

# **THE COLLEGE OF RICHARD COLLYER**



## **RACE EQUALITY SCHEME**

**MARCH 2008**

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## **Introduction**

The College of Richard Collyer (Collyer's) enjoys a strong culture of inclusivity and has implemented The Race Relations (Amendment) Act 2000 to good effect and will fully embrace The Racial and Religious Hatred Act 2006, which came into force in October 2007. The College has undertaken staff development to create an ethos which is supportive and therefore difference is respected and diversity celebrated. This scheme will enable Collyer's to continue to respond to developments in race relations legislation.

The Strategic Plan 2006-2009 underlines Strategic Aims with its statement of the first two values:

- a. Education as more than only exam success and curriculum as the whole experience of the student.
- b. Equality of opportunity for all students and staff, and consideration of their welfare and development.

We are firmly committed to improving racial equality, eliminating all forms of discrimination, proactively promoting racial equality and creating an inclusive environment for all who learn and work in the College.

Specific issues of the curriculum, cross-college and support staff team development plans; marketing, websites and publications etc. will be dealt with in the light of these key values.

The College's ethos permeates the practice of the organisation and includes every member of Collyer's. The success of this philosophy is demonstrated by the achievements of the students, high levels of student and staff satisfaction and a very low staff turnover.

This philosophical approach to guidance has been developed to equip Collyer's to respond to its Equality and Diversity Duty. The Duty sets out how the College will promote equal opportunities regardless of race, ethnicity, gender, disability, age, faith or sexual orientation in the recruitment and everyday experience of all its staff and students. This will be beneficial for all: we have been working within the spirit of the new law (The Racial and Religious Hatred Act) which came into practice in October 2007, for some time – this scheme will help us complete the embedding of positive approaches in our practices. The College's whole ethos is based on the philosophy that everyone is an individual and as such exceptional and to be valued. The scheme shows our commitment to involving participants from all backgrounds in the creation of our processes and policies, and we have set out in this document a statement of the position we have reached and our action plans for moving forward.

## **1. Vision**

The College's core values and mission derive from the founder's will and are given prominence in the Statement of Policy which forms the opening paragraph of 'Supporting Learning at Collyer's':

When Richard Collyer made his will in 1532 and provided for a free school in Horsham he wanted "none to be refused likely to learn". The present College of Richard Collyer in Horsham operates a policy of equal opportunity. The aim is to treat everyone with respect and consideration. In particular, this means eliminating racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The key objectives are to:

- To actively tackle racial discrimination if it occurs and to promote and maintain racial equality and good race relations regardless of race, colour, nationality, or ethnic/national origin.

- To continue to encourage, support and help all students and staff reach their potential.
- To work with other institutions, local communities and others to tackle racial discriminations and to encourage and promote good practice in achieving race equality.
- To make sure that the Race Equality Scheme and its procedures are followed and to integrate race equality within the College's overall Equality and Diversity Duty.

Collyer's celebrates and values the diversity brought to the community by the students and staff who come from different backgrounds and have had a range of experiences. The College will treat all with respect and dignity, and seek to provide a positive learning and working environment free from discrimination, harassment and victimisation.

We will seek to maintain the positive learning and working environment which fully welcomes all willing to learn. Collyer's will continue to ensure that individuals and communities have equal access to learning programmes and facilities.

Both institutional and individual racism "can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages ethnic minority people" (Macpherson). The College understands and recognises that institutional racism can exist, and that no organisation is necessarily immune to it.

The College believes that people regardless of race (both learners and employees) should have full opportunities and choices to improve their educational and work life and be respected and included as equal members of society in general and in this College in particular.

Our intention is to comply with the new act as follows:

- To change the emphasis from responsive to proactive.
- To partly facilitate this 'culture shift' by replacing the Equal Opportunities Committee with the Equality and Diversity Committee.
- The College will seek to provide a supportive environment for those who make claims of discrimination or harassment.
- Acts of racial discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- Staff who feel they are being discriminated against on racial grounds by other members of staff should raise the matter under the Grievance Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- If, in the course of their work, College staff suffer racial discrimination from members of the public, the College will take appropriate action and provide appropriate support.
- Any racist behaviour directed against staff by students will be dealt with under the Student Disciplinary Procedure (included within the student handbook).

