

DRAFT

# **Barton Peveril College Single Equality Scheme**

2009 to 2012



# Contents

<b>1: Mission and Values</b>	<b>3</b>
<b>2: College Context</b>	<b>4</b>
<b>3: Legal Background</b>	<b>7</b>
<b>4: Roles and Responsibilities</b>	<b>8</b>
<b>5: Stakeholder Involvement</b>	<b>9</b>
<b>6: Impact Assessment</b>	<b>12</b>
7: Achievements to date:	14
7.1 Disability	
7.2 Gender	
7.3 Race	
7.4 Age	
7.5 Religion and Belief	
7.6 Sexual Orientation and Trans Gender	
7.7 Other	

## **Appendix i**

Barton Peveril College Equality and Diversity Self Assessment Review and Action Plan.

# 1: Mission and Values

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## Our college mission and the values that underpin college life

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Barton Peveril College is fully committed to the concept of equality and diversity. The College actively seeks to monitor, promote and encourage the active participation of all groups. It meets fully its commitments to equality and diversity legislation and strives to uphold the spirit as well as the letter of the law, celebrating the enrichment brought to the workforce and student population by differences in individuals.

### 1.1 Mission

Barton Peveril College's Mission is to be a Centre of Excellence in post-16 education, adding value to our students' academic achievements and wider experiences.

### 1.2 Values

- We aim for all students to fulfil their academic potential
- We develop students for their futures whether at university, in employment or in their wider lives
- We have high expectations of our students
- We nurture the confidence and ambitions of all our students
- We praise and celebrate students' efforts and commitment
- We provide challenging learning opportunities and inspiring teaching
- We invest in the teaching skills, subject interests and professional development of our staff
- We promote a lively, purposeful, friendly and modern community
- We meet the individual needs of every one of our students and foster an environment of mutual respect
- We listen to our students and learn from them
- We develop skills in our students such as self-reliance, creativity and imagination, problem solving and persistence, working with others and communicating effectively
- We cultivate a constructive, three way relationship with parents to help students achieve their full potential

### 1.3 Key Strategic Aims

**Strategic** To articulate and embed our vision and values with students,

<b>Objective 1</b>	staff, parents and our wider community
<b>Strategic Objective 2</b>	To improve teaching and learning through (i) effective teaching & learning and monitoring strategies (ii) developing leadership for improving performance (iii) implementing a high quality staff development plan
<b>Strategic Objective 3</b>	To ensure clarity of purpose and accountability for student achievements through the effective working of the new SLT / & Faculty structure and by completing the move towards Heads of Department and Subject Leaders
<b>Strategic Objective 4</b>	To ensure a relentless focus upon supporting individual student progress to raise aspirations and identify and take action over student underperformance
<b>Strategic Objective 5</b>	To establish a framework for listening to our students and other stakeholders to ensure they have a positive influence on our practices
<b>Strategic Objective 6</b>	To improve our self-assessment to ensure it is based upon sound data and student and staff experience, and that it offers helpful action plans which improve student achievement
<b>Strategic Objective 7</b>	To provide a broad educational experience for students at the College through promoting diversity, health and wellbeing, life skills, pleasure and enjoyment, readiness for university and /or careers
<b>Strategic Objective 8</b>	To work with our partner schools to provide better opportunities for young people in the area and to promote our reputation as first choice for local students
<b>Strategic Objective 9</b>	To develop the College's e-learning and other technological resources to support student learning and enhance the effectiveness of teaching
<b>Strategic Objective 10</b>	To improve the quality of the College estate to create a learning environment which allows flexible, creative and inspirational learning and teaching within classrooms, specialist accommodation and common study spaces

## 2: College Context

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### 2.1 The characteristics of our college

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Barton Peveril is a sixth form college situated in the Borough of Eastleigh, six miles from Southampton and eight from Winchester. It was established in 1973, developing from a

large mixed grammar school. The College has a very clear mission – ‘to be a Centre of Excellence’ in post-16 education, ‘adding value to our students’ academic achievements and wider experiences’.

