

# Greenhead College Single Equality Scheme

2009/2010 to 2012/2013

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## **Greenhead College's Mission Statement**

*to provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social and physical development;*

*to continue to be a centre of excellence for a college of its type, providing within its means education and training of the highest quality for each individual student;*

*to be a major force in enabling its community to reach the nationally set foundation learning targets through the offer of a level 3 curriculum concentrating on A-level provision.*

## **Section One: The Introduction and Overview**

Greenhead's Single Equality Scheme sets out the College's commitment, to promote and ensure equality of opportunity regardless of race, gender, disability, age, faith, sexual orientation or social class in the recruitment and everyday experience of all its staff and students. It will help us build on the good work already accomplished at the College.

The purpose of our scheme is to bring together the various strands of Equality and Diversity in order to provide a coherent approach so that each member of the College is treated fairly by the College and gaps between expectations in their outcomes and experiences are closed.

It shows our commitment to involving participants from all backgrounds in the creation and review of our processes and policies. It also provides a statement of the position we have reached and our action plans for moving forward in order to narrow any achievement gaps between groups of learners and to effectively promote equality and diversity and tackle discrimination.

**Martin Rostron**  
**(Principal)**

## Section Two: Leadership and Management

*Every student is an individual,  
an exception,  
to be valued*

The College's guiding principle permeates the working practice of the organisation and extends beyond the student body to include every member of Greenhead. The success of this philosophy is demonstrated by the outstanding achievements of the students, high levels of staff satisfaction and very low staff turnover.

The College's Principal, Vice Principals and Assistant Principals, who form the College Admin Group, have a common purpose in promoting the College's beliefs and aims and receive the full backing of the governing body to develop policies and procedures which 'guard and maintain' the College ethos.

With respect to their Equality and Diversity responsibilities, **all** leaders in the College - the Admin Group, Governors, Heads of Department and those with other management responsibilities - recognise the importance of the College's underlying tenet in supporting the aim of this Single Equality Scheme and they will continue to vigorously promote it.

Members of the Admin group each have direct responsibilities and operational involvement in the various strands of College activity, including the Equality and Diversity Group. The SES is closely aligned to strategic priorities, and annual self-assessment reports produced within academic departments. Equality and Diversity is also a standing item on the agenda for Heads of Department meetings with senior staff. There is a strong 'team' culture amongst the senior staff both within the Admin Group and the areas for which they have responsibility. Consequently the individual members are effective at raising awareness, consultation, promoting ideas and leading change throughout the College.

The Admin Group acknowledges its important role in promoting Equality and Diversity and tackling discrimination. It will continue:

- to take the lead in raising awareness of Equality and Diversity
- to monitor the impact of the College's policies and procedures on members and users of the College
- to oversee and work with members of the College on implementing any necessary changes in policy and practice.

## **Section Three: Legislative Background**

We are committed to meeting our public sector statutory duties as detailed below and understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### **General duties**

#### **Disability general duty – *Disability Discrimination Act 2005***

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities even where that involves treating disabled persons more favourably than other persons

#### **Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006***

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

#### **Race general duty – *Race Relations Amendment Act 2000***

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **Religious Belief, Age and Sexual Orientation**

In addition to addressing the duties outlined above, Greenhead is committed to taking action on other equality strands (eg religion and belief, age, sexual orientation) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

### **Specific duties**

These ask us to do the following and have informed the production of our equality scheme.

#### **Disability specific duty - *Disability Discrimination Act 2005***

- To prepare, implement and publish a Disability Equality Scheme and consult disabled people in its development (to be reviewed within three

years of publication) showing how the college intends to discharge its general duty;

- To gather information on the effect of a college's policies and practices on disabled persons and in particular;
  - Their effect on the recruitment, development and retention of its disabled employees; and
  - Their effect on the educational opportunities available to, and on the achievements of, disabled learners.