By effectively meeting the general duty under the Acts, the College aims to continue to make a real, positive contribution to the lives of staff and students from all racial and ethnic backgrounds.

## **2. Context/Equality Profile**

### **A The Race Relations Act 1976 and The Race Relations (Amendment) Act 2000**

The Race Relations (Amendment) Act 2000 introduced requirements upon the College to positively promote equality.

## B The Racial and Religious Hatred Act 2006

This new legislation could deem that an act of religious discrimination in the workplace amounts to a new criminal offence of stirring up racial hatred.

Collyer's will use the Race Equality Scheme as a method of enhancing the progress already made towards ensuring that the College remains both open and supportive to students and staff of all ethnic groups. The College is fully aware of the need to be proactive and to maintain an environment in which all students and staff can enjoy the benefits of study or working at Collyer's.

## C Student Profile

The College of Richard Collyer provides advanced level (AS/A2) and vocational opportunities at both levels 2 and 3 for approximately 1,465 full-time 16-19 year old students in 2007/08. The Adult Education provision caters for post-19 and non-vocational education and in 2007/08 has approximately 480 LSC funded part-time learners.

Collyer's encourages all students to accurately disclose race. We have very good links with our local partner schools to ensure that pertinent information is made available during the enrolment process to ensure that good advice is given and that there is sufficient time for the College to put in place support mechanisms (where appropriate). Individual parents also contact the College so that they can establish the quality and diversity of provision on offer. Finally, the local Connexions (Careers & Intensive) team make contact with the Admissions Manager about the particular learning requirements of a potential student.

Once enrolled, the Admissions Manager and the Study Support team ensure that all relevant members of staff are kept informed of issues relating to the individual needs of students. This is particularly relevant as some learning difficulties, in particular, only come to light during the enrolment process or during a student's time at the College. For instance, in the recent past students have disclosed language difficulties while on a course.

The individual tutor plays a significant role in supporting and managing the student experience. The Learning Support team and the tutor also monitor the effectiveness of the adjustments to teaching methods and the other support services put in place for a student to ensure that his/her needs are being met. They also keep in touch with parents so that there is a full and open exchange of views in relation to the progress that a student is making.

- Full-time Students

Of 1,465 16-19 year old full-time students for 07/08, 1327 are White British, 32 are Asian British, 31 are White Other, 14 are Mixed White Asian, 11 are Mixed White Other, 10 are Black British, 10 are Chinese, 8 are Mixed White Caribbean, 8 are White Irish, 6 are Mixed White African and 8 did not specify.

- Part-time Adult Education Students

Of the 480 students for 07/08, 434 are White British, 26 are White Other, 5 are Asian British, 3 are White Irish, 2 are Mixed White Asian, 1 is Chinese, 1 is Mixed White Caribbean and 8 did not specify.

If a student discloses a learning requirement on their Learning Agreement the Study Support staff will co-ordinate with the Adult Education management team to put the appropriate support in place. The students are asked to specify the language spoken at home and a further meeting or telephone discussion

is used to establish the details of the preferred support. Adult Evening class tutors are informed of the requirements so that lessons are enhanced to take account of any particular requirements. One of the Study Support team is available to work with students during the evenings either inside or outside the classroom.

### C Staff Profile

Of 243 staff, 207 are White British, 17 are White Other, 5 are White Irish, 2 are Chinese, 1 is Asian British, 1 is Mixed White Caribbean and 10 did not specify.

- Staff Training

The Equality and Diversity Committee, in consultation with the Assistant Principal (Support), has helped to co-ordinate a range of staff training events over a number of years.

The development of the Race Equality Scheme in consultation with staff and students, has further raised the awareness of the requirements on staff to be even more proactive in their role of encouraging equality and diversity. Subject departments also assess their own training needs and the Self Assessment Review (SAR), Quality Improvement Plan (QIP) and quality planning process as a whole gives all departments an opportunity to review the way they deal with students from all ethnic groups and maintain the quality of access provided by their courses and teaching materials.

