



Equality, Diversity and Inclusion Policy



last reviewed Dec 2019 for review Dec 2021

2019-2021 (Formally the Single Equality Scheme)

Contents

- 1. Introduction**
- 2. The Context of Truro and Penwith College**
- 3. The Legislative Context**
- 4. Involving People in the Development of the Scheme**
- 5. Principles, Aims and Objectives of our Policy**
- 6. Equality Impact Assessments**

1. Introduction

Truro and Penwith College has a commitment to meet the general and specific duties contained in The Equality Act 2010. The College recognises the educational and business benefits of having a diverse community of staff and learners who value inclusion, diversity, one another and contribute to the achievement of the College's mission:

'to provide the best possible learning experience leading to the highest possible level of achievement by our students'

The College was re accredited with the Investors in Diversity Quality Mark in 2017 and ranked within the top 20 of the 600+ organisations involved nationally with the scheme. This demonstrates the College's commitment to an all-encompassing approach to equality, diversity and inclusion.

The College culture seeks to be inclusive and as appropriate providing support to remove barriers to the educational achievement, personal progression and participation of individual learners. The College aims to provide a learning and working environment which values individuals equally and does not disadvantage individuals by discriminating on any grounds including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender), and sexual orientation.

In the College's earlier individual equality schemes detail was given both on the legislative framework and on the general and specific statutory duties which apply to all public bodies, including tertiary colleges. This policy remains compliant with these duties, which cover race, disability, age and gender, and also encompasses the broader single equality duty covering the protected characteristics.

The College serves approximately 50% of 16 -19-year-old learners in Cornwall, the second poorest region of northern Europe. Socio-economic disadvantage manifests itself locally in high youth unemployment, low mean income, above average proportions of workers in manual occupations, and very low percentages qualified to degree level. Although socio-economic disadvantage is not a protected characteristic under the Equality Act 2010, it remains relevant in reducing the gap when guiding and supporting learners through their education. To address this, the College places learner progress and value added at the heart of all it does. It ensures achievement drives aspiration, rather than simply relying on the latter driving the former.

This Policy sets out the College's equality principles, aims and objectives for the period 2019/2021. The scheme describes how the College will:

- Promote equality of opportunity and avoid discrimination

- Place the advancement of inclusion, equality and diversity at the centre of its work
- Not tolerate harassment, victimisation or discrimination and has procedures in place to deal with such incidents
- Ensure that Truro and Penwith College operates best practice as an employer in pursuit of equality

2. The Context of Truro and Penwith College History

- In April 1st 2008, Truro and Penwith College came into being following the merger of Truro College and Penwith College.
- Truro College opened in 1993 as a Tertiary College. In September 1993 the College enrolled 742 full-time learners. By the end of the academic year 2018, this had grown to over 5,000 full-time and 8000 part-time students.
- The College has established very successful Higher Education provision in partnership with University of Plymouth with part-time and full-time courses at degree and diploma level.
- The College has established a highly successful business centre to meet the needs of employers and learners in the workplace.

Provision

- The College offers a wide range of academic and vocational courses to fulltime and part-time learners including learners with learning difficulties and/or disabilities.
- The curriculum covers fourteen of the fifteen subject sector areas (SSAs). The College has ALR funding and ER funding for Apprenticeships.

Ofsted

- A full College Ofsted inspection in April 2016 graded overall effectiveness outstanding. The four key judgements of Leadership and Management, Outcomes, Teaching, Learning and Assessment, Personal Development and Welfare were also graded outstanding.
- In 2016 the College was awarded the AoC Beacon award for Leadership and management
- In 2017 the College was also awarded the AoC Beacon Award for Mental Health and Wellbeing, designated as the Leading Light award (the award which would most benefit the College sector).