ALSO refer to Appendix A

**Gender specific duty** - *Sex Discrimination Act as amended by the Equality Act 2006*

- To prepare, implement and publish a Gender Equality Scheme (to be reviewed within three years of publication) showing how the college intends to discharge its general duty
- Consider the need to include objectives to address the causes of any gender pay gap
- To gather information on the effect of a college's policies and practices on men and women and in particular
- The extent to which they promote equality between its male and female staff and
- The extent to which its services and functions take account of the needs of men and women
- To assess the impact of its policies and practices, or other likely impact of its proposed policies and practices, on equality between men and women; and
- To consult relevant employees, service users and others

ALSO refer to Appendix B

**Race specific duty** - *Race Relations Amendment Act 2000*

- to prepare a 'Race Equality policy'

- To assess the impact of the College's Race Equality policy on students and staff of different racial groups;
- To monitor, by reference to those racial groups, the admission and progress of students and recruitment and career progress of staff; and include in its Race Equality policy and an indication of its arrangements for publishing the policy and the results of its assessment and monitoring in relation to the above

## Section Four: Our Current Position

The College has made significant progress during the last few years with regard to

- I. promoting Equality and Diversity
- II. raising awareness and carrying out our duties with regard to equality and diversity and
- III. developing systems to collect, analyse and interrogate information with respect to measuring the impact our policies and processes are having on members of the College.
- IV. positive action to improve the experience and achievement of College members.
  - The EOD policy has been disseminated through staff meetings and at new staff inductions. This has been backed up by a number of staff training events covering diversity, impact assessment, mental health and disability awareness.
  - EOD sessions are included in the tutorial programme and induction to the College for both students and new staff. This includes promoting awareness of the procedures should a member of the College feel they, or another member of the College, is a victim of harassment or discrimination. In addition all new student representatives on the student council receive specific training on EOD to inform their activities.
  - Comprehensive information on recruitment, admissions and achievements of different groups of students, by gender, ethnicity and disability both at whole College and subject level is presented annually to governors and staff, as is data pertinent to staff recruitment and is a subject of discussion during annual meetings between heads of departments and the Principal and Vice Principal (Structures).
  - All teaching departments have impact assessed the curriculum offered to students and modified provision as appropriate. College policies are assessed for Equality and Diversity impact as part of a review programme.
  - Specialist training has also been provided for relevant staff to support them in meeting the needs of students with physical disability or specific learning needs in their groups as appropriate.
  - We have effective disclosure procedures for students and prospective students with disabilities as well as whole College diagnostic testing using Quick Scan.

- Physical access has been improved with a new lift in the Dawson Block. All specialist teaching rooms are accessible. To ensure a smooth transition individual timetables giving priority to the needs of students with physical impairments, where reasonable, are agreed before the start of their programme. Where possible, learning support needs are also agreed before students start at College.
- All new staff are given an induction outline their general duty with respect to Disability Discrimination Act.
- Information on the College's procedures with respect to Disability is available for all members of the College via the College's intranet site. This includes a Disability Handbook, whose contents are continually updated and expanded to reflect our growing experience.
- The ethnic profile of the student population and the local area (Kirklees) is highlighted in the table below and more than reflects the population of the local area. In terms of gender, the College had a slightly higher number of female students (1001: 2008) than male (824:2008). The ethnic mix of governors is broadly in line with that of the local population and the student population. However, the ethnic mix of staff shows an under-representation of staff from ethnic minority backgrounds.

<b>Ethnicity</b>	<b>College (2008)</b>	<b>Kirklees (2001)</b>
White British	78.8%	83.7%
White Irish	0.1%	0.9%
White other	1.1%	1.0%
White and Black Caribbean	0.3%	0.8%
White and Black African	0.3%	0.1%
White and Asian	0.7%	0.4%
Other mixed	0.4%	0.2%
Indian	2.6%	4.1%
Pakistani	10.7%	6.8%
Bangladeshi	0.2%	0.1%
Other Asian	0.5%	0.3%
Black Caribbean	1.3%	1.1%
Black African	0.4%	0.1%
Other Black	0.1%	0.1%
Chinese	0.7%	0.2%
Other	0.2%	0.1%
Unknown	0.5%	-

College student population 2008

## Section Five: Actively Engaging Stakeholders

- The College canvasses the views of both students and employers in a number of different ways. Each department has developed its own questionnaire or focus group. The information collected is used as part of the self-assessment process and to effect change in the delivery of the course or to improve the students' experience. In addition, students are asked for their views on many topics (induction, the library, additional learning support, tutorial etc...) through the College's VLE (Moodle) and focus groups where appropriate.
- The responses to all cross college surveys can now be broken down by ethnicity, gender and race. Consideration will be given to allow further breakdown into the other equality strands, faith, sexual orientation and age where required.
- Monitoring meetings with students and staff development reviews also are seen as further opportunities to listen to members of the College. In addition, the teaching staff and senior team actively promote an open door approach to both staff and students.
- Weekly tutor team meetings provide an additional forum for views, expressed by staff, parents, students and tutors, to be collected.
- Staff views are regularly canvassed through staff meetings and Heads of Department meetings. Consideration is being given to a staff satisfaction survey.
- The views of employers engaged in our PaWS project are collected annually and acted upon. The views of a number of employers are collected as part of PaWS (Project and Work Placement Scheme) through an employers' forum at the end of the process.
- Parental feedback is collected and published annually in the autumn term.
- Meetings are held with the senior staff at partner schools to promote good communications, relationships and better understanding of the needs of prospective students.

