



## Strategic Equality and Diversity Action Plan 2015-2018

Strategic Objective 2: We will provide a range of individual learning opportunities within further and higher education provision that:

- ensures appropriate access
- reflects the views of students
- are inspiring, engaging and fun
- incorporates on-line and blended learning and teaching
- values and celebrates diversity and student success
- are delivered in a safe learning and working environment.

Monitored by: Termly reports to the Equality and Diversity Committee and Annual Report to the Corporation  
 Lead Responsibility: Assistant Principal Inclusion, Student Experience and Commercial Developments and Deputy Principal

### Strategic Equality Objective 1: To actively promote an ethos and culture that promotes democracy, mutual respect, social inclusion and equality of opportunity.\*

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016
Ensure equality and diversity priorities are included in Strategic and Operational Planning.	Present Equality and Diversity Annual Report to be approved by Governors.	Assistant Principal Inclusion, Student Experience and Commercial Developments	March 2017	Included in work plan- to be presented to Curriculum, Quality and Performance Committee.

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<p>Ensure the College effectively promotes the fundamental British values of:</p> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Rule of the Law</li> <li>- Individual Liberty</li> <li>- Mutual Respect</li> <li>- Tolerance of those with</li> </ul>	<p>Training updates provided to Governors, as appropriate.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>January 2017</p>	<p>Governor Counter Terrorism and Prevent Briefing delivered 8<sup>th</sup> July 2015. The Nominated Governor for Safeguarding and Prevent provides updates to Board.</p>
	<p>Ensure compliance with Equality Act and Public Sector Duties.</p>	<p>Head of Inclusion, English, Maths and ESOL</p>	<p>January 2017</p>	<p>Inclusion Report to be updated and uploaded to the website by 31<sup>st</sup> January 2017. New report compiled every year. Report approved by CEG.</p>
	<p>Include as key strategic objectives and values within the Corporate Strategy 2015-2018.</p>	<p>Deputy Principal</p>	<p>Yearly in context of updates</p>	<p>Completed- Strategy and Core Values updated. Prevent Agenda/ Fundamental British Values included.</p>
	<p>Embed/aligned cross College Tutorial Programme to SMSC agenda.</p>	<p>Lead Practitioner – Welfare, Transition and Support Services</p>		<p>Completed. All Group Tutorial SOLEs and cross College events are referenced with SMSC criteria.</p>
	<p>Produce Prevent SOLE Pack.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>October 2016</p>	<p>Completed- available on Blackboard.</p>
	<p>Ensure values into cross College procedures/events such as:</p>	<p>Lead Practitioner – Welfare, Transition</p>	<p>October 2016</p>	<p>Completed. SOLE Pack produced for Level 2/3 students live w/c</p>

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different backgrounds, faiths and beliefs.	<ul style="list-style-type: none"> <li>- Student Parliament</li> <li>- Student Reps</li> <li>- Stay Safe Week</li> <li>- Chaplaincy Service.</li> </ul>	and Support Services		23 <sup>rd</sup> November 2015. Introduction to Student Parliament/Voting System. Cross College events are referenced with SMSC criteria.
Ensure compliance with the Counter Terrorism And Security Act 2015.	Risk assess Prevent Agenda and link to safeguarding.	Assistant Principal Inclusion, Student Experience and Commercial Developments	November 2015	Completed- risk assessment approved by Cross College Safeguarding Group.
	Deliver briefing to Governors and SMT.		November 2015	Completed- Governor Briefing delivered 8 <sup>th</sup> July 2015.
	Safeguarding Designated Officers to attend WRAP Training. Lead Safeguarding Designated Officer Home Office Accredited WRAP Trainer.		December 2015	SMT Briefing planned 4 <sup>th</sup> November 2015.
	Safeguarding Designated Officers deliver Prevent Training across the College.			Safeguarding Designated Officers training planned 2 <sup>nd</sup> December 2015. Prevent Training programme being delivered.
Ensure the College effectively promotes and communicates its commitment to equality and diversity including via College's online learning	Establish Communication Strategy in context of equality and diversity compliance with Equality Act and Public Sector Duties/ Counter Terrorism Act.	Deputy Principal / Assistant Principal Inclusion, Student Experience and Commercial Developments	January 2016	Strategy discussed and agreed in principle with the Equality and Diversity Committee. E&D continues to be promoted as the core common thread in all College activities. (NB. This probably needs a statement