### **3. Accountability: Leadership and Management**

Governors, staff, learners and other stakeholders are aware of our Race Equality Scheme and the value we place on equality of opportunity, and that action will be taken in the event of any breach of the Scheme.

In the first instance, the tutor will deal with any student acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Student Disciplinary Procedures (outlined in the Student Handbook).

The Principal, or Chairman of the Governing Body in the case of the Principal, will deal with any member of staff acting in breach of the scheme. Subsequent breaches will be dealt with in accordance with the Disciplinary & Grievance Procedures (Staff).

Any breaches of Race Equality legislation by Contractors and Service Providers may result in cancellation of the contract.

### A The Governors

Governors are involved in the development and future evaluation and improvement of the Race Equality Scheme. This is conducted by actively seeking views and collaboration through the Joint Staff-Governors Consultative Group. The Governors, through the senior management team, have responsibility to ensure that the needs of staff and students from all ethnic and racial groups are met reasonably and represented by inclusion in the Strategic, Operational and Development Plans of the College.

Governors are responsible for making sure the College complies with legal requirements of the Race Relations Act and meets all its duties, including the general duties and specific duties. In addition to this, governors will make sure the Race Equality Scheme and its procedures are followed.

The Governors are also responsible for ensuring that the College reflects the diversity of the local and national communities served by the College.

#### B Senior Management Team

The College's Principal and Assistant Principals, who form the Senior Management Team (SMT), 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. The SMT and Governors recognise the importance of the College's underlying tenet in supporting the aims of the Race Equality Scheme and will continue to promote it.

The SMT present an annual report to the College Governors which will contain a summary of the steps taken to fulfil the Colleges' Race Equality Scheme (basically, what the College has done over the past year to maintain equality of opportunity and the progress made towards meeting targets).

The Assistant Principal (Student Progress) will have overall responsibility for the Race Equality Scheme relating to staff and students. Assistant Principal (Quality) will have responsibility for measuring the impact of the Race Equality Scheme and the Assistant Principal (Curriculum) will have responsibility for building racial equality (where appropriate) into lesson observation, course reviews, self assessment and quality improvement processes, helped where appropriate by the Assistant Principal (Student Progress). SMT as a team will also be responsible for taking the leading role on actively maintaining and promoting racial equality within the Houses at Collyer's.

The Race Equality Scheme will be reviewed every 3 years, the Action Plan will be reviewed annually, taking into account the information gathered, and what that information indicates, as well as what areas need to be focused on in the following year. The Scheme will be published and made accessible to the whole community.

#### C Study Support Managers

The College has a Head of Study Support who organises a range of support services for students from all backgrounds with specific learning difficulties. All staff have been given training internally and by external experts on the statutory duties and are expected to take responsibility for acting in accordance with both the spirit and the letter of the statutory duties in relation to learners from all ethnic and racial backgrounds.

All Line Managers are responsible for putting the policy and its strategies and procedures into practice, making sure all staff know their responsibilities, and receive support and training in carrying these out and following the relevant procedures and taking action against students and staff who unlawfully discriminate against others for reasons of race, colour, religion, nationality, or ethnic or national origin.

#### D Equality and Diversity Committee

Chaired by the Assistant Principal (Student Progress), the Equality and Diversity Committee acknowledges its important role in promoting and implementing the Race Equality Scheme. It will continue to take the lead in raising awareness of race legislation and to monitor the impact of the College's policies and

procedures on members and users of the College from all ethnic backgrounds. The Committee will also oversee and work with members of the College on implementing any necessary changes in policy and practice.

The Equality and Diversity Committee shall consist of:

- The Assistant Principal (Student Progress)
- The Assistant Principal (Support)
- The Head of Study Support
- Adult Education Programme Manager
- Learning Resource Centre Manager
- The Personnel Officer
- Staff representatives
- Student representatives
- The Premises Manager
- Registrar
- Admissions Manager

#### E All Staff

All staff members have a responsibility to promote and maintain racial equality. Staff have been involved in the development of the Race Equality Scheme through focus groups, training and development and the Joint Staff Governors' Consultative Group.

