



New College Pontefract Equality Objectives 2017 - 2020

New College is committed to Equality, Diversity and Inclusion and in accordance with our duties under The Equality Act are pleased to publish our objectives in respect of the Public Sector Equality Duty.

The Equality Act General Duties are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (A)
- Advance Equality of Opportunity between people who share a protected characteristic and those who do not (B)
- Foster good relations between people who share a protected characteristic and those who do not (C)

The current equality objectives have been identified from analysis of our equality data, consultation with staff, students and external parties, including The National Centre for Diversity.

Abbreviations used: Equality and Diversity Committee (EDC)

Last Updated: November 2017

| Equality Objective | Specific Action Required | By Whom | Equality Act General Duties Met | Milestones |
|--|---|------------------|---------------------------------|--|
| Address inequalities in STEM subjects in terms of subject choices and careers. | <p>Target an upward trend in the enrolment of females in to STEM subjects over the next 3 years.</p> <p>Increase the use of positive female STEM role models in marketing publicity and literature to encourage more interested applicants.</p> | DM/SH/ SHC/SA | A, B, C | <p>STEM partnership in place with Skipton Girl's High School (PMH).</p> <p>Physics have had a focus on females and have been tracking them separately. Girl's only Physics sessions run as it was identified that some don't like to ask in class.</p> <p>An equal split of genders for all open</p> |

Responsibility of:
Date of Approval:
Review Cycle:

Director of HR
6th July 2017
Annually

| | | | | |
|--|---|--|---------|---|
| | | | | <p>days/evenings/publicity.</p> <p>A 'Girls into Physics and Maths' STEM event was run, funded by the Ogden trust. 48 year 11 girls from 4 local schools attended an event where graduates spoke about their work in engineering etc.</p> <p>Less of a gap in Chemistry but equal representation at open events.</p> |
| Continue to promote equality, diversity and inclusion as an employer by maintaining the Leaders in Diversity standard. | <p>Successful Leaders in Diversity re-assessment and retention of the standard.</p> <p>Investigation in to accreditation at trust level.</p> | <p>LW All staff</p> <p>LW</p> | A, B, C | <p>Re-assessment taken place – awaiting final outcome. Jan 2017.</p> <p>Leaders in Diversity standard retained – February 2017. The status is required individually for all colleges in NCLT. NCD/NCB are able to hold this status on opening, with a mini assessment being required part way through the first year.</p> |
| All college policies are impact assessed at the point of review. | Due regard given to EDI issues throughout college policies and procedures to ensure no member of the college community is unlawfully disadvantaged. | <p>Policy Holder</p> <p>(LW to lead)</p> | A, B | This has commenced with some policies this year and will continue. |
| Recruit new members to the Equality and Diversity Group. | Achieve a wider representative group to improve the awareness of and activity relating to EDI across the college. | All | A, B, C | <p>Email sent to all staff.</p> <p>Jamie Baker, Physics Technician, and Josh Haller, E&D Officer for the Student Executive, joined the group. 4 new members in 2017-18.</p> |

| | | | | |
|---|---|---|----------------|---|
| <p>Promote equality and celebrate diversity through further development of the Equality Events Calendar.</p> | <p>Each member of the group to take responsibility for a minimum of one event to ensure a diverse range of events and activities are covered.</p> <p>To promote EDI, prevent unlawful treatment and foster good relations.</p> <p>External promotion of an inclusive culture and environment through social media coverage of EDI events.</p> | <p>All</p> | <p>A, B, C</p> | <p>Events covered for (up to Feb 2017)</p> <ul style="list-style-type: none"> • Stoptober • World Mental Health Day • Food bank collection event • Chinese New Year • World Cancer Awareness Month - planned • LGBT History Month and LGBT Film Festival • International Women's Day |
| <p>Provide recruitment and selection training for relevant parties to include information on the Equality Act 2010.</p> | <p>To ensure a fair and positive recruitment process and eliminate discrimination.</p> | <p>LW</p> | <p>A, B</p> | <p>Safer recruitment training requested by new senior managers and extension to some other leaders across college.</p> |
| <p>To address the imbalance between male and female students at whole college application and enrolment stage and to identify if any action is required in relation to under-representation of either gender at subject specific level.</p> | <p>Produce specific gender analysis on applications and enrolments, including feeder school and subjects chosen.</p> <p>Hold focus group with a diverse group of male students to ascertain their views.</p> <p>Encourage applications from male students during the interview process using male role models.</p> <p>Develop subject specific action plans if appropriate.</p> | <p>BCF</p> <p>JH</p> <p>RPF</p> <p>SEF/HoDs</p> | <p>A, B</p> | <p>Analysis undertaken on whole College enrolment in relation to gender indicated the gap between male and female applications/enrolments was not significant and was in line with gender ratios of possible applicants in Wakefield (from data provided by the LA).</p> <p>Given the above, no further action taken on this objective.</p> |