## **Section Six: Publishing, Monitoring and Review Arrangements**

There are clear reporting and accountability lines for the Single Equality Scheme; progress will be reported annually to the governing body which oversees all the College operational plans and other relevant policies and procedures.

### **Publishing**

- The SES will be published on the College website and will also be available on request in electronic format, hard copy, large-print, Braille or audio.
- A copy will be presented to governors in March 2010 for approval.
- A draft copy will be published on the website in December 2009 pending approval.
- The College newsletter will be used to highlight the priorities and purpose of the SES to the wider community.
- We will publish annual reports of progress against objectives and action in the SES Action Plan; annual institutional monitoring report of staff and student data will be compiled as part of the EOD report.

### **Monitoring**

- Student reviews by interview and/or questionnaire will be carried out annually and the College will continue to encourage students from under represented groups to play an active role in the College decision making processes, particularly by encouraging their representation on focus groups and student council.
- We will carry out systematic evaluation of progress towards providing for the needs of all students as an integral part of the College's approach to teaching and learning within departments.
- Particular attention will be paid to the impact of our policies and procedures on promoting equality and diversity and closing gaps in the experiences and outcomes of members of the College.
- Relevant Information from student questionnaires, focus groups and senior student EOD sub-committee will be fed back to the EOD team.
- The SES steering group will meet formally on a termly basis to review progress and report back to the EOD team.
- A representative from the group will document progress and present this annually to the governing body.
- The results of equality impact assessment of institutional policies and practices and gathering information will be discussed by the EOD team and subsequently communicated to other stakeholders. Where adverse impact is identified, we will prioritise methods of eradicating this.

### **Review**

- The Action Plan is a working document which will be updated regularly in the light of information gathering and analysis.

- Annual Self Assessment Reports, conducted within departments will help to monitor progress with Disability Equality, Race Equality, Gender Equality and other Equal Opportunity issues.
- The SES will be reviewed and rewritten in its entirety by December 2012.

## Section Seven: Single Equality Scheme Action Plan 2009/10 to 2012/13

Positive Action to improve the experience and achievement of College members											
Aim	Equality Strand						How will this be achieved?	Who	When	Impact measured by?	✓
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>To improve success rates for male Pakistani students to national benchmarks for sixth form colleges as AS</li> </ul>	/	/					<ul style="list-style-type: none"> <li>Employment of transition mentor to intervene prior to arrival and during college career</li> </ul>	AMG	2009	Success Rates	
	/	/					<ul style="list-style-type: none"> <li>Directed use of study centre for underperforming students</li> </ul>	TF	April Annual		
	/	/					<ul style="list-style-type: none"> <li>Develop and implement system for assessing impact of study centre support</li> </ul>	TF	ongoing		
	/	/					<ul style="list-style-type: none"> <li>Targeted support for underperforming students in subject areas</li> </ul>	TF	ongoing		
	/	/					<ul style="list-style-type: none"> <li>Targeted intervention by senior staff after November and March progress monitoring</li> </ul>	MR/AMG/SC	Annual		
	/	/					<ul style="list-style-type: none"> <li>Additional monitoring point for underperforming students in January</li> </ul>	Admin	Annual	Student survey	
	/	/					<ul style="list-style-type: none"> <li>Gather students views on effectiveness of College practices</li> </ul>	AMG	Nov 2010 2011 2012		