The College serves a community that includes a variety of rural and urban areas in south west Hampshire and the traditional catchment area stretches from the Wiltshire border in the west to the Hamble River and Meon Valley in the east. Barton Peveril also now attracts students from a much wider area particularly Southampton and Fareham.

The Eastleigh travel to work area has a low unemployment rate of 2.7% (October 2009) against a national average of 4.2%. Earnings are just above national averages and local jobs tend to be in the middle categories: skills and trades, administrative and secretarial. The most significant occupational group of residents is managerial and professional occupations many of whom work outside the Borough. 8.9% of the college’s students consider themselves to be ethnic minority compared with a local Eastleigh figure of 2.5%, and nationally 7.9%. 53% of students are female.

The College provides sixth form education to about 2400 full time 16-19 year olds. The College’s 16-19 curriculum range is shaped through established collaboration with Eastleigh College (a GFE College located on the same street).

There are ten traditional partner schools, all of which are mixed 11-16 comprehensives. Since incorporation in 1993, the College has maintained strong links with its partner schools through the development of an Eastleigh 14-19 Consortium that includes Eastleigh College, the general FE College that also serves the area.

Each year a large proportion of our students (750 students in 2008, representing 70% of eligible leavers) apply to degree courses at universities and other degree awarding institutions. The College has strong links with HE providers in the county and has compact arrangements with Southampton University, Portsmouth University, Solent University, Chichester, The University of Winchester and Middlesex University to support students with individual specific needs.

All students are encouraged to broaden their studies and physical education and team games are very popular. The enrichment curriculum is very well supported by students and the college provides many opportunities for trips and visit from outside speakers to broaden student experience and foster a learning culture. The college promotes well-being and health through the tutorial programme, cross college events and a joint Careers and Health Centre.

The main college building dates back to 1957 but it has received three major additions since then to serve the needs of the sixth form curriculum. The inclusion of three lifts now makes it possible for wheelchair users to access all areas of the college.

The college provides a variety of academic, vocational, skills for life and recreational courses to about 2200 adults as part of its adult education provision. In delivering these programmes we are working with a large number of local community groups and employers.

## 2.2 Statistics

Characteristic	Breakdown (number and %)
Number of learners	Females 1129 (47%) Males 1263 (53%)
Number of full-time staff	38 Support – 55% male, 45% female

	117 Teaching – 46% male, 54% female
Number of part-time staff	96 Support – 23% male, 77% female 119 Teaching – 29% male, 71% female
Number of governors	20 Governors and 1 Observer, 38% Female 58% Male 10% BME
Attainment on entry (average Alis)	5.76
Learners eligible for EMA	647 (27%)
Disabled staff	12%
Disabled learners (LDD)	111 (4.6%)
Disabled learners (no LDD)	10 (0.4%)
BME learners	13.1%
BME staff	13%
Average attendance rate	86.7%
Significant partnerships, extended provision, etc.	Eastleigh Consortium and Connexions Hampshire 6 <sup>th</sup> Form Colleges Forum Action for Inclusion University Compacts – Southampton, Southampton Solent, Winchester, Portsmouth
Awards, Accreditations, Specialist Status	Investors in People Bronze Award Positive About Disabled People Double Tick Award. Investors in Careers Award

## 3: Legal Background

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### The duties that underpin our scheme

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Our college is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### 3.1 General duties

##### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

##### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

##### **Race general duty** – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

#### 3.2 Specific duties: disability, gender and race

The specific duties ask colleges to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our single equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

The following key actions were developed as a result of monitoring and reporting in the college Self Assessment Review; the Equality and Diversity section together with full Action Plan appears as appendix i

#### 3.3 Key Actions

##### **Key Actions: disability**

1. To ensure that the college information systems include data on disability issues for both staff and students.
2. To ensure that the student satisfaction survey categorises responses according to disability, gender and ethnicity.

**Key Actions: gender**

1. To raise and level success rates in certain subject areas identified through the college self assessment process (see college SAR report).

**Key Actions: race**

To engage with and improve outcomes for certain ethnic minority groups

**Key Actions: general**

To ensure that the excellent awareness, consideration for and appreciation of diversity which prevails in the college at the moment is maintained and extended as the learner population changes, which it does completely every two years.

