

**The  
Sheffield  
College**

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# **EQUALITY SCHEME**

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January 2023 – December 2025

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## Chief Executive and Principal's Introduction

The Sheffield College is a diverse and inclusive community with a rich mix of backgrounds both within our staff and student communities. We continue to strive to celebrate, support and embrace the differences that such a diverse community can bring for the benefit of our students, staff and the communities that we serve.

60% of our students lived in deprived postcode areas in the academic year 2021-2022. The number of students living in deprivation is increasing year on year and the outlook for the next few years does not look better. At The Sheffield College we are committed to supporting our students through excellent education and skills training, so that no one is left behind and will strive tirelessly to ensure that all of our students have the opportunity to succeed and to go further with their aspirations.

We will continue our drive to ensure that our workforce is diverse and will continue our relentless focus on building an inclusive community where all colleagues are treated with the respect that they deserve as unique human beings.

We are proud to have achieved College of Sanctuary status in 2021-2022 and will continue to work hard to ensure that there are no barriers in the College for students and staff to achieve their potential.

We have made a firm commitment to the key principles embodied by FREDIE+ and we will continue to do this in 2022-2023

**Fairness** – Being reasonable, right and just.

**Respect** – Having due regard for feelings, wishes and rights of others.

**Equality** – Where every person has equal rights and every person has a fair chance.

**Diversity** – Diverse means different. We are all different so diversity includes us all. The concept of diversity encompasses understanding, acceptance and respect.

**Inclusion** – Where every person feels respected, valued and that they fit in with the organisational culture.

**Engagement** – Two-way commitment and communication between an organisation and its employees.

At The Sheffield College we understand that to advance EQUALITY we must consider an individual's different needs and capabilities; that in a truly DIVERSE community we must recognise and celebrate our differences; and that firmly at the heart of everything that we do we must strive to be INCLUSIVE.

In 2022-2023 we will continue to work towards our equality objectives and goals, we will continue to celebrate our diverse community and we will continue to strive to be the best place to work and study for all as a result of our approach to equality, diversity and inclusivity.

**Angela Foulkes**  
**Chief Executive and Principal**

## Chair of Governor's Introduction

The Sheffield College is a diverse college serving a diverse city. We have always committed to being open about our duties and ambitions, clear about our achievements and honest about the issues upon which more progress is needed. That clarity, determination and honesty will, in our view, underpin our work to reflect fully the city that we serve.

This Equality Scheme does show that the College helps learners from a wide range of backgrounds make big progress in their lives. We celebrate this as we also do the College's contribution to social inclusion and cohesion, and to the economic development of Sheffield and the wider region. We are now a fully embedded and leading partner in this city.

The report provides a snapshot of student and staff numbers by category. We publish the Scheme and the actions it contains to reflect our commitment to put into practice all three elements of the Public Sector Equality Duty, namely:

- to eliminate discrimination, harassment, and victimisation,
- to advance equality of opportunity,
- to foster good relations.

As an employer, the College is committed to ensuring that everyone at the College is valued for their contribution, and we are uncompromising about running the college in a way that is free from discrimination.

Alongside this we are committed to ensuring that our employment policies and practices promote equality of opportunity, and that we take action to address inequalities. We know that we have more work to do to ensure that the composition of our staff becomes more representative of our student body. We remain absolutely wedded to this ambition, building on the committed staff that we know we already have.

Drawing on the results of our work with the National Centre for Diversity, which we intend will lead during 2023 so the College retains the Centre's Leaders in Diversity kite-mark, and through the efforts of our now well-established EDI Board, our Governing Body and our leadership team are determined that the College will continue to change and develop in the years ahead.

We are making good progress and we remain focussed on furthering our ambition and achievements. This report is an important part of that journey.

**John Mothersole**  
**Chair of Governors**

## Our Context

We provide academic, vocational and professional qualifications, from entry through to degree level, to around 14,000 young people and adults a year. Our students continue to receive transformational skills and support to gain the qualifications they need to go further in their careers including apprenticeships, employment and the next level course at college or university.

We are the largest apprenticeship provider in the city and region. We work with approximately 2,700 employers who are involved in apprenticeships or provide work-related activity and industry placements. Our training solutions enable employers to address skills gaps, accelerate business performance and boost competitiveness and growth.

The College's outstanding engagement with employers and other relevant stakeholders is extensive and effective and ensures we meet local, regional and national skills needs. As the only General Further Education (GFE) College in Sheffield and the largest GFE in South Yorkshire, the College is very mindful of its obligations and responsibilities to the communities it serves ensuring that it is developing and delivering learning programmes to enable people to gain the knowledge and skills required by employers and society both now and in the future.

We are proud to say that our 'students first' ethos underpins everything we do and is the driving force behind the College. Leaders ensure that the College provides equity of opportunity through a broad curriculum of over 500 programmes with a particular focus on government and local priority sectors. Our mantra is 'careers not courses' and our goal is to provide a bespoke career pathway tailored to each student that assesses where they are and supports them to achieve their end goal and career aspirations.

The proportion of students who progress onto positive next steps, either into further study, higher education, or paid employment is outstanding. This reinforces that our curriculum offer, and the support for students are extremely effective.

In line with our mission, leaders have high aspirations for our students to succeed regardless of the many challenging backgrounds they may come from thus, transforming lives through learning.

We have five main sites located across Sheffield at our City, Hillsborough, Olive Grove, Peaks and Pennine 5, as well as several smaller sites. Leaders are relentless in their commitment to driving improvements to our estate to ensure that our students and apprentices can learn in industry-level facilities and prepare for their future workplace.

### Demographics

- Sheffield has a population of approximately 575,000 and is the third largest English district by population
- Unemployment in the city, including youth unemployment, and the proportion of adults without any formal qualifications are above the national average
- Sheffield's unemployment rate amongst people with work-limiting disabilities is 8.6%, which is slightly above the national average of 8.1% nationally. There has however been a positive trend in Sheffield, with the unemployment falling from 13.4% five years ago

- Sheffield has a comparable level of 16-17-year-olds not in education and training (8.7%) to the Core City average (8.6%). Across Sheffield the rates are highest amongst males (10.7%) and amongst white (9.8%) and mixed-race young people (11%).
- The proportion of workless households is significantly greater than the Yorkshire and Humber average
- The local economy retains a strong advanced manufacturing sector but most employment is within the service sector, particularly in health, social care and finance
- Our student population draws from a wide range of areas across the city but predominantly from areas of significant deprivation
- Of the aged 16+ population in South Yorkshire Mayoral Combined Authority, 49% are male and 51% female
- The South Yorkshire Mayoral Combined Authority has a slightly younger age profile than the average nationally, with 15% of those aged over 16 under 24 years old, compared to 13% nationally
- There is less ethnic diversity in the South Yorkshire Mayoral Combined Authority, with 92.8% of the 16+ population being white, compared to 86% nationally
- A higher proportion of the working age population in the South Yorkshire Mayoral Combined Authority are classed as EA core or work-limiting disabled compared to the national average, with rates particularly high for females
- Skills levels in the South Yorkshire Mayoral Combined Authority lag national levels, with fewer residents qualified to NVQ Level 4 or above and more with no qualifications than nationally
- On average, students who studied at The Sheffield College and achieve a Level 3 qualification will earn £6,888 a year more than someone with no formal qualifications in South Yorkshire Mayoral Combined Authority. This equates to approximately £261,000 in higher earnings over a working lifetime\*

\*Source: Annual Population Survey 2019 and EMSI Economic Impact Study 2019

## Partnership Working with the National Centre for Diversity

College has been working closely with the **National Centre for Diversity** since November 2019.

In that time, we have worked together and achieved the **Investors in Diversity** Award in June 2020 and then **Leaders in Diversity** status in July 2021.

The College is committed to continue working with the National Centre for Diversity through the lifetime of this Equality Scheme and beyond, as we continue develop and share sector leading inclusive practice. Our ambition is to be recognised as an **Anchor Institution** for EDI in our communities, regionally and nationally.

## College of Sanctuary

The College gained official recognition as a College of Sanctuary in April 2022. The College has been welcoming and working with refugees and asylum seekers for over 30 years. Working alongside the City of Sanctuary and a variety of refugee and community organisations across Sheffield, the College is the largest provider of English as a Second Language Courses and is seen as a new starting point for many learners.

Siân Summer-Rees, Chief Officer, City of Sanctuary UK, said: "We all have a part to play in building a more welcoming, inclusive, and compassionate society. The Sheffield College is going above and beyond. Their work breaks down barriers, increases understanding and builds community cohesion. We are over the moon that they have achieved this award."

The College is committed to building and continuing this work both within the region and nationally, acting as an adviser and ambassador for organisations across the country.

