

Pennine Camphill Community

Single Equality Scheme Statement of Practice

Introduction	2
Procedural Objectives	2
Responsibilities	3
Single Equality Scheme	3
Legislation	4
Monitoring and Evaluation Methods	5
Period of Review	5
Recruitment Monitoring	5
Students	5
Co-workers	6
Employees	6
Trustees	6
Volunteers	6
Training & Dissemination of Policy	6
Complaints Procedure	7
Pennine Documents	7
Single Equality Scheme	8
Summary	8
The Policy	9
Consultation and involvement	10
Data Monitoring	10
Policies and Procedures Impact Assessment	11
Action Plan	11
Review and evaluation	11
Publication intentions	12

This document forms part of three primary documents relating to Equal Opportunities.

1. Pennine Equal Opportunities Anti Discriminatory Practice
2. Pennine Equal Opportunity Action Plan
3. Pennine Single Equality Duty Statement of Practice (this document)

Introduction

Pennine Community is a college of further education catering for young people between the ages of sixteen and twenty-five. All the students have a learning disability to a greater or lesser degree and some have a physical disability also. The educational programmes on which the students are engaged are funded by the Learning and Skills Council.

Procedural Objectives

Pennine will work actively to make progress in **five** key areas:

1. **Discrimination** Eliminating any discrimination in relation to co-workers, student and Trustee recruitment and promotion, the purchase of goods and services, and in the content, delivery and management of the curriculum.

Pennine will ensure that its equality and diversity policy is publicised as widely as possible to its community, including students, volunteers, co-workers, trustees, contractors, consultants, clients and members of partner organisations

Pennine will actively promote co-worker training and development in equal opportunities for all employees.

2. **Harassment** Ensuring that all students, co-workers and visitors can go about their business in an atmosphere free from intimidation or abuse.

Pennine will review the effectiveness of procedures, so that co-workers, students or other stakeholders feel confident to raise issues of concern about equal opportunities, and have access to an effective complaints procedure about discrimination, harassment or bullying.

3. **Widening Participation** Encouraging maximum access to the full range of educational provision for all social backgrounds, cultures, disability and gender. This includes monitoring patterns of admissions and working to ensure that the admissions process is based only on student needs and aptitudes.

4. **Inclusive Learning** Providing support to enable individual students of different abilities and needs to progress through the curriculum towards successful achievement.

Pennine will monitor and review the curriculum, and the learning resources used to deliver the curriculum, to ensure that they reflect and promote equal opportunities.

- 5. Celebrating Diversity** Recognising and reflecting the positive contributions of people of different social backgrounds, cultures, religions, abilities, ages, gender and sexual orientation.

Pennine will develop partnerships with organisations and groups in the local geographical area and beyond to help develop equal opportunities and positive action projects for the benefit of the wider community.

Pennine will ensure that marketing strategies reflect equal opportunities good practice and that provision is actively and appropriately promoted to all sections of the community.

Since 2002, the College has put in place measures to comply with the Disability Discrimination Act, 1995, as amended by the Special Educational Needs Act, 2001.

It is recognised that there are additional general and specific duties placed on the College resulting from legislation enacted as the Disability Discrimination Act, 2005. Broadly this requires public authorities, including education providers, *to promote disability equality*. The DDA 1995 has been extended to require those authorities subject to the duty to become proactive agents of change and make disability equality central to their work.

Responsibilities

Pennine Trustees are responsible for promoting equal opportunities on behalf of Pennine, and for ensuring that effective policies and procedures are in place to ensure and continuously improve the quality of equal opportunities throughout Pennine.

The Co-ordinators Team are responsible to Trustees for ensuring that equal opportunities is continuously promoted and comprehensively implemented in all aspects of Pennine's operation.

The Co-ordinators Team are responsible for promoting, monitoring and reviewing the Equality and Diversity policy and for evaluating its effectiveness.

All co-workers, students and volunteers of Pennine have a responsibility for implementing the Equality and Diversity Policy and promoting equal opportunities in all aspects of their work.

Single Equality Scheme

Preparation of the SES has been managed by the Co-ordinators team. The Pennine

Council is fully informed of progress on the Scheme. They are aware of their responsibility to ensure that the college fulfils the general and specific duties required by the Act. Senior management are responsible for promoting the SES and providing relevant training and all co-workers carry out the day to day practical requirements of race, disability and gender equality legislation. However, implementation of the Single Equality Duty is understood to involve the entire community. To this end, data will be collected and will be sought from all stakeholders through questionnaires, supervision and appraisals. This information can be used to inform policies and practice across the college.

