

## ***Foreword***

St John's School and College are fully committed to ensuring equality of opportunity and to promoting positive attitudes towards all people regardless of age, disability, gender identity, marital status, race, religion or belief, sex and sexual orientation. Our aim is to be truly inclusive where individual differences are respected and where all learners and staff have an equal opportunity to fulfil their potential. This aim is not simply derived from legal obligations but upon the mission and values on which St John's is based.

We fully recognise our duty to promote equality. We seek every opportunity to make equality integral to all our work. Working towards our Single Equality Scheme has helped us to evaluate our current provision as well as to prioritise our next steps. We are grateful to everyone who has been part of this process.

At St John's we welcome our responsibilities to take a pro-active approach to the promotion of equality and diversity. We believe that our Single Equality Scheme will provide the essential framework for us to fulfil our duties and to make a real difference to our learners, staff and other stakeholders.

Mark Hughes  
Chief Executive Officer

Richard Stewart  
Chair of Trustees

*A LARGE PRINT VERSION OF THE SCHEME IS AVAILABLE FROM THE PA TO THE CHIEF EXECUTIVE AT ST JOHN'S.*

## **Our Single Equality Scheme builds upon our Mission and Values**

St John's **mission** is to empower every individual to develop their aspirations and opportunities for life and to prepare young people for their place in society.

We believe in the unique **value** of the individual and for them to be as self sufficient in their life as they are able. We believe that all learners have the potential to make choices about their lives and be proactive in directing a lifestyle of their choice. We believe in equality and the unique value of every individual and create opportunities for people to fulfil their potential and live life to the fullest degree of independence possible. We work in partnerships not just with those who use our services, but with their families, other stakeholders and local communities.

We aim to be an organisation

- which values and respects learners, staff and stakeholders, promoting equality, diversity and tolerance through positive communication and by challenging all forms of discrimination
- where diversity is actively celebrated and recognised as a great learning opportunity for all
- committed to excellence and equality of opportunity, where learners and staff can work in a positive respectful and inclusive environment which maximises their efforts and achievements
- which actively promotes equality of opportunity regardless of such characteristics as age, disability, gender identity, marital and civil partnerships, race, religion or belief, sex, sexual orientation, socio-economic background and transgender.

## **Guiding Principles**

The organisation's Single Equality Scheme brings together the separate Disability, Gender and Race Equality Schemes adhered to previously. The Single Equality Scheme demonstrates the organisation's commitment to the values of the Equality Act which received Royal Assent on 8 April 2010. The scheme provides guidance on how:

- the organisation will meet its equality duty
- we handle any cases of harassment and unlawful discrimination
- policies, procedures and plans will be monitored for adverse impact
- the overall practice and outcomes of the organisation will be monitored
- action will be planned and delivered to address any concerns that are identified.

However, Equality and Diversity is more than just meeting legal obligations. It is about making a difference to the lives of the people we work with, treating everyone with dignity and respect and recognising the value of each individual.

## **The legislative context**

### **Race Equality**

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act, 2000, places a duty on public organisations to promote race equality. The organisation must have regard to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- ensure equality of access to learning opportunities and resources
- promote good relations between people of different racial groups.

The organisation is required to maintain a written statement of our policy for promoting race equality, assess the impact of our policies on learners and staff, monitor the admission, progress and destinations of learners and the promotion and career progression of staff.

The organisation fulfills its duties in this regard through its Race Equality Scheme.

### **Disability Equality**

The Disability Discrimination Act 2005 (DDA) places a duty on public organisations to promote disability equality. Under the duty, and through relevant functions, the organisation is required to:

- promote equality of opportunity between people with disabilities and other people
- eliminate discrimination
- ensure equality of access to learning opportunities and resources
- eliminate harassment of people with disabilities that is related to their disabilities
- promote positive attitudes towards people with disabilities
- encourage participation by people with disabilities in public life
- take steps to take account of challenges experienced by people with disabilities, including treating people with disabilities more favourably than others
- involve people with disabilities in the development of policy which impacts upon them.