## **Our Mission, Vision and Aims**

### **Our Mission**

Our mission is to be consistently,

**“Transforming lives through learning.”**

### **Our Vision**

Our vision frames our ambitions and expectations and provides a clear long-term goal, namely that,

**“By 2025, we will be leaders in technical and academic education, creating exceptional opportunities for the communities that we serve to realise their aspirations.”**

### **Our Aims**

In our Strategic Plan, we have have strategic aims regarding Learning, People, Partnerships and Sustainability, however the purpose of this Equality Scheme (ES) is:

- To ensure potential and current staff, students and visitors do not experience discrimination, but know how to report it and feel confident to do so should it occur
- To create a positive and inclusive work and study environment for all staff, students, and apprentices where everyone feels valued and respected
- To raise awareness of discrimination and ensure that all students, apprentices, staff, stakeholders, and service users are aware of their responsibilities under the current equality legislation
- To support the personal and professional development of all our staff, students, and apprentices

### **Our Values: FREDIE+**

As a college, we share a common set of values across everything we do. These help to define who we are and how we behave.

Through our partnership work with the National Centre for Diversity, we ensure that the values of Fairness, Respect, Equality, Diversity, Inclusivity and Engagement (FREDIE) underpin our culture so that they truly define who we are and how we behave.

As a college, we have now made the decision to adopt these values exclusively as FREDIE+. The ‘+’ element allows us to retain the elements of our previous values that we have identified are in addition to FREDIE. For example, we wish to continue to retain our value of Innovation, which now sits within the ‘+’ element of FREDIE+

Through innovative practice, we want to improve the quality of education so that our staff and students can challenge the ‘usual’ and believe in positive impact that diversity brings.



# EDI Public Statement of Commitment & Objectives

The  
Sheffield  
College

## PUBLIC STATEMENT OF COMMITMENT: EQUALITY, DIVERSITY AND INCLUSION (EDI)

**FAIRNESS**

**RESPECT**

**EQUALITY**

**DIVERSITY**

**INCLUSION**

**ENGAGEMENT**

NationalCentreforDiversity.com

The Sheffield College will do the right thing for our students, Apprentices, staff and the communities we serve.

Our culture will be guided by FREDIE values of:

- Fairness
- Respect
- Equality
- Diveristy
- Inclusion
- Engagement

We recognise that:

- it is socially, morally and economically right to prepare our students and Apprentices for life and work in a world that is diverse
- EDI is non-negotiable and we have work to do

We commit to:

- demonstrating leadership in EDI
- actively valuing diversity in our culture, structures and people
- listening to the communities we serve
- ensuring EDI is reflected in our curriculum
- putting EDI at the heart of our employment policies and practices
- obliging those with whom we contract to uphold our commitments

We will track our progress by:

- setting firm organisational and individual objectives
- monitoring progress
- judging performance against the objectives
- publicising the progress we make

Signed *Angela Foulkes*

Signed

Signed *John Nottland*

Signed

Date April 2022

Date April 2022

Chief Executive

Chair of Governors

## Current EDI Objectives



### Learning:

**LE1** Our educational opportunities ensure that

- No student or apprentice is left behind
- Students and apprentices develop understanding of how to be active citizens in their communities
- Students and apprentices develop their knowledge and understanding of contemporary 'Equality Matters'

### People:

**PE1** Our inclusive culture and career opportunities attract and retain people from a diverse range of communities in the College workforce

**PE2** Our training and CPD opportunities ensure that

- Staff are equipped to recognise, support and drive the EDI values of the College
- No colleagues are left behind in their understanding of their EDI duty

### Partnerships:

**PA1** The College remains a 'Leader in Diversity' and a 'College of Sanctuary' and as such is recognised as an anchor institution in the region

**PA2** Our culture and reputation encourage people from a diverse range of communities to join the College workforce

### Sustainability:

**SU1** FREDIE+ values routinely inform our strategic decision making ensuring a culture of EDI best practice which can be seen in the investment in our estate, facilities, people and partnerships

**SU2** FREDIE+ values routinely inform our procurement strategy

## **Our Commitment**

The Sheffield College is committed to providing an environment free from discrimination, bullying, harassment, or victimisation, where all members of our community are treated with respect and dignity.

We will continue to further develop a culture of diversity within our community, providing a positive working and learning environment, where everyone is valued for their contribution and individuality.

The Sheffield College works in an inclusive way with all stakeholders, and we will continue to undertake activity to promote community cohesion and inclusion within the communities we serve. We remain committed to developing a workforce and an educational community that reflects Sheffield, South Yorkshire, and the United Kingdom's diversity.

We will promote equality and prevent discrimination through our roles as:

- An education provider
- An employer
- A community partner
- A business partner

We will:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Eliminate bullying and harassment
- Remove barriers, enabling students to reach their full potential
- Foster good relations by celebrating and capitalising on our diversity
- Recognise and take account of people's differences

We recognise that equality and equity issues are complex and straddle more than just those strands that protect groups in equalities legislation (race, age, disability, faith, religion and belief, marriage and civil partnership, pregnancy and maternity, sex, sexual orientation and gender reassignment).

Life circumstances and opportunities affect us all too. So, when making decisions, we will take account of issues such as cultural and economic background, access to education, physical and social environment, and health.

We publish our Equality and Diversity report on our website annually. The report includes our agreed Equality Objectives. Appendix A outlines the agreed Equality, Diversity and Inclusion College Development Plan that the EDI Board reviews, monitors and updates the plan regularly.

## Meeting our Commitment

To ensure we meet our commitments and specific duties (eliminating discrimination, advancing equality of opportunity, and fostering good relations) we will work with our students, staff, communities, and governors to:

- Consider equality across all aspects of our work supported by the Governing Body, the Executive and Senior Leadership Teams who all take an active role in promoting and embedding equality and diversity
- Carry out Equality Impact Assessments (EIA), as appropriate, to assess new and existing strategies, policies, procedures, and guidelines so that we are alerted to any unfairness
- Learn from compliments, complaints, and other informal feedback
- Encourage and support the development of innovative projects that promote equality of opportunity
- Work with our communities to ensure that their needs considered in our planning activities
- Share good practice and joined up thinking internally and with other agencies
- Foster greater understanding and trust with the different equality groups and communities
- Treat everyone fairly and with respect
- Recruit, train, develop and support staff fairly
- Foster a culture of learning and of sharing good practice
- Welcome different perspectives, skills, and backgrounds

Staff and students from across the College helped to develop this equality scheme. Consultation was undertaken with Academies and departments who have specific commitments within this scheme to ensure that they are stretching yet achievable. Best practice from other providers was also sought and the Vice Principal Student Experience has worked closely the National Centre for Diversity who have supported its development.

The Equality Scheme is made public on the College's website, alongside our Public Statement of Commitment to EDI and both are communicated to staff throughout the College via training and team meetings so that there is transparency and clarity regarding the College's equality and diversity ambitions.

## Valuing our Students and Apprentices

The Sheffield College will provide an enabling learning and teaching environment for all our students, whatever their background. In order to do this we will:

- Ensure our student policies are fit-for-purpose and review them regularly, ensuring that Equality Impact Assessments are completed as appropriate
- Act firmly to challenge prejudice and eliminate bullying, discrimination, or harassment
- Support 'Student and Apprentice Voice' as an empowering tool for change
- Regularly review our student and apprentice data and take action where appropriate
- Use a variety of different methods to attract and retain students from all backgrounds
- Comply with, or exceed, all equalities-related legislation
- Make reasonable adjustments for students with needs
- Encourage open, honest discussion about issues that support students' educational attainment and a learning culture
- Continue to develop a learning community that is reflective of the diverse demographics of the area and beyond

## Valuing our Workforce

The Sheffield College will deliver an innovative, effective, and value-for-money service. This is not possible without investment in our staff. To recruit and retain a motivated and professional workforce which reflects the local diversity and beyond, we will:

- Continue to comply with all equalities-related employment legislation
- Ensure our human resources policies are fit-for-purpose and review them regularly
- Act firmly to challenge prejudice and eliminate bullying, discrimination, or harassment
- Make reasonable adjustments for staff with disabilities, maintaining our Disability Confident (Leader) status
- Consult with recognised trade unions and staff forums on EDI matters
- Train staff in equality and diversity issues to enable them to carry out their jobs in a way that reflects the ethos of the College
- Continue to develop a workforce that is reflective of the diversity mix of the area by using a variety of different methods to attract and retain staff from all backgrounds

## The Public Sector Equality Duty

The Equality Duty Aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Specific Equality Duties relevant to Equality Analysis are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects that policies have on people
- Evidence that analysis of this information has been undertaken
- Details of information considered during analysis
- Details of engagement (consultation) that has taken place

The **Protected Characteristics** are:

- Age
- Disability
- Gender reassignment (Identity)
- Marriage and civil partnership
- Pregnancy and maternity leave
- Race
- Religion or belief
- Sex
- Sexual Orientation

## **Our Equality Commitments: Age**

### **Our Commitment**

The Sheffield College is committed to equality of opportunity for our students and our staff regardless of their age. Our aim is to enable all students to access learning and to improve their personal and professional development, their employability and their chances of success. We will continue to work to narrow age related achievement gaps on specific provision types.