Legislation

The Policy reflects national legislation and guidelines on good practice, including:

Age

- Employment Equality (Age) Regulations 2006

Disability

- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005
- Statutory Code of Practice on the Duty to Promote Disability Equality 2006

Gender

- Sex Discrimination (Gender Reassignment) Regulations 1999
- Equality in Employment (Sexual Orientation) Regulations 2003
- Gender Recognition Act 2004
- Equality Act 2006
- Work and Families Act 2006
- Gender Equality Duty Statutory Code of Practice 2006

Race

- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Statutory Code of Practice on the Duty to Promote Race Equality
- 2002

Religion

- Equality in Employment (Religion or Belief) Regulations 2003

Other

- Human Rights Act 1998

Monitoring and Evaluation Methods

The Principal will make an annual report to Pennine Coordinators Team to review relevant performance indicators and make development proposals.

Key performance indicators will include:

- Age, ethnicity, gender and disability profile of co-workers
- Age, ethnicity, gender, disability and profile of students
- Numbers of complaints or grievances of harassment and discrimination
- Co-worker's attendance at equal opportunities and Single Equality Duty training events

Period of Review

The policy will be reviewed as part of the annual Pennine Quality Assurance Cycle policy review.

Recruitment Monitoring

Pennine recruits

- Students
- Co-workers
- Employees
- Trustees
- Volunteers

Students

Applications are monitored at the point of enquiry and data has been collected from 2004 collated through the application process. Pennine has a national catchment area for residential students. Wakefield MDC 2001 census indicates the largest ethnic group to be 97.7% white with the largest minority ethnic group Pakistani at 1% of the population. Pennine has less than 10 day students. Due to the cross cultural application of craft and

horticulture there is a potential to recruit students from ethnic minorities as Pennine increases the number of day students.

Co-workers

There are two groups of co-workers, Volunteer Co-workers and Vocational Co-workers. Co-workers are recruited internationally. Partial data are collected at formal application stage. Up to 25 Volunteer Co-workers and up to 2 Vocational Co-workers are recruited each year. Due to the high volume of initial enquiries no data are collected on ethnicity. Data will be collected from August 2006 through DatabridgeMIS.

Employees

All applicants are requested to complete a recruitment monitoring form to gather data to ensure compliance with statutory duties. Pennine recruits on average only one employee a year. Records are available from 2004. All future applicants will be monitored through DatabridgeMIS.

Trustees

No data is collected. 3 of the 4 trustees are either parents of students or former students of Pennine.

Volunteers

Local volunteers and those on work placement or work experience are not directly recruited.

Action Plan

Pennine has adopted Databridge, management information software. Installation began May 2006. This will extend the capacity to monitor student enquiries through to application.

A Monitoring Form for co-worker applications is now in use to provide data to be analysed within Databridge.

Equality and Diversity policy and data will be reviewed as part of the colleges Quality Assurance Cycle of policies and procedures by Co-ordinators Team before Trustee meeting. SH

Training & Dissemination of Policy

Induction training covers all new co-workers within first twelve weeks. Co-worker training is covered within the 6 annual Training and Development days. VH SH

Trustees approve and review policy as part of college's annual Quality Assurance Cycle.

Equality and Diversity training forms an annual element of staff training and development days. All senior staff have copies of policy available through printed version and file share of organisational policies. Equal Opportunities statement and Disability Equality Scheme are available on college's website.

Diversity and Equal Opportunities Statement notices are placed within prominent locations within the college.

Core to College's curriculum are Cultural Studies programme. CW LA PH

Action Plan

New design of college's brochure to reflect website content and include Diversity and Equality section. June 2007. SH

Complaints Procedure

A complaints procedure is available for students, co-workers, employees and volunteers (including work placements). Co-workers and Employees have a separate Harassment definition included as part of a complaints procedure. New students receive FAQ fold out to answer questions of concern and expectation of conduct.

Pennine Documents

Relating to Equality Duty

Equal Opportunities and anti Discriminatory Practice <i>approved by Trustees</i>	<i>overarching policy statement</i>
Equal Opportunities Action Plan	
Statement of Practice & Procedural Objectives	
Diversity and Equal Opportunities Statement	<i>poster available in workplaces, used also as handouts</i>
Recruitment Monitoring Form	<i>Available for all employment applicants</i>
Statement of Ethos & Mission Statement	<i>Available on web and as handout for training purposes and website</i>
Equal Opportunities	<i>Extract from Co-worker Pack handbook for all workers</i>
Harassment Policy	<i>Extract from Co-worker, employee and Volunteer Policies. Co-worker Guidelines handbook, all permanent members of staff</i>
Access Audit Report	<i>March 2005</i>
Pennine Administration	<i>Organisational Responsibilities</i>

Single Equality Scheme

2007-2009

Summary

This section addresses the Disability Equality Duty, Race Equality Duty and Gender Equality Duty. A vision for the future of the college in this area is outlined. Responsibility for preparing and implementing the Single Equality Scheme (SES) is shared across the college and the board of Trustees. Consultation with students, co-workers and other stakeholders seeking their involvement in the Scheme is recognised as fundamental. The college is collecting data on student applications and co-worker recruitment to ensure that these procedures are unbiased. Similarly learning outcomes and co-workers development are monitored. Feedback from parents, co-workers and students are sought as a quality control measure of the effectiveness of the scheme. All college policies and procedures are subject to an assessment of their impact. An integrated Equality Action Plan spanning the years 2007 to 2009 is part of the SES and involves co-workers across the organisation in implementing actions to comply with these duties. The SES will be reviewed and updated annually. It will be publicly available on our website and hard copy can be obtained on application from Pennine.

