

**The
Sheffield
College**



EQUALITY SCHEME

January 2020 – December 2023

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Chief Executive and Principal's Introduction

At The Sheffield College, we celebrate, support and thrive on the differences that our diverse community brings for the benefit of our students, our colleagues and our community.

Our community of colleagues and students bring a rich mix of backgrounds and experiences to the College that enriches our diverse and inclusive organisation.

We strive to treat all students and staff with the respect that they deserve as unique human beings and to transform the lives of all students and staff through the power of high quality education and training.

There should be no barriers in the College for students and staff to achieve their potential. To this end, the College will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the community we serve and everybody has equal opportunity to succeed and develop.

In 2019, we have set out to achieve the Investors in Diversity Award and have made a firm commitment to the key principles embodied by FREDIE:

Fairness – Being reasonable, right and just.

Respect – Having due regard for feelings, wishes and rights of others.

Equality – Where every person has equal rights and every person has a fair chance.

Diversity – Diverse means different. We are all different so diversity includes us all. The concept of diversity encompasses understanding, acceptance and respect.

Inclusion – Where every person feels respected, valued and that they fit in with the organisational culture.

Engagement – Two-way commitment and communication between an organisation and its employees.

At The Sheffield College, we understand that **EQUALITY** is not about treating everyone the same but is about considering an individual's different needs and capabilities. In our **DIVERSE** community, we will recognise and celebrate our differences regardless of sex, age, disability, gender identity, race, religion/belief, sexual orientation, pregnancy or maternity status and marital or other status. **INCLUSION** is at the heart of everything that we do irrespective of race, gender, disability or any other characteristic that might be perceived as 'different'.

In 2019/20 and beyond, we will continue to work towards our equality objectives and goals; we will continue to celebrate our diverse community, and we will continue to strive to be the best place to work and study for all as a result of our approach to equality, diversity and inclusivity.

Angela Foulkes
Chief Executive and Principal

Chair of Governor's Introduction

I am glad to introduce The Sheffield College's Equality Scheme that sets out how the College will advance equality of opportunity.

This scheme is a cornerstone in our implementation of the **Public Sector Equality Duty** to eliminate discrimination, advance equal opportunity and foster good relations.

We have already implemented a number of successful diversity initiatives:

- We have an Equality, Diversity and Inclusion (EDI) Board chaired by the Chief Executive and Principal.
- We have improved the way we collect EDI data so that we can better act to make improvements.
- We are working with the National Centre for Diversity aiming to achieve the Investors in Diversity Award during 2020.

We will judge our success by:

- The impact of our Equality and Diversity College Improvement Plan.
- Our progress in improving participation, retention and achievement of students identifying themselves as belonging to diverse/minority groups.
- Our progress in ensuring a positive experience and environment for all our students measured through student surveys and the mechanisms within our Student Voice strategy.
- Recognition through national awards for our work around Equality and Diversity.
- The thoughts and perceptions of our employees, measured by the results of staff surveys.
- Our progress in recruiting a diverse workforce at all levels.

The equality objectives that we have set ourselves are challenging yet based on a thorough assessment of our current position.

There is still a lot to do. However, we are determined to succeed.

Seb Schmoller
Chair of Governor

The Public Sector Equality Duty

The Equality Duty Aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Equality Duties relevant to Equality Analysis are to provide:

- Sufficient information to demonstrate compliance with the general duties, including effects that policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

The **Protected Characteristics** are:

- Age
- Disability
- Gender reassignment (Identity)
- Marriage and civil partnership
- Pregnancy and maternity leave
- Race
- Religion or belief
- Sex
- Sexual Orientation

Our Aim

The purpose of this Equality Scheme (ES) is:

- To ensure potential and current staff, students and visitors do not experience discrimination.
- To create a positive and inclusive work and study environment for all staff and students where all members feel valued and respected.
- To raise awareness of discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation.
- To support the personal and professional development of all our staff and students.

Our Vision

Our vision frames our ambitions and expectations and provides a clear long-term goal, namely:

'By 2021 we will be consistently great college that puts you at the heart of everything we do'

Our Mission

Our mission is to "Transform your life through learning."

Our Values

As a College, we share a common set of values across everything we do. These help to define who we are and how we behave.

Our values are:

- Integrity – ensuring all of our activities are conducted with honesty, transparency and are communicated effectively.
- Inclusivity – ensuring our career pathways reflect the community we serve, celebrate diversity, promote empathy and value difference.
- Inspiration – ensuring our students and staff aim high and achieve their full potential, regardless of the background of each individual.
- Innovation – ensuring our students and staff are able to develop and experience new and different things.
- Involvement – ensuring we hear the voice of our students and staff who have a stake in what we are trying to achieve.

Through innovative practice, we want to improve the quality of education so that our staff and students are able to challenge the 'normal' and believe in positive impact that diversity brings.

In working with the National Centre for Diversity, we will also ensure that the values of Fairness, Respect, Equality, Diversity, Inclusivity and Engagement (FREDIE) underpin our culture so that they truly define who we are and how we behave.

Equality, Diversity and Inclusion Policy Statement

Our Commitment

The Sheffield College is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of our community are treated with respect and dignity.

We will further develop a culture of diversity within our community, providing a positive working and learning environment where everyone is valued for their contribution and individuality.

The Sheffield College works in an inclusive way with all stakeholders and we will continue to undertake activity to promote community cohesion and inclusion within the communities we serve. We remain committed to developing a workforce and a learning community that reflects Sheffield, South Yorkshire and the UK's diversity.

We will promote equality and prevent discrimination through our roles as:

- An education provider
- An employer
- A community partner
- A business partner

We will:

- Eliminate unlawful discrimination.
- Promote equality of opportunity.
- Eliminate bullying and harassment.
- Remove barriers, enabling students to reach their full potential.
- Celebrate what we have in common and capitalise on our diversity.
- Recognise and take account of people's differences.

We recognise that equality issues are complex and straddle more than just those equality strands that protect particular groups in equalities legislation (race, age, disability, faith, religion and belief, marriage and civil partnership, pregnancy and maternity, sex, sexual orientation and gender reassignment).

Life circumstances and opportunities affect us too. So, when making decisions, we will take account of issues such as cultural and economic background, access to education, physical and social environment and health.

We publish our Equality and Diversity Annual Report on our website that includes our agreed Equality Objectives. Appendix A outlines the agreed Equality, Diversity and Inclusion College Improvement Plan that the EDI Board reviews, monitors and updates the plan regularly.

Meeting our Commitment

To ensure we meet our commitments and specific duties (eliminating discrimination, advancing equality of opportunity and fostering good relations) we will work with our students, staff, communities and governors to:

- Consider equality across all aspects of our work supported by the Governing Body, the Executive and Senior Leadership Teams who all take an active role in promoting and embedding equality and diversity.
- Carry out Equality Impact Assessments (EIA), as appropriate, to assess new and existing strategies, policies, procedures and guidelines so that we are alerted to any unfairness.
- Learn from complaints and feedback.
- Encourage and support the development of innovative projects that promote equality of opportunity.
- Work with our communities to ensure that their needs considered in our planning activities.
- Share good practice and joined-up thinking, internally and with other agencies.
- Foster greater understanding and trust with the different equality groups and communities.
- Treat everyone fairly and with respect.
- Recruit, train, develop and support staff fairly.
- Foster a culture of learning and of sharing good practice.
- Welcome different perspectives, skills and backgrounds.

