



MORLEY COLLEGE

Equality and Diversity Policy

**POLICY OWNER: PRINCIPAL
APPROVAL: GOVERNING BODY ON CURRICULUM & STANDARDS
RECOMMENDATION**

**Subject to approval by the Governing Body: 16th JULY 2015
NEXT REVIEW: JULY 2019**

MORLEY COLLEGE

Equality and Diversity Policy

1. INTRODUCTION AND PURPOSE

- 1.1 This Equality and Diversity Policy replaces the previous 'Single Equality Scheme 2011-2014'. This new policy aims to let our stakeholders know, clearly and simply, our objectives and responsibilities for furthering and promoting Equality and Diversity at Morley College over the next four years. It explains how we intend to respond to the Public Sector Equality Duty (2011) by continuing to show *due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations* for all of our stakeholders.
- 1.2 This policy will share our objectives and how we plan to achieve them in order to ensure that our students and staff make the best possible progress, in an environment which ensures they are safe from discrimination or judgement and in which they are able to achieve to their very best.
- 1.3 Our policy demonstrates our commitment to go beyond compliance with equality legislation and to strive towards demonstrating best practice in our approach to Equality and Diversity across all the College's functions.

2. POLICY STATEMENT

- 2.1 The College celebrates and values the diversity brought to it by all members of its community and is committed to providing the education and support that enable all members this learning community to achieve to their full potential. Action to promote Equality and Diversity is core to our mission, values and strategic objectives. Our vision identifies the College as a provider of inspiring, distinctive and excellent adult learning, a college which contributes to, and is responsive to, the communities it serves.
- 2.2 'Respect for diversity and the promotion of equality' is one of our five core values and is central to our vision as we strive to provide relevant and challenging education and training for all sections of our community. We must also strive to be an exemplary employer, and to ensure that we have a diverse workforce that is equipped with the skills necessary to achieve our shared ambitions.

3. MORLEY COLLEGE IN CONTEXT

- 3.1 Morley College is a Specialist Designated Institute (SDI) adult education college located in central London. It enjoys a distinguished history in British adult education dating back to the early 1880s. Today Morley College is a company limited by guarantee and a registered charity.

The Governing Body acts as the board of directors and its members are trustees of the charity. It receives much of its income from public funds, through the Skills Funding Agency, alongside fees from students. The College holds a contract with

Lambeth Borough Council for the provision of Community Learning and delivers courses to over 1800 people from some of the most disadvantaged local communities. It also runs courses at the Lewington Centre on the borders of Southwark and Lewisham.

The College continues to stay close to its mission of providing relevant, inclusive adult education which encourages and supports individuals to engage in learning, whatever their goals. Personal, social, economic and cultural interests are reflected amongst the diverse program of over 2,500 courses offered at the College during the year.

- 3.2 During 2013-14, 13,843 students made 29,387 enrolments of whom 52.9% were black and minority ethnic students (BME). Some 72.5% of students were women and 12.1% of students declared a disability and/or a learning difficulty. The largest age band was 25-44 years old representing 47% of all students with 13% of students being over 65 years old. More than 132 languages are spoken in the area and over 120 languages are spoken by the student body.
- 3.3 The College is located on the border between Lambeth and Southwark with 44% of students in 2014-15 from these two boroughs: 2,772 from Lambeth and 2,631 from Southwark. In addition, the College also currently attracts 6.5% of students (792) from Lewisham and is increasingly focused on meeting the learning needs of its three local boroughs (Lambeth, Southwark and Lewisham).

Morley has a significant footprint in London, drawing students from all 34 London boroughs, with 93.5% of its students (11,429) resident in London. In 2014-15 the highest percentage of students drawn from boroughs other than Lambeth, Southwark and Lewisham was the 4.7% of students (572) who are resident in the Borough of Wandsworth.

- 3.4 Our Equality and Diversity Annual Report (see Appendix 1) provides further information on the College's local context, but by way of summary:
- The 2011 Census shows Lambeth to be a highly diverse community. Almost half of Lambeth residents (42.8%) are from non-white ethnic minority groups, in line with inner London figures (42.9%). Lambeth's largest non-white ethnic group is black African (11.6%), and the borough has the highest percentage of residents from South America in inner London. Lambeth has a smaller number of South Asian residents in comparison with other inner London boroughs. Lambeth's largest migrant populations are from Portugal and Jamaica. The 2011 Census confirms the roughly equal gender split in the borough, with men accounting for 49.8% and women 50.2%. This split is in line with inner London and national figures.
 - Southwark's population (2011 census) shows that 40% of its residents are from non-white ethnic groups with the largest group in that category being black African (16.4%). Southwark also has a considerable Asian population of 9.4% which is higher than the average across England. The gender split is 50.4% female and 49.6% male which is in line with Lambeth, and London in general. Southwark is the 41st most deprived local authority in England (out of 326) and the 12th most deprived in London (out of 33).