The Assistant Principal (Support) will liaise with the Personnel Manager and the Staff Development Co-ordinator to organise appropriate training for all staff on the Race Equality Scheme. Issues relating to race will be included in new staff induction, led by the Assistant Principal (Support).

All staff are responsible for:

- Dealing with any racist incidents that may occur, and being able to recognise and tackle racial bias and stereotyping.
- Promoting race equality and maintaining good relations, and avoiding unlawful discrimination against others.
- Keeping up-to-date with the College policy on race relations, and taking up training and learning opportunities.
- All College staff are obligated to confront any form of racism should it occur, whether intentional or unintentional.

(Note: All contractors and providers of services are responsible for complying with Race Equality legislation)

#### F All Students

All students have a responsibility to eliminate discrimination, to maintain racial equality and are involved in the development and future evaluation and improvement of the Race Equality Scheme. This is conducted by taking part in planning focus groups and the College Council. In the spirit encouraged within the Every Child Matters agenda, the learner is encouraged to become involved and proactive in all areas of their educational journey, including racial equality.

#### **4. Gathering Information**

The two main areas for information collection are:

- the recruitment, development and retention of employees from all ethnic and racial backgrounds
- the educational opportunities available to and achievements of students from all ethnic and racial backgrounds

Data is already collected and analysed as part of the Equality and Diversity Duty of the College but this focuses, currently, on gender, ethnic group and previous school. It is also currently much stronger in relation to students than staff. As part of the Race Equality Scheme there will be an equality and diversity analysis, making the most of the information that is on the MIS system in relation to retention and achievement for students and recruitment, development and retention of staff.

The Study Support Staff (who deal individually with students from all ethnic and racial backgrounds) will also monitor their progress as part of their assessment of the effectiveness of study support and on the experience of students from diverse ethnic and racial backgrounds while at Collyer's. This information will be fed into the annual report so that progress can be evaluated.

It is also necessary for the Admissions Team to work with the Registry, Study Support Team and tutors to develop the way they collect information on ethnicity and race.

Data for 07/08 is collected on the achievement, retention and progression of students is used to inform quality assurance and updated in the autumn term for future planning:

- Via the end of year student review, data is gathered on levels of satisfaction and involvement in all curriculum and enrichment activities, as well as in general levels of satisfaction and enjoyment.
- Information gathered is used to inform the College Strategic Plan.

Collyer's gives all staff and students the opportunity to disclose their ethnic and racial group. Student information disclosed will be monitored annually according to recruitment (including choice of course), achievement, attendance, and internal and post College progression. This will be done through the College Management Information System (MIS). Staff information will be monitored according to recruitment, retention, and staff development.

The evidence will enable Collyer's to examine the experiences and satisfaction levels of all students and staff and perceptions of the sort of barriers students and staff from different ethnic and racial groups may potentially face. Plans for gathering information will be drawn up through the Equality and Diversity Committee and involve representatives of students and staff liaising internally and with external local community groups to embrace the following principles:

- Voluntary participation
- Confidentiality
- Transparency
- Accessibility
- Accurate self-disclosure of ethnicity and race

Careful data analysis of the provision will help to identify appropriate actions to maintain the level of equality within Collyer's. Ethnicity and race data can be used at individual staff, subject, house and College levels to inform the self-assessment process, using guidance from the Equality and Diversity Committee.

These processes will, in turn, support Quality Improvement Planning and be capable of identifying staff training needs via self assessment reports. The Equality and Diversity Committee will prepare an annual report for the Principal to use in the Principal's Report to the Governing Body. Governors and Senior Managers will make use of this information when strategic planning and developing strategic priorities and staff development requirements.