## 4: Roles and Responsibilities

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### Chain of accountability

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The Board of Governors, supported by the Principal and staff, is responsible for ensuring the implementation of this scheme.

#### 4.1 Commitment to Implementation

The principal, Jonathan Prest, retains overall responsibility for ensuring that the action plan is delivered effectively.

There will be a report on equality and diversity as part of the annual Self Assessment Review. Progress will be monitored termly by the Senior Leadership Team and annually by the Corporation.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

#### 4.2 Individual Responsibilities

Matthew Chart, Assistant Principal for Quality, has overall responsibility.

Jane Hosmer, co-ordinator for equality and diversity, is responsible for convening and chairing meetings of the Equality and Diversity Group and the Disability Focus Group. The former meets half-termly and the latter on a termly basis, and both play an active role in developing and implementing equality and diversity issues and in gathering information and reporting for the SAR.

The above, together, are responsible for maintaining and promoting disability, gender and race equality, participation in all aspects of college life, impact assessment, and stakeholder consultation.

Mandy Wood, Assistant Principal for Curriculum, is responsible for SEN/LDD and equality and diversity in curriculum content.

Mark Henderson, Assistant Principal for students, is responsible for equality and diversity in behaviour and exclusions.

Nigel Groves, Vice Principal, is responsible for accessibility.

All of the above are responsible for equality and diversity in learner achievement.

#### **4.3 Commitment to Review and Publish**

The college single equality scheme will be aligned with the College Plan. Its implementation will be monitored within the college's self-assessment and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole single equality scheme will be reviewed at least every three years.

We are committed to sharing information about our single equality scheme as broadly as appropriate. To this end, we will publish the scheme, plus an annual update within the college self assessment review. This will consist of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

#### **4.4 The Corporation is responsible for ensuring that:**

- The membership of the Corporation reflects the diversity of the community served by the College
- The College's strategic plan includes a commitment to Equality and Diversity.
- Equality and Diversity training features as part of the College's strategic plan.
- They are aware of the Corporation's statutory responsibilities in relation to Equality and Diversity legislation as an employer and service provider
- They receive and respond to the Equality and Diversity group monitoring information on learners and staff.

#### **4.5 Managers are responsible for ensuring that:**

- The College Principal and Senior Leadership Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges inappropriate behaviour on the part of all college committees and policies, governance and management, employees, students, and any other areas over which it has influence, such as contracted services.
- They are aware of the College's statutory duties in relation to Equality and Diversity legislation.
- All aspects of College policy and activity are sensitive to Equality and Diversity issues
- Agreed Equality and Diversity monitoring information is collected and analysed
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Targets are set on the recruitment and promotion of staff based upon the analysis of monitoring information

- Appropriate training and development is provided to support the appreciation and understanding of diversity.
- Targets are set for the recruitment, retention and achievement of learners based upon the analysis of monitoring information
- Teaching observation reports include criteria on Equality and Diversity issues where appropriate
- Internal verification procedures include scrutiny of diverse groups
- Curriculum areas are required to assess performance in relation to Equality and Diversity issues and take action as appropriate
- The College's publicity materials present appropriate and positive messages about minority groups
- Learner induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity and celebrate diversity

#### **4.6 Staff are responsible for ensuring that:**

- They are aware of the College's statutory duties in relation to Equality and Diversity legislation
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of Equality and Diversity.
- They deliver tutorial material in a sensitive manner and encourage discussion between learners.
- They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff.
- The College and each of its individual staff confront prejudice whether deliberate or unwitting, whenever it occurs.

#### **4.6 Learners are responsible for ensuring that:**

- They are aware of the College's statutory duties in relation to Equality and Diversity legislation
- They embrace the spirit of this policy and behave accordingly
- They challenge unacceptable behaviour in their peers and adults and confront prejudice whether deliberate or unwitting, whenever it occurs.
- They report any unacceptable behaviour to a trusted member of staff who will see that it is taken forward for investigation and if necessary that disciplinary action is taken.