Our recruitment methods and employee support will reflect best practice. We will create opportunities for staff to have a voice and will work to develop excellent professional development and progression opportunities to evolve their careers, irrespective of their age. We will act firmly to eliminate any discrimination arising from differences in age.

### **Our Context**

The Sheffield College welcomes students and apprentices and staff of all ages eligible for work or study in Further Education by law. Of note, government priorities and funding agendas clearly differentiate between the needs of young people and mature students, and this does lead to different levels of provision and support for different age groups. Barriers to accessing education have been minimised as much as possible through effective usage of hardship funding, and we have a commitment to supporting all students, regardless of their age, in their learning and career progression.

As mentioned above the College is committed to equality of opportunity for our staff regardless of their age. Recruitment processes ensure that the College encourages applications from people of all ages. It was noted in the previous Equality Scheme that only 14% of staff were aged 18 – 34, this has since risen 19% of staff.

### **Our Intended Impact**

Within the context of legislation and government funding and priorities, we aim to break down barriers associated with age both as a provider of education and as an employer.

#### **We aim to ensure that:**

- Our curriculum offer, facilities and support services cater for the needs of our diverse student community
- Achievement gaps between different age groups on similar provision are addressed and closed
- All students and apprentices are given the support they need to progress into work and flourish at work
- Employees do not face discrimination because of their age
- Our HR People policies support staff to balance work with family requirements

## **Our Equality Commitments: Disability**

### **Our Commitment**

The Sheffield College promotes the right of people with disabilities to belong, to be valued, to choose and to make decisions. In doing this we understand that we must strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by people with disabilities. We remain committed to the development of new and better opportunities for people with disabilities.

We promote positive attitudes towards people with disabilities and continue to take steps to remove any barriers, even if that involves treating people with disabilities more favourably than others.

### **Our Context**

Over 30% of students on provision for young people declare an additional learning support need. The College supports about 300 students with High Needs each year and about a further 100 students have an Education, Health and Care Plan. Students with learning difficulties/disabilities and special educational needs are well supported at the Sheffield College. The College sensitively collects appropriate data regarding the disabilities of students and staff through enrolment and recruitment processes. Therefore, the College responds appropriately to individual needs.

The impact of learning support is positive on the student experience and, consequently, students with a disability and/or learning difficulty usually perform as well or better than those without.

Although opportunities are available for staff to declare disabilities, some choose not to declare. We will continue to encourage staff to disclose by increasing the opportunities they have to do so, by promoting positive role models and by offering specific focus groups for staff and students with a disability/learning difficulty.

### **Our Intended Impact**

#### **We will:**

- Support staff and students to feel confident to declare any disability or learning difficulty, particularly hidden disability issues, such as mental health and developmental disorders, through training and awareness raising campaigns
- Continue to celebrate the success of those students who have overcome disadvantage to succeed
- Monitor the progress and achievement of staff and students with disabilities within the College
- Where possible, enhance students' ability to live and work independently by reducing their dependency on additional learning support
- Provide reasonable adjustments for both staff and students as appropriate
- Maintain our Disability Confident status (Leader)

## **Our Equality Commitments: Gender Reassignment (Identity)**

### **Our Commitment**

The Sheffield College is committed to promoting an inclusive culture of respect in relation to gender identity.

We do not tolerate discrimination, harassment or victimisation related to gender identity and we remove any participation barriers by promoting gender identity equality widely and actively across job roles, levels and curriculum and business areas.

The Sheffield College is a place where people are encouraged to follow their chosen career or learning pathway regardless of gender status and identity as we seek to build an environment where all value respect.

Our Student Voice strategy will enable us to consult widely with students and staff ensuring the removal of any gender identity barriers that may occur.

### **Our Context**

Our students report feeling safe at The Sheffield College, however, we will continue to do more to promote the interests of transgender students and staff and to raise awareness about transgender issues at organisational level.

The Sheffield College collects robust data for our students and staff regarding gender reassignment and gathering this data systematically remains one of our key priorities from. We routinely analyse the data on a quarterly basis to ascertain the impact of our actions to date. We will use this data to take steps to address any gender identity issues within the College.

### **Our Intended Impact**

#### **We will:**

- Develop student recruitment processes that actively encourages transgender students to access careers of their choice, regardless of traditional gender under representation
- Ensure a well-developed curriculum and tutorial programme that positively promotes understanding of and equality for transgender students
- Further develop processes that respect and value the wishes of the person undergoing gender reassignment in all cases, staff or student, and entitles individuals to use the facilities that are appropriate for their own gender identity
- Ensure a robust approach to gender reassignment discrimination and harassment that tackles unwanted attention, unfair behaviours and promotes a culture of respect
- Develop effective working relationships with other institutions, local communities and other stakeholders to train and support staff and students to tackle gender discrimination and to encourage and promote good practice
- Further develop our approach to transgender issues to promote understanding and welcome for those involved in any kind of change to their gender
- A culture where all gender identities, including non-binary, third gender or transgender, are respected and accepted by all members of our community



## **Our Equality Commitments: Marriage and Civil Partnership**

### **Our commitment**

At The Sheffield College, we are committed to treating civil partners in the same way as married people in employment and training.

Any benefits given to married couples will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

### **Our Context**

The Sheffield College already has well-established processes to support the partners of all our employees, regardless of whether they are married or in a civil partnership, through the range of benefits available. We do not currently gather information on marriage or civil partnerships for students, but we do so for staff.

### **Our Intended Impact**

#### **We will:**

- Create and foster a culture of understanding and mutual respect across all our students and employees in relation to marriage and civil partnerships

## **Our Equality Commitments: Pregnancy and Maternity**

### **Our Commitment**

At The Sheffield College, we are committed to advancing equality of opportunity for women who are pregnant, have given birth in the last 26 weeks or are breastfeeding. We will foster good relations and eliminate discrimination, harassment and victimisation related to pregnancy and maternity.

### **Our Context**

The College has excellent and well-embedded processes to support employees and students who are pregnant or have recently given birth. For instance, we allow time for anti-natal appointments and care, carry out risk assessments to ensure the environment is safe in relation to new and expectant mothers and provide suitable facilities for nursing mothers to express and store milk.

Flexible learning and working arrangements are available for new and expectant mothers in consultation with the relevant Head of Student Experience, in the case of students, and with line managers in the case of staff. We work with local agencies to support young and/or vulnerable expectant and new mothers.

### **Our Intended Impact**

#### **We will:**

- Continue to foster an environment and culture that promotes an understanding of the issues that expectant and new mothers face
- Retain a supportive policy framework for staff that are pregnant or on maternity, through periodic review
- Adopt a robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect
- Encourage an effective working relationship with local agencies and institutions that will allow us to train and support staff and students
- Ensure a fully developed approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers

## **Our Equality Commitments: Race**

### **Our Commitment**

The Sheffield College is committed to being a place where students and staff feel valued, respected, and enabled to develop. We will promote best practice in race equality, and we identify and combat racism and associated disadvantage swiftly and effectively. Racial harassment is not tolerated within the College.

We are invested in working towards the city-wide aim of Sheffield being recognised as an anti-racist city and we have embedded relevant actions and recommendations from the Race Equality Commission report published in the summer of 2022 into our EDI Development Plan which is monitored by senior leaders at quarterly Performance Reviews.

We continue to take positive action to encourage the recruitment of Minority Ethnic groups of students on all courses and to close any gaps in achievement. Our curriculum and extra-curricular activities enable students to gain self-esteem and confidence, preparing them to live respectfully in a racially diverse society.

We continue to seek to increase the number of staff from Minority Ethnic groups and encourage links with supportive professional bodies such as the Network for Black Professionals. We will continue to work closely with the National Centre for Diversity and update our Equality and Diversity action plan annually, which will support this commitment. We work to develop role models through our body of students, our community and our employer network and recognise the contribution they can make to students' aspirations.

We will work to secure the fullest participation of Minority Ethnic students and staff in our planning and decision-making processes. Our Student Voice, Staff and Employer Engagement Strategies and policies, such as our complaints policy, will help us to hear what students, staff, parents and employers from different racial groups and backgrounds tell us and we will act upon these views to further improve our College.

### **Our Context**

Our student population is increasingly diverse and multi-cultural. The Sheffield College provides an inclusive environment for students from different racial backgrounds. Of note, in 2022 – 2023, over 98% of students agreed that the College provides a welcoming place to study for people of all backgrounds.