Staff from across the College have helped to develop this equality scheme. Consultation was undertaken with each faculty or department who have specific commitments within this scheme to ensure that they stretching yet achievable. Best practice from other providers was also sought and the Assistant Principal for Student Experience has worked closely the National Centre for Diversity who have supported its development.

The equality scheme will be made public on the College's website, and communicated to staff throughout the College via training and team meetings so that there is transparency and clarity regarding the College's equality and diversity ambitions.

Valuing our Students and Apprentices

The Sheffield College will provide an enabling learning and teaching environment for all our students, whatever their background. In order to do this, we will:

- Ensure our student policies are fit-for-purpose and review them regularly.
- Act firmly to challenge prejudice and eliminate bullying, discrimination or harassment.
- Support Student Voice as an empowering tool for change.
- Regularly review our student data and take action where appropriate.
- Use a variety of different methods to attract and retain students from all backgrounds.
- Comply with all equalities-related legislation.
- Make reasonable adjustments for students with particular needs.
- Encourage open, honest discussion about issues that support students' educational attainment and a learning culture.

- Continue to develop a learning community that is reflective of the diverse demographics of the area and beyond.

Valuing our Workforce

The Sheffield College will deliver an innovative, effective and value-for-money service. This is not possible without investment in our staff.

To recruit and retain a motivated and professional workforce which reflects the local diversity and beyond, we will:

- Continue to comply with all equalities-related employment legislation.
- Ensure our human resources policies are fit-for-purpose and review them regularly.
- Act firmly to challenge prejudice and eliminate bullying, discrimination or harassment.
- Make reasonable adjustments for staff with disabilities.
- Consult with recognised trade unions and staff forums on EDI matters.
- Train staff in equality and diversity issues to enable them to carry out their jobs in a way that reflects the ethos of the College.
- Continue to develop a workforce that is reflective of the diversity mix of the area by using a variety of different methods to attract and retain staff from all backgrounds.

Our Equality Commitments: Sex

Our Commitment

The Sheffield College welcomes people of all sex, at all levels, in all departments and curriculum faculties, including anyone identifying as non-binary.

We promote an inclusive culture of mutual respect in relation to sex. We do not tolerate gender-based harassment.

We continue to remove barriers and actively encourage inclusive participation in traditionally gender specific job roles, job levels, and curriculum areas and levels, within the parameters of the law. The Sheffield College is a place where people are encouraged to follow their chosen career or learning pathway regardless of gender status as we seek to build a respectful environment for all.

Our Context

Overall, participation rates between male and female students within The Sheffield College are broadly the same. However, efforts to promote gender balance in some areas of the curriculum must continue.

Our student population regularly report feeling safe at The Sheffield College, however we remain committed to dealing swiftly with any gender related concerns students may have.

We collect data concerning the gender of our staff and will continue to analyse it on a yearly basis to ascertain the impact of our actions to date. We will do more to make this data accessible within the College and will take steps to address any gender issues in our workforce. We will continue to revisit our current practices in light of any new legislation and ensure that we address any remaining issues and promote a culture of gender equality in all areas and levels of the workforce.

Our Intended Impact

We will further develop:

- Recruitment strategies that actively encourage students to access careers of their choice, regardless of traditional gender under-representation.
- A curriculum that positively reflects different gender contributions in the workplace and promotes them equally and effectively.
- A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.
- A Governing Body with a similar mix to that of the College.
- Facilities that enhance and support the experience of people equally in using our services or as employees.
- A reward and remuneration structure which prevents pay gaps between the genders.
- A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels, and promotes a culture of respect.
- A culture where all gender identities, including non-binary, third gender or transgender, are respected and accepted by all members of our community.

Our Equality Commitments: Age

Our Commitment

The Sheffield College is committed to the equality of opportunity for our students and our staff regardless of their age. Our aim is to enable all students to access learning and to improve their personal and professional development, their employability and their chances of success. We will continue to work to narrow age related achievement gaps.

Our recruitment methods and employee support will reflect best practice. We will create opportunities for staff to have a voice and will work to develop excellent professional development and progression opportunities to evolve their careers, irrespective of their age. We will act firmly to eliminate any discrimination arising from differences in age.

Our Context

The Sheffield College welcomes students and staff of all ages. However, government priorities and funding agendas clearly differentiate between the needs of young people and mature students, and this does lead to different levels of provision and support for different age groups.

Barriers to accessing education have been minimised as much as possible through effective usage of hardship funding, and we have a commitment to supporting all students, regardless of their age, in their learning and career progression.

Our adult students currently reach higher levels of achievement than our 16 – 18 year old students. Addressing this achievement gap is one of the key objectives outlined in our Equality and Diversity Annual Report where long-term objectives are set to 2021 in line with the College's Strategic Plan and this Equality Scheme.

As mentioned above, the College is committed to equality of opportunity for our staff regardless of their age. Recruitment processes ensure that the College encourages applications from people of all ages. However, currently 42% of the College's permanent workforce is under the age of 45 but only 15% is aged 18 - 34.

Our Intended Impact

Within the context of legislation and government funding and priorities, we aim to break down barriers associated with age both as a provider of education and as an employer.

We aim to ensure that:

- Our curriculum offer, facilities and support services cater for the different needs of our students.
- Achievement gaps between different age groups are addressed and closed.
- All students are given the support they need to progress into work and at work.
- Entrants to the workforce are given the support they need to succeed and progress.
- Employees do not face discrimination because of their age.
- Our HR policies support staff to balance work with family requirements.

Our Equality Commitments: Race

Our Commitment

The Sheffield College is committed to being a place where students and staff feel valued, respected and enabled to develop. We promote best practice in race equality and we identify and combat racism and disadvantage swiftly and effectively. Racial harassment is not tolerated within the College.

We continue to take positive action to encourage the recruitment of Black and Minority Ethnic (BAME) groups of students on all courses and to close any gaps in achievement. Our curriculum and extra-curricular activities raise awareness of, and enable students to gain, respect, self-esteem and confidence, preparing them to live in a racially diverse society.

We continue to seek to increase the number of staff from BAME groups and encourage links with supportive professional bodies such as the Network for Black Professionals. We are working closely with the National Centre for Diversity and together we are developing our EDI action plan which will support this commitment. We work to develop role models through our body of students, our community and our employer network, and recognise the contribution they can make to students' aspirations.

We work to secure the fullest participation of BAME students and staff in our planning and decision-making processes. Our Student Voice, Staff and Employer Engagement Strategies and policies (such as our complaints policy) will help us to hear what students, staff, parents and employers from different racial groups and backgrounds tell us. We will act upon these views to improve our College further.

