GATESHEAD COLLEGE
EDUCATION WITH EMPLOYMENT EDGE

Single Equality Action Plan 2016-19

What is the Equality Duty?

The Equality Duty is a duty on public bodies and others carrying out public functions (a public function is a function of a public nature for the purposes of the Human Rights Act 1998). It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The Equality Duty supports good decision-making – it encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies are better placed to deliver policies and services that are efficient and effective. The Equality Duty therefore helps public bodies to deliver the Government's overall objectives for public services. The Equality Duty is set out in section 149 of the Act.

What changed?

The Equality Duty replaced the three previous public sector equality duties – for race, disability and gender.

The Equality Duty covers the following protected characteristics:

Age	Disability	Gender reassignment
Pregnancy and Maternity	Race – this includes ethnic or national origins, colour or nationality	Religion or Belief – this includes lack of belief
Sex	Sexual Orientation	It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination

The Equality Duty is designed to reduce bureaucracy while ensuring public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

Who does the Equality Duty apply to?

The Equality Duty applies across Great Britain to public bodies listed in **Schedule 19** to the Act, and to other organisations when they are carrying out public functions.

The Equality Duty

The Equality Duty has three aims. It requires public bodies to have ***due regard*** to the need to:

• **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
• **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
• **foster good relations** between people who share a protected characteristic and people who do not share it.

Having ***due regard*** means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by public bodies – such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

• remove or minimise disadvantages suffered by people due to their protected characteristics;
• meet the needs of people with protected characteristics; and
• encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic – such as providing computer training to older people to help them access information and services.

Taking account of disabled people's disabilities
The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

Specific Duties

The focus of the specific duties is transparency in how HEIs are responding to the equality duty. It is important to note that institutions must meet both the equality duty and the specific duties – it is not enough to meet the specific duties alone.

There are three specific duties:

- publication of information
- equality objectives
- manner of publication

The government intends to conduct a review of the specific duties after two years to check that they are delivering the transparency and accountability that they aim to achieve.

The specific duties can be found in full at **www.legislation.gov. uk/uksi/2011/2260/pdfs/uksi_20112260_en.pdf**.

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be.

Young people need to know why discrimination is unacceptable and how to challenge it. They need to understand the importance of celebrating diversity and promoting equality.

All involved in successful learning need to understand themselves what it means to live in this diverse society, and to help young people understand what it means for them.

1	**Common Actions**				
	Action	**Responsibility**	**Timescale**	**Progress/Outcomes/Impact**	**Please identify which of the three aims of the Equality Duty your actions will address**
1.1	Review Equality Scheme including the action plan to ensure it is relevant and represents the	John Gray	**Aug 2019**	Last reviewed July 2016. Equality Scheme and action plan completed. Timescales for schedule of reports confirmed. Reviewed SEAP for introduction Sept 2016.	

	needs of the organisation, its people (staff, students and visitors)				
1.2	Produce an Annual E&D Report for previous academic year data	John Gray	**April 2017**		
1.3	All staff producing new or reviewed policy or function will complete an analysis of the effects on equality assessment Feedback on any issues which have been raised from analysis of the effects on equality assessments	Suzanne Clark John Gray	**On-going** **Report - 10/05/17**	JG redesigned 'Analysis of effects of equality' template for 2016/17	
1.4	Publish employment monitoring data through the Annual E&D Report –	Mark Thompson	**2015/16 information to be presented**		

	coverage should include all protected characteristics.		**at March 2017 Board meeting**		
1.5	Analyse the number of people applying for courses and the conversions to actual students, identifying any potential barriers to enrolment for each protected equality characteristic group.	Darren Heathcote/ David Leath	**Report - 05/10/16**		
1.6	Analyse learner data and use to identify any learner achievement gaps for each protected equality characteristic group.	Andrew Robson	**Report - 22/03/17** for previous academic year		
1.7 (incorporating 1.11) *Aligned actions from SEAP version 1:*	Report learner protected equality characteristic group demographics for each programme in CRE/SAR and establish actions to narrow any identified learner achievement gaps.	Assistant Principals/Curriculum Operation Managers	**Report - 07/12/16**	Complaints and incident reporting is captured via the annual Student Feedback report and Student Discipline report.	