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<p>resources.</p> <p>Effectively communicate and promote the College's Equality and Diversity policies and procedures to students including via College's online learning resources.</p> <p>Ensure all staff understand their responsibilities in relation to equality and diversity.</p> <p>Ensure that all aspects of the College estate is an example of good practice.</p>	<p>Include in:</p> <ul style="list-style-type: none"> <li>- Student Handbook</li> <li>- Student Induction</li> <li>- Cross College Scheme of Work, Tutorial sessions and SOLE</li> <li>- College Events: <ul style="list-style-type: none"> <li>i. LGBT Month</li> <li>ii. Black History Month</li> <li>iii. Anti-Bullying Week (including anti-homophobic bullying)</li> <li>iv. International Women's Day.</li> </ul> </li> </ul> <p>Deliver 3 year mandatory training to all staff.</p> <p>Monitor compliance through Executive.</p> <p>Review all projects/ proposals to ensure compliance with Equality Act and Public Sector Duties.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments/ Lead Practitioner – Welfare, Transition and Support Services</p> <p>Head of Inclusion, English, Maths and ESOL</p> <p>Director of Estates</p>	<p>September 2016</p> <p>September 2015- June 2016</p> <p>September 2016- June 2017</p> <p>Ongoing through Academic Year</p>	<p>adding to the E&amp;D Strategy document)</p> <p>Completed.</p> <p>All College events planned, embedded and completed. Evidence held within Student Union files.</p> <p>Training planned and delivered in 2015/16. High compliance rate. Updated and will be delivered again from September. Bespoke sessions delivered where required. Summary included in Annual Equality and Diversity Report.</p>
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**Strategic Equality Objective 2: To ensure that all external partnership and employer engagement provision complies with the legislation and curriculum delivery to close the equality gap.**

Lead Responsibility: Assistant Principal Curriculum and Quality

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016															
<p>Implement effective measures to close the achievement gap for apprentices.</p> <p><b>Equality Objectives to close the achievement gap.</b></p>	<p>Set equality objectives to close the equality gap.</p> <p>Targets set relating to the achievement of students who declare a learning difficulty/disability, and the participation of females in engineering.</p>	<p>Director of Workforce Development</p>	<p>July 2017</p>	<p>Targets set.</p> <p>Achievement gap between apprentices who declare a learning disability/difficulty and those who do not narrows. To review April 2016</p> <p>Update:</p> <table border="1" data-bbox="1507 836 2022 1197"> <thead> <tr> <th data-bbox="1507 836 1700 943"><b>Overall</b> Achievement To Date</th> <th data-bbox="1700 836 1827 943">Leavers to date</th> <th data-bbox="1827 836 2022 943">% Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 943 1700 1050">Disability/ Difficulty Declared</td> <td data-bbox="1700 943 1827 1050">33</td> <td data-bbox="1827 943 2022 1050">63.6%</td> </tr> <tr> <td data-bbox="1507 1050 1700 1197">No Disability/ Difficulty Declared</td> <td data-bbox="1700 1050 1827 1197">275</td> <td data-bbox="1827 1050 2022 1197">64.7%</td> </tr> </tbody> </table> <table border="1" data-bbox="1507 1233 2022 1302"> <thead> <tr> <th data-bbox="1507 1233 1700 1302"><b>Timely</b> Achievement</th> <th data-bbox="1700 1233 1827 1302">Leavers to date</th> <th data-bbox="1827 1233 2022 1302">% Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 1233 1700 1302"></td> <td data-bbox="1700 1233 1827 1302"></td> <td data-bbox="1827 1233 2022 1302"></td> </tr> </tbody> </table>	<b>Overall</b> Achievement To Date	Leavers to date	% Achievement	Disability/ Difficulty Declared	33	63.6%	No Disability/ Difficulty Declared	275	64.7%	<b>Timely</b> Achievement	Leavers to date	% Achievement			
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				To Date		
				Disability/ Difficulty Declared	36	50%
				No Disability/ Difficulty Declared	304	52%
Promote E&D by providing internal and external access to information and the services the College provides.	Two female Engineering lecturers to be used as Ambassadors to promote the Railway College and the UTC	Programme Manager for Engineering	July 2017	In 2015/16 to date the College has had 8 female apprentices in Engineering. This is an increase from 6 female apprentices in 2014/15.		
	Female students to be taken on visits to Wabtec and Volker rail to gain an appreciation of the Engineering working environment.	Programme Manager for Engineering		Actioned		
	Equality and Diversity to form an integral part of student Induction, and to be revisited regularly throughout the programme, to prompt discussion, develop knowledge and raise awareness.	Head of Areas, supported by Director for Workforce Development		Apprentices demonstrate awareness of Equality and Diversity, including who to speak to with concerns or questions.  Apprentices are confident to deal with safeguarding issues, including cyber bullying, and demonstrate awareness of		