Our Context

Our student population is increasingly diverse and multi-cultural. The Sheffield College provides an inclusive environment for students from different racial backgrounds. In 2018 - 2019, 24% of our Higher Education students were from BAME communities and their achievement rates have increased by four percentage points; whilst 34% of our Further Education students are from BAME communities and their achievement rates increased by one percentage point.

Our provision for English for Speakers of Other Languages has grown significantly over recent years as we continue to create an environment that challenges racial discrimination and promotes race equality.

9% of our workforce is from a BAME background in 2018/2019, one percentage point higher than in 2017/2018. However, there are some challenges with the ethnicity of our staff community and we must continue working to increase the percentage of our employees at all levels who come from different backgrounds in terms of race.

We recognise the benefits of a diverse workforce and the talent contribution that staff of different races make to the College. We remain fully committed to promoting this and to having positive role models for BAME staff and students in all of our staff teams and our governing body.

Our Intended Impact

We aim to further develop and strengthen our work around race and equality to maximise the positive impact we have on students and staff from different racial groups.

By doing that, we will:

- Continue to close the gap in achievement rates for BAME students across all curriculum faculties and academies.
- Increase the proportion and profile of BAME staff and Governors to achieve a workforce and a Governing Body that is more representative of the local community at every level of the College.
- Promote good relations between different groups and communities.
- Ensure a reward and remuneration structure that prevents pay gaps between different ethnic groups.

Our Equality Commitments: Disability

Our Commitment

The Sheffield College promotes the right of people with disabilities to belong, to be valued, to choose and to make decisions. In doing, this we accept that we will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by people with disabilities. We remain committed to the development of new and better opportunities for people with disabilities.

We promote positive attitudes towards people with disabilities and continue to take steps to remove any barriers, even if that involves treating people with disabilities more favourably than others.

Our Context

Students with learning difficulties/disabilities and special educational needs are well supported and thrive at The Sheffield College. The College has maintained comprehensive data on the disabilities of students and staff collected through the enrolment and the recruitment processes. Therefore, the College is able to respond appropriately to individual needs.

The impact of learning support is very positive on the student experience and, consequently, students with a disability and/or learning difficulty perform as well or better than those without. Although opportunities are available for staff to declare disabilities, some choose not to declare. We will continue to encourage staff to disclose by increasing the opportunities they have to do so, by promoting positive role models and by creating specific focus groups for staff and students with a disability/learning difficulty.

Our Intended Impact

We will:

- Support staff and students to feel confident to declare any disability or learning difficulty, particularly hidden disability issues, such as mental health and developmental disorders, through training and awareness raising campaigns.
- Continue to celebrate the success of those students who have overcome disadvantage to succeed.
- Monitor the progress and achievement of staff and students with disabilities within the College.
- Where appropriate, enhance students' ability to live independently by reducing their dependency on additional learning support.
- Provide reasonable adjustments for both staff and students as appropriate.

Our Equality Commitments: Sexual Orientation

Our Commitment

The Sheffield College celebrates the diversity of its staff and students and welcomes people of any sexual orientation.

We will actively challenge homophobia when it arises.

We will ensure The Sheffield College continues to be a place where the lesbian, gay and bisexual community is visible, valued and its contribution to the College and wider world is recognised.

We have created a number of LGBT groups, and will discuss and agree the best approach regarding asking our students and staff about their sexuality.

We will consult our students, staff and partners to ensure that the services and support we provide meet the needs of all our service users.

Our Context

We have facilitated students in developing their own LGBT teams during 2018/2019 and these groups will be proactive in raising awareness within the College.

We need to do more to support students and staff to feel more informed about sexual orientation through our staff development programme, student induction and tutorials, as well as to provide links to information and support groups.

Our Intended Impact

We will:

- Ensure a welcoming place for all and an environment where all students and staff feel confident and free to be open about their sexuality, if they choose to.
- Further develop a culture within The Sheffield College where the rights of all students and staff are respected and recognised, regardless of sexual orientation.
- Provide a learning community where all students have a voice.
- Further develop a community of staff who are confident and able to anticipate, and to respond to, the needs of all colleagues and students regardless of sexual orientation.
- Develop a workforce that is trained and confident to challenge homophobia when it arise.

Our Equality Commitments: Faith, Religion and Belief

Our Commitment

The Sheffield College welcomes people of all faiths and those with no faith.

We promote learning and understanding between religions and act firmly to eliminate any discriminatory behaviour arising from differences in belief.

We work to secure respect for beliefs, faiths and religions and welcome all of them equally, providing opportunities for the faithful to celebrate their beliefs.

As a learning organisation, we will place firm emphasis on the primacy of education and we will develop and deliver our curriculum to strengthen moral and social awareness wherever it is appropriate.

Our Context

The Sheffield College has a diverse community with many different value systems and religions.

Staff and students have access to a well-established multi-faith chaplaincy service, known as the Listening Service. The College offers a quiet room for meditation or prayer, and the Listening Service (Chaplaincy) are available to offer information about religious festivals and world issues.

Our data in relation to religion and belief is limited, as we have not been asking students and staff. However, this will expand as enrolment and recruitment practices develop. This will enable us to support curriculum effectively, provide tailored enrichment activity and create an environment where people can openly discuss faith, religion or belief.

Our Intended Impact

We will:

- Develop a climate of understanding in which religious discrimination is addressed promptly.
- Promote events that celebrate a range of faiths.
- Ensure a clear and equal message of welcome for people of all faiths.
- Further develop a respectful and value-based curriculum that promotes social and moral development.
- Collect and analyse improved data on the profile of religious belief by students and staff to help us develop our services.
- Help to support improved community cohesion within our communities.

Our Equality Commitments: Gender Reassignment (Identity)

Our Commitment

The Sheffield College is committed to advancing equality of opportunity for transgendered people, both staff and students, and to promoting an inclusive culture of respect in relation to gender identity.

We do not tolerate discrimination, harassment or victimisation related to gender identity, and we remove any participation barriers by promoting gender identity equality widely and actively across job roles, levels and curriculum and business areas.

The Sheffield College is a place where people will be encouraged to follow their chosen career or learning pathway, regardless of gender status and identity as we seek to build an environment where all value respect.

Our Student Voice strategy will enable us to consult widely with students and staff ensuring the removal of any gender identity barriers.

Our Context

Our students report feeling safe at The Sheffield College, however we need to do more to promote the interests of transgender students and staff and to raise awareness about transgender issues at organisational level.

The Sheffield College does not currently collect robust data for our students and staff regarding gender reassignment, and gathering this data systematically will be one of our key priorities from September 2019.

We will analyse the data on a yearly basis to ascertain the impact of our actions to date. We will use this data to take steps to address any gender identity issues within the College.

Our Intended Impact

We will:

- Develop student recruitment processes that actively encourages transgender students to access careers of their choice, regardless of traditional gender under representation.
- Ensure a well-developed curriculum and tutorial programme that positively promotes understanding and equality of gender re-assignment people.
- Further develop policies that respect and value the wishes of the person undergoing gender reassignment in all cases (staff or student) and entitles individuals to use the facilities that are appropriate for their own gender identity.
- Ensure a robust approach to gender reassignment discrimination and harassment that tackles unwanted attention, unfair behaviours and promotes a culture of respect.
- Develop effective working relationships with other institutions, local communities and other stakeholders to train and support staff and students to tackle gender discrimination and to encourage and promote good practice.
- Further develop our approach to transgender issues to promote understanding and welcome for those involved in any kind of change to their gender.

