

# **GREENHEAD COLLEGE**

## **Equality Duty**

### **Annual Report: January 2012**



## Executive Summary

The Equality Act 2010, which came into force in October 2010, replaced previous anti-discrimination laws with a single Act. The Act places a duty on all public bodies to ensure that they consider the needs of all individuals in their everyday work – in shaping policy, in delivering services and in relation to their own employees.

This is the first Annual Equality Duty report produced by Greenhead College. It describes how the College will fulfil its statutory duties to promote equality of opportunity, eliminate unlawful discrimination and actively value diversity within its community.

The duty requires public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty; and to set specific, measurable equality objectives. Public bodies must publish information to show that they consciously think about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics; and
- Information relating to people who are affected by the public body's policies and practices who share protected characteristics (students).

## Commitment

The Equality Duty within the Equality Act 2010 has three aims. It requires that public bodies, like Greenhead College, 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;*
- *foster good relations between people who share a protected characteristic and people who do not share it.*

Greenhead College wholeheartedly supports the principles of equality and diversity and opposes all forms of unlawful or unfair discrimination on any grounds.

Greenhead College is committed to recognising and promoting actively equality and diversity within our community. We wish to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of men and women of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

## Legislative Framework

The College pays due regard to the relevant legislative framework including the Human Rights Act 1998, and the Equality Act 2010. In advancing equality of opportunity we will:

- *remove or minimise disadvantages suffered by people due to their protected characteristics;*

- *meet the needs of people with protected characteristics;*
- *Foster good relations by tackling prejudice and promoting understanding*

## **Specific Equality Duties**

We will publish:

- *an action plan setting out the steps we will take to promote equality and meet the general duty;*
- *procedures for assessing the impact of policies on equality and ways to improve these where necessary;*
- *an annual report summarising the progress made in meeting the targets set in the Equality Duty Action Plan;*
- *actively promote staff training and development in equality and diversity;*
- *monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equality and diversity.*

## **Leadership and Management**

The Corporation is responsible for:

- *ensuring that the College complies with its legislative duties, including the general and specific duties;*
- *ensuring that adequate strategies and systems are in place to implement the Equality Duty*

The Principal is responsible for:

- *providing a consistent and high profile lead on equality issues*
- *promoting a general awareness of equality within and outside College;*
- *requiring managerial action to implement the Duty and related policies*
- *ensuring the Equality Duty and its aims are followed.*

## Equality Impact Assessments

Impact assessments on all policies are carried out to ensure that the College does not discriminate on the grounds of a protected characteristic and that, where possible, it promotes equality.

A review schedule has been established for all policies and the author of the policy, together with the Clerk will review it in the light of feed-back from appropriate consultation which includes student voice.

New policies are automatically impact assessed at inception.

## Gathering and Using Information

Information will be gathered to establish the effect of policies and procedures on the recruitment, retention, learning opportunities and development of both employees and students with additional information recorded about achievement and progression of students.

Learner data will be collected and analysed on:

- *applications*
- *enrolments*
- *retention*
- *achievement*
- *progression*
- *withdrawals*
- *transfers*
- *use of support services*
- *satisfaction*
- *complaints*
- *exclusions*
- *disciplinary hearings*
- *incidents of harassment or bullying*
- *curriculum choice*

Staff data will be collected and analysed on:

- *recruitment and selection*
- *training and development*
- *pay and benefits*
- *absenteeism*
- *appraisals*
- *grievances*
- *exit interviews*
- *career progression*

## Monitoring and Evaluation

The Equality and Diversity core group will monitor the effectiveness of the Equality Duty and agree actions to be incorporated into the annual Equality Action Plan.

An annual report will be published on the progress made towards meeting the targets set in the action plan.

## STUDENT DEMOGRAPHICS (whole college 2011 – 2012)

### Students by Ethnicity

Below is a breakdown of the current student population. The college population has more positive representation of students from ethnic minority groups (for example, Pakistani heritage students) than the demographic for Kirklees which demonstrates that the college is a realistic ambition for students from these categories.

