

## EQUALITY OBJECTIVES

Last Review:	October 2017
Approved by Governors:	March 2019
Next Review:	October 2023

Equality Objectives are drawn from a number of sources at Loreto including the college Mission Statement, the College Strategic Objectives, the Single Equality Scheme, the Equality Policy, the college Code of Respect and the Kolkata guidelines.

The objectives should also meet the clear requirements of the duties of the 2010 Equality Act. In particular:

- To eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- To advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- To foster good relations between people who share a relevant protected characteristic and those who do not share it.

### **Objective 1: The College Community**

The college will continue to foster excellent relationships between all members of the community, enabling both students and staff to flourish. Such an environment will ensure that those individuals who share a relevant protected characteristic feel safe, secure and free from any form of discrimination, harassment or victimisation. The college will continue to promote issues of Equality and Diversity with both staff and students through inset, assemblies and the tutorial programme.

How will the college deliver this:

- Through the use of the tutorial system ensuring that all protected members feel that they can discuss any concerns they might have with tutors and Heads of Hall.
- Through the promotion of equality issues through the tutorial programme, assemblies and the RE programme.
- Through an annual Respect Week.
- By responding to national events, as identified by students, such as Black History Month.

**Evidence:** End of year tutorial surveys, tutorial programme, examples of assemblies, Respect Week materials, college events, minutes of Equality Group.

### **Objective 2: Equality Measures**

The College will continue to monitor and address gaps between groups of learners on the basis of gender, ethnicity, disadvantaged status (with disadvantaged status being defined as being eligible for Pupil Premium) as well as prior achievement through a thorough examination of attainment at A Level/GCSE/BTEC, progress as measured by L3VA/ALPS/Six Dimensions, attendance and retention.

How the college will deliver this:

- The college SAR process requires that all departments analyse figures by ethnic group, gender, disability (including high needs learners), learning difference and disadvantaged students. Any concerns are made points of action for the department for the following year.
- The Equality SAR provides a college report of achievement, success and retention by ethnic group, disadvantage, gender, disability (including high needs learners) and for 'looked after children'. Patterns are identified and made points of action if they reflect a genuine concern. The SAR is presented to a validation panel containing Senior Managers and Governors.
- Concerns are raised within Senior Management and College Management teams. Reports are made by Heads of Faculty throughout the year whilst concerns remain and points of action are drawn.
- The Principal and Head of Curriculum meet with Faculty and Department heads to review examination results and to make points of action.

**Evidence:** SARs, minutes of Senior Management, College Management, Heads of Faculty and Equality Group meetings, ALPS data.

### **Objective 3: Staff Training**

To ensure that staff receive the required training to meet the needs of the designated groups within the Loreto Community.

How the College will deliver this:

- Annual in-service training will continue to be delivered to ensure that all staff can meet the needs of designated groups within the college.
- The success of the training will be reviewed through a staff questionnaire and any action will be taken on the basis of this.

#### **Evidence**

INSET provision, Staff survey.

### **College Objective 4: A fully accessible college**

The college is fully accessible and there are a variety of ways in which students are given support and resources in order to access their studies and the college life. The college will continue to ensure that all facilities are fully accessible and that provision is made for students with learning differences and disabilities.

How the College will deliver this:

- Issues will be raised by individuals to their Head of Hall, Head of Faculty: Learning Support or at the Equality Group.
- The Facilities Manager will be made aware of any concerns and they will be acted upon.

#### **Evidence**

Minutes of Equality Group meetings, student exit surveys.