Our Equality Commitments: Pregnancy and Maternity

Our Commitment

At The Sheffield College, we are committed to advancing equality of opportunity for women who are pregnant, have given birth in the last 26 weeks or are breastfeeding. We will foster good relations and eliminate discrimination, harassment and victimisation related to pregnancy and maternity.

Our Context

The College has excellent and well-embedded processes to support employees and students who are pregnant or have recently given birth.

For instance, we allow time for anti-natal appointments and care, carry out risk assessments to ensure the environment is safe in relation to new and expectant mothers, and provide suitable facilities for nursing mothers to express and store milk.

Flexible learning and working arrangements are available for new and expectant mothers in consultation with Tutorial Mentors, in the case of students, and with line managers in the case of staff. We work with local agencies to support young and/or vulnerable expectant and new mothers.

Our Intended Impact

We will:

- Continue to foster an environment and culture that promotes an understanding of the issues that expectant and new mothers face.
- Retain a supportive policy framework for staff that are pregnant or on maternity through periodic review.
- Adopt a robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours, and promotes a culture of respect.
- Encourage an effective working relationship with local agencies and institutions that will allow us to train and support staff and students.
- Ensure a fully developed approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers.

Our Equality Commitments: Marriage and Civil Partnership

Our commitment

At The Sheffield College, we are committed to treating civil partners in the same way as married people in employment and training.

Any benefits given to married couples will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

Our Context

The Sheffield College already has well-established processes to support the partners of all our employees, regardless of whether they are married or in a civil partnership, through the range of benefits available. We do not currently gather information on marriage or civil partnerships for students but we do so for staff.

Our Intended Impact

We will:

- Create and foster a culture of understanding and mutual respect across all our students and employees in relation to marriage and civil partnerships.

Our Equality Commitments: Socio-economic

Our Commitment

There is currently no legislative duty in relation to socio-economic factors. However, The Sheffield College engages with a large number of students who come from disadvantaged backgrounds and is committed to meeting the needs of the communities it serves.

We are committed to understanding the nature and impact of economic disadvantage. We will work to reduce the barriers faced by people through the provision of high quality teaching and learning, outstanding support, and a curriculum based on the needs of students and employers.

We will continue to emphasise the development of provision designed to attract those with lower expectations of success and prosperity and, with our partners, will explore new ways of working that make our provision more accessible to those who are disadvantaged.

Our Context

53% of our student population comes from areas of high deprivation and 52% of our 16-18 population received financial support.

Many of our students live in, or on the edge of, poverty and experience higher than average levels of ill health and poor educational attainment.

We believe that we have a duty to our community to address issues relating to class and social mobility if we are to deliver our mission fully.

The Sheffield College is committed to treating deprivation as a context and not an excuse for poor performance, so we expect students from less affluent households to succeed as well as those from ones that are more affluent.

Our Intended Impact

We will:

- Improve transition arrangements and subsequent support for Looked After Children and care leavers regardless of their age.
- Narrow achievement rate gaps for students who live in areas of deprivation across all curriculum areas.
- Consider socio-economic factors when impact assessing major plans, policies, procedures and practice.
- Ensure on-going curriculum development activity that supports the recruitment and success of people from deprived backgrounds.

Harassment, Bullying and Discrimination

We continue to build and maintain a positive working and living environment, and continuously work to ensure that all our communities, employees, students and visitors are treated equally with dignity and respect.

This is irrespective of age, disability, gender reassignment (gender identity), marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

All students and employees are expected to respect each other, treat each other with dignity and in a courteous manner, and recognise that behaviour that is acceptable to one individual may not be acceptable to another, meaning that all individuals may need to adapt their behaviour.

Harassment

The Equality Act 2010 states that there are three types of unlawful harassment:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

A person does not have to say that they object to the behaviour for it to be unwanted. It is the view of the recipient or observer of an incident that determines what is acceptable behaviour. It is the impact of the conduct and not the intention of the perpetrator that determines what constitutes harassment.

The table below illustrates some examples of unwanted behaviour, including those of a sexual nature:

Behaviour	Example	Sexual Nature
Physical	Assault, pushing, standing too close, intimidating stance, threats of violence, deliberate abuse	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, remarks, emails, phone conversations, text messages, derogatory comments, jokes	Sexual jokes, emails or comments
Non-verbal	Hostility, display of offensive pictures and photographs, wearing of offensive badges or insignia, offensive publications, insulting gestures	Pornographic photographs or drawings, gestures of sexual nature

This list is not exhaustive, these are some examples but there are many more. For example, racial harassment is a form of racial discrimination, which includes harassment on grounds of a person's faith, religion or beliefs.

Bullying

Bullying is an unjustified and inappropriate behaviour that is threatening or humiliating. It is usually the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, helpless or humiliated. It has an effect on confidence and self-esteem.

Examples of bullying include:

- Unwanted physical contact.
- Threats or menaces.
- Jokes, offensive language, malicious gossip, slander, inappropriate songs, letters, posters or graffiti, and obscene gestures.
- Isolation or non-co-operation, deliberate exclusion from activities.
- Intrusion by pestering, spying and stalking.
- Being constantly criticised, having responsibilities removed or being given trivial tasks.
- Setting a person up to fail by overloading them with work or setting impossible deadlines.
-

Discrimination

Discrimination is described as any action that deprives an individual of rights or opportunities. It may be either direct or indirect, by association or by perception.

Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

Indirect discrimination occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage.

Discrimination based on association also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur, for example, when you treat a student less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity).

It does not matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic.

'Disadvantage' within the College could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

Preventing Harassment and Bullying

Staff, students and visitors are expected to have respect and dignity for others. Managers and staff also have a responsibility to ensure that employees and students, within their direct or indirect line of responsibility, act in a suitable way in their relationships with each other. Any unacceptable behaviour is to be addressed immediately.

Everyone is to be encouraged to express any concerns rather than let an incident go unreported. Any complaints will be dealt with objectively and fairly, and will be investigated sensitively and with dignity.

Intimidation, victimisation, retaliation or discrimination will not be tolerated where an individual makes a bullying or harassment complaint.

If after matters are investigated and there is a case for complaint about unacceptable behaviour, matters will be progressed via The Sheffield College's Disciplinary Procedure or using the procedures within the Student Positive Engagement and Behaviour Policy, as appropriate, with a view to taking immediate corrective action. Equally, any malicious complaint of harassment or bullying is not acceptable and will be regarded as misconduct and dealt with using the same procedures.

Responsibility of All

All staff, students and visitors, by their own behaviour and their response to others, are legally responsible for helping to ensure that individuals do not suffer any form of bullying, discrimination or harassment, and that they are supported in making complaints.

Difficulty in deciding what constitutes harassment should not deter anyone from complaining of behaviour that they perceive as offensive or distressing. We will take false allegations very seriously and may take disciplinary action as a result.