In 2021/2022, 22% of our Higher Education students were from Minority Ethnic groups and their achievement rates increased by 11 percentage points, whilst 42% of our Further Education students were from Minority Ethnic groups and their achievement rates have risen to 89%. Minority ethnic students achieve better outcomes than Majority Ethnic groups on both provision for Young People and on adult provision. Our provision for English for Speakers of Other Languages has continued to grow over recent years as we continue to create an environment that challenges racial discrimination and promotes race equality. Education providers in the city now routinely contact the College to request that we work with them to support them and share our practice. The College recognises this essentially work in the city and understands how it supports social mobility and social cohesion however our ability to continue to grow this provision maybe affected by future adult funding allocations.

The proportion of ethnic minority apprentices is also increasing with 12% of the cohort completing in 2021-2022 being from minority ethnic backgrounds. However, there is a lot of work to do to improve apprenticeship outcomes for minority ethnic groups.

Ten percent of our workforce is from a Minority Ethnic background in 2021/2022, which is not yet representative of Sheffield. For our staff profile to be representative of the community we must ensure that the College is an attract place for people of all backgrounds to work and ensure that people feel confident to apply. We recognise the benefits of a diverse workforce and the talent contribution that staff of different races make to the College. We remain fully committed to promoting this and to having positive role models for Minority Ethnic staff and students in all of our staff teams and our governing body.

### **Our Intended Impact**

We aim to further develop and strengthen our work around race and equality to maximise the positive impact we have on students and staff from different racial groups.

### **By doing that, we will:**

- Continue to close remaining achievement rates for Minority Ethnic apprentices
- Increase the proportion and profile of Minority Ethnic staff and Governors to achieve a workforce and a Governing Body that is more representative of the local community at every level of the College
- Promote good relations between different groups and communities
- Ensure a reward and remuneration structure that prevents pay gaps between different ethnic groups

## **Our Equality Commitments: Religion and Belief**

### **Our Commitment**

The Sheffield College welcomes people of all faiths and those with no faith. We promote learning and understanding between religions. We act firmly to eliminate any discriminatory behaviour arising from differences in belief. We work to secure respect for beliefs, faiths and religions and welcome all of them equally, providing opportunities for the faithful to celebrate their beliefs. As a learning organisation, we will place firm emphasis on the primacy of education, and we will develop and deliver our curriculum to strengthen moral and social awareness wherever it is appropriate.

### **Our Context**

The Sheffield College has a diverse community with many different value systems and religions. Staff and students have access to a well-established multi-faith chaplaincy service, known as the Listening Service. They are available to offer information about religious festivals and world issues. The College offers a quiet room for meditation or prayer on each of its main campuses.

Our data in relation to religion and belief is improved, as we have now been asking students at enrolment and staff as part of their recruitment process routinely. This now enables us to support curriculum effectively, provide tailored enrichment activity, and create an environment where people can openly discuss faith, religion or belief.

### **Our Intended Impact**

#### **We will:**

- Develop a climate of understanding in which religious discrimination is addressed promptly
- Promote events and communications that celebrate a range of faiths
- Ensure a clear and equal message of welcome for people of all faiths
- Further develop a respectful and value-based curriculum that promotes social and moral development
- Collect and analyse data on the profile of religious belief by students and staff to help us further develop our educational and celebratory activities.
- Help to support improved community cohesion within our communities, for example by working with the Dialogue Society within the city.

## **Our Equality Commitments: Sex**

### **Our Commitment**

The Sheffield College welcomes people of each sex at all levels of the organisation, in all departments and curriculum academies, including anyone identifying as non-binary. We promote an inclusive culture of mutual respect in relation to sex. We do not tolerate harassment based on sex. We continue to remove barriers and actively encourage inclusive participation in job roles and job levels, within the parameters of the law. The Sheffield College is a place where people are encouraged to follow their chosen career or learning pathway regardless of their sex as we seek to build a respectful environment for all.

### **Our Context**

Overall, participation rates between male and female students within The Sheffield College remain broadly the same. However, efforts to promote balance in some areas of the curriculum will continue.

We collect data concerning the sex of our staff and will continue to analyse it on a yearly basis to ascertain the impact of our actions to date. This data is accessible within the College, and we will continue to take steps to address any issues, related to sex, in our workforce. We will continue to revisit our current practices considering any new legislation and ensure that we address any remaining issues and promote a culture of equality in all areas and levels of the workforce.

### **Our Intended Impact**

We will further develop:

- Recruitment strategies that actively encourage students to access careers of their choice, regardless of their sex
- A curriculum that positively reflects different contributions by different sexes in the workplace and promotes them equally and effectively
- A staffing base in which students can see role models of their own sex, irrespective of the curriculum area and the traditional stereotypes
- A Governing Body with a similar mix to that of the College
- Facilities that enhance and support the experience of people equally in using our services or as employees
- A robust approach to sex-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels and promotes a culture of respect

## **Our Equality Commitments: Sexual Orientation**

### **Our Commitment**

The Sheffield College celebrates the diversity of its staff and students and welcomes people of any sexual orientation.

We will actively challenge homophobia when it arises.

We will ensure that the Sheffield College continues to be a place where the lesbian, gay and bisexual community is visible, valued and the community's contribution to the College and wider world is recognised.

We will support and encourage staff and student LGBTQ+ groups and will continue to sensitively ask our students and staff about their sexuality so that we are able to celebrate the diversity they bring to our community.

We will consult our students, staff and partners to ensure that the services and support we provide meet the needs of all our service users.

### **Our Context**

We have facilitated students in developing their own LGBTQ+ groups and forums and these groups will continue to be proactive in raising awareness within the College.

We have worked with organisations such as SAYiT to do more to support staff to feel more informed about sexual orientation through our CPD programmes and we support students' induction and tutorials, as well as to provide links to information and support groups. However, with ever-changing cohorts there is always more to do.

### **Our Intended Impact**

#### **We will:**

- Ensure a welcoming place for all and an environment where all students and staff feel confident and free to be open about their sexuality, if they choose to be
- Further develop a culture within the Sheffield College where the rights of all students and staff are respected and recognised, regardless of sexual orientation
- Provide a learning community where all students have a voice
- Further develop a community of staff who are confident and able to anticipate and to respond to the needs of all colleagues and students regardless of sexual orientation
- Develop a workforce that is trained and confident to challenge homophobia when it arises

## **Further Equality Commitment: Socio-economic**

### **Our Commitment**

There is currently no legislative duty in relation to socio-economic factors. However, the Sheffield College engages with a high proportion of students and apprentices who come from disadvantaged backgrounds and is committed to meeting the needs of the communities it serves.

We are committed to understanding the nature and impact of economic disadvantage. We will work to reduce the barriers faced by people through the provision of high-quality teaching and learning, outstanding support and a curriculum based on the needs of students and employers.

We will continue to emphasise the development of provision designed to attract those with lower expectations of success and prosperity and, with our partners, will explore new ways of working that make our provision more accessible to those who are disadvantaged, including through a trauma informed approach.

### **Our Context**

60% of our student population comes from areas of high deprivation and over 55% of our 16-18 population received financial support.

Many of our students live in, or on the edge of, poverty and experience higher than average levels of ill health and poor educational attainment. The pandemic and ensuing cost of living crisis only serves to exacerbate the situation that many of our students experience day in-day-out.

We believe that we have a duty to our community to address issues relating to class and social mobility if we are to deliver our mission fully.

The Sheffield College is committed to treating deprivation as a context and not an excuse for poor performance, so we expect students from less affluent households to succeed as well as those from ones that are more affluent, but the flexibility support within our consistent expectations ensure that we provide targeted support appropriately to enable students to succeed.

### **Our Intended Impact**

#### **We will:**

- Ensure high-quality transition arrangements and subsequent support for Children, Looked After and care leavers regardless of their age
- Narrow achievement rate gaps for students who live in areas of deprivation across all curriculum areas
- Consider socio economic factors when impact assessing major plans, policies, procedures, and practice
- Ensure on-going curriculum development activity that supports the recruitment and success of people from deprived backgrounds



## Understanding and Tackling Harassment and Discrimination

We continue to build and maintain a positive working and studying environment and continuously work to ensure that all our communities, employees, students and visitors are treated with dignity and respect. This is irrespective of age, disability, gender reassignment (gender identity), marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All students and employees are expected to respect each other, treat each other with dignity and in a courteous manner, and recognise that behaviour that is acceptable to one individual may not be acceptable to another, meaning that all individuals may need to adapt their behaviour.

### Harassment

The Equality Act 2010 states that there are three types of unlawful harassment:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex

A person does not have to say that they object to the behaviour for it to be unwanted. It is the view of the recipient or observer of an incident that determines what is acceptable behaviour. It is the impact of the conduct and not the intention of the perpetrator that determines what constitutes harassment.