<b>Action</b>	<b>Outcome</b>	<b>Level of Priority (High, Medium, Low)</b>	<b>Responsibility</b>	<b>Target Date</b>
Review the Single Equality Scheme every three years.	The Single Equality Scheme will reflect the Three Year Strategic Plan and any changes and movement within Equality and Diversity.	<b>H</b>	Equality and Diversity Manager	January 2022
Continue to foster excellent relationships between all members of the community, above all ensuring that those individuals who share a relevant protected characteristic feel safe, secure and free from any form of discrimination, harassment or victimisation.	Students feel safe and protected within the college environment.	<b>H</b>	Heads of Hall	Each September for the new academic year
To take serious note of and to act upon any complaints raised by the Loreto community and outside regarding issues of discrimination, harassment or victimisation.	Loreto members treat each other and the wider community with respect and dignity.	<b>H</b>	Heads of Hall	At the time of any complaints raised
To review tutorial activities and to amend these, when necessary, with regard to Equality and Diversity.	Tutorial activities which reflect issues around Equality and Diversity.	<b>H</b>	Assistant Principals: Heads of Student Services (Upper and Lower Sixth)	Annually in the summer term.
To explore further tutorial activities pertaining to mental health issues and the classroom.	Students are informed with regard to help and assistance with regard to mental health.	<b>H</b>	Heads of Hall	July 2016

The Equality group will continue to meet on a half termly basis to raise and address issues in Equality and Diversity.	Student ideas and concerns are reflected in college development.	H	Equality and Diversity Manager	5 times annually
To continue to gather statistical data on pass rate, retention and achievement by ethnicity, gender, disability (including high needs learners), learning differences, looked after children & disadvantaged students.	To continue to raise pass rate, retention and achievement by groups identified.	H	Equality and Diversity Manager	Annually in the autumn term
To continue to gather information on student destinations by ethnicity, gender, disability (including high cost learners), learning differences, looked after children and disadvantaged students.	To encourage students to attain appropriate destinations.	H	Equality and Diversity Manager and Assistant Principal: Curriculum	Annually in the autumn term
To monitor the Candidate Application Form for prospective staff with regard to any updates to the Equality Act 2010.	There will be no issues of staffing by ethnicity, gender & disability.  Reasonable adjustments can be made.	H	HR Manager	Annually in the autumn term
To continue to ensure that the Candidate Application Pack for prospective staff remains in line with the Equality Act 2010 to include all protected characteristics and	There will be no issues of staffing by ethnicity, gender & disability.  Reasonable adjustments can be made.	H	HR Manager	Annually in the summer term

development of the Equal Opportunities Monitoring Statement.				
Future candidates additional demographic information are inputted onto Cintra in line with the Equality Act 2010 and the Public Sector Duty.	College will be acting in line with the Equality Act 2010 and the Public Sector Duty.	H	HR Manager	As new colleagues are appointed
To provide further and sustained training for staff on mental health issues and how they apply to the 16-19 student.	Staff are informed on the appropriate help and support for students with a mental health issue.	H	Deputy Principal & Heads of Hall	Annually
To provide further training for staff on receiving students with a variety of learning differences.	Staff will be updated on how to receive students with a variety of learning differences into the classroom.	H	Assistant Principal: Curriculum	Each July
To continue to meet staff training needs on any area pertaining to Equality and Diversity.	Staff will be prepared and trained on how to successfully receive students into the classroom.	H	Equality and Diversity Manager	Each July
To continue to monitor the accessibility of students and to take action as and when appropriate.	Students with access difficulties will be able to gain entry to classrooms and wider college facilities.	H	Equality Group	Each September
Equality Objectives to be published on intranet & Web pages.	Equality Objectives can be accessed by interested parties as identified in the document.	H	Equality and Diversity Manager	January 2019
Equality objectives will be integrated into all college documents dealing with	That equality issues will automatically be reviewed as	H	Vice Principal Curriculum	Each July in preparation for the new academic year.

strategic planning, including the SAR and Development Plans.	part of the college's strategic planning.			
Marketing will reflect the diverse nature of the college.	Continued recruitment of a diverse range of students.	<b>H</b>	Equality and Diversity Manager Strategic Manager: Marketing and Schools Liaison GHMAP & Marketing Lead	Annually
Careers education, information advice and guidance challenges stereo types and pushes individuals to have aspirational goals.	Students will apply for employment/further education according to their aspirations, not restrained by stereotypes.	<b>H</b>	Careers Manager	Annually
To support and uphold the SEND policy and any actions arising from it.	SEND actions will be met, further encouraging attainment and retention of SEND students.	<b>H</b>	Head of Faculty: Learning Support Equality and Diversity Manager	