

## Completed Equality and Diversity Improvement Plan 2018/19

The College self-assesses annually, and key criteria from the Ofsted Handbook (2015) for the Inspection of Further Education and Skills that relate to Equality and Diversity are specified in the Action Plan here.

The criteria relate to:

Criteria Area for improvement:	Action point What will be done?	Proposed outcome Progress
<b>Effectiveness of leadership and management (LM), considered:</b>		
6. How effectively leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or under achieve.	Further development of monitoring the progress of learners so that none are disadvantaged or underachieve.	EDIMS data is analysed annually as part of the Children in care monitored termly in conjunction with Children and Young People Services and the Safe guarding board. Young adult cares monitored termly in conjunction with Suffolk Young Adult Carers and the Safe Guarding Board. College SEND report.  Teaching Learning and Assessment reflect differentiation. Apprentices are monitored in the workplace by visiting assessors and self-assessment process.
9.The extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider	Continued development of all forms of equality by managers. Ensuring all learners and staff are protected.	The setting of clear expectations for behaviour across all aspects of provider life, including work.  A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.  Issues of bullying and harassment are dealt with promptly and effectively.  The wearing of membership badges, morning meet and greet and restricted entry.  Liaison works out amongst the student body promoting positive behaviour.

**Quality of teaching, learning and assessment (Q) consider the extent to which:**

<p>9. Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying</p>	<p>Managers and staff will raise awareness of equality and diversity and effectively tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying</p>	<p>Providing correct welfare, educational support and guidance to all learners.</p> <p>Embedding of Character Strengths within the curriculum.</p> <p>Monitored through lesson observations and learning walks.</p> <p>Providing careers advice and guidance to all learners.</p> <p>Support packages are in place for SEND learners to meet their academic potential. Information delivered in PPD sessions.</p>
<p>11. Teaching promotes learners' spiritual, moral, social and cultural development</p>	<p>Managers and lecturers promote spiritual, moral, social and cultural development amongst learners.</p>	<p>Embedding of Character Strengths within the curriculum.</p> <p>Providing careers advice and guidance to all learners. Information delivered in PPD sessions.</p> <p>Monthly themes included on college calendar and embedded in the tutorial programme.</p> <p>Monitored through lesson observations and learning walks.</p>

**Personal development, behaviour and welfare (PD) considered the extent to which:**

<p>9. The extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain</p>	<p>Curriculum areas to ensure all programmes include meaningful work experience, links with employers and enrichment activities.</p>	<p>Development of the NCS programme for all Progression and L1 learners.</p> <p>Bespoke enrichment activities embedded into the curriculum.</p> <p>Employer engagement and meaningful work experience for learners.</p> <p>Charity events.</p>
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**Outcomes for Learners (OL) consider the extent to which:**

<p>1. Learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners</p>	<p>Managers and staff ensure all learners make progress.</p>	<p>Providing correct welfare, educational support and guidance to all learners. Initial assessment of individual learning needs at advice and guidance stage.</p> <p>All nine protected characteristics are considered:</p> <p>Age  Disability  Gender Reassignment*  Marriage / Civil Partnership*  Pregnancy / Maternity leave*  Race  Religion or Belief*  Sex  Sexual Orientation*</p> <p>EDIMS data is analysed annually as part of the self-assessment process.</p>
<p>8. There are any significant variations in the achievement of different groups of learners</p>	<p>The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs</p>	<p>EDIMS data is analysed annually as part of the self-assessment process.</p> <p>Curriculum Self-assessment reports and data.</p> <p>Teaching Learning and Assessment reflect differentiation.</p>

**Safeguarding (S) consider the extent to which:**

3. The quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm, either within the setting or in the family or wider community outside the setting

Managers and staff implement effective safeguarding practice and relevant and up to date training provided.

Children in care monitored termly in conjunction with Children and Young People Services and the Safe guarding board.  
Young adult cares monitored termly in conjunction with Suffolk Young Adult Carers and the Safe Guarding Board.

Regular review of the PREVENT action plan by the safeguarding board.

Annual update of policies and procedures regarding safeguarding.

Intuition records and dates the times of incidents should they be needed for police investigations. Incidents of bullying and harassment are rag rated.

ID badges

Continuous training of safeguarding team with annual update provided by an external agency.

General staff awareness of safeguarding issues by reading Keeping Children Safe in Education (Sept 19) and updating regularly as required with Safeguarding training compliance.

Regular newsletters from Suffolk Safeguarding partnership circulated to staff involving key themes.

## Equality and Diversity Improvement Plan 2019/20

The College self-assesses annually, and key criteria from the Ofsted Handbook (2019) for the Inspection of Further Education and Skills that relate to Equality and Diversity are specified in the Action Plan here.

The criteria relate to:

<b>Quality of Education:</b>
Leaders and managers select and develop a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, they can powerfully address social disadvantages
The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs
Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life.
<b>Behaviours and attitudes:</b>
An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination. Staff deal with any issues quickly, consistently and effectively.
<b>Personal Development:</b>
Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
Promote an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy.
<b>Leadership and Management:</b>
Leaders' and managers' have high ambitions for all learners including those who are difficult to engage.