5.8, 6.7, 7.7, 8.2, *9.6*	Promote/embed E&D within curriculum programmes; evaluate effectiveness via CRE/SAR.				
1.8 (was 1.9)	Measure destination success by protected equality characteristic groups	David Leath	**Report - 22/03/17**		
1.9 (was 1.14)	Develop partnerships to get our equality message into the wider community and to broaden understanding and access to opportunities.	Anthea Pratt – Lead, Joanne O'Brien, Mike Burns, Adrian Pegg, Nicola Smith, Gary Wearmouth	**Update - 07/12/16**		
1.10 (was 1.16)	Host annual E&D Week during academic year to promote E&D within college.	Steve Collingwood – Lead, Joanne Clapperton, Sharon Todd	**2016/17 – update 05/10/16**		
1.11 (was 1.17)	Review overall Supplier Strategy, Supplier Terms &	David Keetley/Rob Swinney	**Supplier T&C's to be in place**	Update on progress on supplier strand of CSR project:	All 3 aims of the Equality Duty, by

	Conditions including requirements for Equality & Diversity		**2016/17. Update 05/10/16**	• Supplier CSR action plan in place (Copy in SEAP Folder 'Common Actions 1.1 – 1.15 / 1.11') • Draft Terms & Conditions with JH for review (copy of draft T&C's in SEAP folder) • New Supplier data capture form designed, and in place. Pilot ran with 14 new suppliers. 14 responses received, no issues with form (Copy of Supplier Form in SEAP folder) • Supplier Data from Pilot received, 13 of 14 said they comply with Equality Act 2010 (1 no response), 9 of 14 said they have a compliant E&D policy and 13 of 14 confirmed they actively prevent unlawful discrimination (1 no response). • DK to report at future meeting on E&D content of higher spend tenders.	vetting and supporting approved suppliers.
1.12 (was 1.18)	Monitor provision of Additional Learning Support Service on Retention/ Achievement - for protected equality characteristic groups	Sharon Todd	**Report** - **07/12/16**		

1.13	Undertake an E&D survey of students and apprentices to focus specifically on student/apprentice perceptions and experiences of equality and diversity issues within Gateshead College and support the development of strategies that can improve student/ apprentice retention and success	Darren Heathcote	**2016/17 - report 10/05/17**		
1.14	Ensure students have awareness of college zero tolerance to any form of unlawful discrimination, harassment and victimisation.	Kevin Marston (students)	**2016/17** **Report 07/12/16**	Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act. Effective use of college policies and processes to ensure that any allegation is addressed and dealt with appropriately. Student disciplinary data is reported via annual disciplinary report. See 3.2 for staff.	
1.15	Review student and apprenticeship	David Leath	2016/17		

	withdrawals to highlight any trends regarding protected equality characteristics. E&D withdrawal stats Oct 16 and a report on number of people applying for courses and conversion		**Report 05/10/16**		

2.	**Learning and Development**				
	Action	**Responsibility**	**Timescale**	**Progress/Outcomes/Impact**	**Please identify which of the three aims of the Equality Duty your actions will address**
2.1	Mandatory training for staff in Equality and Diversity, Disability Awareness, Safeguarding, Prevent/ Wrap3/British Values and Health and Safety.	L&D Manager	**Report - 10/05/17**	E&D training for support staff is built into Disability Awareness training.	
2.2 (was 2.3)	Identify and evaluate the training needs of staff as they relate to the duty to embed	Mark Thompson	**Report - 22/03/17**		

	equality.				
2.3	Raise awareness of Equality Scheme during student inductions	David Jackson	On-going **Report – 07/12/16**		
2.4	Continue to embed equality and diversity in developments in teaching and learning - embedding effective academic skills in the curriculum and CPD activities for teaching staff including equality and diversity curriculum design	David Jackson/L&D Manager	On-going **Report – 22/03/17**		
2.5	Raise awareness of Safeguarding - Prevent/ British Values during staff inductions, learning and development and natural occurrences	Paul Campbell/ Darren Heathcote/ David Jackson/ L&D Manager	On-going **Report – 22/03/17**		
2.6	Raise awareness of Safeguarding - Prevent/ British Values/Critical Thinking Skills during student induction, on-programme and natural occurrences	Darren Heathcote/ David Jackson/ Kevin Marston	On-going **Report – 22/03/17**		