White – British	75.35%
White – Irish	0.20%
White - any other White background	1.01%
Mixed - White and Black Caribbean	1.42%
Mixed - White and Black African	0.10%
Mixed - White and Asian	0.86%
Mixed - any other Mixed background	0.91%
Asian or Asian British – Indian	3.14%
Asian or Asian British – Pakistani	11.49%
Asian or Asian British – Bangladeshi	0.15%
Chinese	0.51%
Asian or Asian British - any other Asian background	1.21%
Black or Black British – African	0.81%
Black or Black British – Caribbean	0.96%
Black or Black British - any other Black background	0.20%
not known/not provided	1.67%
	<b>100.00%</b>

### Students with Learning Difficulty

Just under 4% of our student population has declared a learning difficulty.

Learners with a disclosed learning disability	3.9%
Learners without a disclosed learning disability	96.1%

### Students with a Disability

Just under 5% of the student cohort have declared a disability.

Learners with a disclosed disability	4.6%
Learners without a disclosed disability	95.4%

## Student gender

As is consistent with post 16 education, the ration of males to female students is skewed towards females.

Male	42.3%
Female	57.7%

## STAFF DEMOGRAPHICS

### Staff Ethnicity

A detailed breakdown of the ethnic origin of the College's workforce is outlined below.

The data shows that there were 87.5% white employees in 2011 (including the category 'White Other').

Overall the reported levels for BME groups are at 5%. The ONS estimates for Kirklees LA that the BME population for the age group 16- 64 is 10.78%, so the representation of this group, although fairly stable, is not proportionate to their representation of the local area.

The table below shows a summary of the ethnic origin of the whole workforce, including the figures for those who have not-declared their ethnicity.

Asian & Chinese	2.5%
Black	0.0%
Other	5.0%
White Other	2.5%
White British	85.0%
Mixed (White and Black)	2.5%
Mixed (White and Asian)	0.0%
Prefer not to say	2.5%

### Disability Data

In 2011 just 0.62% of staff declared a disability via the SIR reporting data exercise. The level of declaration for disability is felt likely to be much higher in reality, should staff have felt more comfortable declaring themselves disabled through an anonymous channel.

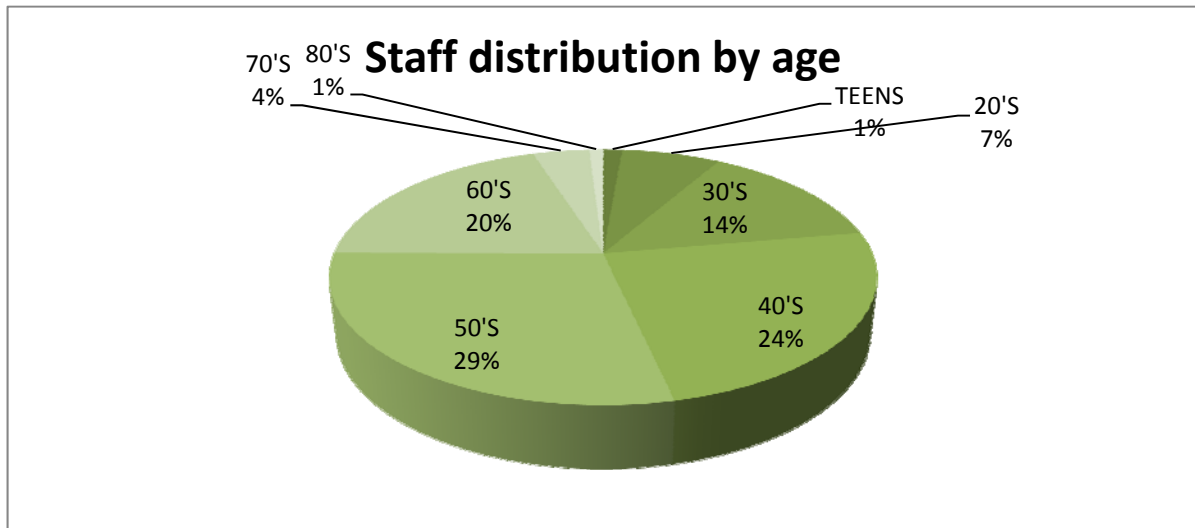
Proactive work to promote an inclusive and diverse workforce is efficient and more disabled people are joining our workforce (in particular, in auxiliary areas). However more work needs to be done to encourage people to declare their disability officially and to reassure staff that there will be no adverse consequences to declaring long standing health issues.