## **5. Actively Engaging People**

- Overview

We appreciate that, during the lifespan of this first Race Equality Scheme, we will be required to introduce new initiatives to ensure maximum involvement in decision-making, information gathering and impact assessment. These include:

- The end of year review inviting comment and feedback on experience of College policies and practices
- Regular individual interviews with students from a variety of racial and ethnic backgrounds to discuss support arrangements (as part of the standard tutorial commitment)
- Discussion of race equality in a variety of settings to raise awareness. This has included staff training and development activities, new staff induction and discussion with individual subject leaders
- A focus group of students (including the College Council) providing an opportunity for specific consultation regarding current provision and the Race Equality Scheme
- Drafts of the Race Equality Scheme have been discussed within the SMT

Data is monitored centrally, but this too will now need to be further refined and improved so that a clear picture of the effectiveness of the Colleges Race Equality Scheme and Action Plan can be assessed.

The experience of developing the Race Equality Scheme highlighted the need for clearer and more formal input from staff and students from a wider variety of ethnic and racial groups. The Action Plan has this development as one of its targets.

- Student Focus Group

The student focus groups included collaboration with the College Council and the Every Child Matters Group. There is a commitment to "Making a Positive Contribution" as detailed within the Every Child Matters agenda. Representatives from this group attend the College Equality and Diversity Committee. The student focus groups included the Assistant Principal (Student Progress) and were directly involved in creating the Race Equality Scheme and Action Plan.

We recognise that students are relatively easy to access as they communicate frequently with tutors and learning support staff. Involvement enables students to understand some of the management and administrative processes that go on around them. In encouraging students to assist with this review and the audit of processes, we can learn much about our assumptions regarding current provision.

- Staff Focus Group

The staff focus group were directly involved in the production of the Race Equality Scheme.

Engaging with staff and students from diverse ethnic and racial backgrounds has proved more of a challenge due to the non-diverse nature of Collyer's staff profile in respect of ethnicity and race.

## **6. Equality Impact Assessments**

All College policies, plans, procedures and practices will be reviewed to assess:

- any adverse impact of the policy, plan, practice or procedure
- any opportunities offered to meet the Race Equality Scheme

Where possible, students and staff from a variety of ethnic and racial groups should be involved in the reviews so that the full impact can be assessed, this in itself will be useful staff development for managers and policy makers. It is an important aim of Collyer's Race Equality Scheme that all managers play their part in the implementation and monitoring of the scheme, it is not intended to be a Senior Management activity, but rather a whole College approach to ongoing improvements in relation to the equality and diversity agenda.

The SAR and QIP process as well as the normal meeting schedule will provide the opportunity for the full range of staff to participate, not only to raise awareness and highlight 'good practice' but also to ensure the impact of the scheme across all College activities and at all levels of work within Collyer's. Part of the annual review of the Race Equality Scheme will be updating on policy, practice and procedure changes.

The Equality and Diversity Committee will review all policies, assess their impact on Equality and Diversity and Race Equality issues for students and staff and make recommendations, when appropriate, to the person responsible for managing the policy in each case.

## **7. Monitoring and Evaluation**

The "Action Plan" will be reviewed at least annually. The actions and targets will form a key focus for the work of the Equality and Diversity Committee, but if the scheme is to be effective the full range of College provision will have actions and targets within their own planning and quality review procedures, where appropriate. The self assessment cycle will provide a relevant annual evaluation for the 'whole College' approach.

Key Monitoring Points:

- Equality and Diversity reporting is a standing item on the agendas of the Quality & Standards Committee and the JSGCG.
- The SMT will ensure that staff applications, interviews and promotions continue to be fair for all and comply with the Race Equality requirements. Guidance from the Equal Opportunities Commission should provide the framework for dealing with staff recruitment and internal promotions.
- The appropriate line manager and the Curriculum and Tutorial Committees will monitor implementation across the College.

- Equality and Diversity and Race Equality will be promoted in the prospectus and the student diary, with copies of the policies being made available from the student enquiry desk.

All staff will be made aware of the Equality and Diversity and Race Equality Schemes and developing issues through induction and staff development programmes. The policies will be published on the intranet and copies will be available from reception.

Data Monitoring:

- Students: Data to monitor the admission and progress of students will be collected by means of the Learning Agreement, retention and achievement. Analysis will be by ethnic and racial background.
- Staff: Data to monitor the recruitment and development of staff will be collected by means of the application form, retention, grading structure and staff development documentation. Analysis will be by ethnic and racial background.