- Lewisham’s population is 48% non-white of whom the largest cohort are black African at 11.6% with a smaller Asian population than Southwark at 4.3%. Lewisham’s ethnic profile is an area which has seen notable change since 2001. Residents identifying themselves as White British has decreased from 56.9% in 2001 to 41.5% in 2011. ‘White Other’ residents have risen dramatically, likely to be due to migration from the EU accession countries. Black African residents are now also more numerous than Black Caribbean, with ‘Black Other’ also seeing a sizeable population. The gender split is in line with Lambeth and Southwark.

This summary, whilst providing a context for the work of Morley College, is simply the start of a conversation. This policy aims to continue that conversation in order to ensure that we are increasingly successful in meeting the diverse needs of our communities.

4. SPECIFIC DUTIES UNDER THE ACT

- 4.1 The specific duties were created by secondary legislation in the form of the Equality Act 2010 (Specific Duties) Regulations 2011 and further developed in the Public Sector Equality Duty (April 2011).

When carrying out its functions as a public sector organisation, the College has a statutory duty to comply with the Equality Act 2010 which sets out a general duty, supplemented by specific duties and regulations.

The General Duty

- 4.2 The general duty is set out in section 149 Equality Act and states, “A public authority must, in the exercise of its functions, have *due regard* to the need to:
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.”
- 4.3 The General Duty consists of three individual parts. The first part, which focuses on having due regard to *eliminate discrimination*, applies to all the protected characteristics, namely:
- Age
 - Disability
 - Gender reassignment
 - Marriage & civil partnership
 - Pregnancy & maternity
 - Race
 - Religion & belief

- Sex
- Sexual orientation

- 4.4 Having *due regard* means consciously thinking about the three main aims of the duty as part of Morley College's decision making process. We will comply with this duty by conducting equality analysis activity that includes stakeholder feedback, data collection and analysis, and which ensures college functions are analysed along with curriculum areas. This activity will be managed by an Equality and Diversity Coordinator and monitored by the Equality and Diversity Steering Group. Additionally, scrutiny will be provided by the Governing Body and in particular, the appointed 'Governor Champion' for Equality and Diversity.
- 4.5 Having *due regard to eliminating discrimination* at Morley College is not a matter of box ticking. The duty is exercised in substance, with rigour and an open mind in such a way that it influences the final decision making at all levels. Our Equality and Diversity Development Plan (see Appendix 2) demonstrates our structured approach in focussing on equality issues, to ensure we are delivering our objectives, such as the need to ensure all staff are thoroughly trained in aspects of Equality and Diversity.
- 4.6 Having due regard to *advancing equality of opportunity* will include, for example, the College taking action to continue eliminating achievement gaps through close review of enrolment practice and the holding of managers to account for reducing any achievement gaps in their provision.
- 4.7 Having due regard to the need to *foster good relations* will include, for example, ensuring that teachers embed the promotion of Equality and Diversity themes confidently and successfully in lessons, challenge stereotypes and ensure all our students are fully equipped for life and work in a modern society.

Headline information is provided further in this policy in 'Policy Objectives' (point 5, below), and a more detailed plan is found in the Equality and Diversity Development Plan (see Appendix 2).

Specific Duties

- 4.8 As with former equality duties, the general Public Sector Equality Duty further details specific duties set out in regulations which are intended to operate as a means of better performance of the general duty. The focus is now more on outcomes than process.

The 'specific duties' are set out in the Equality Act 2010. The regulations came into force on 10th September 2011:

- Public bodies listed in the Regulations, including colleges, should publish information to demonstrate their compliance with the equality duty by 31 January 2012.
- Public bodies listed in the regulations, including colleges, should set themselves equality objectives from 6 April 2012 onwards.

5. POLICY OBJECTIVES

- 5.1 In order to better ensure that we are furthering the aims of the Act, we have mapped our Equality Objectives (taken from headline objectives described in the Equality and Diversity Development Plan (see Appendix 2)):

<i>Equality Aim (from the Act)</i>	<i>Policy Objective (from the E&D Plan)</i>
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act	<ul style="list-style-type: none"> • To continue to narrow Achievement Gaps for different groups of students • To embed Equality and Diversity across all college activity
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	<ul style="list-style-type: none"> • To increase fundraising for the student bursary fund • To pursue the property strategy to allow full access to the College • To support student engagement through consultative student groups • To continue to widen participation across the breadth of college provision
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	<ul style="list-style-type: none"> • To improve the promotion of Equality and Diversity in Teaching, Learning and Assessment • To improve uptake of Equality and Diversity training.