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<p>Ensure that all external partners adhere to legislation requirements in terms of equality and diversity.</p>	<p>Equality and Diversity to be a concurrent theme in teaching and learning and effectively related to the workplace environment.</p> <p>All external partners share their Equality and Diversity documentation and policies as part of due diligence</p> <p>Policies and procedures are regularly posted to the partnership Black board site and signposted in the Quality review meetings</p> <p>All partners have been mandated to attend Prevent training at Doncaster College</p>	<p>Head of Areas, supported by Director of Workforce Development</p> <p>Contract Lead, supported by Partnerships Manager and Director of Workforce Development.</p> <p>Contract Lead, supported by Partnerships Manager and Director of Workforce Development.</p> <p>Contract Lead supported by Programme Manager</p>		<p>Stereo typing and discrimination.</p> <p>Apprentices are questioned about Equality and Diversity and safeguarding at regular progress reviews to ensure that they continue to demonstrate awareness of both subjects and how to deal with any issues or concerns. Assessors have undertaken refresher training on the completion of those reviews to underline the importance of discussing both subjects as well as Health and Safety with the students.</p> <p>Partners have robust documentation and policies in place.</p> <p>Students supported by partners are not disadvantaged and have the same level of awareness of their rights and responsibilities as students supported by the college.</p> <p>Partners have due regard for the need to prevent students from being drawn into terrorism, and encourage students</p>
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	<p>or have been requested to complete the online training</p> <p>Partners are invited to attend E&amp;D update training at Doncaster College</p> <p>Wabtec and Volker Rail to maintain their engagement with Women and Business which is an organisation formed to represent women in Engineering.</p>	<p>for Engineering and Director of Workforce Development.</p> <p>Contract Lead supported by Programme Manager for Engineering and Director of Workforce Development.</p> <p>Wabtec and Volker Rail</p>		<p>to respect other people with particular regard to the protected characteristics set out in the Equality Act.</p> <p>Partners' documentation/policies are checked as part of the due diligence process.</p> <p>All of the above are checked during regular QA visits to partners, as well as observations of practice.</p> <p>All partners have participated in Prevent Training and appropriate records have been maintained.</p> <p>All partners are regularly invited to attend training at Doncaster College, including Equality and Diversity update training.</p> <p>In 2015/16 to date we have had 8 female Apprentices in Engineering. In 2014/15 we had only 6 female apprentices in Engineering.</p>
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**Strategic Equality Objective 3: To take proactive steps to eliminate unlawful discrimination, bullying, harassment and victimisation and to promote good relations among all social groups.**

Lead responsibility: Assistant Principal Inclusion, Student Experience and Commercial Developments

<b>Strategic Action 2015/18</b>	<b>Operational Actions/Targets 2015/16</b>	<b>Person responsible for delivery of operational targets</b>	<b>Completion Date</b>	<b>Impact July 2016</b>
Ensure the College environment is secure and safe from harassment and bullying for staff and students.	Ensure all staff and students are encouraged to positively promote equality and diversity, and where appropriate, challenge inappropriate behaviour through including in the code of conduct for staff and students.	All College Managers/ Head of Inclusion, English, Maths and ESOL / Head of HR	Student and Staff Inductions	Bullying and Harassment incidents effectively tracked and monitored by protected characteristic to tackle potential discrimination as per legislative requirements.
Ensure incidents related to bullying and harassment are effectively reported and dealt with.	Promote the College's Hate Crime Reporting Centre through posters and the College website.	Head of Personal Behaviour, Development and Wellbeing	Termly	Poster campaign for first half term in Student Services. Poster campaign as per plan 2015/16 rotating within Student Services window displays. Planning for 2016/17 campaign for complete.