## Positive Action to improve the experience and achievement of College members

Aim	Equality Strand						How will this be achieved?	Who	When	Impact measured by	✓
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>Enabling appropriate differentiation according to SLD requirements</li> </ul>			/				<ul style="list-style-type: none"> <li>Ongoing dissemination of SLD information to teaching and support staff</li> </ul>	KA	Ongoing	Success rates	
			/				<ul style="list-style-type: none"> <li>SLDD training for all new staff</li> </ul>	KA	July/Sept		
			/				<ul style="list-style-type: none"> <li>Targeted support for students with Asperger's syndrome</li> </ul>	KA	Review July		
			/				<ul style="list-style-type: none"> <li>Expand liaison with partner schools and other outside agencies</li> </ul>	KA	Review July		
			/				<ul style="list-style-type: none"> <li>Increase attendance of students at support sessions</li> </ul>	BT/KA	Review Annually Dec	Student Survey	
			/				<ul style="list-style-type: none"> <li>Targeted support for SLD students from Learning support and study centre</li> </ul>	KA/TF	Ongoing		
			/				<ul style="list-style-type: none"> <li>Encourage peer support by introducing group sessions</li> </ul>	BT/KA	Sept 2010 Review Annually in July		

## Positive Action to improve the experience and achievement of College members

• Aim	Equality Strand						• How will this be achieved?	Who	When	Impact measured by?	✓
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>To make every reasonable effort to address the under representation of BME teachers on the staff.</li> </ul>	/						<ul style="list-style-type: none"> <li>Advertise posts in relevant publications alongside the TES</li> <li>Re-subscribe to BME network</li> </ul>	DT	From Jan 2010 Review Sept	Staff Census	

**Developing systems to collect, analyse and interrogate information with respect to measuring the impact our policies and processes are having on members of the College.**

Aim	Equality Strand						How will this be achieved?	Who	When	Impact measured by?	√
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>Refine and develop systems to measure effectiveness of College procedures</li> </ul>	/	/	/				<ul style="list-style-type: none"> <li>Break down responses for student voice, other cross college questionnaires, and focus groups by gender/ethnicity/disability</li> </ul>	SC MB RM AMG	July Annually	SAR  Annual EOD report	
	/	/	/		/		<ul style="list-style-type: none"> <li>All College services to be included</li> </ul>	MC AMG	Dec 2012		
				/		/	<ul style="list-style-type: none"> <li>Develop approach to data collection on sexual orientation and trans gender issues.</li> <li>Implement recommendations</li> </ul>	MC,SC  MC, PGZ	July 2010  July 2011		
	/	/	/		/		<ul style="list-style-type: none"> <li>To improve the monitoring of key HR activities</li> </ul>	DT	Dec 2012		

## Raise awareness of our duties with regard to equality and diversity

Aim	Equality Strand						How will this be achieved?	Who	When	Impact measured by?	✓
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>Increase Governors' awareness of Equality and Diversity issues</li> </ul>	/	/	/	/	/	/	<ul style="list-style-type: none"> <li>Programme of Governor training updated and reviewed annually</li> </ul>	DT MC/SC	Sept	Attendance record	
<ul style="list-style-type: none"> <li>Increase awareness of the need to respect the diversity of backgrounds of College members</li> </ul>	/	/	/	/	/	/	<ul style="list-style-type: none"> <li>Emphasise College ethos in new staff programme</li> </ul>	Admin/ Hods	Ongoing	Student satisfaction survey	
	/	/	/	/	/	/	<ul style="list-style-type: none"> <li>Continue and develop rolling E&amp;D training</li> </ul>	MC	Ongoing		
	/	/	/		/		<ul style="list-style-type: none"> <li>Summary of annual E&amp;D report to staff at full staff meeting</li> </ul>	MC	Sept		
	/	/	/		/		<ul style="list-style-type: none"> <li>Full E&amp;D report to be made available on staff intranet</li> </ul>	MC	Sept		
	/	/	/	/	/	/	<ul style="list-style-type: none"> <li>Implement annual programme of training for senior students and student council reps</li> </ul>	MC	Dec		
	/	/	/				<ul style="list-style-type: none"> <li>Continue to embed E &amp; D in curriculum analysis in SAR</li> </ul>	AMG	Oct		
	/	/	/		/		<ul style="list-style-type: none"> <li>Continue rolling programme of Impact assessing policies and procedures</li> </ul>	DT/ Policy owner	Ongoing	Impact Assessment Record	