The College continues to be a 'Two-Ticks' employer, where we are committed to supporting and developing all staff and appointing the 'best' person to do the job. If a disabled applicant meets the minimum selection criteria for a job, they will be invited to interview.

Disability	0.62%
No Disability	96.64%
Unknown	2.74%

## Age

The table and graph below show the age distribution for the whole workforce, teaching and non teaching.



The data shows that the highest percentage of the workforce is in the age category 50-59, followed by those aged 40-49.

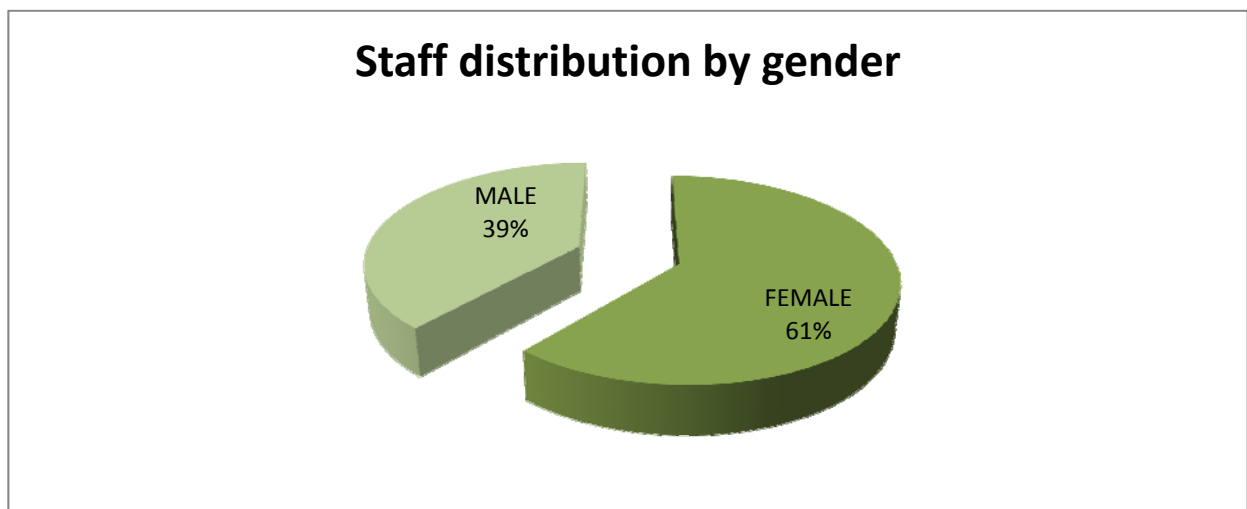
Currently 25% of the workforce is identified as being in the 60 – 80 age group, but this number may increase due to legislation which has now removed the default retirement age.

## Gender

The ONS estimates for the county as a whole, around 51% of the population are female. The gender breakdown of postholders within the college shows that 61% of staff employed across the College are female.

High levels of female staff working in the public sector can be seen across the country and a move towards a more gender balanced workforce is showing slow progress.

In addition, females continue to dominate the non teaching staff, occupying over 90% of positions.



## Gender reassignment

Along with the other protected characteristics the College has always stated that they will have due regard to the need to eliminate unlawful discrimination, to promote equality of opportunity and to promote good relations between different groups, including those with transgender status or who have been through gender reassignment.

The College has never monitored whether people are transsexual as the numbers are likely to be very small, however there have been no reported cases of harassment or discrimination due to someone being transsexual.

In March 2011 the Government Equalities Office published a report called 'Working for Lesbian, Gay, Bisexual and Transgender Equality: Moving Forward'. In the report they indicate that "Transgender people highlight transitioning at work as one of the most significant triggers for discrimination".

The Government Equalities Office plan to update and disseminate advice to employers on recruiting and employing transgender employees and how to support employees undergoing gender reassignment with their transition, this advice is expected by May 2012 this could then be shared with lead managers, and possibly feature as part of CPD fortnight.

