s services or as College employees.

• A reward and remuneration structure which prevents pay gaps between the genders.

• A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels and promotes a culture of respect.

• A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.

• An approach to transgender issues that promotes understanding and welcome for those involved in any kind of change to their gender.

**Race**

7.5 The College recognises that whilst the majority of its community belong to the group of ‘White British’, some of its students and staff do not and they may have experienced racial discrimination. The College is committed to be a place where all people feel valued and respected and able to develop equally. We will take positive action to eliminate racism and its effects and racial harassment will not be tolerated in any area of College life.

**Our intended Impact**

7.6 In further developing and strengthening our work around race equality so that we can maximise the positive impact we have on students and staff from different racial groups, we aim to achieve the following:

• Retain the high success of BME students on all provision and ensure no significant gaps emerge.

• Increase the profile of BME staff to achieve a workforce that is representative of the local community at every level of the organisation.

• Promotion of race awareness and of zero tolerance to racism.

**Disability**

7.7 Students with learning difficulties/ disabilities are well supported at the College. However, we are committed to the development of new and better opportunities for all and therefore the College seeks to be proactive in removing barriers to participation and success for students and employees with a learning difficulty or disability.

**Our intended impact**

7.8 We will:

• Through training and awareness raising campaigns support staff and students to feel confident to disclose any disability or learning difficulty, particularly “hidden” disability issues, such as mental health and developmental disorders.

• Continue to celebrate the success of those students who have overcome disadvantage to succeed in our College.

• Focus support to ensure retention, success and satisfaction remain high for students and staff with disabilities or learning difficulties.

• Monitor the impact of our success in improving the conditions and success of staff and students with disabilities within the College.

• Where appropriate, enhance students’ ability to learn independently by reducing their dependency on additional learning support.

• Conduct Reasonable Adjustments for both staff and students where needed. Monitor and evaluate the range of individual adjustments made, in order to effectively resource and implement anticipatory adjustments.

**Socio-economic factors**

7.9 Whilst there is no legislative duty in relation to socio-economic factors, the College recognises the impact of economic disadvantage on individuals and will therefore work to reduce barriers faced by such individuals. We will to this end recruit those, as a direct result of their economic disadvantage, who might have lower aspirations and expectations of success. The college will seek to inspire them to recognise and achieve their full potential with an ethos of high expectations, high levels of support, outstanding teaching & learning and access to first class facilities.

7.10 The College is mindful that the performance of white males from Quintile1 of Polar4 and from Quintile 1of the Index of Multiple Deprivation (IMD) is a national concern and therefore the College will seek to provide the right opportunities for constituents of this group to succeed and progress to higher education.

*Note that POLAR (Participation of Local Areas) quintile 1 represents the most disadvantaged 20% of English*

*postcodes, and quintile 5 is the most advantaged 20% - this is a HES measure designed for HE, but it seems an*

*appropriate and accessible measure to use for our FE cohort as well.*

**Our intended impact**

• To support the progression of white males from Quintile 1 of POLAR 4 / IMD groups into higher education.

• To have a curriculum offer and support services which encourage recruitment from all communities.

• To enable students who live in areas of deprivation to do as well as their peers who do not.

• To consider socio-economic factors when impact assessing major plans, policies, procedures and practice.

• To measure a base-line of white male students from POLAR quintile 4 in order to improve engagement and success.

• To meet the Office for Students targets.

**Sexual Orientation**

7.11 The College welcomes people of any sexual orientation, gender expression or identity. We have a zero tolerance stance towards homophobia, transphobia or gender-based discrimination and actively challenge it when it arises. We aim to provide a safe environment where students and staff are comfortable about disclosing their sexuality, if they wish.

**Our intended impact**

• A welcoming place for all where students and staff feel respected and confident and free to be open about their sexuality if they choose.

• A zero tolerance stance on homophobia with a workforce trained and confident to challenge homophobia when it arises.

**Gender Identity and Transitioning**

7.12 The College welcomes people of all gender identities and is supportive of individuals considering or undergoing gender transitioning. This policy seeks to protect individuals before, during, and after the process and to create a culture that promotes mutual respect and does not tolerate gender based harassment.

**Our intended impact**

• A supporting and welcoming college where students and staff feel respected and are open to and confident in discussing all matters related to gender identity and gender transitioning, within a safe and respectful co-created environment.

• A zero tolerance policy on gender related bullying or harassment. A supportive and open minded work force to ensure all students and staff feel safe, respected, and able to achieve.

**Religion and Belief**

7.13 Whilst secular in approach, the College always welcomes people of all faiths and those of no faith. The College seeks to promote harmony and understanding and will act to eliminate discriminatory behaviour arising from differences in belief.

**Our intended impact**

• A climate of tolerance and understanding where religious discrimination is effectively challenged if it ever arises.

• A respectful and value-based curriculum that promotes social and moral awareness.

• Access to a contemplation/quiet room.

**Pregnancy and Maternity**

7.14 The College welcomes students and staff who are pregnant, who are on maternity leave and who have recently given birth. The College will therefore act firmly to eliminate any discriminatory behaviour against those with this protected characteristic.

**Our intended impact**

• A climate of understanding where pregnancy is not a barrier to learning or work

**Marriage and Civil Partnerships**

7.15 The College celebrates the diversity of its staff and students and welcomes people of any marital status.

**Our intended impact**

• A climate of mutual respect for all students and staff regardless of their marital or civil partnership status.

**8. Over-arching objectives of the SES**

8.1 To meet the equality objectives set in the College’s Office for Students Access & Participation plan.

8.2 Curriculum development which responds to the needs of all students in our community.

8.3 Delivery of targets set for curriculum and business support which are designed to promote equality and diversity or to drive equality forward.

8.4 Increasing the disclosures rates of the newer protected characteristics within the Equality Act 2010 for students and staff and using the information to promote and drive equality forward.

8.5 Foster ownership amongst the student body for the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.

8.6 Professional development which continues to support staff to promote equality and diversity routinely into their daily activity.

8.7 To work with organisations that share our values and seek to promote equality for all