## General promotion of equality and diversity

Aim	Equality Strand						How will this be achieved?	Who	When	Impact measured by?	✓
	E	G	D	F	A	O					
<ul style="list-style-type: none"> <li>To further develop the promotion of equality and diversity throughout the College</li> </ul>	/	/	/	/	/	/	<ul style="list-style-type: none"> <li>Develop two events across the year to raise awareness of equality and diversity</li> </ul>	SB/MC	July 2011	College Survey	
				/			<ul style="list-style-type: none"> <li>Information source on Faiths for all College members via moodle</li> <li>Update annually</li> </ul>	MC	Mar 2010		
				/			<ul style="list-style-type: none"> <li>Develop links with Kirklees All Faith Forum</li> </ul>	CM/MC /SB	July 2010		
	/	/	/	/			<ul style="list-style-type: none"> <li>Use variety of media to celebrate the success of existing activities eg charity day, PAWS projects, enrichment, Open Days.</li> </ul>	HODs Admin	Ongoing		

# Appendices

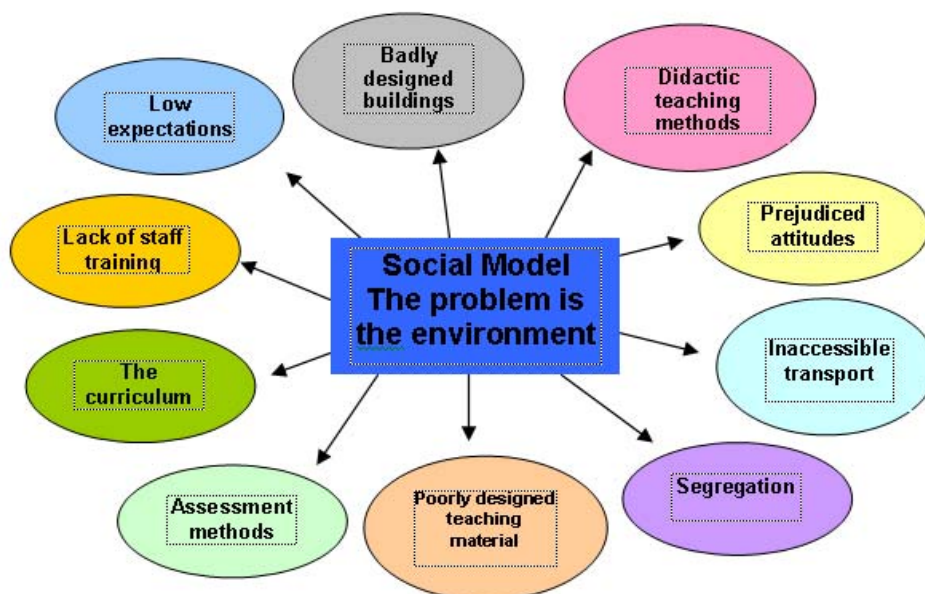
## Appendix A:

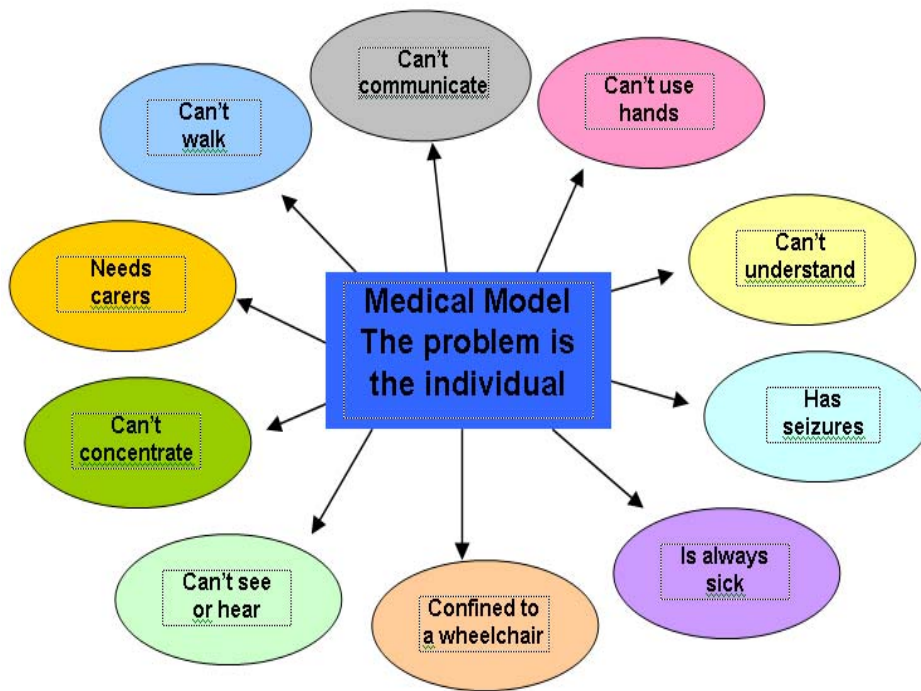
### Disability Discrimination and the Social Model of Disability

This approach supports the social model of disability, an underpinning principle of the new legislation. The social model of disability was developed in the 1970's by disabled people who used their personal experiences to show that the disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but stems from social, attitudinal and environmental barriers.