The table below illustrates some examples of unwanted behaviour, including those of a sexual nature:

Behaviour	Example	Sexual Nature
Physical	Assault, pushing, standing too close, intimidating stance, threats of violence, deliberate abuse	Inappropriate touching, sexual assault, coercion of sexual acts
Verbal	Shouting, remarks, emails, phone conversations, text messages, derogatory comments, jokes	Sexual jokes, emails or comments
Non-verbal	Hostility, display of offensive pictures and photographs, wearing of offensive badges or insignia, offensive publications, insulting gestures	Pornographic photographs or drawings, gestures of sexual nature

This list is not exhaustive, these are some examples but there are many more. For example, racial harassment is a form of racial discrimination, which includes harassment on grounds of a person's faith, religion or beliefs.

## **Bullying**

Bullying is an unjustified and inappropriate behaviour that is threatening or humiliating. It is usually the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, helpless or humiliated. It negatively impacts confidence and self-esteem.

Examples of bullying include:

- Unwanted physical contact
- Threats or menaces
- Jokes, offensive language, malicious gossip, slander, inappropriate songs, letters, posters or graffiti, obscene gestures
- Isolation or non-co-operation, deliberate exclusion from activities
- Intrusion by pestering, spying and stalking
- Being constantly criticised, having responsibilities removed or being given trivial tasks
- Setting a person up to fail by overloading them with work or setting impossible deadlines

## **Discrimination**

Discrimination is described as any action that deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.

Direct discrimination occurs when you treat a person less favourably than you treat (or would treat) another person because of a protected characteristic and this is done deliberately or unjustifiably.

Indirect discrimination occurs when you apply an unjustifiable provision, criteria or practice in the same way for all people or a particular group of people, but this has the effect of those people who share a protected characteristic within the general group, being subject to a particular disadvantage.

Discrimination based on association also occurs when you treat an individual less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur, for example, when you treat a student less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception occurs when you treat someone less favourably because you mistakenly think that they have a protected characteristic (other than pregnancy and maternity).

It does not matter that you did not intend to cause a disadvantage with a particular protected characteristic. What does matter is whether your action does or would disadvantage people compared with people who do not share that characteristic.

'Disadvantage' within the College could mean denial of an opportunity or choice, deterrence, rejection or exclusion.

## **Preventing Harassment and Bullying**

Staff, students and visitors are expected to have respect and dignity for others. Managers and staff also have a responsibility to ensure that employees and students within their direct or indirect line of responsibility act in a suitable way in their relationships with each other. Any unacceptable behaviour is to be addressed immediately.

Everyone is to be encouraged to express any concerns rather than let an incident go unreported. Any complaints will be dealt with objectively and fairly and will be investigated sensitively and with dignity.

Intimidation, victimisation, retaliation or discrimination will not be tolerated where an individual makes a bullying or harassment complaint.

If after matters are investigated, there is a case for complaint about unacceptable behaviour, matters will be progressed via the Sheffield College's Disciplinary Procedure or using the procedures within the Student Positive Engagement and Behaviour Policy, as appropriate, with a view to taking immediate corrective action. Equally, any malicious complaint of harassment or bullying is not acceptable and will be regarded as misconduct and dealt with using the same procedures.

### **Responsibility of All**

All staff, students and visitors, by their own behaviour and their response to others, are legally responsible for helping to ensure that individuals do not suffer any form of bullying, discrimination or harassment and that they are supported in making complaints.

Difficulty in deciding what constitutes harassment should not deter anyone from complaining of behaviour that they perceive as offensive or distressing.

Some behaviour, that causes offence or distress, may be conscious or deliberate or may arise from thoughtlessness or insensitivity. In either case, the person causing harassment should be given a clear signal that his or her behaviour is unacceptable. This may be done directly or through a suitable third party. No one should be deterred from complaining of behaviour, which distresses him or her, by embarrassment, intimidation or fear of publicity. The need for confidentiality will be respected wherever possible.

All incidents of harassment and bullying should be reported immediately, either by the recipient of the harassment or bullying or by a witness to the incident. Employees who are a witness to any incident should ensure that their own behaviour or conduct does not contribute or collude with the unacceptable behaviour or conduct.

In addition, we will take malicious and deliberate false allegations very seriously and may take disciplinary action as a result.

## **Promoting Choice, Opportunity and Progression**

We strive for equity of access to the delivery of our programmes of learning, and that all members of the Sheffield College's community can learn, teach, train and succeed in a mutually supportive environment.

We will also enable equity of access to employment with positive action where appropriate and within the scope of the Equality Act 2010. For example, when we require new staff, we will continue to use positive action to support increased diversity in areas that are not representative of the community that they serve.

## **Our Commitment to Promote Choice, Opportunity and Progression**

### **We will:**

- Ensure that our admissions processes for students are based on the ability to succeed and will not involve unduly restrictive conditions or requirements
- Implement a staff recruitment policy that will identify the best candidate based on the ability to carry out the duties of the role, and not on perceptions based on any of the protected characteristics
- Review the information that we provide about our programmes to ensure that it is clear, contains relevant facts and can be understood by all potential students
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases that may exist within curriculum materials and assessment methods, encouraging and supporting them in developing curriculum materials that reflect a wider range of experience and culture
- Monitor the composition of the student body in each provision type by sex, ethnicity, age, disability, sexual orientation, and gender identity and seek to address identified imbalance and under representation
- Monitor the retention, attendance and achievement of students by protected characteristics collected at enrolment and seek to address identified imbalances
- Ensure, through our quality assurance policies, that equal opportunity issues are addressed in the design and delivery of learning programmes
- Review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community, within funding guidance
- Reserve the right to refuse admission to our premises or any of our programmes on the grounds of security, safety or breach of the Equality Scheme
- Reserve the right not to engage or work with representatives of political parties that, in our view, hinder our commitment to equalities by disadvantaging individuals or groups of people

## Monitoring and Reporting on Our Progress

### Students and Apprentices:

**Participation:** We will collect and report on all protected characteristics, except for marriage and civil partnership and pregnancy and maternity.

**Outcomes:** We will collect and report on all protected characteristics, except for marriage and civil partnership, pregnancy and maternity and faith, religion and belief.

For **Provision for Young People**, we will collect and report on participation and outcomes of Priority Groups in addition to the above.

For all **provision types**, we will collect and report on participation and outcomes for students and apprentices living in disadvantaged postcode areas.

We monitor the in-year performance of students and apprentices on a quarterly basis through our Performance Review processes and build any need for substantial change into our Business Planning, thus ensuring that EDI is central to the business and curriculum planning of the Sheffield College.

#### Performance monitoring will include

- Retention, attendance, achievement, progression and destination rates of all groups except for faith, religion and belief
- Disciplinary action relating to all groups
- Complaints from all groups collected

### Staff:

#### Staff Community

We will monitor the make-up of our staff body, including by type of contract and job family, by Protected Characteristic.

We will also monitor the following by protected characteristic

- Internal promotions
- disciplinary proceedings
- grievances
- leavers

#### Staff Recruitment

By protected characteristic, except for marriage and civil partnership and pregnancy and maternity, we will monitor and report on the number of;

- applications
- appointments (including to type of contract and level)

### Facilities, Estates and Services:

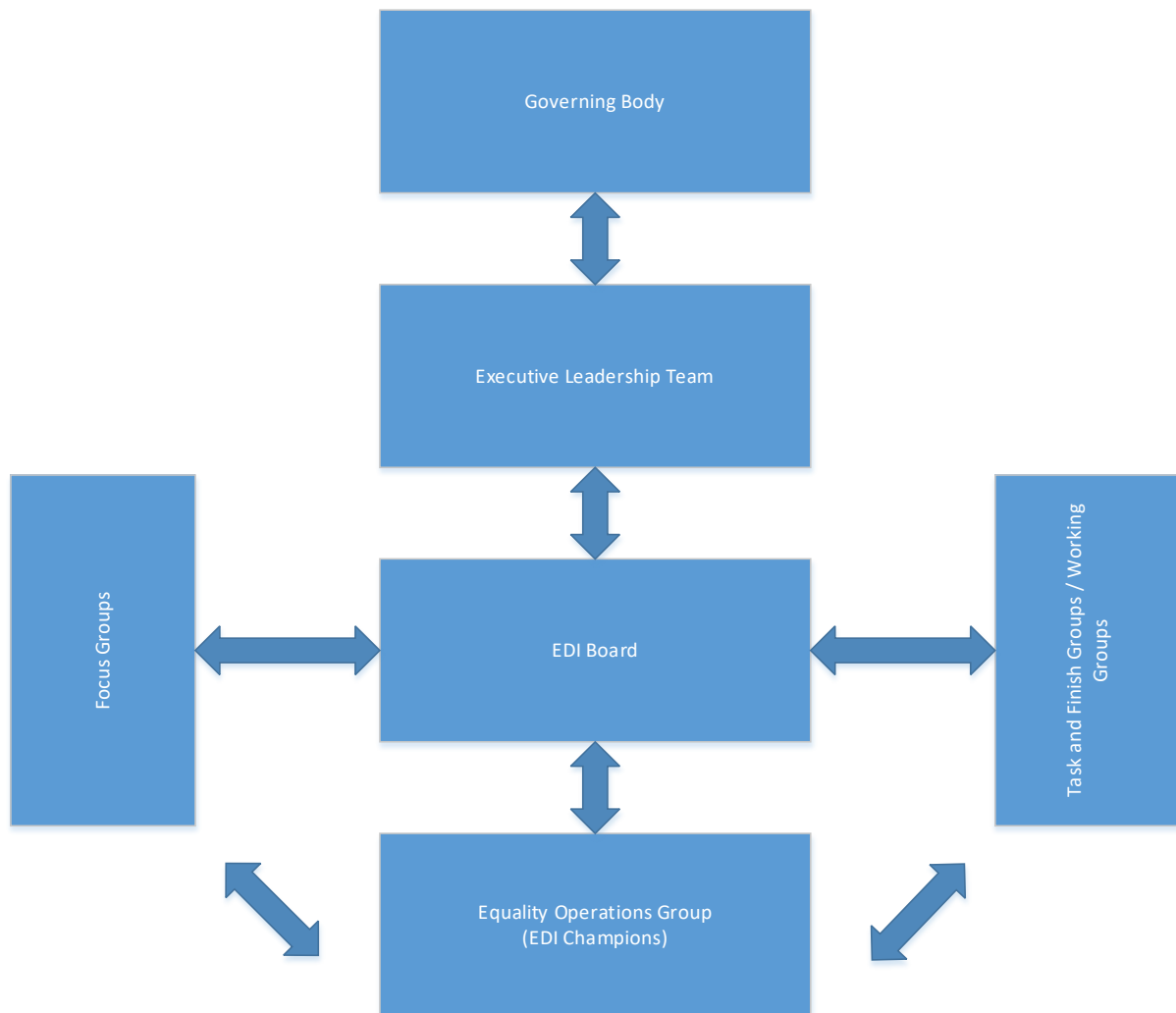
To ensure our facilities, estates and services are accessible we will