The organisation fulfills its duties in this regard through its Disability Equality Scheme.

### **Sex Equality**

The Equality Act, 2006, sets out a positive duty on public organisations to promote sex equality. The organisation is required to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and the Equal Pay Act
- promote equality of opportunity between males and females
- ensure equality of access to learning opportunities and resources
- consult with all stakeholders in drawing up our policy and to publish annual reports on gender equality.

The organisation fulfills its duties in this regard through its Sex Equality Scheme.

## **Other Legislation**

In addition to the Acts noted above there are other relevant pieces of legislation which impact on our work regarding equality and diversity.

- **Age Discrimination** The Employment Equality (Age) Regulations 2006 outlaw age discrimination against employees (including applicants for jobs) and people applying to be learners.
- **Sexual Orientation** The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination on the grounds of sexual orientation in employment.
- **Religion or Belief** The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination on the grounds of a person's religion or belief, in employment.

## **Single Equality Act**

The Single Equality Act, 2010, brings together these different equality strands into one harmonised, modernised and simplified piece of legislation. Additionally it encompasses transgender within its framework. It seeks to deliver a simple, modern and accessible structure of discrimination law which protects individuals from unfair treatment and which promotes a fair and more equal society.

The provisions of the Equality Act are being brought into force at different times to allow time for the people and organisations affected by the new laws to prepare for them. Most of the provisions came into force on 1 October 2010.

## **Implementation**

### **Leadership and Management**

The full involvement of senior managers and other key members of staff is essential to the success of this scheme. The process for the development of the scheme and accompanying action plan is the responsibility of the Senior Leadership Team.

Opportunities to help all staff, trustees, governors and learners to understand the organisation's mission and their own responsibilities will take place as part of the ongoing programme provided by the organisation.

### **The Trustees and Governors are responsible for:**

- ensuring that the organisation complies with the Equality Act and other relevant legislation, and meets all of its duties
- monitoring progress against the annual action plan and reporting cycle.

### **The Chief Executive Officer is responsible for:**

- giving a consistent and high profile lead on equality and diversity issues
- promoting the Single Equality Scheme and Equality and Diversity policy
- making sure this Single Equality Scheme and its procedures are followed
- accurate reporting of progress towards the annual action plan in a timely fashion to both Trustees and Governors

### **The Assistant Director of Learning is responsible for:**

- co-ordinating work on equality and diversity, including chairing the Equality and Diversity Committee
- making sure that all staff know their responsibilities, and receive support and training in carrying these out
- accurate reporting of progress towards the annual action plan in a timely fashion to both CEO and SLT.

### **All managers are responsible for:**

- putting the Single Equality Scheme and its strategies and procedures into practice.
- following the relevant procedures and taking action where staff or learners have behaved in a way which goes against the organisation's aims and values
- contributing to the accurate reporting of progress towards the annual action plan in a timely fashion to the local Governing Body
- ensuring appropriate opportunities for learners to contribute to the evaluation of the organisation's equality and diversity practice.

### **All staff and learners are responsible for:**

- promoting equality and diversity, and avoiding behaving in a way which goes against the organisation's aims and values
- participating in training and learning opportunities as appropriate.
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### **Monitoring, Reviewing and Assessing Impact**

The organisation recognises the importance of assessing our progress in relation to targets set and the need for actions to have real and positive impact upon the experiences of all learners, staff and stakeholders.

Data collection, analysis and use are crucial in the implementation of the Scheme.