- Achievement rates for the last 3 years, including those by disadvantaged groups, LLDD and by ethnic diversity are routinely published through the DfE performance tables and the College self-assessment process.
- South West College of the Year for Diversity in 2016
- Gold Healthy Workplace Award Standard since 2014

Capital

- The main Truro campus premises consist of new buildings to the west of Truro. It also has premises in the City for the Business Team.
- The buildings on the Truro College site have all been completed since 1993. The most recent projects include completion of the White and Seaton buildings.
- The College also has a small centre in a rural area to the south of Truro.
- The Penwith College campus has been completely redeveloped on an extended campus at a total project cost of over £30 million. With neighborhoods in the top 1.5% most deprived nationally, the merged College became one of the highest performing centres for progress outcomes nationally. This impact of this merger was part of the AOC Beacon Leadership Award judgment in 2016.
- The College addressed the poor learner outcomes and curriculum choice in the north and east of Cornwall by purposeful consultation, campaigning with employers and other stakeholders and secured a £23 million DfE investment co-investment with the College for an additional campus at Bodmin, another area of high deprivation

Main strengths

- As a Tertiary College the College offers a very wide a range of academic and vocational courses to full and part-time learners.
- The offer includes more than 40 A Level subjects, vocational and occupational courses at all levels and extensive provision for student with severe learning difficulties. Enrolments are strong and learners' achievements are consistently well above national rates.
- This approach produces progress outcomes near the top nationally of colleges and schools. The progress of disadvantaged students is remarkable, unique amongst the sector, to the extent that disadvantaged progress exceeds that of the non-disadvantage cohort on many measures (Ofsted Dashboard)
- In 2018 *The Sunday Times* Parent Power Supplement ranked Truro and Penwith College as the most successful state provider of the International Baccalaureate nationally.
- The College, in co-operation with universities and other Higher Education institutions, has extended its involvement in the provision of Higher Education courses through the Combined University for Cornwall initiative.

Wider community (Data taken from 2011 census unless otherwise stated)

- Cornwall has a population of 532,273
- Cornwall has an aging population
- 52% of the Cornish population is female
- 79% of people identified their health as good
- 12% of the population are unpaid carers
- 93% of people in Cornwall were born in England
- 98.2% of the population are White
- 1.8% of the population are from non-white BME ethnic groups compared to 4.6% in the South West and 14% in England and Wales.
- 9.9% of people stated Cornish as their national identity
- 98% of people aged over 16 have English as their main language
- The main religion in Cornwall is Christian (60%). There was a 94% increase in people declaring no religion.
- 50% of the population are married.
- 900 people were registered in same-sex civil partnerships.
- 73% of the population are of working age (16-74) with 37% female.
- 25% of the population are qualified at Level 4 and above. □ 22% of the population have no qualifications.
- The most common occupation is 'skilled trades occupations' e.g. electronic, construction, textile and printing trades.
- Cornwall has a higher proportion of working age people who are disabled than nationally (Labour Force Survey)
- It is estimated that there are between 500 people in Cornwall with moderate or severe learning difficulties (Joint strategic needs assessment for people in Cornwall with learning disabilities 2011)
- Nearly 600 young carers (aged 4-18) have been identified in Cornwall (Cornwall County Council 2014)
- Lone parents in Cornwall are much more likely to be female

3. The Legislative Context

The Equality Act 2010 replaces all existing anti-discrimination laws and includes a new public sector Equality Duty. The main aims of the 2010 Act are to provide protection of the Protected Characteristics from the following prohibited conduct:

- Direct discrimination;
- Indirect discrimination;
- Victimisation; and
- Harassment

The Equality Duty consists of a general duty, which is set out in the Act itself and new specific duties.

The general duty of Truro and Penwith College

Section 149 of the Act imposes a general duty on Truro and Penwith College, when exercising their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups

The legislation makes it clear that complying with the duty might mean treating some people more favourably than others, where doing so is permitted by the Act, for example, taking positive action to promote equality, or making reasonable adjustments for disabled people.

a. The Specific Duties of Truro and Penwith College

Section 153 of the Act enables ministers to make regulations imposing specific duties on public bodies. The specific duties are legal requirements designed to help the public bodies meet the general duty.