Some behaviour, that causes offence or distress, may be conscious or deliberate, or may arise from thoughtlessness or insensitivity. In either case, the person causing harassment should be given a clear signal that his or her behaviour is unacceptable. This may be done directly or through a suitable third party. No one should be deterred from complaining of behaviour, which distresses him or her, by embarrassment, intimidation or fear of publicity. The need for confidentiality will be respected wherever possible.

All incidents of harassment and bullying should be reported immediately, either by the recipient of the harassment or bullying or by a witness to the incident. Employees who are a witness to any incident should ensure that their own behaviour or conduct does not contribute or collude with the unacceptable behaviour or conduct.

Promoting Choice, Opportunity and Progression

We will continue to ensure equality of access to the delivery of our programmes of learning, and that all members of The Sheffield College's community can learn, teach, train and succeed in a mutually supportive environment.

We will also continue to ensure equality of access to employment with positive action where appropriate and within the scope of the Equality Act 2010. For example, when we require new staff we will continue to use positive action to recruit females into Engineering and Construction and males into Early Years and Care, and Hair and Beauty.

Our Commitment to Promote Choice, Opportunity and Progression

We will:

- Ensure that our admissions processes for students are based on the ability to succeed and will not involve unduly restrictive conditions or requirements.
- Implement a staff recruitment policy that will identify the best candidate based on the ability to carry out the duties of the role, and not on perceptions based on any of the protected characteristics.
- Review the information that we provide about our programmes to ensure that it is clear, contains relevant facts and can be understood by all potential students.
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases that may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials that reflect a wider range of experience and culture.
- Monitor the composition of the student body in each by gender, ethnicity, age and disability and seek to address identified imbalance and under representation.
- From 2019 – 2020, monitor the retention and achievement of students by protected characteristics collected at enrolment and seek to address identified imbalances.
- Ensure, through our quality assurance policies, that equal opportunity issues are addressed in the design and delivery of learning programmes.
- Review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community.
- Reserve the right to refuse admission to our premises or any of our programmes on the grounds of security, safety or breach of the Equality Scheme.
- Reserve the right not to engage or work with representatives of political parties that, in our view, hinder our commitment to equalities by disadvantaging particular individuals or groups of people.

Monitoring and Reporting on Our Progress

We will improve the monitoring of the following with regard to students and staff from the academic year 2019/2020:

- Gender
- Sexual Orientation
- Faith Religion and Belief

To inform the setting of targets and the measurement of our progress towards achieving them, we will collect and analyse the following information, as a minimum, from 2019/2020:

For students:

- Protected characteristics with the exception of marriage and civil partnership and pregnancy and maternity.
- Attendance across all groups collected.
- Retention and achievement rates across all groups collected.
- The progression rates of all groups collected.
- Disciplinary action relating to all groups collected.
- Complaints by all groups collected.

For staff:

- Information relating to all protected characteristics.
- Applications for employment and appointments by group.
- Type of contract (permanent, temporary) by group.
- Promotion rates by groups.
- The number of staff who leave employment by group.
- By 2021, disciplinary proceedings and grievances by group.

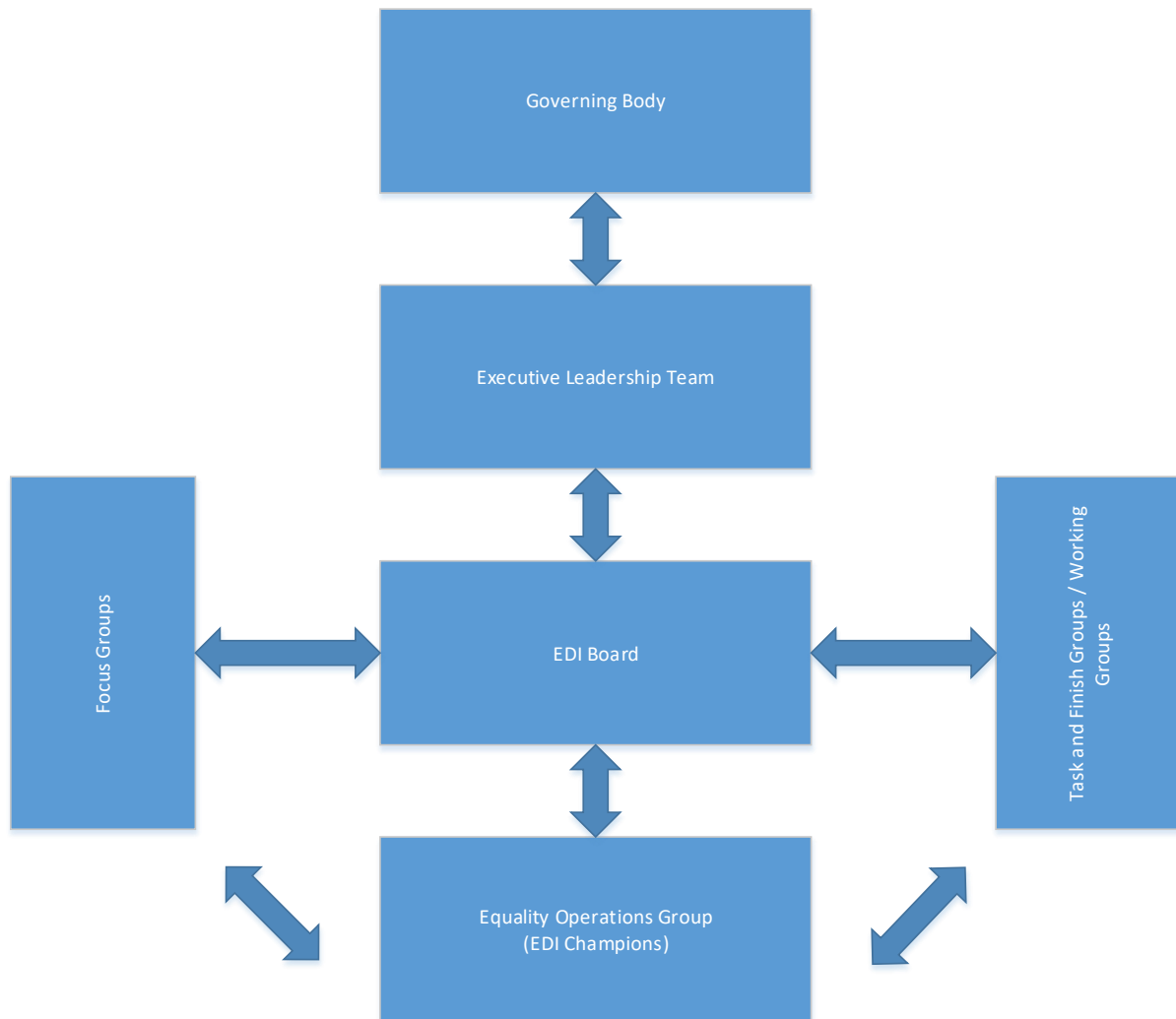
For our facilities and policies/services:

- Internal and external audits of the accessibility of all our facilities.
- Internal and external monitoring of the diversity and inclusiveness of selected services, such as catering.

