



Single Equality Scheme 2017 - 2020

Responsibility of:
Date of Approval:
Review Cycle:

Director of HR
6th July 2017
Annually

Foreword by the CEO

New Collaborative Learning Trust (NCLT) is committed to providing an inclusive learning environment free from any form of discrimination, harassment or victimisation.

Our fundamental belief in ensuring that all members of the New College community feel valued underpins everything that we do, both as an education provider and as an employer. We welcome and celebrate diversity.

We take our responsibility to eliminate all forms of discrimination seriously and are actively opposed to any form of discrimination. We will take positive action to eliminate any inequalities or discrimination.

The Single Equality Scheme provides the framework and context in demonstrating our commitment to:

- Promote equality of opportunity throughout the college community
- Value and celebrate diversity
- Removing any barriers to access and achievement
- Ensuring that a disability of any kind does not stop anyone from succeeding at New College
- Creating a supportive and high quality learning environment free from any form of discrimination
- Provide outstanding support to enable each and every student to reach their potential

Pauline Hagen
CEO of NCLT

An Equality Vision

This Single Equality Scheme (SES) sets out our approach to equality and diversity, both as an employer and as an education provider.

NCLT strives to implement and deliver equality in all areas and every member of our college communities has a responsibility for equality, diversity and inclusion. Our vision is that all individuals have an equal opportunity to take part in the full life of their college and be free of discrimination and harassment whilst doing so, regardless of their background. Through this Scheme and the associated Objectives we will be identifying and working to remove barriers to both participation and opportunities, ensuring diversity is celebrated and that all sections of the trust fully consider implications regarding these areas.

In summary:

- The trust and its colleges will treat all individuals with respect, dignity and provide an environment free from unlawful discrimination, harassment or victimisation.
- We will not tolerate any form of behaviour or activity, which discriminates on the grounds of race, disability, gender, gender reassignment, marriage or civil partnerships, sexual orientation, religion or belief and age or socio-economic background.
- The trust and its colleges are fully committed to meeting all individual needs, encouraging everyone to achieve their full potential and to raising educational standards. We aim to create a positive, inclusive atmosphere in our colleges, based on respect for people's differences and the challenging of stereotypes.
- Our colleges are committed to making its workforce representative of the communities they serve and to making full use of the skills and knowledge of people from different groups.

The college Principals will be responsible for ensuring that proposed actions highlighted in the SES are incorporated into the College's strategic planning framework with priority given to their implementation. Additionally, all Line Managers in both teaching and support areas have important leadership responsibilities with regard to equality and diversity.

The Legal Framework

The Equality Act 2010 came into force on 1st October 2010. This act replaced many different anti-discrimination laws with a single act. Direct discrimination, indirect discrimination, harassment and victimisation are outlawed by the new Act.

All groups who were covered by the previous equality legislation are protected from discrimination under the new act but they are now described as nine "Protected Characteristics":

1. gender
2. race
3. disability
4. marriage and civil partnership
5. sexual orientation
6. religion or belief
7. pregnancy and maternity
8. gender reassignment
9. age.

In addition, although not currently a legal requirement, our SES also addresses socio-economic factors.

The new legislation provides protection from discrimination at the same level across all protected characteristics and is about treating people fairly, with dignity and with respect.

Our Single Equality Scheme responds to the Equality Act 2010 which, through the Public Sector Equality Duty (PSED), has placed a statutory duty on public sector organisations to:

Through the General Duty:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who don't.
- Foster good relations between people who share a protected characteristic and people who don't.

Through the Specific Duties:

- Publish our approach to Equal Opportunities, through this Single Equality Scheme.
- Set equality objectives.

Our SES Action Plan and related reports will be published on our website.

Trust/College Context

New Collaborative Learning Trust (NCLT), founded in 2017, incorporates the following:

New College Pontefract - provides education for over 2300 young people aged 16-19. The student population is made up of 42% of male and 58% of females. 19.4% of our students have a learning difficulty, disability or health problem. 92% of the student cohort is White British, 1.7% White Other, 2.5% Asian and 3.8% from a range other ethnic groups (numbers in each group are too small to report on). This is broadly in line with the community the college serves.

The college's data indicates that the college has no concerns over performance based on gender or over performance based on ethnic group. Students with disabilities or difficulties significantly outperform expectations in terms of success and points per completer, when prior attainment and subject choice are taken in to account and also outperform their peers without disabilities or difficulties.

New College Doncaster – will provide education for approximately 400 young people aged 16-19 from September 2017. Further breakdown of the student population will be included once final enrolments to the college are known.

Specific Responsibilities

Equality and Diversity Committee

The Director of Human Resources will oversee the development and implementation of the SES, with support from the Equality and Diversity Committee in each college. The Equality and Diversity Committee monitors and reviews the implementation of the SES. Information will also be shared with all staff and students to develop positive actions.

The purpose of the Equality and Diversity Committee is to ensure involvement and consultation regarding equality and diversity across the college. The group will review policies, procedures, plans and practices and report to senior management with recommendations.

The Equality and Diversity Committee will meet once per term and its role will include:

- Monitoring the Single Equality Scheme
- Updating the scheme annually
- Driving forward proactive good practice in equality and diversity matters
- Discussing data analysis and recommended appropriate action
- Equality impact assessing policies and procedures
- Providing advice and guidance on Equality and Diversity matters
- Discuss ideas for and celebrating equality and diversity, both inside and outside of the curriculum.

Relevant data collection and analysis will be undertaken by the MIS Department (for students) and Human Resources Department (for staff).

Senior Management

Senior management, in conjunction with the Equality and Diversity Committee, will ensure the activities of the trust and its colleges are assessed, reviewed and improved in relation to equality and diversity to ensure the needs of different groups of students and staff are met.

They will ensure that an environment is created which affirms and supports all manners of diversity and effectively promotes good personal and community relations.

Teachers

Teachers are responsible for ensuring that teaching styles, methods, language, questioning and classroom management includes and engages all students and that suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds.

They should challenge stereotypical behaviour and be aware of possible assumptions and bias within their own attitudes. Teaching strategies should be reviewed in relation to variations in learning and attainment and in the light of known good practice.

Complaints Procedures

The trust welcomes contact from individuals or organisations that wish to discuss issues relating to the SES. All complaints or concerns will receive a response in line with the trust Complaints Procedure. Further details about the Complaints Procedure can be found on our website.