## Sexual orientation

For the first time in 2011 the staff individualised record included fields of questioning around religion, belief and sexual orientation. It was possible for staff to opt **not to declare** their status which many staff selected as shown in the table below:

Bisexual	2.0%
Gay	3.5%
Heterosexual	75.5%
Lesbian	0.0%
Prefer not to say	19.0%

The data from the staff survey indicated that 5.5% of existing staff consider themselves to be Gay, Lesbian, Bisexual or uncertain. The Equality and Human Rights Commission Report 37, "Estimating the size and composition of the lesbian, gay and bisexual population in Britain" states:

*"There are currently no reliable estimates of the size of the LGB population in Great Britain. Sexual orientation has not been asked in a decennial census in Britain. Large-scale social surveys indicate that around 5.0% of the population identify as LGB".*

It is difficult to know whether the staff survey results are high or low for this diversity strand but the figures appear to be in line with levels one may expect to find in a large and varied organisation.

## Religion and Belief

From the staff data it is possible to see that the highest levels of religion and belief were Christian (61.1%) and None (25.4%), with no employees indicating they were Hindu or Sikh (from the returns received).

This is much higher level of 'None' than the 2001 census which found 15% of the British population reported having no religion.

There were responses to the staff survey; the table below shows the breakdown for each religion.

None	25.4%
Christian	61.1%
Buddhist	1.5%
Hindu	0.0%
Jewish	2.5%
Muslim	2.5%
Sikh	0.0%
Any other	1.0%
Prefer not to say	6.0%

### Future monitoring

Following this exercise, changes in legislation and a firm commitment to both meet and exceed our public equality duty, the College will monitor the religion, belief and sexual orientation in both internal and external candidates who apply for vacant positions, and as part of the annual personal data audit; the reasons for doing this will be communicated in an open and consultative manner.

Comprehensive data should therefore start to become available for the 2012 Equality Duty Report.

### Success rates for job applicants

The same application process is followed whether someone applies externally to work for the College or seeks a change of job or promotion within the organisation. The individual is asked to complete a monitoring form to record their equality data. This information is separated from the rest of the form and is not seen during the shortlisting process.

Vacancies will continue to be advertised internally and externally over the coming years and it will remain important to continue to try and attract more employees with disabilities where external recruitment does take place, and to promote the College as an environment where potential employees understand the reasons for, and feel comfortable with declaring disabilities, safe in the knowledge that they will not be treated less favourably.

### Recruitment Advertising

All adverts placed by the College include the following as footnote:

*“The college welcomes applications from all sections of the community”*

The adverts are also accompanied by the ‘Two Ticks’ symbol indicating the positive approach taken towards applicants with disabilities, guaranteeing an interview to any disabled applicant who meets the minimum selection criteria.

### Applications for promotion and success rates

Where an existing member of staff applies for additional responsibilities or promotion, this data is recorded and retained in the same way as other applications where possible.

The data collected during the last academic year shows the following breakdown:

## Percentage of staff undertaking additional responsibility/promoted

*(such as an appointment as associate members of the admin team; appointment as timetable co-ordinator; promotion within the team (auxiliary) and examples of additional financial reward for increased contribution to a stand-alone role.*

*There have also been two internal moves by non teaching staff across to the teaching side.*

### **Gender**

Female	73.4%
Male	26.6%

### **Ethnicity**

White	93.3%
BME	6.7%

### **Disability**

Yes	0.0%
No	100%

## Age Percentage of staff promoted

16 -24	0.0%
25 -34	0.0%
35 -44	20.0%
45 -54	66.0%
55 +	13.6%

It is difficult to draw firm conclusions as we do not have the complete data to show who applied for internal promotions to assess the success rates, however we do need to continue to ensure that there are no barriers preventing workers from applying or from being selected due to their individual circumstances.

## Pregnancy and maternity

As maternity leave begins at different stages throughout the year, this data includes all maternity cases which ended in the period 1 April 2010 – 31 March 2011.

During this period 100% of new mothers returned to work which is very encouraging; the College continues to support employees returning from maternity leave through regular contact and offering full pay for attending 'Keeping in Touch' days, an enhanced incentive offered as part of the commitment made to being a 'family friendly' employer and an employer of choice.