The information will be used to:

- Monitor whether there are differences in the way different groups are treated.
- Monitor whether there are differences in the experience of any different groups.
- Analyse and investigate the underlying reasons for any differences.
- Identify areas where specific action could be taken and ensure that it is taken.
- Highlight any unfairness, disadvantage or possible discrimination and take action where appropriate.
- Further develop and monitor the Equality Scheme and Equality, Diversity and Inclusion College Improvement Plan and our key priorities.
- Ensure that all our facilities and services remain accessible, diverse and inclusive.

EDI Reporting Mechanisms



Equality, Diversity and Inclusion Board

The Board has representation from students, curriculum and business/service areas and meets on a termly basis, as a minimum, reporting to the Executive Leadership Team and the Teaching, Learning, Quality and Student Experience Committee of the Governing Body.

This group is responsible for:

- Monitoring the delivery of the Equality, Diversity and Inclusion College Improvement Plan.
- Reporting to the College's Executive Leadership Team (ELT) for oversight of the College's Equality Scheme and for setting, reviewing and monitoring progress towards the College's equality objectives.
- Recommending strategies and actions to the ELT that will embed equality and diversity into the values and operations of the College, and which support the delivery of its corporate objectives and key performance indicators.
- Ensuring the College is in a position to meet its legal obligations under equality legislation.
- Considering and reviewing policies and procedures related to EDI, including the Equality Scheme on a continuous basis, and will recommend changes to the ELT.
- Providing oversight to the ELT regarding the operation of the College's delivery of the Equality Scheme

In respect of eliminating discrimination/harassment, the Board will:

- Review and monitor statistics to identify where there may potentially be unlawful discrimination or harassment and develop strategies to address these problems.
- Review and evaluate, on an annual basis, the effectiveness of the College's responsibilities under the Equality Scheme and the College action plan.
- Adopt a zero-tolerance approach to discrimination and harassment.
- Ensure that the appropriate Equality Impact Assessments are being carried out on all activities within the College.

In respect of promoting equality and good relations and positive attitudes between persons of different equality groups, the Board will:

- Decide on ways to promote the effective implementation of the College responsibilities under the Equality Scheme and the College Action Plan.
- Decide upon strategies that ensure EDI is embedded in all activities of the College, with a particular (but not exclusive) emphasis on teaching and learning.
- Provide support and guidance to enable leaders to manage and promote EDI across the College.
- Provide support and guidance to the Student Experience team in the arrangements for an Annual Diversity Awareness Week, which involves both students and staff across the College.
- Develop strategies to support the promotion of positive attitudes towards any person with a protected characteristic
- Ensure that appropriate steps are implemented to take account of people's disabilities.
- Review and make revisions to anti-bullying and harassment policies and ensure rigorous implementation of those policies with a zero-tolerance approach.

In respect of narrowing any achievement gaps for students, the Board will:

- Monitor the retention, achievement, progress and progression of different groups of students and oversee strategies that support the elimination of any such gaps in performance across the whole of the College's operation.

In respect of narrowing any gaps relating to staff within the College, the Board will:

- Monitor the application of those practices and HR policies and procedures that impact upon EDI including applications and retention, then by 2021 including promotions, grievances, disciplinaries, average salary and sickness absence of different groups of staff and oversee strategies that support the elimination of any such gaps in performance and equity.

The EDI College Improvement Plan is available to view via a link in **Appendix A**.

Equality Operations Group (Equality, Diversity and Inclusion Champions)

This group will be crucial to the mainstreaming of the equality agenda to all staff and will meet monthly to share best practice and lead on the agenda with their respective curriculum and support areas. We are aiming at having the Champions in place and trained by December 2019.

This group is responsible for:

- Making recommendations that promote and celebrate the embedding of equality, diversity and inclusion.
- Planning, delivering and evaluating cross college projects and initiatives that impact positively on equality, diversity and community cohesion.

Task and Finish/Working Groups

The EDI Board will commission either Task and Finish or Working Groups to tackle specific Equality, Diversity and Inclusion challenges as they are identified. The work of these groups will be fed directly into the Equality, Diversity and Inclusion Board.

Focus Groups

The views and feedback from all stakeholders are sought regularly through surveys and focus groups. We will ensure that stakeholders are asked about matters relating to Equality, Diversity and Inclusion matters at the College.

We are not required, under the Equality Act 2010, to gather and use information to improve equality for people who use our services, such as people who attend Open Day Events or people who use our training restaurants or salons, but we recognise that it is good practice to do so.

Equality Analysis (Equality Impact Assessments)

The Sheffield College will consider the needs of all individuals when shaping policy, delivering services and in relation to employment. We will ensure that our decision-making is robust, transparent and that we have considered the impact of our proposal on all equality groups. Having a sound decision making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient and effective.

The Equality Act 2010 sets out our legal duty to undertake Equality Analysis and, although it does not explicitly require Equality Impact Assessments (EIA) to be conducted, we will consciously consider the three aims of the Equality Duty as part of the process of decision-making. From 2019-2020, we will keep records of how we have considered the equality duties via Equality Impact Assessments.

Analysis/Assessment is a simple way of evidencing that we have complied with the equality duties.

The Equality Impact Assessment document is available to view as **Appendix B**.

Training

The Sheffield College acknowledges that equality is a journey and that our commitment to the Equality Scheme will need to be supported by an ongoing and comprehensive programme of equality and diversity training. This will involve everyone throughout the organisation (governors, senior leaders, students, and all staff), regardless of their role or their location.

Our key areas of focus will be Safer Recruitment, Unconscious Bias, and Mental Health and Wellbeing.

However, some groups of students and/or staff will need to receive additional and more specific form of training than others, depending on their roles and on the findings from our continuous monitoring of our equality objectives. For instance, teaching staff will need to become familiar on how to best embed equality and diversity into teaching, learning and assessment in order to meet Ofsted requirements under the current Inspection Framework.

Promoting equality and diversity will become part of induction for all new staff and students, and training events for all will be publicised and monitored as part of our quality review of staff and students' development.

The EDI Training Plan is available to view as **Appendix C**.

Monitoring

This training plan has been developed in order to allow maximum flexibility to meet departmental needs, changes in legislation and external events. The relevance and content of the courses will be reviewed on an annual basis and a detailed plan developed if appropriate. Further training at individual, team, campus or curriculum level can be identified and planned at any time.

All approved staff training is recorded centrally. Managers monitor progress and completion on a regular basis. All staff will complete the E&D core modules as a minimum, and will undergo a general refresher course within three years to ensure that their knowledge remains current and relevant.

Complaints Relating to Equality and Diversity

Staff and students will be made aware of the complaints procedures via induction. Copies of the Equality Scheme and Complaints Procedure will be made available on our website.

Any complaints will be taken seriously and any member of staff or students found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

Any member of the public, visitor or service provider involved in discrimination or harassment will also be dealt with following the appropriate procedure.

The organisation will seek to provide a supportive environment for staff, students or other parties who make claims of discrimination or harassment through the appropriate procedure. Any complaints will be dealt with promptly and fairly.