3.	**Meeting the Specific Duty on Employment**

	Action	Responsibility	Timescale	Progress	Please identify which of the three aims of the Equality Duty your actions will address
3.1	Undertake an E&D staff survey to focus specifically on staff perceptions and experiences of equality and diversity issues within Gateshead College and support the development of strategies that can improve staff retention, reduce staff turnover, increase innovation - all of which will increase productivity, reduce costs and improve profitability.	Mark Thompson	2015/16 **Report - 10/05/17**		
3.2 (was 1.10)	Monitor employment policies and procedures to identify and act on any underrepresentation or areas of concern including (not an exhaustive list) 1. Staff in post 2. Disciplinary	Mark Thompson	**Report – 22/03/17**	**Meeting the specific duty for public authority employers.** The publication must include information relating to people who share a relevant protected characteristic who are employees (if the EI has 150 employees or more) and other people affected by policies and practices. This could include information they considered relating to:	

	3. Grievance 4. Applicants for employment and promotion 5. Staff ceasing employment 6. Redundancy 7. Retirement 8. Distribution of female/male employees in particular areas of work Recommend and take action on any issues highlighted or areas of concern particularly in respect of protected characteristics			• the make-up of the overall workforce; • the gender pay gap and pay equality issues more generally for the public body; • recruitment and retention rates for staff with different protected characteristics; • applications for flexible working and the outcomes for different protected characteristics; • applications for learning and development opportunities and their outcomes for staff with different protected characteristics; • grievances and disciplinary issues for staff with different protected characteristics. Published information could also include details of policies and programmes that have been put in place to address equality concerns within the workforce, and information from staff surveys. For further information see: http://www.pfc.org.uk/pdf/specific-duties%20Nov%202011%20(2).pdf	
3.3	Develop further reporting mechanisms to enable further monitoring of employment policies	Mark Thompson	**Report - 10/05/17**		

	and procedures to identify and act on any underrepresentation or areas of concern including (not an exhaustive list) 1. Appraisal 2. Applicants for training 3. Staff receiving training 4. Staff involved in disciplinary and grievance procedures 5. Workplace benefits & facilities 6. Management of flexible working 7. Management of leave for parents and carers 8. Management of pregnancy and maternity leave 9. Management of transsexual and potential transgender staff issues				

4.	**Disability and Race Equality Actions**

	Action	Responsibility	Timescale	Progress	Please identify which of the three aims of the Equality Duty your actions will address
4.1	Audit college publications to ensure appropriate information provided and is available in different formats/languages upon request	Katy Clark	**Report 05/10/16**		
4.2	Identify common problems with accessibility in College buildings from review of customer feedback and develop consistent standard solutions	Steve Collingwood	**Report 07/12/16**	All College buildings deemed DDA compliant. Relevant Authority Access Panel contacted as part of planning process for advice, input and information. Whilst minimal responses are received any issue that is raised, action is taken to provide resolution. All external entrances including accessible ramps are pressure washed during the year to prevent any build up moss etc. In order to highlight any issues to entrance areas / walkways all of the College grounds are now checked on a bi- monthly basis in addition to the	Eliminate Unlawful discrimination