## **8. Publishing, Maintaining and Reviewing the Race Scheme**

The published scheme will be a key component of the equality and diversity policies and procedures for the College. The Race Equality Scheme will be made available via the website and a paper version. Staff development will be used to update staff understanding of the scheme.

The Equality and Diversity Duty and Race Equality Scheme will be published on the College web-site and featured in Open Evenings.

The annual review of Equality and Diversity Scheme Action Plan will judge the effectiveness of the Race Equality Scheme.

## **9. Legislation**

### **A The Race Relations Act 1976 and The Race Relations (Amendment) Act 2000**

This legislation requires employers to positively promote equality and diversity.

Under the Statutory Duties in the Race Relations Act 1976 and The Race Relations (Amendment) Act 2000 Collyer's has a duty to:

- Eliminate unlawful race discrimination
- Promote equality of opportunity
- Promote good relations between people from different racial groups
- Prepare and maintain a written Equality and Diversity Policy
- Assess the impact of its policies on students and staff from different racial groups
- Monitor the admission and progress of students and the recruitment and career progress of staff by racial groups
- Set out the College's arrangements for publishing the results for assessments and monitoring
- Where reasonably practicable publish annually the results of assessments and monitoring

### **B The Racial and Religious Hatred Act 2006 (came into force in October 2007)**

This new legislation could deem that an act of religious discrimination in the workplace amounts to a new criminal offence of stirring up racial hatred.

The Racial and Religious Hatred Act 2006 creates a new criminal offence of stirring up religious hatred, meaning hatred against a group of persons defined by reference to either religious belief or lack of religious belief. An individual is guilty of such an offence if he/she uses threatening words or behaviour or displays any written material which is threatening. The act also covers situations where an individual plays a recording or visual images or sounds which are threatening, if there is an intention to stir up religious hatred. The offence is punishable by a fine or imprisonment for up to seven years.

Where such an offence takes place within an organisation and it is shown that the offence was committed with the consent or connivance of a manager or similar officer it will result in both the individual and the organisation being found guilty of the offence and liable to punishment.

Following these recent changes, Collyer's will update staff handbooks and training materials so that employees are aware of the seriousness of such behaviour (see Action Plan).

In respect of staff the following acts/reports need to be referred to, where applicable:

- The Equal Pay Act 1970 (and 1986)
- The Rehabilitation of Offenders Act 1974
- The Sex Discrimination Act 1975
- The Sex Discrimination (Gender Re-assignment) Regulations 1999
- The Gender Recognition Act 2004
- The Race Relations Act 1976
- The Disabled Persons (Employment) Acts 1944 & 1958
- The Disability Discrimination Act 1995
- The Disability Rights Commission Act 1999
- The Employment Act 1989/1996
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulation 2003
- The Employment Equality (Sexual Orientation) Regulation 2003
- Employment Protection Act 1975
- Employment Rights Act 1996
- Equal Treatment Directive 1976
- Protection from Harassment Act 1997
- The Public Order Act 1986
- The Human Rights Act 1998
- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001
- The Kennedy, Tomlinson and Moser Reports
- The MacPherson Report
- The Racial and Religious Hatred Act 2006

Collyer's will ensure that all staff receive appropriate training on their rights and responsibilities in relation to relevant Equality and Diversity legislation highlighted above within the framework of the College's Equality and Diversity Duty and Race Equality Scheme.

It is also worth noting that the Learning and Skills Council (LSC) has a duty 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".

## **10. Action Plan(s)**

### Narrative

Our Action Plan(s) for the next year addresses such gaps as remain in respect of access to all parts of the College, encouraging and facilitating disclosure of ethnic and racial grouping with the assurance of support and involving people from any ethnic and racial group in the auditing and improvement of our provision. Our priorities will reflect our present perception, contained and monitored in a variety of College review systems and documents.

Some of the mechanisms necessary, notably self-assessment reports (SARs), quality improvement and development plans (QIPs) and policies designed to address stress, harassment, discrimination and inclusivity are already in place and subject to regular monitoring.