| | | | | |
|---|--|---|----------------|--|
| <p>Analyse the progress of:</p> <ul style="list-style-type: none"> • Gifted and Able students • learners progressing to Russell Group/Oxbridge universities by postcode <p>in order to strengthen outcomes for these learners.</p> | <p>Increased targeted support for Gifted and Able students through continued specific tutor groups and events.</p> <p>Review the role of the Oxbridge Team.</p> <p>Support and materials for subject teachers to incorporate further stretch and challenge in lessons.</p> <p>Set three year targets for outcomes for both groups of learners.</p> | <p>Oxbridge Team</p> <p>SEF</p> <p>Oxbridge Team</p> <p>Oxbridge Team/SEF</p> | <p>C</p> | <p>Specific Gifted and Able tutor groups are set up and a number of events have been run, such as an information evening.</p> <p>A review has been undertaken and there will be some internal opportunities arising as a result.</p> <p>Departments work positively with students, providing extra support sessions with plans to increase on this further next year.</p> <p>Targets have been set. In 2014/15 the number of students in the Excellence Academy progressing to Russell Group universities was up by 13.7%.</p> <p>The number applying to Oxbridge for 2015/16 is up from 10 to 14 students with a 79% applicant to interview conversation rate and a 100% interview to offer conversation rate.</p> <p>Of those students offered places at Oxford, almost half are family firsts. See supporting data.</p> |
| <p>Explore the possibility of the College achieving the 'two ticks' disability symbol as a means of encouraging and increasing the number of quality candidates with a disability applying for a post at College in order to advance equality of opportunity.</p> | <p>Research the standard and consider whether making an application is feasible.</p> | <p>LW</p> | <p>A, B, C</p> | <p>Job Centre Plus are in College next week for a meeting with LW to look at the 5 commitments required in order to meet the standard and to agree an action plan.</p> |
| <p>Continue to monitor and drive equality and diversity in lesson content and methodology across a cluster of target subjects each</p> | <p>Set equality and diversity challenges for chosen subjects each academic year.</p> | <p>EDC, SEF</p> | <p>A, B, C</p> | <p>Nothing developed for chosen subjects this academic year but lots happening across College, such as Operation September Retention to improve the learning</p> |

| | | | | |
|---|--|---------------------------------------|------|---|
| academic year. | Share ideas for embedding Equality and Diversity in to lessons through Teaching and Learning Developer sessions. | SN | | environment in all classes, Monday morning briefings/stretch and challenge. Work done with the Ogden Trust encouraging girls in to Physics and girls reading Science and Oxford/Cambridge. 'This Girl Can' Sports initiative. |
| Promote awareness of distinct learning needs of 'looked after children'. Track progress, achievement and progression, setting targets for future years and generating an action plan if required. | Analyse outcomes of those students identified as 'looked after children' to establish any areas of strength or development. Compare results to other learner groups. Meeting for staff who teach these students to discuss their specific learning needs. Nominate a key worker to support tutors with progress of this group of students and to lead on analysis. Progression monitored and future targets set. | BCF/SEF JH JH JH | C | JH analyses the data annually following results and will make the data available to the group – to follow. This hasn't happened as these students do not want identifying. However, JH regularly monitors their progress as the nominated key worker. JH has a meeting on a half term basis and ensures all students receive the appropriate support. |
| Raise awareness of mental health issues across the whole college community (staff and students). | Have a programme of mental health promotion/events across staff and students. | JH, LW | A, C | World Mental Health Day added to the Equality and Diversity Calendar (October). Offered 'mindfulness' sessions as part of the next Wellbeing Day and Mental Health Resilience training for staff. SB has been researching the possibility of an external agency/professional coming in to College – more information to follow. |