				above and actions taken accordingly. Mid 2016 – Baltic Campus refuge alarm system stopped working. Control measures introduced until such time the system was repaired. End 2016 – Resin based tree pits to be upgraded. Potential trip hazards in several of the existing. Student who is blind had difficult manoeuvring round some corridor furniture at the Baltic Campus. On receipt of information took immediate steps to correct. No other customer comments received during Academic Year	
4.3	E&D requirements are part of all contracts and commissioning arrangements	Anthea Pratt/Steve Collingwood	**Report 07/12/16**		
4.4	Consult with students and other stakeholders regarding actions within the scheme	Sabbatical Officer	**Report – 07/12/16**	Sabbatical Officer now attending E&D Steering Group meetings.	
4.5 (was 4.8)	College documentation is completed regarding work placement and off site activities – Equality and diversity/ safeguarding is a	Sharon Kinleyside/Tracy Ashcroft	**Report - 05/10/16**	Separation of CBL and WBL procedures for work placements. CBL procedure reviewed, updated and published 10/10/16 Work placement process flow and associated documentation now	

	consideration of any work placement or off site activity			available via document management	
4.6	Promote Equality and Diversity: Operate a protected characteristic group to develop actions which promote and celebrate disability as part of equality and diversity.	Sharon Todd	On-going – report progress at each steering group meeting		
4.7 (was 1.15)	Promote Equality and Diversity: Operate a protected characteristic group to develop actions which promote and celebrate race as part of equality and diversity.	Steve Collingwood	On-going – report progress at each steering group meeting	Annual report from each EC group for 16/17 to be shared at March 2017 meeting. Met (03.11.16) to discuss action plan for the year. (See Action Plan) Last intervention event for 2016 will be to celebrate World Aids day and the effect on race. Communications will take place to promote background to the illness, actions taken, impact as well as positive news stories. 4 x interventions planned for 2017: • Celebrate Robert Burns Evening • International Day of Discrimination • World Blood Donor Day • International Day of Tolerance (To discuss whether this could be a	

				intervention covered by all characteristic groups.	
4.8	Ensure that examination dispensation is available for students with assessed additional support needs which meet the requirements of the JCQ.	David Leath Sharon Todd	**Report - 10/05/17**		

5.	**Sex, Sexual Orientation and Gender Identity Equality Actions**				
	Action	**Responsibility**	**Timescale**	**Progress**	**Please identify which of the three aims of the Equality Duty your actions will address**
5.1 (was 5.3)	Enter Stonewall 'Workplace Equality Index' to assess achievement and progress on LGBT inclusion in the workplace. Produce an action plan for developing this relationship and responding to their	Tracy Ashcroft (LGBT lead)	**Report – 10/05/17**		

	feedback and advice.				
5.2 (was 1.15)	Promote Equality and Diversity: Operate a protected characteristic group to develop actions which promote and celebrate gender identity and sexual orientation as part of equality and diversity.	Tracy Ashcroft	Update at each ESG meeting Report	Annual report from each EC group for 16/17 to be shared at March 2017 meeting	
5.3 (was 1.15)	Promote Equality and Diversity: Operate a protected characteristic group to develop actions which promote and celebrate sex (a man and a woman), and equality and diversity.	Zachary Aldridge	Update at each ESG meeting Report	Annual report from each EC group for 16/17 to be shared at June 2017 meeting	

6.	**Religion and/or Belief Equality Actions**				
	Action	**Responsibility**	**Timescale**	**Progress**	**Please identify which of the three aims of the Equality Duty your actions will address**
6.1 (was 1.15)	Promote Equality and Diversity: Operate a protected characteristic group to develop	Kevin Marston	Update at each ESG meeting Report	Annual report from each EC group for 16/17 to be shared at June 2017 meeting	

	actions which promote and celebrate religion and belief as part of equality and diversity.				

7.	**Age Equality Actions**				
	Action	**Responsibility**	**Timescale**	**Progress**	**Please identify which of the three aims of the Equality Duty your actions will address**
7.1 (was 1.15)	Promote Equality and Diversity: Operate a protected characteristic group to develop actions which promote and celebrate age as part of equality and diversity.	Andrew Robson	Update at each ESG meeting Report	Annual report from each EC group for 16/17 to be shared at June 2017 meeting	