



Single Equality Scheme

The 'Single Equality Scheme' sets out how Kidderminster College will promote equality of opportunity and positive attitudes towards all people regardless of race, gender, gender reassignment, disability, age, religion or beliefs, sexual orientation or pregnancy and maternity in the delivery of its services and the employment of its staff. It incorporates and therefore replaces the College's Equality and Diversity Policy, Disability and Gender Equality Schemes, and its Race Equality Action Plan. The revised Single Equality Scheme is based on the Equality Act 2010 which brings together, harmonises and in some respects extends the current equality law, making it more consistent, clearer and easier to follow thus making society fairer. The Equality Act 2010 supersedes all other legislation.

At Kidderminster College we welcome our duties to take a pro-active approach to the promotion of equality. We believe that our Single Equality Scheme will provide the framework for us to implement and extend beyond our duties.

The Equality Act 2010, and the new public sector Equality Duty which came into force in April 2011 protects people from discrimination on the basis of 'protected characteristics' (these used to be called 'grounds'). The relevant characteristics are:

- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour and nationality
- religion or belief
- sex (or gender) and
- sexual orientation.

In addition the new public sector Equality Duty includes protection from discrimination and indirect discrimination against gender, gender reassignment and disability by association and/or perception.

1. Introduction

Kidderminster College seeks to secure genuine equality of opportunity in all aspects of the life of the College so that everyone is treated fairly. The College is therefore committed to policies and practices which encourage equality of opportunity and eliminate unfair discrimination. The College aims to ensure that no one is unfairly discriminated against on the grounds of race, disability, religion or belief, nationality, marital status, gender, age, sexual orientation, gender reassignment, pregnancy and maternity, criminal record or trade union activity.

This commitment applies to all learners, employees, governors and others having contact with the College including other customers, visitors and members of the public.

The College values diversity and we strive to be an inclusive organisation where individual differences are accepted and valued, where everyone is able to fulfil their potential

Kidderminster College will encourage and support students and staff to challenge prejudice, stereotyping and intolerance, and will manage its policies, procedures and environment in ways that will seek to maintain every individual's dignity and rights.

2. Policy Statement

The College will not tolerate discrimination by word, act or demeanour on the grounds of race, religion, belief, nationality, marital status, gender, age, sexual orientation, criminal record, disability or trade union activity unless the discrimination is lawful and justified within the relevant legislation.

Complaints of discrimination or harassment will be treated seriously, and be fully investigated; this may result in action being taken under the relevant College Disciplinary action and potential prosecution under the relevant legislation.

2.1 Race

Kidderminster College recognises that students and staff may be discriminated against because of their colour, race, ethnicity and religion.

The College will take positive action to eliminate racism and its effects within our establishment. Racial harassment will not be tolerated in any area of College life.

2.2 Religion and Belief

The College respects diversity of belief and recognises that diversity enriches our culture. The College welcomes and supports diversity of belief providing that this is not contrary to the College's values of inclusiveness.

The College is aware that people may be discriminated against because of their religious beliefs. The College aims to promote tolerance, understanding and knowledge of beliefs and values.

2.3 Disability

Kidderminster College is committed to ensuring that disabled people, including those with learning disabilities, are treated fairly. All reasonable adjustments to provision will be made to ensure that learners, staff and visitors with disabilities are not substantially disadvantaged. The College will strive to ensure that no learner is discriminated against or denied any educational opportunity on the grounds of disability. The College reserves the right to refer learners to partner organisations with which it works where reasonable adjustments cannot be made.

2.4 Gender

Kidderminster College is working actively to create a supportive and inclusive environment for both women and men and those whose gender identity is transgender to support participation and success in learning. The College will not allow sexual harassment or unfavourable treatment.

Kidderminster College recognises that people may be treated unfairly in terms of education, training and employment because of their gender. The College aims to eradicate discrimination on the grounds of gender and to promote equality of opportunity for everyone.

2.5 Sexual orientation

Kidderminster College is working actively to create a supportive and inclusive environment for all. The College will actively challenge discrimination, sexual harassment or unfavourable treatment in every area of College life.

The College recognises that people are often treated unfairly in terms of education, training and employment because of their sexuality. The College aims to eradicate discrimination on the grounds of sexuality and to promote equality of opportunity for everyone.

2.6 Socio economic status

Kidderminster College acknowledges that socio-economic status plays an important part in educational achievement including lifestyle, income and cultural identity; it may also include a range of other areas of disadvantage.