- 5.2 Morley College complies with the specific duties indicated above (point 4.8) by publishing an Equality and Diversity Annual Report (see Appendix 1) which details the College's success in meeting the objectives outlined in the Equality and Diversity Development Plan (see Appendix 2), with the objectives revised on a two-yearly basis.

6. SCOPE OF POLICY

- 6.1 This Policy applies to all the College's staff (including agency staff), students, volunteers and governors.
- 6.2 This policy exists to ensure that all students and staff are able to make the progress of which they are able, in an environment which welcomes and supports them. In order to ensure that we enable this aim, we will monitor college functions via the gathering and analysis of data (see section 8).

7. EQUALITY AND DIVERSITY STRUCTURE

- 7.1 The College has identified a 'responsibility matrix' for ensuring that Equality and Diversity are promoted throughout the organisation, with key staff having designated responsibilities including the:

- Principal, Chair of the Equality and Diversity Steering Group and provides overall leadership of Equality and Diversity in the College
Andrew Gower: telephone 020 7450 1901
andrew.gower@morleycollege.ac.uk
- Quality Manager (from August 2015), responsible for leading on the Equality and Diversity Development Plan (which is a 2-year action plan) and the annual review of its delivery
Helen Foster: telephone 020 7450 1889
helen.foster@morelycollege.ac.uk
- Chair of Curriculum and Standards Committee of the Governing Body, responsible for leading governors' scrutiny of the Equality and Diversity Policy and recommendation of its approval by the Governing Body
Steve Ketteridge, via the Clerk to the Governing Body -
Martin McNeill: telephone 020 7450 1889
martin.mcneill@morleycollege.ac.uk
- Governor Champion for Equality and Diversity, as Deputy Chair of the Curriculum and Standards Committee of the Governing Body and in attendance at the Equality and Diversity Steering Group, providing scrutiny and challenge at Board level
Fiona Stephen, via the Clerk to the Governing Body -
Martin McNeill: telephone 020 7450 1889
martin.mcneill@morleycollege.ac.uk

8. PRACTICAL IMPLEMENTATION

- 8.1 The College will employ a variety of means to achieve its aims under the Act and to pursue excellence in meeting the duties and objectives described in its Equality and Diversity Development Plan (see Appendix 2). There are three ways the College will do this:
- 8.2 Data collection: data will be gathered annually according to the following (not exhaustive) list:

Students

- student enrolment
- achievement, retention and success rates
- applications
- admissions/letters of offer
- conversion rates from applications to admissions to enrolment
- cancellation rates
- access to student services
- access to student enrichment activities
- disciplinary action, complaints and incidents of harassment/bullying

Employees

- employee numbers
- grade and category of staff including full and part-time status
- applications for appointment
- shortlisted candidates

- appointments and promotions
 - type of contract (permanent, fixed term)
 - employee relations – grievance, disciplinary, harassment, capability, complaints
 - leavers
 - training and staff development opportunities
 - requests for flexible working
 - return rates from maternity leave and the roles to which staff return
 - pay levels
 - profile of those with dependants and caring responsibilities
 - staff attendance at Continuing Professional Development, especially that related to Equality and Diversity.
- 8.3 Collected data will be used to inform and influence management decisions and the review of policies and practices within the College and also within the strategic and business planning processes. It will also be reported upon within the quality assurance processes through the Equality and Diversity Steering Group
- 8.4 The identification of issues relating to college functions: once the above data has been analysed, 'Areas for Improvement' will be identified at college, curriculum and service level. These areas for improvement will be addressed by actions outlined in curriculum and service area Quality Improvement Plans and captured for the whole college in the Equality and Diversity Development Plan.
- 8.5 Monitoring the delivery of the plan and making sure improvements are made: this will be done by the Equality and Diversity Steering Group and subsequently reported on by the production of an annual Equality and Diversity Report. In addition, Equality and Diversity Impact Assessments are completed when significant change management procedures are implemented.

9. COMMUNICATION AND TRAINING

- 9.1 All staff within the College will discuss this updated policy at team meetings where this will be a compulsory agenda item. If further training on its contents is needed, this will be arranged by the Staff Development Manager so that that all staff are fully aware of this policy and their responsibilities.
- 9.2 In addition, the Equality and Diversity Development Plan will be reviewed and published annually and a short summary version which details the overall objectives, is available for all college stakeholders.

10. REVIEW AND MONITORING OF POLICY

- 10.1 The Principal, through the Equality and Diversity steering Group and with the support of the Governor Champion, will review and monitor the policy and procedures on an annual basis and will recommend and implement approved changes where necessary. A revised version of the policy will be submitted to the Governing Body on an annual basis, when required, to ensure that any identified deficiencies or weaknesses have been dealt with, without delay.