The key areas of delivery are as follows:

- Admissions and access: staff should continue to be aware of the impact of images, role models and language in the admission and recruitment process. Promotional material is reviewed to ensure that it reflects positive non-stereotyped images and cultural diversity.
- The Curriculum and teaching: subject take-up will be monitored and staff will maintain that teaching is inclusive and responsive to individual needs. Curriculum areas will continue to review resources, materials and teaching styles annually to ensure that they enhance the learning of all students and help to prepare students as tolerant individuals who can also play an active role in a multicultural society. The College will review the overall curriculum offer each year and maintain a curriculum offer that appeals to as many student interests and experiences as possible.
- Guidance and support for students: All student induction programmes should encourage participation, an awareness of Equality and Diversity (including Race Equality) issues and their own rights and responsibilities.
- The College Council: Provides direct student representation on all issues that affect their welfare and interests.

Action Plans

1. Vision			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>Update Collyer’s Race Equality Scheme in line with College’s Equality and Diversity Duty</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>The Principal, Governing Body, Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Re-write policy into an Equality and Diversity Duty (note: therefore, “Equal Opportunities Committee” changed to “Equality and Diversity Committee”)	<p>Assess Collyer’s material and research other College’s schemes and duties</p> <p>Liaise with key groups to fully represent broad ideas/thinking</p>	September 2007 to mid January 2008	Publish Equality and Diversity Duty
Write Race Scheme in line with Equality and Diversity Duty	<p>Assess Collyer’s material and research other College’s schemes and duties</p> <p>Liaise with key stakeholder groups to fully represent broad ideas/thinking</p>	September 2007 to mid January 2008	Publish Race Equality Scheme (including Action Plan)

2. Context/Equality Profile			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>Use the Race Equality Scheme as a method of enhancing the progress already made</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>Assistant Principal (Support), Assistant Principal (Student Progress) and Admissions Manager</li> </ul>			
Action	How	Timescale	Outcomes and Output
Help develop continual practical use and understanding of Race Equality Duty	Use key elements to set improvements/targets with SAR and QIP cycle	Continuing cyclical process	Staff and students refer to and use the scheme to identify and improve racial equality
Maintain flow of information about students and staff from diverse ethnic and racial groups during application process	<p>Maintain good links with our partner schools and external organisations (such as Connexions) to make sure that information relating to ethnicity is made available during the enrolment process</p> <p>Personnel Department continues to develop a recruitment process which encourages applicants from the full range of the population</p>	Continuing cyclical process	Accurate contextual disability information relating to students and staff

<b>3. Accountability</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Governors, staff and students are informed of the new Equality and Diversity Duty and the Race Equality Scheme and their accountability within these policies, in line with legislation</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress) and Assistant Principal (Support)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Develop support and training provided to build on Collyer's capacity for further equality and diversity activity	Training conducted by SMT  Handbooks, training materials updated	November 2007 to April 2008	Staff and students engaged in Equality and Diversity Duty and Schemes

<b>4. Gathering Information</b>			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Successfully gather information on the recruitment, development and retention of Collyer's students from diverse ethnic and racial backgrounds</li> <li>• Successfully gather information on the recruitment, development and retention of Collyer's staff from diverse ethnic and racial backgrounds</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• MIS/Registry/Study Support Team/Tutors</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Encourage, facilitate and maintain accurate ethnic and racial disclosure	Amend Individual Learning Agreement so that it falls into the element discussed with admissions tutor	April 2008	Full ethnic and racial diversity of students reflected in College reports