2.7 Age

Kidderminster College recognises that people may be discriminated against and stereotyped due to their age. The College recognises that people can develop throughout their life and play a valuable role within the College and wider community.

2.8 Gender Reassignment

Kidderminster College recognises that those who are proposing to undergo, who are undergoing or who have undergone a process to change their sex may be discriminated against. The College aims to eradicate discrimination on the grounds of gender reassignment and to promote equality of opportunity for everyone.

2.9 Pregnancy and Maternity

Kidderminster College does not discriminate anyone on the grounds of their pregnancy and maternity leave.

3. Our Statutory Duties

When carrying out their functions, all public authorities have statutory duties with respect to race, disability and gender equality. These equality duties all require public bodies to have 'due regard' to the need to eliminate discrimination and to promote equality.

a) Race Equality Duty

The Race Relations (Amendment) Act 2000 places a statutory '**general duty**' on all public authorities to demonstrate their commitment in working practice to:

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

Colleges also have the following '**specific duties**':

- to monitor by racial group the number of teaching staff in FE establishments (as defined in the Further and Higher Education Act 1992), and
- to take reasonably practical steps to publish, each year, the results of this monitoring.

- Assess the impact of its policies on students and staff from different racial groups
- Monitor the admission and progress of students by racial groups

b) Disability Equality

The Disability Discrimination Act 1995 amended by the Disability Discrimination Act 2005, places a statutory '**general duty**' on all public authorities to promote disability equality. This means that colleges must, in carrying out all functions, have due regard to their need to:

- promote equality of opportunity between people with a disability and other people
- eliminate discrimination that is unlawful
- eliminate disability related harassment
- promote positive attitudes towards people with a disability
- encourage participation by people with disabilities in college life, and
- take steps to meet the needs of peoples with disabilities, even if this requires more favourable treatment.

Colleges also have the following '**specific duties**' in order to provide a clear framework for them to meet their 'general duty':

- to report annually on progress made, and
- to review and revise their Equality Scheme every three years.

In addition, each Scheme must include the following:

- a statement of how people with disabilities have been involved in developing the Scheme
- a method for assessing the impact of policies and practices on disability equality and where improvements can be made
- arrangements for gathering information on:
 - a) the recruitment, development and retention of employees with disabilities
 - b) the educational opportunities available to and achievements of students with disabilities
 - c) details of how information gathered will be used, in particular when reviewing the effectiveness of action plans and preparing subsequent Schemes
- an Action Plan detailing the steps that are going to be taken to meet the 'general duty'.

c) Gender Equality

The Equality Act 2006 amended the Sex Discrimination Act 1975 to place a '**general duty**' on all public authorities, when carrying out their functions, to have due regard to their need to:

- Eliminate unlawful discrimination and harassment, and
- Promote equality of opportunity between women and men

The College also has a specific duty to:

- Produce a Gender Equality Scheme identifying its gender equality goals and actions to meet them in consultation with employees and stakeholders including trade unions
- Monitor and report on progress annually
- Review the scheme every 3 years
- Develop, publish and regularly review all relevant policies
- Conduct and publish gender impact assessments of all major policy development and publish its criteria for conducting such impact assessments

d) Other Legislation

Kidderminster College acknowledges that equality and diversity mean more than the promotion of race, disability and gender equality, and regards the following legislation as relevant to its Single Equality scheme:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Equalities Act 2007 (Goods & services for LGBT people)
- Employment Equality (Religion or Belief) Regulations 2003

These laws do not place upon the College general or specific duties but they do apply to employment and the provision of further education. We will, therefore, seek to ensure that through our functions, policies and employment practices, we are not discriminating on any grounds covered by the above legislation.

4. Meeting Our Duties

We will seek to ensure that:

- Governors, staff, learners and (where appropriate) their parents and/or employers are aware of our commitments under this scheme and of action needed to enable us to meet them.
- Governors, staff, learners and (where appropriate) their parents and/or employers are aware of the value placed upon equality and diversity and that action will be taken in the event of any breach of our commitments.
- Governors and staff have access to information which helps them to plan, implement and monitor actions required to fulfil their responsibilities under the scheme.
- The college's publicity materials present appropriate and positive messages about diversity.
- Teaching and learning, and the resources that support them, demonstrate sensitivity to diversity.
- All learners have access to an inclusive learning environment, with appropriate learning opportunities, support, guidance and facilities.
- Applicants for employment are drawn from a wide pool, with positive action to encourage applications from under-represented groups.
- Staff and student recruitment and staff promotion procedures are designed to eliminate any form of bias.
- Staff development plans are designed to meet the needs and enhance the skills of all individuals.