The normal procedures to follow for staff or students who wish to report discrimination, bullying or harassment can be accessed via our website or by contacting the Head of Safeguarding, Equality, Diversity and Inclusion. Members of the public should address their complaint to Reception at the relevant location in the first instance.

For those who wish to make a formal complaint, full details of how to do this can be found in our Complaints Policy which can be found on our website.

All incidents and complaints of an equal opportunities nature, however informal, should be logged, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not wish to make the matter formal. We will monitor the equality data of complainants, whenever possible, and use this information to ensure that there are no discrepancies in the level or type of complaints from different equality groups.

Roles and Responsibilities

The success of this Equality Scheme depends on its cross-college implementation and it is therefore everyone's responsibility working for, or with, The Sheffield College to drive the equality objectives and to abide by the key principles set in this Equality Scheme.

Accountability

The accountability for meeting the statutory duties and for the delivery of the Equality Scheme rests with The Sheffield College's Governing Body.

The Chief Executive and Principal has overall responsibility for Equality & Diversity and implementation of the College statutory duties.

The Chief Executive and Principal of The Sheffield College has overall responsibility for this Equality Scheme and is ultimately accountable for compliance with the College's equality obligations.

The Governing Body

The Sheffield College has a Governor specifically dedicated to promoting the Equality & Diversity agenda. Overall, the Governors are responsible for ensuring that:

- The Sheffield College complies with the law and meets all its duties, including the general and the specific duties.
- The Equality Scheme and its procedures are followed.
- Our commitment to equality is promoted.
- Adequate resources are made available for implementation of the Equality Scheme
- The Equality, Diversity and Inclusion College Improvement Plan fosters a positive ethos with regard to diversity and the elimination of discrimination.
- The Strategic plan includes a commitment to equality.
- Scrutiny and challenge is provided on reports regarding recruitment, retention, attainment and achievement rates for students from different backgrounds and to information regarding our EDI objectives.
- They are properly trained in their duties under this legislation.

The Executive Leadership Team are responsible for:

- Taking the lead in creating a positive, inclusive environment in which everybody is treated with respect and dignity.
- The overall implementation of our equality commitments and for promoting equality.
- Ensuring that this Equality Scheme is integral to the College's business planning processes.
- Assessing the impact of any current and future policies in relation to equality.
- Ensuring monitoring information is collected, analysed and regularly reported.
- Ensuring that the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities.
- Ensuring appropriate action is taken against staff or students who discriminate
- Ensuring that all premises and facilities are accessible.
- Ensuring that the procedures for procurement are inclusive and open to all.

The Assistant Principal Student Experience is responsible for:

- Providing a consistent and high profile lead for equality, diversity and inclusion for The Sheffield College.

- Keeping up-to-date with our statutory duties on equality and taking up training and learning opportunities.
- Overseeing appropriate and varied consultation and involvement in the development of the Equality Scheme.
- Ensuring the Equality Scheme is implemented and reported on.
- Monitoring and approving Equality Impact Assessments.
- Publishing the Equality and Diversity annual report.
- Leading the College wide project to work with the National Centre for Diversity to achieve the Investors in Diversity Standard.

The Head of Safeguarding and Equality, Diversity and Inclusion is responsible for:

- Keeping up-to-date with our statutory duties on equality and taking up training and learning opportunities.
- Implementing, monitoring and reviewing the Equality Scheme.
- Analyses equality and diversity data and reporting to the EDI Board.
- Monitoring the retention and achievement of students from minority and priority groups.
- Implementing systems that deal with incidents of discrimination or harassment effectively.
- Designing and delivering training and awareness raising campaigns.

All Staff are responsible for:

- Considering equality and diversity in all quality assurance mechanisms such as course reviews, student surveys, self-assessment reports and observations of teaching and learning.
- Promoting equality and diversity in curriculum planning, learning and teaching methods, classroom organisation, assessment procedures, educational visits, student induction and tutorial programmes.
- Promoting the Equality Scheme inside and outside The Sheffield College.
- Consistently challenging and reporting any inappropriate language, behaviour or discrimination by students, other staff or by organisations working in partnership with the College, including subcontractors, contractors and placement providers.
- Dealing with equality and diversity incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality of opportunities, eliminating discrimination and fostering good relations.
- Becoming familiar with the organisation's equality data and trends, knowing their contribution to the overarching targets and setting targets.
- Keeping up-to-date with our statutory duties on equality and taking up training and learning opportunities.
- Involving students appropriately in decision-making.
- Ensuring those responsible for teaching and learning have schemes of work and teaching resources that demonstrate sensitivity to issues of equality, diversity and inclusion.
- Promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect.
- Introducing all students to equality principles and opportunities during induction.
- Conducting Equality Impact Assessments.
- Encouraging activities and projects that support learning and/or that promote diversity, for example with regard to the Protected Characteristics and FREDIE values.

- Providing appropriate and effective levels of support to break down any barriers to learning.
- Reporting any Hate Crime incidents promptly.

Contractors, Partners and Service Providers are responsible for:

- Complying with legislation on equality, diversity and inclusion.
- Following the College's Equality Scheme and any equality conditions in contracts or agreements.

Students, their Mother, Father or Carers, Employers and Visitors have a proportionate responsibility for:

- Understanding and acting in accordance with this Equality Scheme.
- Complying with the College's policies and regulations in respect of Equality, Diversity and Inclusion.
- Supporting staff in challenging and reporting discriminatory language and behaviour.

Staff with Specific Responsibilities

The **Executive Director for Human Resources and Organisational Development** will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality, diversity and inclusion.
- Ensure that the College's staffing profile is becoming more reflective of sector averages, and approve the use of positive action in recruitment where appropriate.
- Compile regular reports on staffing in terms of equality indicators for the governors and produce reports detailing staffing information initially relating to demographics and pay gaps, then subsequently grievances and disciplinary action.
- Organise events and activities to raise awareness of this Equality Scheme, and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development.
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the College's procedures.
- Take the lead responsibility for carrying out impact assessments on all HR policies and acting on the results.
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality.
- Act as the Executive Sponsor as the College works with the National Centre for Diversity to achieve the Investors in Diversity Standard.

The **Director of Funding and Performance** has responsibility for the Equality and Diversity agenda for student matters and will:

- Monitor and report on the recruitment, retention, achievement and progress of different groups of students.
- Provide an agreed range of range of student quantitative and qualitative information and share it with Assistant Principals to ensure that this information is used effectively to improve equality.
- Provide agreed information that will help Assistant Principals to target recruitment of specific groups of students.

The **Head of Tutorial and Student Progress** is responsible for ensuring that students are made aware of this Equality Scheme, and for ensuring that students understand equality, diversity and inclusion issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.

The **Assistant Principal for Quality, Teaching, Learning and Assessment** is responsible for ensuring that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, self-assessment reports and any other quality improvement activities.

The **Head of Estates** is responsible for communicating the Equality Scheme to all contractors The Sheffield College partners with and for ensuring that all the facilities are accessible.

The **Head of Finance** is responsible for ensuring that all the procurement processes comply with the College's legal obligations in relation to equality, diversity and inclusion.