- Complete internal and external audits of the accessibility of our facilities and services
- Monitor the diversity and inclusiveness of selected services, such as catering
- Use student voice and participation mechanisms to inform improvements to facilities, estates, and services

The information will be used to:

- Monitor whether there are differences in the way different groups are treated
- Monitor whether there are differences in the experience of any different groups
- Analyse and investigate the underlying reasons for any differences
- Identify areas where specific action could be taken to improve inclusive practice and ensure that it is taken
- Highlight any unfairness, disadvantage or possible discrimination and act where appropriate
- Inform the departmental and college-wide Equality, Diversity and Inclusion Development Plans and EDI Strategic Objectives
- Ensure that all our facilities, estates and services remain accessible, diverse and inclusive

## EDI Reporting Mechanisms



## **Equality, Diversity and Inclusion Board**

The Board has representation from students, curriculum and business/service areas and meets on a termly basis, as a minimum, reporting to the Executive Leadership Team and the Teaching, Learning, Quality and Student Experience Committee of the Governing Body.

### **The EDI Board:**

- reports to the College's Executive Leadership Team (ELT) for oversight of the College's Equality Scheme and for setting, reviewing, and monitoring progress towards the College's equality objectives
- is responsible for recommending strategies and actions to the ELT that will embed equality and diversity into the values and operations of the College and which support the delivery of its corporate objectives and key performance indicators.
- will be responsible for ensuring the College continues to meet its legal obligations under equality legislation.
- will consider and review policies and procedures related to EDI including the Equality Scheme on a continuous basis and will recommend changes to the ELT.
- is responsible for providing oversight to the ELT regarding the operation of the College's delivery of the Equality Scheme
- will meet termly at a time designated on the College calendar.
- review the terms of reference annually to ensure that they are fit for purpose.

### **In respect of eliminating discrimination/harassment, the Board will:**

- review and monitor statistics to identify where there may potentially be unlawful discrimination or harassment and develop strategies to address these problems
- review and evaluate, on an annual basis, the effectiveness of the College's responsibilities under the Equality Scheme and the College action plan
- adopt a zero-tolerance approach to discrimination and harassment
- ensure that the appropriate Equality Impact Assessments are being carried out on all activities within the College

### **In respect of promoting equality and good relations and positive attitudes between persons of different equality groups, the Board will:**

- decide on ways to promote the effective implementation of the College responsibilities under the Equality Scheme and the College Action Plan
- decide upon strategies that ensure EDI is embedded in all activities of the College, with a particular (but not exclusive) emphasis on teaching and learning
- provide support and guidance to enable leaders to manage and promote EDI across the College
- provide support and guidance to the Student Experience team in the arrangements for Annual Diversity Awareness Weeks and initiatives which involve both students and staff across the College
- develop strategies to support the promotion of positive attitudes towards any person with a protected characteristic
- ensure that appropriate steps are implemented to take account of people's disabilities
- review and revise anti-bullying and harassment policies and ensure rigorous implementation of those policies with a zero-tolerance approach

### **In respect of narrowing any achievement gaps for students, the Board will:**

- monitor the retention, achievement, progress and progression of different groups of students and oversee strategies that support the elimination of any such gaps in performance across the whole of the College's operation
-



**In respect of narrowing any gaps relating to staff within the College, the Board will:**

- monitor the application of those practices and HR policies and procedures that impact upon EDI including applications and retention, then by 2021 including promotions, grievances, disciplinaries, average salary and sickness absence of different groups of staff and oversee strategies that support the elimination of any such gaps in performance and equity

The EDI College Development Plan is available on request.

**Equality Operations Group  
(Equality, Diversity and Inclusion Champions)**

This group will be crucial to the mainstreaming of the equality agenda to all staff and will meet monthly to share best practice and lead on the agenda with their respective curriculum and support areas. We aim to ensure that the Champions in place are trained and supported to be effective in their role.

**This group is responsible for;**

- Making recommendations that promote and celebrate the embedding of equality, diversity and inclusion
- Planning, delivering and evaluating cross college projects and initiatives that positively impact on equality, diversity and community cohesion

**Task and Finish/Working Groups**

The EDI Board will commission either Task and Finish or Working Groups to tackle specific Equality, Diversity and Inclusion challenges as they are identified. The work of these groups will be fed directly into the Equality, Diversity and Inclusion Board.

**Focus Groups**

The views and feedback from all stakeholders are sought regularly through surveys and focus groups. We will ensure that stakeholders are asked about matters relating to Equality, Diversity and Inclusion matters at the College.

We are not required, under the Equality Act 2010, to gather and use information to improve equality for people who use our services, such as people who attend Open Day Events or people who use our training restaurants or salons, but we recognise that it is good practice to do so.

## **Equality Analysis (Equality Impact Assessments)**

The Sheffield College will consider the needs of all individuals when shaping policy, implementing processes and delivering services. We will ensure that our decision-making is robust, transparent and that we have considered the impact of our proposal on all equality groups. Having a sound decision making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient, and effective.

The Equality Act 2010 sets out our legal duty to undertake Equality Analysis and, although it does not explicitly require Equality Impact Assessments (EIA) to be conducted, we will consciously consider the three aims of the Equality Duty as part of the process of decision-making. We will improve clarity regarding for which policies there is a college requirement for an EIA to be completed and keep records of how we have considered the equality duties via Equality Impact Assessments.

Analysis/Assessment is a simple way of evidencing that we have complied with the equality duties.

The Equality Impact Assessment template is available to view below.

## **Training**

The Sheffield College acknowledges that equality is a journey and that our commitment to the Equality Scheme will need to be supported by an ongoing and comprehensive programme of equality and diversity training. This will involve everyone throughout the organisation (governors, senior leaders, students, and all staff), regardless of their role or their location.

Staff are also required to take personal responsibility for keeping themselves updated on current equality issues and legislation as part of their role, working for an inclusive organisation.

Our key areas of focus will be Safer Recruitment, Mental Health and Wellbeing, Racial Discrimination and Trauma Informed support for students. However, some groups of students and/or staff will need to receive additional and more specific form of training than others, depending on their roles and on the findings from our continuous monitoring of our equality objectives. For instance, some teaching staff need to improve quality first inclusive teaching practices to better support students with additional learning support need themselves.

Promoting equality and diversity will become part of induction for all new staff and students, and training events for all will be publicised and monitored as part of our quality review of staff and students' development.

The EDI Training Matrix is available to view below.

## **Monitoring**

This training plan has been developed to allow maximum flexibility to meet departmental needs, changes in legislation and external events. The relevance and content of the courses will be reviewed on an annual basis and a detailed plan developed if appropriate. Further training at individual, team, campus or curriculum level can be identified and planned at any time.

All approved staff training is recorded centrally. Managers monitor progress and completion on a regular basis. All staff will complete the E&D core modules as a minimum and will undergo a general refresher course within three years, to ensure that their knowledge remains current and relevant.

## **Complaints Relating to Equality and Diversity**

Staff and students will be made aware of the complaint procedures via induction. Copies of the Equality Scheme and Complaint Procedure will be made available on our website.