5. Impact assessment

The College has introduced a process for assessing the impact (or likely impact) of its policies, practices and actions. These 'impact assessments' seek to ensure that:

- the College's activities do not inadvertently disadvantage learners, employees, or service users.
- opportunities to better promote equality of opportunity are identified.

The impact of new policies and practices will be assessed during their development. Existing policies and practices will be prioritised for assessment and will normally be assessed at the time when they are due for review. Where appropriate, the College will seek to involve a variety of relevant people in the process of conducting 'impact assessments'.

6. Involving people

It is recognised that the involvement of a variety of people is critical to the success of equality schemes. Employees and their representatives have been consulted on the development of the College's schemes through the JNC / Staff Consultative Committee; staff have also been invited to contribute directly. Staff and students with disabilities are encouraged to contribute directly through the Student Development Committee, through relevant forums and through comments made in satisfaction surveys.

This Single Equality Scheme arises from the work of the College's Equal Opportunities Committee and latterly the Equality and Diversity Steering Group which meets regularly and seeks to include people from a variety of backgrounds within its membership.

7. A Single Equality Scheme

Although there are many similarities in the three duties, the College acknowledges that there are also important differences. In adopting a unified approach it is the College's intention to ensure

that the same high standards are applied in relation to meeting all its equality duties. In addition, the College will ensure that equality impact assessments, whilst utilising the same process for all strands, will consider the impact on disability, gender and race equality separately.

Progress in relation to the Single Equality Scheme will be reported annually and published as part of the college Self-Assessment Report. This will be reported to the College Corporation and Senior Management Team (SMT).

Every three years the Scheme will be reviewed and revised in order to build upon the experiences of the previous three years and improve/enhance the College's promotion of equal opportunities. The first full review and revision will take place during the Spring Term of the 2011-12 academic year.

8. Responsibilities

The Governing Body

The governors are responsible for:

- ensuring the College stays within the law and meets all its duties, including the general and the specific duties
- ensuring the Single Equality Scheme is followed
- striving to ensure that the membership of the governing body reflects the diversity of the communities served by the College
- ensuring that there is a Development Plan that fosters a positive ethos with regard to diversity and the elimination of discrimination and that the College's strategic plan includes a commitment to equality
- ensuring they receive and respond to monitoring information on staff via their Finance & Planning Committee
- ensuring they receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via their Standards Committee

The Principal

The Principal is responsible for:

- giving a consistent and high profile lead on equality issues
- promoting the Single Equality Scheme inside and outside the College
- ensuring the Single Equality Scheme is implemented and reported on

Managers and Senior Managers

Managers are responsible for ensuring that:

- they are aware of the College's statutory duties in relation to equality legislation
- all aspects of college policy and activity are sensitive to equality issues
- current and planned policies are assessed for their impact in relation to equality
- monitoring information is collected and analysed
- targets are set on the recruitment, retention and achievement of learners based upon the analysis of the monitoring information
- quality assurance procedures include scrutiny of equality issues
- sections assess performance in relation to equality issues and take action as appropriate

- the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and educational visits take account of the need to promote equality
- the College's publicity materials present appropriate and positive messages about diversity
- learner induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity
- all staff know their responsibilities and receive support and training in carrying these out
- staff, learners, parents and employers are consulted on and are aware of the college's response to equality and diversity
- the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this scheme

Staff with specific responsibilities

- Senior Managers are responsible for dealing with incidents of discrimination or harassment
- the Human Resources Manager is responsible for compiling an annual report on staffing in terms of equality indicators for the governors' Finance and Personnel Committee
- the Director of Learning has strategic responsibility for Equality & Diversity in the college and is responsible for monitoring and reporting on the recruitment, retention and achievement of different groups of learners, and for ensuring that appropriate training is included in the college staff development plan
- the Director of Learning will chair the Equality & Diversity Steering Group. Terms of reference for the group are attached.