## **5: Stakeholder Involvement**

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### **Involving our learners, parents/carers and other stakeholders**

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5.1 Our college is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the college and its impact within the wider community. We have involved a number of staff, learners, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

The following matrix indicates various forms of communication which are employed to inform and consult stakeholders. This is not an exhaustive list.

## 5.2 Stakeholder Involvement Matrix

	Corporation	Staff	Learners	Trade Unions	Parents/Carers	People with disabilities	Schools	Community/Employers	External Agencies	Contractors	Hants 6 <sup>th</sup> Form College Partners.	Eastleigh Consortium
Equality and Diversity Group		✓	✓	✓								
Disability Focus Group	✓	✓				✓			✓			
Training	✓	✓						✓	✓		✓	✓
Survey		✓	✓									
Student Union		✓	✓									
Meetings	✓	✓	✓	✓		✓						
Newsletters, The Peveril		✓	✓		✓							
Studio Information	✓	✓	✓	✓	✓							
Tutorial		✓	✓						✓			
Theme days and events		✓	✓		✓				✓			
Website/Intranet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Email		✓	✓		✓							
Self Assessment Report	✓	✓	✓	✓								
Visits/talks		✓	✓	✓		✓		✓	✓		✓	✓

## 6: Impact Assessment

### Evaluating the impact in terms of the outcomes

6.1 An Impact Assessment is a critical examination of a policy, practice or procedure in order to identify any adverse, detrimental or negative outcome that it may have on any individuals or specific groups of people. Any negative impacts identified should be judged as justified or not compared to a set of criteria, including equality legislation and health and safety, and if not justifiable should be rectified by means of a resulting action plan of EDIMs (Equality and Diversity Impact Measures) resulting in changes in the policy, practice or procedure.

6.2 All college policies, practices and procedures will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into departmental action plans as part of the annual SAR process. Global issues will be carried forward into the equality and diversity action plan. This process will be completed before papers go before the corporation for approval.

6.3 A team of volunteers from the Equality and Diversity Group is being trained to support managers in Impact Assessments within their departments.

Additionally, in Section 4 (Roles and responsibilities) of this single equality scheme a detailed list can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

There follows a list of policies, practices and procedures which will need Impact assessment. Those marked ✓ were assessed at the last review.

### 6.4 Policies, Procedures and Practice

<b>Documents Associated with Curriculum and Quality</b>	
<b>Senior Leadership</b> Matthew Chart, Assistant Principal Quality Mandy Wood, Assistant Principal Curriculum	Achievement Added Value Departmental SARs Subject Reviews Action Plans
<b>Other Key Staff</b> Heads of Faculty Heads of Departments Nicky Swainson (LRC) Jane Hosmer	Lesson Observations Teaching and Learning Enrichment Provision Learning Resource Centre Learning Support Equality and Diversity Policy ✓ Disability Policy

<b>Documents Associated with Student Services, Marketing and Recruitment</b>	
<b>Senior Leadership</b> Mark Henderson, Assistant Principal, students	Guidance and Admissions Tutorial Every Child Matters
<b>Other Key Staff</b> Debra Collins Claire Johnson Clare Francis	Disciplinary Policy Bullying Policy Progression Policy Health and Welfare Publicity Admissions Applications process Open Evenings Subject and Course Information Enrolment Appeals
<b>Documents Associated with Human Resources</b>	
<b>Senior Leadership</b> Nigel Groves, Vice Principal	HR Policy and Strategy Staff Development Policy
<b>Other Key Staff</b> Cristine Spires	Harassment Policy Grievance procedure Recruitment and Selection Induction
<b>Documents Associated with IT Services</b>	
<b>Senior Leadership</b> Nigel Groves, Vice Principal	Issue of network log-ins Internet Access
<b>Other Key Staff</b> Chris Cheetham	Acceptable Use Policy Provision of IT Hardware and Software User Support Accessibility ICT Development
<b>Documents Associated with Estates</b>	
<b>Senior Leadership</b> Nigel Groves, Vice Principal	Property Strategy Catering Contractors Cleaning Contractors
<b>Other Key Staff</b> Steve Vincent-Marshall	Maintenance Contractors Building Contractors Environmental Policy Utilities and Telecom Providers Fire and Safety Health and Safety
<b>Documents Associated with Finance</b>	