The organisation monitors both its workforce and learners against the following categories:

- Race
- Ethnicity
- Gender
- Age
- Disability

The organisation collects and analyses data for each of these groups:

For learners:

- applications and success and failure rates for admissions to programmes
- retention rates
- achievement rates
- destination data
- behavioural support
- complaints by learners or their sponsors
- consultation via Learner Voice Strategy
- satisfaction surveys

For employees:

- category of work
- job application rates
- selection success rates
- types of contract (permanent, temporary, full time, bank)
- training and staff development application rates
- promotion, application and success rates
- disciplinary, grievance and capability proceedings
- satisfaction surveys

The profile of the Trustees and Governing Bodies will be monitored against-

- Sex
- Race
- Disability
- Age

## **Impact Assessments**

All policies, procedures, practices and strategy are subject to a generic impact assessment to assess their impact (positive and negative) and where appropriate modifications are suggested and implemented. The use of Equality Impact Assessments (EQIAs) is fundamental to achieving not only legal compliance, but also to ensuring that an evidence base that is directly related to equality informs policy development and implementation. Equality Impact Assessment is a process that helps the organisation to check that policies are working fairly and that no groups, defined by race, gender, disability, age, sexual orientation, or religion or belief, are disadvantaged by them. They support and enhance performance across the Organisation.

## **Publicising the scheme and reporting progress**

The Scheme will be available on the organisation's website and intranet. A large print version is available from the College's and School's reception.

Reporting to the public (including learners, staff and stakeholders)

- The organisation's commitment to equality across all strands will be highlighted in our prospectus, Self Assessment Report and web site
- Summary of the results of monitoring information will be presented to meetings of the Trustees, Governing Bodies, SLT and Equality and Diversity Group.

Reporting to learners

- An annual assessment of communication needs will be used to inform the selection of methods for developing understanding of the scheme within the learner group.
- Staff will empower learners by providing ways of listening to their concerns, interests and needs, however they may be expressed, and by supporting them as appropriate in the implementation of their needs
- The induction programme for learners will highlight the organisation's commitment to equality and diversity and what action can be taken if discrimination is encountered and how the organisation would handle such matters.
- Staff will reinforce this information during all College and School activities.

Reporting to external providers, partners, contractors, associated employers and other stakeholders

- All external providers and partners will receive a summary of their responsibilities under the policy and will be required to signify their understanding and agreement to them
- Work placement providers will be offered briefings on equality and diversity issues

The Equality and Diversity Group will present an annual report with appropriate recommendations to the CEO and Senior Leadership Team.

This report will contain:

- a review of this Scheme, including any feedback and proposed revisions
- a review of progress on the Action Plan
- a report on the equality activities of the organisation
- a review of any relevant equality and diversity policies, and proposals for any new policies
- data summary against monitoring dimensions as above
- a report of learning and development activities
- how equality and diversity has been promoted
- a summary of staff training activities
- any other relevant activities which have taken place during the year

## **Specific implementation**

- publicity materials present appropriate and positive images that support these provisions
- Trustees, Governors and staff will undergo appropriate training to enable them to understand and implement the Single Equality Scheme
- schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of diversity.
- the observation of teaching and learning includes judgements against equality and diversity to continually raise standards
- learners from underrepresented groups or from groups who have traditionally experienced unlawful or unfair discrimination have access to appropriate support and facilities
- an annual site survey and report will review the facilities from the perspective of access and adaption and make appropriate recommendations to the CEO through the Equality and Diversity Group
- recruitment, selection and promotion procedures are designed to enable people from under represented and disadvantaged groups to fully participate
- annual performance reviews and supervisions enable open discussion and reflection, ensuring ongoing understanding and commitment to the scheme
- the whistle blowing procedure is in place for all where it is felt that there is a concern, complaint about the implementation of the Single Equality Scheme.

In endorsing the scheme the Trustees, Governing Bodies and management understands that it is committing the appropriate resources to ensure the processes associated with compliance.

## **Supporting Documents**

1. Single Equality Action Plan 2011
2. The Equality and Diversity Policy
3. Race Equality Scheme
4. Disability Equality Scheme
5. Age Equality Scheme
6. Equality and Diversity Group Terms of Reference
7. EqIA Policy and Procedures
8. EDIMs
9. Transgender Policy