All staff

All staff are responsible for:

- challenging inappropriate behaviour by learners, work placement providers or other members of staff
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this scheme
- keeping up-to-date with the law on equality and taking up training and learning opportunities
- ensuring their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality

Contractors, partners and service providers

All contractors, partners and providers of services are responsible for:

- complying with legislation on equality and not discriminating against any individual for any reason covered by this scheme
- following the College's Single Equality Scheme and any equality conditions in contracts or agreements

Learners, their parents/carers and employers, as well as visitors to the college

All learners, their parents/carers and employers, as well as visitors to the college have a proportionate responsibility to:

- understand and act in accordance with the scheme
- comply with college policies and regulations in respect of equality and diversity

The Single Equality Action Plan

In order to incorporate its responses to the three key duties, the College's current Disability and Gender Equality Schemes and their associated action plans, the existing documents have been reviewed and, where necessary, actions revised. This Single Equality Action Plan therefore covers the period April 2010 to April 2012 and is based upon **three key areas** that provide the framework for detailing the objectives that the College will set and the actions it will be taking over the next three years. In summary, those key areas and objectives are:

i. Promoting equality

- To promote positive images of gender role diversity, people with disabilities and people from ethnic minorities
- To remove all barriers to accessibility, particularly in relation to employment and to the College's services, information and buildings
- With respect to race, disability and gender, to ensure that clear and accurate information regarding the College's staff and student profile is collected and analysed
- To ensure that College policies and procedures do not impose barriers specific to people with a disability, or from an ethnic minority, or of one gender; nor barriers related to age, religion or beliefs, sexual orientation, gender reassignment, pregnancy and maternity or socio-economic background
- To ensure that the College's curriculum and learning and teaching are sensitive to the needs of learners from minority groups and that they promote equality and diversity
- To take positive action to meet the needs of all minorities including staff, students and service users with disabilities
- To provide appropriate training for staff in meeting their responsibilities under this scheme

ii. Eliminating discrimination and related harassment

- To challenge patronising or discriminating attitudes and behaviour on the grounds of disability, race, gender, age, religion or beliefs, sexual orientation, pregnancy and maternity or socio-economic background
- To eliminate any potential discrimination against people who intend to undergo, are undergoing or have undergone gender reassignment
- To eliminate harassment and the fear of harassment on the grounds of disability, race, gender, age, religion or beliefs, sexual orientation, pregnancy and maternity, gender reassignment or socio-economic background
- To make the College environment as safe as possible for people with disabilities and learning difficulties

iii. Encouraging participation in College life

- To actively seek and monitor the views of staff and learners by gender, ethnicity and disability
- To consult and involve people with disabilities, people from ethnic minorities or discrete gender groups on issues affecting them rather than making assumptions or consulting people acting on their behalf

The following appendices are attached, which provide background information supporting this scheme:

Appendix 1: Worcestershire's population 2006

Appendix 2: Kidderminster College Statistical Information

Appendix 3: The Disability Discrimination Act – Definition of Disability

Appendix 4: Equality and Diversity Steering Group Terms of Reference

Appendix 1: Worcestershire's Population, 2006

Figure 1: Total Population

Male	Female	Total
271,600	280,400	552,000

Table 2:

Ethnic Origin	Number	%
White	532,100	96.4
Mixed	4,900	0.89
Asian/Asian British	9,200	1.67
Black/Black British	3,000	0.54
Chinese/Other Ethnic Group	2,800	0.5
Total	552,000	100

Table 3: People with disabilities within the working population, by district

District	Working Population	Declared Disability	%
Bromsgrove	54,900	11,255	20.5
Redditch	49,800	10,956	22.0
Malvern Hills	40,300	5,642	14.0
Worcester City	58,700	9,275	15.8
Wychavon	68,500	8,974	13.1
Wyre Forest	58,800	13,583	23.1
Worcestershire	331,000	59,685	18.03%

APPENDIX 2

STATISTICAL DATA

GENDER AND ETHNICITY MEASURE

2009-2010		Starts	% of starts
TOTAL ENROLLED		3505	
GENDER	16-18	1033	29.5%
	19+	2472	70.5%
	Male 16-18	472	13.5%
	Male 19+	915	26.1%
	Female 16 – 18	561	16.0%
	Female 19+	1557	44.4%
	All Males	1387	40.0%
	All Females	2118	60.0%
ETHNICITY			
ETHNICITY	Male 16-18	21	0.6%
	Male 19+	44	1.2%
	Female 16-18	17	0.5%
	Female 19+	93	2.6%
TOTAL		175	5%