The **Procurement Team** is responsible for ensuring that all partners, contractors and consultants are committed to equality, diversity and inclusion in their service provision. They will ensure that our procurement policy does not exclude smaller groups and that consultants and contractors demonstrate good practice and sign up to the College's policies. They will ensure that suppliers and contractors are aware of and comply with our Equality Scheme, including through the tender process by including equality clauses in all contracts and service specifications.

Our **Equality and Diversity Champions** will actively champion the equality and diversity commitments laid out in the Equality Scheme within their faculty or department.

Appendix A: EDI College Improvement Plan

The latest version of the EDI College Improvement Plan can be viewed by following the link below:

[EDI College Improvement Plan](#)

Appendix B: Equality Impact Assessment Template

Equality Impact Assessment Template

Completion of the following template is a requirement when proposing new college strategies, policies, procedures and guidelines, (hereafter referred to as policy) as well as when proposing policy updates.

Question	Response
Policy name?	
Policy author?	
Executive sponsor?	
To which cohorts does the policy apply <ul style="list-style-type: none"> - Staff - Students (indicate groups) - Public (specify who) - Employers - Other (please specify) 	
Will the policy affect members of the target cohort(s) equally? If no, indicate how the policy will affect specific groups within a cohort differently and why	
In targeting the policy at a specific group, or groups, within a cohort, will another group, or groups, within that cohort be disadvantaged? If yes, how will this be addressed?	
What information has been gathered about the diversity of the target cohort(s)?	
Does this policy contain visual images? If yes, do they reflect the diversity of the College?	
Indicate how this policy supports The Sheffield College in its General Equality Duty to: <ul style="list-style-type: none"> - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act - Advance equality of opportunity between people who share a protected characteristic and those who do not 	

<ul style="list-style-type: none"> - Foster good relations between people who share a protected characteristic and those who do not 	
<p>Indicate any potential negative impacts identified in relation to the protected characteristics listed below, or why you believe that there are not negative impacts in relation to these protected characteristics:</p> <ul style="list-style-type: none"> - Age - Disability - Gender / Gender Reassignment - Marriage / Civil Partnership - Pregnancy / Maternity Leave - Race - Faith, Religion or Belief - Sexual Orientation 	
<p>Indicate any potential negative impacts identified in relation to:</p> <ul style="list-style-type: none"> - Additional Learning Needs - Economic Needs - Social Needs <p>Or state why you believe that there are not negative impacts in relation to these needs</p>	
<p>Indicate who the policy has been considered by and/or who has been consulted about the policy</p> <p>If external or advisory groups have been involved specify them</p> <p>If this policy was posted on staff/student intranet for consultation/review purposes did this lead to any equality issues being raised?</p>	
<p>How would you assess the overall impact of this policy on equality? High, medium or low?</p>	
<p>Who completed this audit?</p> <ul style="list-style-type: none"> - Name - Job Title - Date 	

Send the completed Equality Impact Assessment with the proposed policy when submitting for approval at the appropriate Board and copy to the Head of Safeguarding and ED

Appendix C: EDI Training Plan

Equality, Diversity and Inclusion Training Plan 2019 - 2021

The principal objectives of our training plan are to:

- Improve student satisfaction
- Improve teaching and learning observation outcomes
- Improve student progress, achievement and progression rates
- Increase staff confidence with regard to Equality and Diversity
- Reduce equality gaps
- Enable the College to achieve Investors in Diversity

Name of course	Purpose	Intended Audience	Mandatory (Y/N)	Date Delivery	Delivery Model
Equality and Diversity (Mandatory Online)	Set out the expectations around the rights and responsibilities of all staff	All staff (including subsidiary staff)	Yes	August 2019 – July 2021	Online training (EduCare)
Carrying out Equality Impact Assessments (Meeting the Public Sector Equality Duty)	This workshop explores legal requirements, best practice in the sector and implications from case law and inspections. It will demystify the EIA process; serve as a myths and misconception buster and build capacity to conduct effective assessments that drive EDI forward.	Managers	Yes	January 2020	External delivery
Analysing EDI Data	This tailored session will use actual faculty data and enable managers to analyse their EDI data in order to take necessary effective action to reduce gaps.	VPs / APs and Heads on a faculty basis	Yes	August 2019 – July 2020	Internal delivery
		Delivery staff	No (can join faculty)		
Equality, Diversity and Inclusion for Managers	This course will support managers; <ul style="list-style-type: none"> - to build capacity so that curriculum leads can identify and promote outstanding practice - maximise opportunities to promote E&D and British Values in the student experience - to drive up student outcomes and narrow achievement gaps 	SLT	Yes	March 2020	External expertise

Equality Diversity and Inclusion for Governors	<p>This course will enable governors to explore practical implications regarding EDI, British Values and the 2019 inspection framework.</p> <p>It will help governors understand;</p> <ul style="list-style-type: none"> - their roles and responsibilities - the features of outstanding practice - what questions inspectors might ask - how to ensure legal compliance with statutory duties 	Governors	Yes	March 2020	External expertise
EDI and classroom practice	<p>This workshop will equip delivery staff with the skills and strategies to embed EDI effectively in the classroom.</p> <p>The session will discuss how to avoid superficial, tokenistic or repetitive promotion of EDI and British Values</p>	LDCs and Equality Champions	Yes	August 2019 – July 2020	External delivery
		Delivery staff	No		
Understanding FREDIE	<p>Understand the principles of FREDIE and our commitment to fairness in the workplace, gaining knowledge in protected characteristics as defined by the Equality Act 2010.</p> <p>Explore the interdependency between the College's values, British Values and FREDIE.</p>	All staff	Yes	August 2019 – July 2021	Online training
Actively tackling Unconscious Bias	<p>This event will allow staff to engage in the unconscious bias experience.</p> <p>It will allow staff to understand how our unconscious brain can influence our thoughts, behaviour, actions and decision making.</p>	Managers	Yes	March 2020	External
		Delivery staff	No		

Cultural Awareness seminars	Discuss cultural differences and similarities in relation to communication, expectations, behaviours and needs. Aimed at reducing stereotyping and fostering good relations and understanding between different groups of people.	All staff	No	January 2020 – July 2021	Listening Service / Dialogue Society
Religion and Belief seminars	Discuss different faiths, religion and beliefs and challenge common misconceptions.	All staff	No	January 2020 – July 2021	Listening Service / Dialogue Society
LGBandT equality	This workshop helps staff explore how to create an inclusive environment that values and nurtures difference so that we are all treated with dignity and respect, with a particular focus on meeting the needs of lesbian, gay, bi and trans students or staff.	All staff	No	January 2020 – July 2021	External
Disability Awareness	To raise awareness of sight and sensory impairment, physical and learning disabilities.	All staff	No	January 2019 – July 2021	Internal
Hate Crime training	To equip delivery staff to deal with and record Hate Crimes.	SG Team	Yes	January 2020	External

As opportunities and needs arise, the College will add to the offer outlined above as appropriate and required.

The Sheffield College

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All information is correct at time of print. Data and statistics taken from EMSI software and the National Careers Service. If you need this guide in any other format, please get in touch.