Newham Sixth Form College - Equality Objectives 2012-16

Final Review January 2016

Background

Our college mission is to create a successful learning community, whilst our values include respect for everyone, valuing diversity and promoting equality of opportunity.

The Public Sector Equality Duty means that in the exercise of our functions, the college must have due regard to the need to:
- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

In response to this duty, the college set seven key objectives for the period 2012-16.

The objectives set are:

1. Further increase the representation of BME staff at management level
2. Continue design and delivery of a programme of staff development to equip staff with skills and confidence to tackle all equality and diversity issues in the classroom
3. Ensure there is a more balanced representation of specific groups on college courses
4. Review current accessibility to all aspects of college life to ensure all students have fair and equal access to involvement or progression
5. Continued monitoring of college success rates for specific diversity groups to ensure current status of no significant difference is maintained and developed to new areas
6. Processes for staff and student consultation, feedback and evaluation to be evaluated and strengthened
7. Develop and deliver a strategy to raise awareness of and reduce any prejudice or discrimination against LGBT staff or students

Success in meeting the objectives:

Objectives 1, 3	Little or no progress
Objectives 5, 7	Some progress
Objectives 2, 4, 6	Good progress

Objective 1	Further Increase the Representation of BME Staff at Management Level		
Public Sector Equality Duty	• Advance equality of opportunity		
Comment (2012)	Analysis of the college workforce has identified an under-representation of Black and Minority Ethnic (BME) staff within management roles. Currently there is a 50% representation of BME staff across all roles; therefore target is to increase the proportion of BME managers to at least 50% from the current 35%.	**Final comment on progress (2016)**	Currently (as of October 2015) there are 27% BME managers across the whole (middle and senior) management team; 59% of managers are from white British backgrounds, and the other 14% are from a variety of different backgrounds. The proportion of BME managers is significantly higher among middle managers than among senior managers. Actions included: • focus group for BME staff • integration of career progression discussion within appraisal • training for managers on developing staff • involvement with Network for Black Professionals activities

Objective 2	Continue to Equip Staff with Skills and Confidence to Tackle All Equality and Diversity Issues in the Classroom		
Public Sector Equality Duty	• Eliminate discrimination, harassment and victimisation • Foster good relations		
Comment (2012)	All staff receive equality and diversity training as part of induction, as well as regular training on a biannual basis.	**Final comment on progress (2016)**	Ofsted (October 2015) found: "Teachers promote equality and diversity in the classroom very well. As a result, students respect each other's views and develop very good attitudes towards working collaboratively and harmoniously." Actions included: • training for teachers on embedding equality and diversity within the curriculum • equality and diversity embedded into team meetings • training for managers on disability and transgender

Objective 3	**Ensure There is a More Balanced Representation of Specific Groups on College Courses**		
Public Sector Equality Duty	• Advance equality of opportunity		
Comment (2012)	The current marketing strategy promotes equal access to and representation on all college courses and the whole student body represents a high level of diversity. Some specific groups remain under-represented on some college courses. The current most unbalanced courses include childcare, health and social care, engineering, IT practitioners and sport.	**Final comment on progress (2016)**	This area remains a concern and reflects the national picture. Actions included: • equality impact assessments of marketing materials • female student ambassadors in curriculum areas such as computing and engineering at events • programme of targeted events for secondary schools

Objective 4	**Review the Accessibility to All Aspects of College Life to Ensure All Students Have Fair and Equal Access to Involvement or Progression**		
Public Sector Equality Duty	• Advance equality of opportunity		
Comment (2012)	An accessibility review and subsequent action has ensured the college site is now almost completely physically accessible for students, staff and visitors with a range of accessibility needs. Investigate how students with disabilities can access development and enrichment activities.	**Final comment on progress (2016)**	Increase in use of specialist software and hardware to support students with visual impairments and other disabilities, including taking examinations using iPads. Increase in number and range of enrichment opportunities for students with disabilities. Actions included: • review of IT software and hardware • review of building plans • new roles of Disability Sports Activator (staff) and Ability Counts ambassadors (students) • new enrichment activities • participation in AoC British National Championships, the first competitive sport residential for students on foundation learning programmes

Objective 5	Continued Monitoring of College Success Rates for Specific Groups to Ensure No Significant Difference Between Groups is Maintained		
Public Sector Equality Duty	• Advance equality of opportunity		
Comment (2012)	College success rates and value-added show no significant difference (no more than 5% from the college norm) by gender, ethnicity or disability.	Final comment on progress (2016)	Ofsted (October 2015) found: "There are no significant gaps between the achievements of different groups of students". However, there are emerging gaps between female and male performance, 19+ success rates and 16-18 students 'other mixed' and 'white/black Caribbean'. Actions include: • monitoring at curriculum and whole-college level • analysis of university progression data

Objective 6	Processes for Staff and Student Consultation, Feedback and Evaluation to be Reviewed and Strengthened		
Public Sector Equality Duty	• Foster good relations		
Comment (2012)	The college currently has an Equality and Diversity Committee, which meets to assist SLT and cross-college leaders in discussing and implementing equality and diversity policy. There has also been consultation at CMT level with regard to training needs for teaching staff and all staff consultation on equality objectives.	Final comment on progress (2016)	There are now an increased number of ways consultation takes place; equality and diversity has been further integrated into the college's quality systems; consultation with students in our quality processes routinely includes reference to equality and diversity issues. Actions include: • review of Student Council • creation of Staff, Parent and Employer Councils • review of quality systems • consultation and feedback on new college Equality and Diversity policy (2015)

Objective 7	Develop and Deliver a Strategy to Raise Awareness of and Reduce Prejudice and Discrimination Against LGBT Staff and Students		
Public Sector Equality Duty	• Eliminate discrimination, harassment and victimisation • Foster good relations		
Comment (2012)	The college is committed to promoting itself as an LGBT inclusive employer and educational establishment. The college is now a Stonewall diversity champion and has made a second annual submission to the Stonewall workplace benchmarking, which will ensure we are an LGBT champion as an employer. An initial programme of staff training on tackling homophobic language and bullying has been designed and delivered. There are some support structures in place for LGBT students through counselling and welfare.	Final comment on progress (2016)	Some progress made in this area with further developmental work planned. Actions include: • review of HR policies • staff training on challenging homophobic language and bullying • LGBT group in place to support students. The group also gives feedback to staff (including on new Equality and Diversity policy in 2015) and shapes college enrichment activities and events on LGBT issues • LGBT month activities and events