2010-2011 (Based on figures at Jan 2011)		Starts	% of starts
TOTAL ENROLLED		2839	
GENDER	16-18	1477	52.0%
	19+	1362	48.0%
	Male 16-18	714	25.1%
	Male 19+	604	21.3%
	Female 16 – 18	763	26.9%
	Female 19+	758	26.7%
	All Males	1318	46.0%
	All Females	1521	54.0%
ETHNICITY			
ETHNICITY	Male 16-18	24	0.8%
	Male 19+	35	1.2%
	Female 16-18	31	1.1%
	Female 19+	77	2.7%
TOTAL		167	5.8%

DISABILITY/DIFFICULTY MEASURE

2009 – 2010			
Age	No Disability / Difficulty	Yes Disability / Difficulty	% of total starts
16-18	811	222	
19+	2061	411	
TOTAL	2872	633	18.0%

APPRENTICES (WBL) and TRAIN TO GAIN

	T2G 09/10	T2G 10/11	WBL 09/10	WBL 10/11
Male Starts 16-18	N/A	N/A	17 (28%)	13(15%)
Male Starts 19+	445 (71%)	175 (92%)	5 (8%)	26(31%)
Female Starts 16-18	N/A	N/A	31(52%)	31(36%)
Female Starts 19+	179 (29%)	15 (8%)	7(12%)	15(18%)
TOTAL	624	190	60	85
White Origin				
White Origin Male 16-18	N/A	N/A	17(28%)	13(15%)
White Origin Male 19+	258 (41%)	102(54%)	5(8%)	20(24%)
White Origin Female 16-18	N/A	N/A	31(52%)	31 (36%)
White Origin Female 19+	172(28%)	15(8%)	7(12%)	14 (17%)
TOTAL	430	117	60	78
Ethnic Origin				
Ethnic Origin Male 16-18	N/A	N/A	0	0
Ethnic Origin Male 19+	187(30%)	73(38%)	0	6(7%)
Ethnic Origin Female 16-18	N/A	N/A	0	0
Ethnic Origin Female 19+	7(1%)	0	0	1(1%)
TOTAL	194	73	0	7

Kidderminster College's Staff Population 2009-10

Male	113	33.2%
Female	227	66.8%
Total	340	
Ethnicity		
Asian or Asian British – Indian	1	0.3%
Asian or Asian British - Pakistani	3	0.9%
Black or Black British - Caribbean	1	0.3%
Mixed – Other	1	0.3%
White – British	313	92.1%
White – Irish	5	1.5%
White – any other	1	0.3%
White – other European	2	0.6%
Prefer not to say	3	0.9%
Any other	1	0.3%
Not known or not declared	9	2.6%
Disability		
Yes – rather not say	3	0.9%
Yes – physical impairment	7	2.1%
No Disability	309	90.9%
Yes – learning difficulty	1	0.3%
Prefer not to say	3	0.9%
Not known or not declared	17	5.0%

Appendix 3: The Disability Discrimination Act - Definition of Disability

Within the Act, disability is defined as:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.”

“Impairment”

The definition covers physical and mental impairments. These include:

- physical impairments affecting the senses, such as sight and hearing
- mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion)

“Substantial”

For an effect to be substantial, it must be more than minor. The following are examples that are likely to be considered substantial:

- inability to see moving traffic clearly enough to cross a road safely
- inability to turn taps or knobs
- inability to remember and relay a simple message correctly

“Long-term”

These are effects that:

- have lasted at least 12 months, or
- are likely to last at least 12 months, or
- are likely to last for the rest of the life of the person affected

Long-term effects include those that are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

“Day-to-day activities”

Day-to-day activities are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories:

- mobility - moving from place to place
- manual dexterity - for example, use of the hands
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- being able to recognise physical danger

The Government has issued guidance, under the Act, about whether an impairment has a substantial or long-term effect. This guidance does not in itself impose legal obligations on an employer or service provider, but a tribunal or court must, when considering a complaint about discrimination, take into account any of the guidance that appears to be relevant.

Particular cases or conditions

1. Severe disfigurements

The Act's definition treats severe disfigurements as disabilities, although they have no effect on a person's ability to carry out normal day-to-day activities.

If, however, the disfigurement consists of a tattoo which has not been removed, non-medical body piercing, or an object attached through such a piercing, regulations have the effect of ensuring that this would not be treated as a disability.

2. Impairments helped by treatment or artificial aids

Medication or equipment (such as an artificial limb) which helps an impairment, is not taken into account when considering whether an impairment has a substantial effect. For example, a person who wears a hearing aid to improve their hearing is considered to have the hearing loss that would exist without the use of the aid. An exception is when people wear glasses or contact lenses - it is the effect on the person's vision, while wearing their glasses or contact lenses, that is considered. If, however, the treatment is likely to cure the impairment, this should be taken into account in assessing whether the impairment is long-term.