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**Strategic Equality Objective 4: To ensure that the College's Quality Assurance Framework is underpinned by and reflects the College's commitment to equality and diversity thereby promoting inclusion.**

Lead responsibility: Assistant Principal of Curriculum and Quality

Strategic Action 2014/17	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016
Ensure that learning and teaching embeds and reflects equality and diversity within the student experience including via College's online learning resources.	Monitor the promotion of equality and diversity and differentiation in lesson observations.	QA & Improvement Manager	Ongoing	34% of observed lessons show that the embedding of equality and diversity is a strength within the lesson. 23% of observed lessons show that the embedding of equality and diversity is a norm. The embedding of equality and diversity with on line learning sessions has been undertaken through the group tutorial process. The Ofsted Report 2016 states that ' <i>the promotion of equality and diversity is effective. Lecturers develop student's understanding of equality and diversity issues well.</i> '
	Provide CPD sessions in the context of embedding equality and diversity into learning and teaching.	Head of Inclusion, English, Maths and ESOL	Ongoing	Designed and ready to be delivered by ESOL Programme Co-coordinator from October 2016.

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Implement effective measures to close the achievement gap in classroom-based learning.	Set Equality Objectives	Head of Inclusion, English, Maths and ESOL	January 2017	Current Equality Objectives to be reviewed by 31 <sup>st</sup> January 2017. Current Equality Objectives to have been reviewed by 31 <sup>st</sup> January 2016 legislative deadline of 6 April. From 2016/17 departmental objectives to be set and monitored.
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**Strategic Equality Objective 5: To ensure there is effective monitoring of all aspects of the student journey to close the equality gap and actively promote equality of opportunity.**

Lead responsibility: Assistant Principal Inclusion, Student Experience and Commercial Development

<b>Strategic Action 2015/18</b>	<b>Operational Actions/Targets 2015/16</b>	<b>Person responsible for delivery of operational targets</b>	<b>Completion Date</b>	<b>Impact July 2016</b>
Establish strategic alliances to deliver the requirements of Education, Care and Health Plans	Plan the delivery of College provision in line with requirements of ECH plans.	Head of ALS and SLDD	July 2017	81 students with EHCP have enrolled 2015/16.
Ensure that all students who require additional	Identify/ provide support for HE/ FE. Impact assess ALS	Head of ALS and SLDD	October 2016-ongoing	564 students received support in 2014/15. Impact report to be presented to Equality and Diversity Committee on 25 <sup>th</sup> January 2016.

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support needs are effectively identified and supported.	Achieve Dyslexia Kite Mark (FE/HE)	Head of ALS and SLDD	July 2016	306 being supported so far this year.
Widen Participation in line with local profile priorities and national priorities.	Develop and deliver a Year 11 Transition programme for vulnerable students in partnership with external organisation (monitor retention and achievement).	Lead Practitioner – Welfare, Transition and Support Services	September 2016	Completed. Personalised support was offered to 25 Looked After Year 11s in partnership with DMBC Children in Care Education Service. There are 38 applications to date receiving 1:1 support within this cohort 15 young people are LAC or CIN (Child in Need).
	Develop effective strategic alliance with external organisations to promote inclusion.	Deputy Principal / Assistant Principal Inclusion,, Student Experience and Commercial Developments	Termly update	The Deputy Principal is a member of the DMBC Inclusion and Fairness Forum ensuring that Borough-wide issues are factored into College business and vice versa. The College was a major contributor to the Forum`s recent public inclusion and fairness survey. Recommendations to strengthen public consultation have been put forward to team Doncaster.
	Ensure all looked after and care leaver students are identified and retained and succeed.	Lead Practitioner – Welfare, Transition and Support Services	September 2016- July 2017	In 2014/15 35 Looked After/Care Leaver young people completed their programmes. 19 were withdrawn throughout the year for various reason giving a 64% retention rate for this vulnerable and complex cohort.
	Develop effective	Assistant	September	Offered Common Room to local LGBT worker to host sessions