The Social Model recognises that while some people may have impairments which affect how they function physically or mentally, they are actually disabled by the barriers in society that fail to take proper account of their needs. Disabled people are often under-represented in public life and while many people have positive attitudes to disabled people, expressing pity, prejudice, fear or applying stereotypical images may have a negative impact. The DDA has always recognised the fact that equality cannot be achieved simply by treating disabled and non-disabled people alike.

- The disability duty will help shift the focus onto the policies, procedures, plans and practices of our organisation. Reasonable adjustment merely reinforces the medical model.
- The aim of the DED is to eliminate discrimination and dismantle barriers before they can have an impact on the individual.





## Appendix B:

### Gender Discrimination

1. Under the **1975 Sex Discrimination Act** it is unlawful for an employer to discriminate on grounds of gender or marital status. It is also unlawful to discriminate against individuals who:
  - intend to undergo gender reassignment
  - are currently undergoing gender reassignment
  - have already undergone gender reassignment.
2. The law covers recruitment, terms and conditions, pay and benefits, status, training, promotion and transfer opportunities, right through to redundancy and dismissal. However, in some cases, a job can be offered only to someone of a particular sex, because of what is called a 'genuine occupational qualification' (for example, some jobs in single-sex schools).
3. The **1970 Equal Pay Act** makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions where they are doing the same or similar work, or work rated as equivalent in a job evaluation study by the employer, or work of equal value.
4. **Different types of discrimination**  
There are four types of discrimination:
  - **direct discrimination** - treating individuals differently because of their sex (eg not promoting a woman because she is pregnant), their marital status or on the grounds of gender reassignment
  - **indirect discrimination** – placing individuals at a disadvantage because of certain working practices or rules (eg refusal to recruit part-time workers without good reason, which might discriminate against women more than men)
  - **harassment** - behaving in an offensive manner, or encouraging or allowing other people to do so (for example, making sexual remarks or gestures or allowing displays or distribution of sexually explicit material)
  - **victimisation** - treating unfairly individuals who make a complaint about discrimination (for example, taking unfair disciplinary action against them).

## Appendix C:

### Equality and Diversity Policy 2009-12

#### 1. AIMS

- a. The College's policy for equality of opportunity derives from following clauses in the College mission statement which state that the College aims to:
  - Provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral, social, and physical development.
  - Continue to be a centre of excellence for a college of its type, providing, within its means, education of the highest quality for each individual.
- b. Thus, the College's ethos is built on the basic tenet that each member of the College is an individual to be valued and that all members of the College have equal access to opportunities and experiences offered.
- c. The College will therefore make its best endeavours, within its jurisdiction and with the resources available, to remove obstacles that may impede students' progress and development on grounds of gender, ethnicity, disability, age, religious belief, sexual orientation. It will also promote equal of opportunity and a positive awareness of diversity across all areas of activity.
- d. The College aims to foster an environment where freedom of expression and debate flourish within the parameters laid down by the College Freedom of Speech policy.

#### 2. IMPLEMENTATION

The College will:

- a. Comply with all relevant legislation, and specifically:
  - The Race Relations Act 1976
  - The Sex Discrimination Act 1975
  - The Disability Discrimination Act 1995
  - The Special Needs and Educational Disability Act 2001
  - The Human Rights Act 1998
  - The Race Relations Amendment Act 2000
  - Age Discrimination Act 2005
  - Disability Discrimination Act 2005
  - Other relevant legislation enacted or to be enacted