The Policy

Incorporating objectives and the vision for the future.

Pennine Community is committed to a policy of equality and diversity for all students and co-workers at the College. In the supportive community environment of Pennine, members of the community and employed co-workers are respected for their unique contribution to the teaching and learning environment irrespective of their gender, religious belief, nationality or ethnic origin, marital status, sexual orientation, age, disability or other perceived difference. The College will continue to make all reasonable adjustments to its provision to ensure equality of access and to ensure that students and co-workers are aware of our policy of non-discrimination. We are conscious that this commitment extends to visitors to Pennine Community and to all areas of provision including attendance by our students at the local mainstream college and work placements offered by local employers.

The college further recognises its duty as an organisation under the extended Act to anticipate and respond to individual needs occasioned by disability and to ensure that institutional discrimination is recognised and prevented from taking place. The principles on which the Single Equality Scheme is based are embedded throughout the organisation, including the Board of Trustees. Training of co-workers at all levels, and in all working areas, in the principles and good practice required by the Act is a fundamental part of the co-worker's development programme. An important element of our vision is that all members of the Community and all co-workers will be aware of their shared responsibility in redressing disadvantage and implementing disability equality.

Consultation and involvement

It is the intention of the college to enable the participation of disabled individuals in the approval of college planning, policies, and procedures – particularly those that may impact on equality and diversity. Students will be consulted on matters of equality, including access to services, through tutorials, house meetings and student questionnaires. Accessible versions of discussion documents and the SES are planned. The multi-cultural diversity of the co-worker's group is celebrated with presentations by co-workers and students in college assemblies on a wide selection of subjects. These principles are incorporated throughout the teaching curriculum and students are encouraged to put these into practice and maintain a positive attitude to disability, race and gender particularly within their peer group.

To spread “ownership” and awareness of the non discrimination ethos, training in disability, race and gender equality is provided for all co-workers.

Data Monitoring

To establish if the policies and procedures which have been put in place are effective, the college administration monitors quantitative factors in the areas of recruitment, student admissions, learning outcomes, retention and personal development. Learner achievement is reviewed, so far as is possible, to ensure that it is not adversely affected by disability. For the collection of this data it is proposed to classify disability under categories which would initially include the following:

1. Learning disability
2. Sensory disability
3. Physical disability
4. Disability due to health issues.

Race and gender data are collected in line with publicly collected data.

The resulting statistics will be evaluated to give a measure of effectiveness of college anti-discrimination measures.

Feedback on the impact of the Single Equality Scheme will be sought from students, co-workers and also parents of students. Appropriate action will be taken to address shortcomings which become apparent.

Policies and Procedures Impact Assessment

Initially, a review of college policies and procedures was undertaken to determine which of those could impact on the Single Equality Scheme and assign priorities for the assessments. Co-workers will be assigned to carry out impact assessments on the policies and procedures relevant to their duties/expertise.

Pennine policies and procedures which may have an impact on the Single Equality Scheme:

Mission Statement
Disciplinary Policy
Student Agreement
Drug and alcohol Policy
Prevention of abuse
Admission procedure
Co-worker admission procedure
Child Protection Policy
Complaints procedure
Data Protection
Co-worker's Disciplinary and Grievance Procedure
Race Equality & Equal Opportunities Policy
Co-workers Supervision and Appraisal Policy
Health & Safety Policy

This list is not exhaustive – other policies and procedures may be added in the light of experience.

Action Plan

A three year Single Equality Action Plan to implement the college policy has been prepared and forms an integral part of this Scheme. The overall tenor of the plan is guided by the principles of prevention of discrimination, a pro-active approach to providing opportunity and promotion of equality by comprehensive training and good communication.

Review and evaluation

The Pennine Community Equality Action Plan will be reviewed annually to identify areas that require maintenance or further attention such as the impact of new decisions, policies or procedural changes. Progress on disability equality is to be reported in the annual update of the college Self Assessment Report.

Publication intentions

Aside from reporting annual progress in fulfilling the Disability Equality Duty, Race Equality Duty and Gender Equality Duty in the annual update of the college Self-assessment report, it is proposed to make public the Pennine Community Single Equality Scheme on the Pennine website. The SES will be made in the published college Prospectus to the effect that a hard copy of the Scheme is available on application.

It must be noted that this document will evolve over the planned three-year period and a later version will be prepared in the light of experience gained in the course of carrying out the action plan and further involvement of disabled students. It is also planned to produce a more accessible version of the Scheme.