The current specific duties currently being consulted upon are:

i. Publication of equality data

Truro and Penwith College (An employer with 150 or more employees) is required to publish information relating to the protected characteristics of its staff annually in line with the EHRC Code of Practice and guidance.

Other information that should be published includes impact assessments, information taken into account when making these assessments, and details of any engagement with interested parties that has been undertaken in relation to these assessments and the implementation of the Equality duty.

ii. Setting equality objectives

Truro and Penwith College must set objectives to achieve in relation to equality and publish these. The objectives should relate to how the public body intends to further the aims of the Equality Duty. The objectives must be specific and measurable, including how progress will be measured. At least one objective must be set although public bodies may choose to set more than this. New objectives must be set at least every four years.

iii. Publication

Truro and Penwith College must publish the information that is required to be published in a manner which is reasonably accessible to the public (this can be part of another document).

4. Involving people in the development and review of the scheme

The College's previous equality schemes actively involved staff and students in their development, implementation and assessment. To continue this approach the College will actively seek to involve stakeholders by:

- Involving staff in meeting individual needs
- Involving staff in reviewing organisational data
- Involving staff in setting priorities for further data gathering and action planning
- Involving staff and students in assessing the impact of policy and procedures
- Involving students through course reviews
- Involving students through learner voice meetings
- Involving Governors in monitoring relevant college complaints
- Involving senior managers in setting strategic objectives to meet the Equality duty
- Involving Governors through the annual Equal Opportunities Monitoring Report

Much of the above work will be undertaken and monitored by the College Equality and Diversity group.

The College will also use information on good practice from organisations such as the Equality and Human Rights Commission and relevant government reports.

5. Principles, Aims and Objectives of our Equality, Diversity and Inclusion Policy

5.1 Principles

Truro and Penwith College aims to be recognised as a leader of equality and diversity in its work and as an example of good practice. This Policy sets out the framework within which the College intends to promote equality for and prevent discrimination against, our students, staff, governors and visitors. We respect and wish to celebrate the diversity of our students and staff and we recognise the social and intellectual benefits of a diverse student population. As a College we will seek to eliminate direct discrimination, indirect discrimination, victimisation and harassment.

Success of the College's Policy will require ownership by Governors, Senior Management, all staff, all students and the College community.

- a) The College Governors are responsible for ensuring that all campuses of Truro and Penwith College comply with the Equality Act 2010 and the Single Equality Duty. The Corporation members are responsible for setting the policy framework for the Group and for monitoring the delivery against the objectives and action plan relating to the Single Equality Scheme

- b) The SMT has overall responsibility for the operation of the Policy and ensuring implementation of the plan and the embedding of the policy in all activities being compliant with the statutory duty to carry out equality impact assessment.
- c) Discrimination, harassment and victimisation, direct or indirect, is unjust. It is the right of all individuals to expect fair treatment within an atmosphere of mutual respect.
- d) All members of the College - governor, employee, student or visitor - will be valued equally and treated considerately and supported appropriately in order to successfully fulfil their function.
- e) The promotion of excellent practice in equality, diversity and inclusion is central to all aspects of College life: learning, teaching, employment, environment, student services.
- f) All students are entitled to an inclusive learning environment and the provision of an accessible curriculum with appropriate support as needed.
- g) Staff and students are entitled to dignity and respect in the workplace and learning environment.
- h) The commitment and involvement of staff and students is essential to the implementation of our Policy and within this the College will ensure support services and facilities enable students with physical, social and cultural needs to participate fully in College life and will include:
 - tutorial support
 - support for learning for example English and maths
 - additional learning support, for example dyslexia and autistic
 - a range of mental health and wellbeing services, financial and social, recreational and catering and prayer facilities

5.2 Aims

The central aim of the College's Policy is to require action which will remove any existing barriers to all staff, students, governors and visitors, irrespective of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