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College student profile to reflect community diversity profile	partnerships with LGBT Groups locally and nationally to facilitate partnership working and culture of Inclusion.	Principal Inclusion, Student Experience and Commercial Developments/ Lead Practitioner – Welfare, Transition and Support Services	2065- July 2017	or 1:1 work within.																																
	Provide appropriate curriculum pathways for 14 – 16 students.	Head of Inclusion, English, Maths and ESOL	Academic year 2016/17	<p>Success data for 14-16 students:</p> <table border="1"> <thead> <tr> <th></th> <th>Exp En...</th> <th>Starts No-Xfr</th> <th>Suc%</th> <th>Ret No Comp</th> <th>Ret %S Comp</th> <th>Ach No</th> <th>Ach% C</th> </tr> </thead> <tbody> <tr> <td>...</td> <td>12/13</td> <td>172</td> <td>78.5</td> <td>152</td> <td>88.4</td> <td>135</td> <td>88.8</td> </tr> <tr> <td>...</td> <td>13/14</td> <td>91</td> <td>79.1</td> <td>75</td> <td>82.4</td> <td>72</td> <td>96.0</td> </tr> <tr> <td>...</td> <td>14/15</td> <td>106</td> <td>90.6</td> <td>98</td> <td>92.5</td> <td>96</td> <td>98.0</td> </tr> </tbody> </table> <p>Current 14-16 enrolments: 69</p>		Exp En...	Starts No-Xfr	Suc%	Ret No Comp	Ret %S Comp	Ach No	Ach% C	...	12/13	172	78.5	152	88.4	135	88.8	...	13/14	91	79.1	75	82.4	72	96.0	...	14/15	106	90.6	98	92.5	96	98.0
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Monitor student profile against community profile	Assistant Principal Inclusion. Student Experience and Commercial Developments	Termly update	<p>Increase in number of home-elective educated students since 2013/14 owing to strong links with DMBC. Cohort size expected to increase again in 2016/17.</p> <p>The diversity profile is broadly in line with that of the local community. Equality objectives have been set to address any imbalances.</p> <table border="1"> <thead> <tr> <th colspan="2">Protected Characteristic</th> <th>Doncaster Profile</th> <th>Staff Profile</th> <th>Student Enrolments</th> </tr> </thead> <tbody> <tr> <td>Ethnicity</td> <td>White</td> <td>95.2%</td> <td>94.62%</td> <td>90%</td> </tr> <tr> <td></td> <td>BAME</td> <td>4.8%</td> <td>5.38%</td> <td>10%</td> </tr> </tbody> </table>	Protected Characteristic		Doncaster Profile	Staff Profile	Student Enrolments	Ethnicity	White	95.2%	94.62%	90%		BAME	4.8%	5.38%	10%																		
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					Gender	Male	49.3%	35.73%	45%
						Female	50.7%	64.27%	55%
					Disability	Declared disability/learning difficulty/health problem	11.1%	6.85%	1%
						<i>(Data Source: Student Enrolments ProAchieve 09/06/16)</i>			
						<i>(Data Source: Staff: College's HR and Payroll System 30/06/16)</i>			
						<i>(Data Source: Doncaster Profile 2011 Census)</i>			

**Strategic Equality Objective 6: To ensure there is effective monitoring in all aspects of the College's staff reporting mechanisms to address any inequality and actively promote equality of opportunity and tackle discrimination.**

Lead responsibility: Deputy Principal

<b>Strategic Action 2015/18</b>	<b>Operational Actions/Targets 2015/16</b>	<b>Person responsible for delivery of operational targets</b>	<b>Completion Date</b>	<b>Impact (Termly Updates)</b>
Ensure effective reporting mechanisms to the Senior Management/ Corporation.	Provide reports to Governors through the: <ul style="list-style-type: none"> <li>- Equality and Diversity Annual Report to Curriculum, Quality and Performance</li> </ul>	Head of Inclusion, English, Maths and ESOL/ Deputy Principal	January 2017	Included in Governor Work Plan to be presented to Curriculum, Quality and Performance Committee on 24 <sup>th</sup> February 2015.

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	<p>Committee</p> <ul style="list-style-type: none"> <li>- Strategy and Resources Report to Finance and Resources Committee.</li> </ul>			
Provide accurate management data to effectively set targets and monitor equality and diversity in relation to staff as they compare to the College/ community profile by protected characteristics	<p>Establish Equality Goals in the context of Human Resources aligned to Protected Characteristics.</p> <p>Benchmark performance against local, regional and national data.</p>	<p>Head of Human Resources</p> <p>Head of Human Resources</p>	<p>September 2016</p> <p>Termly</p>	<p>The HR Equality focuses attention on the College's efforts to attract applicants from underrepresented groups with an emphasis on gender, disability, BME and age.</p> <p>Progress against the HR KPIs was mixed during the 2015/16 academic year. 14% of new appointments were appreciable increases in job applicants both from a BME background and 58% were male. There has also been an appreciable increase in appointments of staff on the 16 – 24 years age group</p> <p>The HR21 self-service portal has been expanded to enable staff to record data in line with protected characteristics classifications.</p>
	<p>Update staff CVs, in line with protected characteristics, to provide accurate base line data.</p>	<p>Head of Human Resources</p>	<p>March 2017</p>	<p>A staff survey is due to take place at the start of the next academic year.</p>
Monitor staff perception aligned to protected	<p>Undertake Staff Survey and analyse by protected characteristics and perception</p>	<p>Head of Human Resources</p>		

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