5. Actively Engaging People From All Ethnic Backgrounds			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Schemes of work will reflect Race Equality Issues (where appropriate)</li> <li>• Staff and Students will make direct, formal contributions to the Race Equality Duty</li> <li>• Staff and Students will make direct contributions to training issues as they see them at College</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Support), Assistant Principal (Curriculum), Assistant Principal (Quality)</li> </ul>			
Action	How	Timescale	Outcomes and Output
Review academic schemes of work (where appropriate) in light of race equality issues	Include Race Equality issues (where appropriate) within academic schemes of work	November 2007 to July 2008	Race Equality issues part of both academic and pastoral staff/student life
Establish people from diverse ethnic and racial backgrounds as central in a formalised process to the construction of College equality and diversity schemes and duties	Maintain Student Focus Group, Staff Focus Group, Adult Education Focus Group  A member of the staff and student focus groups are invited on to the Equality and Diversity Committee	Continuous	Student and Staff proactive in producing an environment conducive to their learning/training needs

6. Equality Impact Assessments			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Closer links and cross referencing with the targets set within existing College SAR and QIP cycle</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Heads of Faculty</li> <li>• Subject Leaders</li> <li>• Assistant Principal (Student Progress) and Assistant Principal (Quality)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Build linkage between Equality and Diversity Duty and related schemes to the SAR and QIP cycle	Annual Quality Cycle and planning process (SAR & QIP) tied in with the cycle of annual review for Action Planning for the Equality Schemes	Continuous	Accurate cross referencing between College “Quality” and “Race Equality” planning and review

7. Monitoring and Evaluation			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Regular review of Race Equality Scheme</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress)</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• The Principal</li> </ul>			
Action	How	Timescale	Outcomes and Output
Make necessary amendments in light of internal or external change/legislation	Annual review of Race Equality Duty and associated schemes	Annual	Equality and Diversity Duty and Schemes are up to date

8. Publishing, Maintaining and Reviewing the Disability Scheme			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Race Equality Scheme will be broadly and effectively communicated to the College's publics</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal (Student Progress); IT Manager</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Communicate the Race Equality Scheme to the College's publics	Ensure material is published on the College web-site	Annual	The Race Equality Scheme is transparent and readily available to the community
Race Scheme made available to students and staff applying to join the College	Admissions and Personnel material refers to and reflects the College Race Equality Scheme	Continuous	The Race Equality Scheme is transparent to disabled people thinking of joining the College

9. Key Legislation			
<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• Collyer's staff aware of the implications of recent legislation (from October 2007) of The Race and Religious Hatred Act 2006</li> </ul> <p><b>Lead Responsibility:</b></p> <ul style="list-style-type: none"> <li>• The Governing Body; Assistant Principal (Student Progress); Teachers</li> </ul> <p><b>Monitored by:</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity Committee</li> </ul>			
Action	How	Timescale	Outcomes and Output
Implications of Race and Religious Hatred Act communicated to all staff	Staff training in respect of Race and Religious Hatred Act 2006	April to July 2008	Improved understanding of recent legislation

## **11. Definitions**

### Race Definitions

- Racism – All attitudes, procedures and patterns – economic, social and cultural – whose effect, though not necessarily whose conscious intention, is to create, maintain and extend the power, influence and privilege of one group of people over another.
- Racialism – An implicit set of negative beliefs about a racial or ethnic group. Can result in offensive or violent behaviour towards members of a racial or ethnic group.
- Prejudice – An opinion or feeling about people of a different group, which is formed beforehand, without informed knowledge, thought or reason and which is likely to be sustained even in the face of evidence to the contrary.
- Discrimination – Less favourable treatment of an individual or group, which is not based on their work performance or conduct as a member of staff or student.
- Racial Discrimination – Less favourable treatment of an individual or group on account of their racial origin or colour.
- Racial Harassment – Conduct (whether by act or omission) which is intended to cause or does cause physical or mental distress to an individual or group on account of their colour, race, nationality or ethnic origins.

### Race Equality Scheme

A Race Equality Scheme must include:

- a) A statement of how people from different ethnic and racial groups have been involved in developing the Scheme
- b) Arrangements for gathering information on:
  - the recruitment, development and retention of employees
  - the educational opportunities available to and achievements of students from diverse racial backgrounds
- c) Details of how information gathered will be used, in particular to review the effectiveness of Action Plans and prepare subsequent Schemes
- d) A method/methods for assessing the impact of policies and practices on race equality and where improvements can be made
- e) An Action Plan detailing the steps that are going to be taken to meet the general duty