5.3 Objectives

The College has agreed to maintain the following objectives:

A Planning, Monitoring and Evaluation

embed within the College structure coherent and robust planning, management and decision-making processes associated with the provision of services/support for all students

ensure that the College's commitment to all students and staff is embedded in its strategies and policies

carry out systematic evaluation of progress towards providing for the needs of all students and staff as an integral part of the College's planning and review cycle

B Pre-enrolment, Enrolment and Induction

ensure that the College's procedures for pre-enrolment, enrolment and induction are fully accessible to all students

make specialist information, advice and guidance available to all applicant students and new students complying with the matrix quality standard

record equality information disclosed about a student at the earliest opportunity on the College's Management Information Systems and to consider the implications of this information for the student's experience with the College

provide comprehensive support to all student applicants to enable them to access College courses, services and facilities wherever possible

C Teaching and Learning

provide a clear and coherent learning experience for all students

maximise the opportunities for all students to achieve the same learning outcomes

design all teaching and learning materials to be accessible to all students wherever possible

provide accessible examination and assessment arrangements for all students wherever possible

D Student Support and Guidance

provide clear and coherent tutorial support for all students

ensure accessibility for all students to the full range of student services, including learning support

E Staff Recruitment, Employment and Development

Staff Recruitment

actively promote the College as an equality aware employer, Disability Confident Employer and an Investor in People

ensure that all applicants receive full and fair treatment and are considered solely on their ability to do the job

ensure that all disabled applicants whose skills and experience meet the essential criteria of the person specification are interviewed

Staff Employment Policies and Procedures

review and develop further the College's employment policies and procedures in order to provide a barrier-free environment for all staff

ensure that the work environment and working practices do not constitute unnecessary barriers which may prevent employees participating fully in the life of the College

retain staff who become disabled in their current role wherever possible or to find a suitable alternative role if available (and to provide retraining where reasonable)

F Staff Development

to provide staff development and resources to raise staff awareness of issues relating to equality, diversity and inclusion

support the development of the skills and potential of all staff through staff development and promotion opportunities

to ensure that all staff teaching students with disabilities have access to relevant information and are supported in their work

integrate appropriate forms of on-going training on equality and diversity issues into the College's staff development programme

ensure that where practicable all College documentation and publications are accessible to all staff, students, governors and the wider community

G Accessible Site

ensure that where practicable, all new and existing College buildings are accessible

ensure that access issues are built into new policies and procedures as these are developed and into new projects whether new build or refurbishment

6. Equality Impact Assessments

Impact assessment is not an end in itself, but is the process which the College must go through in order to:

- identify and act upon the need to modify policies and practices;
- have better regard to the promotion of equality of opportunity;
- eliminate unlawful discrimination (for all aspects of equality, including disability).

Impact assessments of college policies and practices will be undertaken by the College Equality and Diversity Group chaired by the Director of Teaching and Learning. The Senior Management Team and Governors will be updated as appropriate.

The impact of the College EDI initiatives will be monitored through measures such as:

- teaching and learning observations
- feedback from students and staff via surveys, learner voice meetings and other measures
- analysis of complaints and incident logs
- inspection by Ofsted, QAA and other quality assurance bodies
- data and information relating to student admission, retention, progress and achievement
- analysis of staff recruitment and selection

Publication and Action Plan

This scheme will be published upon the College website and reference will be made to it in key documents aimed at staff and learners. Feedback will be invited through the College website.

The Action Plan will be updated on an annual basis

This policy should be read in conjunction with the following

- Admissions Policy
- Teaching, Learning and Assessment Policy
- Student Anti-Bullying Policy
- Student Grievance Procedure
- Student Disciplinary (Misconduct) Procedure and Code of Conduct

- Staff Recruitment and Selection Procedure
- Staff Grievance Procedure
- Staff Disciplinary Procedure
- Safeguarding Policy and Procedures.