- b. Monitor and analyse retention and achievement according to ethnicity, gender, and disability from application to post college progression.
- c. Take all appropriate and reasonable steps to narrow any identified achievement gaps between groups of learners
- d. Have guidelines for staff and students and other stakeholders regarding what is deemed as discriminatory conduct.
- e. Use, wherever appropriate, staff and student inductions, the tutorial programme, the academic and enrichment curriculum, staff inset, the College diary, and relevant College publications and events to:
  - Communicate guidelines on discriminatory conduct;
  - Communicate procedures regarding discriminatory conduct;
  - Promote equal opportunities;
  - Raise awareness of diversity issues

to College members and other stakeholders

- f. Assess the impact of all policies and procedures in relation to equality and diversity. All policies will include a statement that they comply with the College Equality and Diversity policy and all relevant legislation and be amended where they do not.
- g. Audit curriculum areas to reveal and tackle issues that may have a negative impact according to ethnicity, gender, and disability. The results of any such consultation shall be published discretely or as part of the annual equality and diversity report on the College web site.
- h. Maintain and publish an annual Equality Scheme, drawn up with the involvement and consultation of College stakeholders, and monitor its implementation.

### **3. RESPONSIBILITIES**

All College members are responsible for the implementation of the Equality and Diversity policy. However, specific responsibilities are:

- a. Ultimate responsibility for Equality and Diversity policy lies with the Principal and Governors
- b. A designated Vice/Assistant Principal shall have overall responsibility for equality and diversity issues, and reporting to Governors.
- c. The College shall maintain the position of Equality and Diversity Co-ordinator who will have responsibility (in conjunction with the

designated Vice/Assistant Principal) for developing and maintaining procedures and resources, and ensuring implementation of the Equality and Diversity policy throughout the College, including arranging appropriate training.

- d.** All line managers have direct responsibility for ensuring compliance with the Equality and Diversity policy with their area.
- e.** All staff and students have responsibility for practical day-to-day implementation of the Equality and Diversity policy.
- f.** The College will maintain an Equality and Diversity Group with representatives from curriculum and support staff, the student body, and nominee Governors, to support and advise the designated AP and Co-ordinator however practical and appropriate.

## **Appendix D:**

### **Age Equality in Employment in Further Education Policy**

1. Introduction
  - 1.1 This policy has been developed to equip the College (Greenhead College) to meet its obligations under the European Directive on equal treatment in employment, which covers age discrimination and which came into effect in Britain on 1 October 2006. This agreement applies to all employees, including those employed on permanent and fixed-term contracts, both full and part-time.
  - 1.2 This guidance is based on the knowledge that employing the right person to do the right job and having an age diverse workforce are the principles of good practice.
  - 1.3 Age discrimination prevents people of all ages from realising their full potential in the workplace and society. Age equality helps the College deliver better services to its staff, students and local community.
2. Our Commitment
  - 2.1 The College celebrates a culture of diversity and is committed to equality of treatment for all employees. It will practise equality in the operation and implementation of all its employment policies. The College should treat all employees with respect and dignity, and seek to provide a positive working environment free from discrimination, harassment or victimisation on the grounds of age.
  - 2.2 The College recognises the valuable contributions made by staff and students of all ages, in terms of qualities of experiences brought to learning, teaching, support services, research, consultancy, administration and management. It advocates adult and lifelong learning and expects to benefit from employing workers of all ages at all levels of responsibility and across all areas of work.
  - 2.3 The College will work in partnership with recognised unions to combat age discrimination and ensure equality irrespective of age. It will ensure that its equality policies are comprehensive and include age discrimination.
  - 2.4 The College will work towards the elimination of prejudice and discrimination, whether overt or covert, and will seek to ensure that all staff have equal access to the full range of College facilities, regardless of their age.

2.5 As well as respecting the specific needs of staff at either end of the age spectrum, the College will seek to fulfil its duty of care to all staff, irrespective of age.

2.6. Every attempt will be made to respect staff confidentiality.

### 3. Legal Duties

The College undertakes to fulfil all the legal duties put upon it by:

- The EU Employment Framework Directive (2000/78/EC) which specifically outlaws discrimination on the basis of age; and
- The Employment Equality (Age) Regulations 2006

## **Appendix E:**

### **Membership of the Equality and Diversity Group 2009-2010**

Kim Askew	Head of Learning Support
Martin Chappell	Equality and Diversity Co-ordinator
Sue Creamer	Vice Principal
Debra Todd	Human Resources Manager
Mehboob Khan	LA Governor
Ros Moors	Librarian
Paul Wood	Head of Theatre and Drama
Matthew Burrows	Teacher
Paul Mitchell	Teacher
Aaron Cox	Senior Student

## Appendix F:

### Guidelines for Dealing with Discriminatory Conduct