<b>Senior Leadership</b> Nigel Groves, Vice Principal	Financial Planning Finance Regulations Tendering Process Auditor Engagement
<b>Other Key Staff</b> Jess Miles	
<b>Documents Associated with Information Services</b>	
<b>Senior Leadership</b> Nigel Groves, Vice Principal	College Enrolment Staff and Management Student Information LSC Information and Funding Claims College Information Database
<b>Other Key Staff</b> Andrew Cowley	

## 7: Achievements to Date

### 7.1 Disability

The Disability Equality Scheme of 2006 set out a three year plan of action based on an internal audit of college departments in response to the requirements in 3.1. The college had already undergone an external audit by Southampton Centre for Independent Living in order to ensure compliance with the DDA of 2000, and an update was commissioned as part of the three year plan. Key achievements include:

- Regular meetings of the Disability Focus Group, a group of people interested in the college who either have or are directly linked through job or family to disability. This group has a positive impact on decision making in the college and promotional work.
- An extremely accessible campus where decision makers are always mindful of disability issues.
- High levels of staff awareness meaning that specific needs of learners are addressed as a matter of course.
- Students with disabilities both LDD and physical included in trips both national and abroad, with no extra cost to families.
- Success rates for students with learning disabilities who attend learning support are excellent (95%) and value added is above average for the college.

### 7.2 Gender

In its Gender Equality Scheme of July 2007 the college set itself certain targets. Progress in achieving these has been reported on each year, at first as the equality and diversity report and currently as part of the college self assessment review. Key achievements, as set out in the action plan of 2007, include:

- To provide more detailed analysis and research into staff composition, salaries and the impact of gender.
- Staff have been actively supported and encouraged to move into more senior positions.
- Gender balance has been promoted in all aspects of promotional work to the general public and within college.
- Success rates have improved and males are no longer behind females.
- The college encourages staff to use their entitlement to maternity or paternity leave.

### **7.3 Race**

The Race Equality Policy was set out in response to the Race Relations (Amendment) Act of 2000 and set out the college's plans to meet the requirements of this Act.

Achievements so far include:

- A governor, staff and student population that represents the ethnic composition of the area which we serve.
- The success rate of the combined ethnic minority categories (86.0%) is slightly better than the majority White British category (84.9%).
- Staff and learners are aware of the value placed upon equality and diversity and that action will be taken in the event of any breach of the policy.
- Governors and staff have access to comprehensive information which assists them to plan, implement and monitor actions to carry out their responsibilities under the policy.
- The college publicity materials present appropriate and positive messages about minority ethnic groups.
- Celebration events have been organised by staff and student groups.
- Progress is monitored carefully.

### **7.4 Age**

- The college continues to work towards ensuring effective succession planning through a specific package of management training being rolled out to all staff.

### **7.5 Religion and Belief**

- Religious festivals are honoured and their celebration is encouraged.
- Dietary requirements are met by the canteen.
- Special examination arrangements have been made to enable students to make religious observances.
- A Multi-faith room has been set up following student and staff consultation, and this is being used.

### **7.6 Sexual Orientation and Transgender Issues**

- The college aims to ensure freedom of expression without fear of victimisation or harassment.
- Relationship counselling is available on a regular basis.
- Sexual health advice is freely available from the college Health and Well-being Officer and from outside agencies invited into college for special promotional events.

### **7.7 Other**

- All learners receive high quality support (rated 'outstanding' at the last inspection) and progression rates to university or employment are excellent.
- Students are encouraged and supported in claiming EMA, and anyone experiencing financial hardship is supported through the Learner Support fund.
- Students with caring responsibilities are supported through counselling and by Connexions.
- Students with needs such as but not exclusive to the above are encouraged to apply for local universities through the compact scheme.
- Specific equality and diversity questions are included in end of course surveys for learners.
- The college has a policy to benefit staff wishing to undertake fertility treatment.
- The college is flexible and accommodating to staff and students returning after illness or maternity, in terms of time tabling and practical issues such as parking.