Any complaints will be taken seriously, and any member of staff or students found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct. Any member of the public, visitor or service provider involved in discrimination or harassment will also be dealt with following the appropriate procedure.

The organisation will seek to provide a supportive environment for staff, students or other parties who make claims of discrimination or harassment through the appropriate procedure. Any complaints will be dealt with promptly and fairly.

The normal procedures to follow for staff or students who wish to report discrimination, bullying or harassment can be accessed via our website or by contacting the relevant Head of Student Experience for student complaints and the People Team (HR) for staff complaints. Members of the public should address their complaint to Reception at the relevant location in the first instance.

For those who wish to make a formal complaint, full details of how to do this can be found in our Complaints Policy which can be found on our website.

All incidents and complaints of an equal opportunities' nature, however informal, should be logged, anonymously if necessary, showing the nature of the complaint and any outcome. Such a record should be kept even if the individuals concerned did not wish to make the matter formal. We will monitor the equality data of complainants, whenever possible, and use this information to ensure that there are no discrepancies in the level or type of complaints from different equality groups.

## **Roles and Responsibilities**

The success of this Equality Scheme depends on its cross-college implementation, and it is therefore everyone's responsibility working for, or with, the Sheffield College to drive the equality objectives and to abide by the key principles set in this Equality Scheme.

### **Accountability**

The accountability for meeting the statutory duties and for the delivery of the Equality Scheme rests with the Sheffield College's Governing Body.

The Chief Executive and Principal has overall responsibility for Equality & Diversity and implementation of the College statutory duties.

The Chief Executive and Principal of The Sheffield College has overall responsibility for this Equality Scheme and is ultimately accountable for compliance with the College's equality obligations.

### **The Governing Body**

The Sheffield College has a Governor specifically dedicated to promoting the Equality & Diversity agenda. Overall, the Governors are responsible for ensuring that:

- The Sheffield College complies with the law and meets all its duties, including the general and the specific duties
- The Equality Scheme and its procedures are followed
- Our commitment to equality, diversity and inclusion is promoted
- Adequate resources are made available for implementation of the Equality Scheme
- The Equality, Diversity and Inclusion College Development Plan fosters a positive ethos regarding diversity and the elimination of discrimination
- The Strategic plan includes a commitment to equality
- Scrutiny and challenge are provided on reports regarding recruitment, retention, attainment, and achievement rates for students from different backgrounds and on information regarding our EDI objectives
- They are properly trained in their duties under this legislation

### **The Executive Leadership Team are responsible for:**

- Taking the lead in creating a positive, inclusive environment in which everybody is treated with respect and dignity
- The overall implementation of our equality commitments and for promoting equality
- Ensuring that this Equality Scheme is integral to the College's business planning processes
- Assessing the impact of any current and future policies in relation to equality
- Ensuring monitoring information is collected, analysed, and regularly reported
- Ensuring that the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Ensuring appropriate action is taken against staff or students who discriminate
- Ensuring that all premises and facilities are accessible
- Ensuring that the procedures for procurement are inclusive and open to all

**The Vice Principal Student Experience is responsible for:**

- Providing a consistent and high-profile lead for equality, diversity, and inclusion for the Sheffield College
- Keeping up to date with our statutory duties on equality and taking up training and learning opportunities
- Overseeing appropriate and varied consultation and involvement in the development of the Equality Scheme
- Ensuring the Equality Scheme is implemented and reported on
- Monitoring and approving Equality Impact Assessments
- Publishing the Equality and Diversity annual report
- Leading the College wide project to work with the National Centre for Diversity to retain the Leaders in Diversity Standard

**The Head of Safeguarding and Equality, Diversity and Inclusion is responsible for;**

- Keeping up to date with our statutory duties on equality and taking up training and learning opportunities
- Implementing, monitoring, and reviewing the Equality Scheme
- Analysing equality and diversity data and reporting to the EDI Board
- Monitoring the retention and achievement of students from minority and priority groups
- Implementing systems that deal with incidents of discrimination or harassment effectively
- Designing and delivering training and awareness raising campaigns

**All Staff are responsible for:**

- Considering equality and diversity in all quality assurance mechanisms such as course reviews, student surveys, self-assessment reports and observations of teaching and learning
- Promoting equality and diversity in curriculum planning, learning, and teaching methods, classroom organisation, assessment procedures, educational visits, student induction and tutorial programmes
- Promoting the Equality Scheme inside and outside the Sheffield College
- Consistently challenging and reporting any inappropriate language, behaviour or discrimination by students, other staff or by organisations working in partnership with the College, including subcontractors, contractors, and placement providers
- Dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality of opportunities, eliminating discrimination, and fostering good relations
- Becoming familiar with the organisation's equality data and trends, knowing their contribution to the overarching targets, and setting targets
- Keeping up to date with our statutory duties on equality and taking up training and learning opportunities
- Involving students appropriately in decision making
- Ensuring those responsible for teaching and learning have schemes of work and teaching resources that demonstrate sensitivity to issues of equality, diversity, and inclusion

- Promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect
- Introducing all students to equality principles and opportunities during induction
- Contributing to Equality Impact Assessments
- Encouraging activities and projects that support learning and/or that promote diversity, for example regarding the Protected Characteristics and FREDIE+ values
- Providing appropriate and effective levels of support to break down any barriers to learning
- Reporting any Hate Crime incidents promptly

**Contractors, Partners, and Service Providers are responsible for:**

- Complying with legislation on equality, diversity, and inclusion
- Following the College's Equality Scheme and any equality conditions in contracts or agreements

**Students, and where students are under 18, their Parent or Carers, Employers and Visitors have a proportionate responsibility for:**

- Understanding and acting in accordance with this Equality Scheme
- Complying with the College's policies and regulations in respect of Equality, Diversity, and Inclusion
- Supporting staff in challenging and reporting discriminatory language and behaviour

**Staff with Specific Responsibilities**

The **Executive Director People** will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality, diversity, and inclusion
- Ensure that the College's staffing profile is becoming more reflective of sector averages, and approve the use of positive action in recruitment where appropriate
- Compile regular reports on staffing in terms of equality indicators for the governors and produce reports detailing staffing information initially relating to demographics and pay gaps, then subsequently grievances and disciplinary action
- Organise events and activities to raise awareness of this Equality Scheme, and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the College's procedures
- Take the lead responsibility for carrying out impact assessments on all People policies and acting on the results
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality
- Act as the Executive Sponsor as the College works with the National Centre for Diversity to retain the Leaders in Diversity Standard

The **Executive Director Strategy and Systems Improvement** has responsibility for the Equality and Diversity agenda for student matters and will:

- Lead of the provision of reporting on the recruitment, retention, achievement and progress of different groups of students
- Provide an agreed range of range of student quantitative and qualitative information and share it through recognised electronic data dashboards to ensure that this information is used effectively to improve equality
- Provide agreed information that will help relevant college leaders to target recruitment of specific groups of students

The **Head of Tutorial and Student Progress** is responsible for ensuring that students are made aware of this Equality Scheme via tutorial, and for ensuring that students understand equality, diversity and inclusion issues and their rights and responsibilities through an effective induction, tutorial, and enrichment programme.

The **Vice Principal for Quality & Standards** is responsible for ensuring that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, self-assessment reports and any other quality improvement activities.

The **Head of Estates** is responsible for communicating the Equality Scheme to all contractors The Sheffield College partners with and for ensuring that all the facilities are accessible.

The **Head of Finance** is responsible for ensuring that all the procurement processes comply with the College's legal obligations in relation to equality, diversity, and inclusion, as well as complying with College FREDIE+ values.

The **Procurement Team** is responsible for ensuring that all partners, contractors, and consultants are committed to equality, diversity, and inclusion in their service provision. This covers obligations under the Modern Slavery Act, following FREDIE+ principles which are built into college values, as well as sustainability. This is enacted via the Supplier Code of Conduct, which we ask all suppliers to confirm their agreement to. The College ensures compliance with Modern Slavery obligations with an annual statement, supported by a policy which is reviewed each year.

Our **Equality and Diversity Champions** will actively champion the equality and diversity commitments laid out in the Equality Scheme within their faculty or department.



## **EDI College Development Plan**

The latest version of the EDI College Development Plan can be requested by contacting either the

Head of Safeguarding and EDI: [Ellena.street@sheffcol.ac.uk](mailto:Ellena.street@sheffcol.ac.uk)

or

Vice Principal Student Experience: [james.smythe@sheffcol.ac.uk](mailto:james.smythe@sheffcol.ac.uk)

## Equality Impact Assessment Template

### Equality Impact Assessment Template

Completion of the following template is a requirement, where indicated by the College's Policy Index, when proposing new college policies, procedures and guidelines, (hereafter referred to as policy) as well as when proposing significant policy updates.