3. Progressive conditions

The Act covers progressive conditions where impairments are likely to become substantial. Examples of progressive conditions include

- cancer
- HIV infection
- multiple sclerosis
- muscular dystrophy

The Act covers people with these conditions from the moment that there is a noticeable effect on normal day-to-day activities, however slight. For example, a person with multiple sclerosis would be covered from the time they first developed symptoms that affect their ability to carry out normal day-to-day activities. They would not be covered just because the illness had been diagnosed.

4. Genetic predispositions

The Act does not cover people with a gene that causes a disability unless they develop the disability. For example, people with the gene that causes Huntington's chorea are not covered if they do not have the condition. People are covered as soon as the first effects on normal day-to-day activities appear.

5. Past disabilities

The definition covers people who have had a disability in the past. If a person once had a disability which is covered by the Act, they are still protected if they have recovered. This applies even if they recovered before the Act came into force.

6. Registered disabled people

Any person registered as a disabled person under the Disabled Persons (Employment) Act 1944, or the Disabled Persons (Employment) Act (Northern Ireland) 1945, on both 12 January 1995 when the legislation was first introduced into Parliament and the date when the employment rights start is covered by the Act for three years, is to be treated as having a disability, for the purposes of the Act, for three years from the latter date. They do not have to prove they meet the new definition of disability for this three year period.

7. Babies and children under the age of six

It may be difficult to see the effects of an impairment on a baby or young child and thus determine if he or she has a disability. However, a young child with an impairment will be treated as disabled under the Act if someone over the age of six with such an impairment would normally be covered by the Act.

Impairments which are excluded

The following conditions are not to be treated as impairments for the purposes of the Act

- Addiction to or dependency on alcohol, nicotine or any other substance (unless the addiction resulted from the substance being medically prescribed)
- Seasonal allergic rhinitis (e.g. hay fever) except where it aggravates the effect of another condition
- A tendency to set fires
- A tendency to steal
- A tendency to physical or sexual abuse of others
- Exhibitionism
- Voyeurism

APPENDIX 4

EQUALITY AND DIVERSITY STEERING GROUP - TERMS OF REFERENCE

To provide a lead on Equality legislation, together with the promotion of Equality and Diversity matters across Kidderminster College community. To review matters of inclusivity and help to develop a college in which all are valued regardless of individual differences.

MEMBERSHIP

Anna Place
Diana Willetts
Pauline Conway
Colin Billett
Samantha Williams
Victoria Ditton
Mike Wrigglesworth – HR Adviser
Joanna Corfield – College Governor

- The Group will be chaired by the Director of Learning.
- Members will nominate a deputy from their curriculum support area to attend in their absence.
- Other members of staff may be asked to attend as required by the business of the meeting.
- Secretary to the group will be provided by the SMT's Administration team.

STEERING GROUP VALUES

Take Responsibility	Equally valued contributions
Share success and good practice	Mutual respect
Focussed on the same purpose	Recognise and acknowledge skills
Honest in all our words and actions	Positive attitude
Effective communication	Flexible
Continuous development of knowledge and self-awareness	Confidentiality where appropriate
Quality	Transparent in actions
	Commitment to learning and improvement

ROLE OF MEMBERS

- Liaise with their curriculum/support areas and drive forward the Equality and Diversity agenda.
- Report back to the Steering Group on progress made in their curriculum/support areas.
- Report back on issues relating to Equality and Diversity that have been highlighted in their curriculum/support areas.

STEERING GROUP OBJECTIVES

- Manage College's Single Equality Action Plan
- Further Develop the College's Single Equality Action Plan
- Oversee effective implementation
- Communication and consultation both internally and externally
- Develop rolling timetable/programme
- Develop template and methodology
- Monitor completion and validate outcomes
- Contribute to Self Assessment against equality standards and support future inspection/s
- Through liaison with curriculum/support area identify training and resource requirements
- Assist the College in the development of overall equality objectives and targets
- Monitor that the College is fulfilling legislation requirements on issues of Equality and Diversity.

STEERING GROUP METHODS

- Meet termly and produce minutes of meeting including action checklist
- Communicate key messages to identified areas.
- Monitor key action points.

Date: July 2011 (annual review of statistical information)
Full review date: July 2014