Question	Response
Policy name	
Policy author(s)	
Executive sponsor	
Is this a new (N) or existing (E) policy, procedure, plan or process?	
To which cohort(s) does the policy, procedure, plan or process apply? <ul style="list-style-type: none"> <li>- Staff</li> <li>- Students (indicate groups)</li> <li>- Public (specify who)</li> <li>- Employers</li> <li>- Other (please specify)</li> </ul>	
Will the policy, procedure, plan or process affect members of the target group(s) equally? If no, indicate how the policy will affect specific groups within a cohort differently and why	
In targeting the policy at a specific group, or groups, within a cohort, will another group, or groups, within that cohort be disadvantaged? If yes, how will this be addressed?	
What information has been gathered about the diversity of the target cohort(s)?	
Does this policy contain visual images? If yes, do they reflect the diversity of the College?	
Indicate how this policy supports The Sheffield College in its General Equality Duty to: <ul style="list-style-type: none"> <li>- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</li> <li>- Advance equality of opportunity between people who share a</li> </ul>	

<p>protected characteristic and those who do not</p> <ul style="list-style-type: none"> <li>- Foster good relations between people who share a protected characteristic and those who do not</li> </ul>	
<p>Indicate any potential negative impacts identified in relation to the protected characteristics listed below, or why you believe that there are not negative impacts in relation to these protected characteristics:</p> <ul style="list-style-type: none"> <li>- Age</li> <li>- Disability</li> <li>- Gender / Gender Reassignment</li> <li>- Marriage / Civil Partnership</li> <li>- Pregnancy / Maternity Leave</li> <li>- Race</li> <li>- Faith, Religion or Belief</li> <li>- Sexual Orientation</li> </ul>	
<p>Indicate any potential negative impacts identified in relation to:</p> <ul style="list-style-type: none"> <li>- Disadvantaged students</li> <li>- Looked After Children</li> <li>- English as an Additional Language</li> <li>- High Needs students</li> <li>- Students accessing Free Meals</li> </ul> <p>Or state why you believe that there are not negative impacts in relation to these needs</p>	
<p>Indicate who the policy has been considered by and/or who has been consulted about the policy</p> <p>If external or advisory groups have been involved specify them</p> <p>If this policy was posted on staff/student intranet for consultation/review purposes did this lead to any equality issues being raised?</p>	
<p>How would you assess the overall impact of this policy on equality? High, medium or low?</p>	
<p>Who completed this audit?</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Job Title</li> <li>- Date</li> </ul>	

Send the completed Equality Impact Assessment with the proposed policy when submitting for approval at the appropriate Board and copy to the Head of Safeguarding and EDI

## Equality, Diversity and Inclusion Training Plan September 2022 – July 2024

The principal objectives of our training plan are to:

- Ensure no student or apprentice, is left behind by narrowing and eradicating achievement gaps
- Improve student satisfaction, specifically related to the FREDIE+ section of the student surveys
- No colleagues are left behind in their understanding of their EDI duty
- Our culture and reputation encourage people from a diverse range of communities to join the College workforce
- Enable the College to remain a Leader in Diversity

Name of course	Purpose	Intended Audience	Mandatory (Y/N)	Date Delivered by	Delivery Model
Equality and Diversity (Mandatory Online)	Understand the Equality Act 2010 and set out the expectations around the rights and responsibilities of all staff	All staff (including subsidiary staff)	Yes	Continuous 2022 - 2024	Online training (EduCare)
Equality Impact Assessments	To equip policy writers with the knowledge of the requirements and process for undertaking Equality Impact Assessments.	SLT	Yes (Refresh)	April 23	Internal delivery
Understanding Equality Gap data and developing strategies to eradicate gaps	Enable managers to analyse EDI data to take necessary effective action to reduce gaps.	Managers	No (Bespoke as requested)	Throughout 2022-2024	Internal delivery
Embedding EDI in learning	To equip delivery staff with the skills and strategies to effectively embed EDI in the classroom.	Delivery staff	Yes (in faculty meetings)	Continuous 2022 - 24	Internal delivery
Understanding FREDIE+	Understand the principles of FREDIE+ and our commitment to fairness in the workplace, gaining knowledge in protected characteristics as defined by the Equality Act 2010 and the Public Sector Equality Duty.	All staff	Yes (Induction session for new staff)	Continuous 2022 - 24	Internal delivery

Mental Health First Aid (Train the Trainer)	By qualifying to deliver MHFA England courses you can:	X3, by application	Yes	June 2023	MHFA England
2-day Mental Health First Aid (Youth)	By qualifying to deliver MHFA England courses you can: <ul style="list-style-type: none"> <li>- Empower people to notice the signs of mental ill health</li> <li>- Encourage them to break down barriers and listen in a non-judgemental way</li> <li>- Show how them how to signpost to support for recovery</li> </ul>	By application for: HoSE SMs WBL/TAFs Safeguarding Team	No	August 22 – July 24	Internal accredited by MHFA England
2-day Mental Health First Aid (Workplace)	By qualifying to deliver MHFA England courses you can: <ul style="list-style-type: none"> <li>- Empower people to notice the signs of mental ill health</li> <li>- Encourage them to break down barriers and listen in a non-judgemental way</li> <li>- Show how them how to signpost to support for recovery</li> </ul>	By application for: People Managers	No	August 22 – July 24	Internal accredited by MHFA England
1-day Mental Health Champions	This provides: <ul style="list-style-type: none"> <li>- An understanding of common mental health challenges</li> <li>- An ability to spot signs of mental ill health and guide them to places of support</li> <li>- Knowledge and confidence to advocate for mental health awareness</li> </ul>	Other frontline staff Eg: Reception Careers	No	August 22 – July 24	Internal accredited by MHFA England

	<ul style="list-style-type: none"> <li>- Skills to support positive wellbeing</li> </ul>				
Mental Health Awareness	<p>This provides:</p> <ul style="list-style-type: none"> <li>- An understanding of common mental health challenges</li> <li>- Skills to work effectively with and support people living with mental health challenges</li> <li>- Ways to relate to the experiences of people with mental health challenges</li> </ul>	All staff	No	August 22 – July 24	Internal accredited by MHFA England
Mental Health for Leaders	As a manager, understand how to support staff with their mental health and well-being using the CLASS system of Connect, Listen, Assess, Support and Signpost	Managers	Yes	July 2023	External (Champion Health)
Quality First Teaching	<p>Understand responsibilities as a teacher / trainer for quality first teaching.</p> <p>Explore the need for inclusive practice, reasonable adjustment and gain an improved understanding of the different ALS/SEND needs of our students, particularly related to neurodiversity.</p>	Curriculum staff	Yes	August 22 – July 24	Quality Team / SEND team
Developing a Trauma Informed Approach	Develop an inclusive behaviour management approach by understanding the impact of Adverse Childhood Experiences and the neurodiversity on behaviour. Consider approaches and language to de-escalate situations and techniques to reduce stress.	Managers, then curriculum staff	Yes	Jan 23 – July 24	External (Well Spring / Learn Sheffield)  VPSE

Understanding Gender Identity	Session to understand Gender Identity, Gender Re-assignment and how to create an inclusive environment to support students	Identified staff	Yes (for identified staff)	April 23	National Centre for Diversity
Cultural Awareness seminars	Discuss cultural differences and similarities in relation to communication, expectations, behaviours and needs. Aimed at reducing stereotyping and fostering good relations and understanding between different groups of people.	All staff	No	Continuous Jan 23 - July 24	Listening Service / Dialogue Society
Faith, Religion and Belief seminars and messaging	Discuss different faiths, religion and beliefs and challenge common misconceptions.	All staff	No	Continuous Jan 23 - July 24	Listening Service / Dialogue Society
LGBTQ+ Awareness	Raise awareness of LGBTQ+, to challenge stereotypes and outline rights and responsibilities of staff and students.	All staff	No	Continuous Jan 23 - July 24	SAYiT / Students' Union
Disability Awareness	To raise awareness of sight and sensory impairment, physical and learning disabilities.	All staff	No	Continuous Jan 23 - July 24	HI/VI team
Neurodiversity	Raise awareness of neurodiversity and how to support student and apprentices to achieve	All Staff	No	Throughout 2022 - 2024	NcFD In House (SEND) VP Apps
Inclusive Language	Raise awareness of Inclusive Language	CLT	Yes	October 2022	NCfD (Online)

As opportunities and needs arise, the College will add to the offer outlined above as appropriate and required.

This information is also available in a range of formats, such as large print, on request.

The Sheffield College is committed to equality of opportunity, non-discriminatory practices and supporting individual students.

The next formal update of this training matrix will take place from January 2024 – July 2024.

# The Sheffield College

0114 260 2600  
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[www.sheffcol.ac.uk](http://www.sheffcol.ac.uk)

All information is correct at time of print. Data and statistics taken from EMSI software and the National Careers Service. If you need this guide in any other format, please get in touch.