



Kingston Adult Education

Single Equality Scheme

2011 - 2013



If you require this document in larger font or an alternative format please contact Suzanne Dare, Inclusive Learning Coordinator, on 020 8547 6764

If you have any comments or concerns about this Scheme please contact Katherine Fisher – Deputy Principal by telephone 020 8547 6742 or email katherine.fisher@rbk.kingston.gov.uk Alternatively you can contact Kingston Adult Education's general enquiries telephone number on 020 8547 6700 - or write to Katherine Fisher at Kingston Adult Education, North Kingston Centre, Richmond Road, Kingston upon Thames, Surrey KT2 5PE

Contents

1. Introduction from the Deputy Principal
2. Introduction to the Scheme
3. Kingston Adult Education's Mission and strategic themes
4. An overview of the legal requirements:
5. Kingston Adult Education context
6. Involvement of learners and staff
7. Gathering and using information
8. Undertaking impact assessments
9. Our equality objectives and priorities
10. Publishing, reporting and updating the Scheme
11. Putting the Scheme into practice
12. Equality Objectives and Action Plan – IN DRAFT

1. Introduction from the Deputy Principal

Welcome to Kingston Adult Education's second Single Equality Scheme.

This Scheme builds on work and progress from our first Single Equality Scheme and from predecessor race equality policies, disability equality schemes and gender equality schemes. We have updated our latest Single Equality Scheme to reflect changes introduced by the new Equality Act 2010, in force from October 2010.

We welcome these new equality duties and recognise that these complement our mission to continually improve equality and diversity at Kingston Adult Education.

Katherine Fisher

March 2011

2. Introduction to the Scheme

This is Kingston Adult Education's second Single Equality Scheme, which sets out the background and our obligations to the duties to promote race, disability and gender equality, and how we intend to implement our general and specific duties for these three sets of legislative requirements. It also demonstrates how we intend to meet the requirements of the new integrated equality duty, which is part of the Equality Act 2010, in force in April 2011. This Scheme and the accompanying action plan, action plan due for completion this year), provide a coherent and strategic framework for promoting equality and diversity within KAE.

At the heart of the previous duties to promote race, disability and gender equality, and the new integrated equality duty, is the need to set equality priorities and objectives in the context of local concerns as well as national and specific issues relating to equality. This Scheme sets out our priorities and objectives for the next three years.

We have aligned our priorities and objectives with our mission, the Service Plan for Learning and Children's Services, and the Kingston Plan. All staff and learners are expected to actively support and implement this Scheme.

The sections in this Single Equality Scheme are:

- KAE's mission and strategic themes, and how our equality priorities and commitments align with these.
- An overview of the legal requirements to promote race equality, disability equality and gender equality, and the new integrated equality duty in force from April 2011
- KAE context
- How we have involved learners and staff in developing this Scheme and our equality objectives
- An outline of the information that we currently gather and use in relation to equality and diversity
- The process we will undertake to impact assess our policies and practice
- Our key equality objectives and priorities for the next three years
- An outline of how we will publish, report on and update the Scheme.
- An outline of how we will put the Scheme into practice and the responsibilities and accountabilities associated with this.
- Our equality objectives and three year Action Plan

3. Kingston Adult Education's mission and strategic themes

Vision

KAE is fully committed to the principle of equal opportunity for all staff and learners, in accordance with its policies and mission statement, and it is our aim that prospective and actual learners and staff are treated fairly, regardless of differences. Our ultimate objective is to be a wholly inclusive service where learners and staff have equal opportunity to fulfill their potential and where differences are respected.

Participation in a diverse learning programme is proven to have a positive effect on wellbeing and KAE aims to promote an inclusive culture that recognises both this and the need to make its own distinctive programme widely available. We seek to provide a high quality service that is accessible to all and introduce measures to eliminate any direct or indirect discrimination in our work. To this end, KAE will ensure that no individuals or groups are denied access to services because of gender, sexual orientation, culture, race, religion, physical, sensory or learning disability, mental or physical health, age, social or marital status.

Principles

In assessing potential in both learners and its employees, KAE gives consideration to any identifiable factors which may result in an applicant being disadvantaged and measures are taken to compensate while preserving the validity and integrity of procedures. We will promote equality by removing any barriers to access, progress or achievement wherever possible.

We will continue to tackle discrimination by: providing an accessible curriculum and creating an inclusive learning environment, displaying positive images that reflect the diversity of our community in our marketing, promotional and teaching materials, denouncing patronising, discriminatory or negative attitudes, challenging any and all instances of harassment and direct or indirect discrimination, making our environment as safe and accessible as possible and will require good practice from our partners and sub contractors.

We have identified the anticipation of future demand and legislation as a priority, which will be borne in mind during programme planning, the allocation of funds and resources, collaboration with existing partners and the forging of new partnerships.

Conclusion

At KAE, we are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations between all who work, learn or use our services. We aim to create and maintain a working and learning environment in which all people have the opportunity to participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment. We recognise that all have a right to equality of opportunity irrespective of

race, disability, gender, gender reassignment, age, nationality, sexual orientation, religion or belief, marital or civil partnership status, or socio-economic status, background or class.

KAE sees understanding and addressing the needs of staff, learners and the wider community as a key challenge and this Scheme is a statement of our commitment and approach to equality. We recognise that our duty to produce and implement this Scheme will ultimately benefit both the service and its users and we believe that it will provide the framework for making a positive and lasting difference to the experiences of our staff, learners and the community

Equality and diversity is central to all that we do, and fundamental to our mission and values. The following table shows our strategic themes, together with a statement making explicit the link with our equality and diversity priorities and commitments

Kingston Plan	Equality and diversity priorities and commitments
Sustain and share economic prosperity (Theme 2 Objective 4)	Ensure that KAE curriculum planning offers wide opportunities for vocational training and courses, including English Language, that improve employability prospects for participants.
Raise educational standards and close gaps in attainment (Theme 2 Objective 5)	Consolidate and broaden the Family Learning programme in targeted schools. Monitor participation and progress, using data to set targets for the improvement of the skills of parents and carers and for supporting their children's academic attainment. Continue to consolidate the programme for Basic Skills and GCSE, in particular for those with low starting points.
Support people to be independent (Theme 3 Objective 9)	Provide opportunities in developing life skills for those with learning disabilities and difficulties. Offer opportunities in leisure and personal development both as discrete courses and where possible integrate LDD learners into mainstream courses. Continue to offer Basic Skills, including ESOL, provision and national accreditation. Put in place appropriate learner support to remove barriers to access.
Encourage people to take an active part in the social and cultural life of the community (Theme 3 Objective 10)	Monitor participation and reach into the community and take action to widen participation where necessary. Promote opportunities for disabled people.
Cultural Strategy	
Encourage all residents...to get involved in cultural activities	Offer a balanced curriculum with opportunities for personal and social development and ensure that participation is monitored through the collection and analysis of equal opportunities data.
Finding ways to encourage and develop residents' creativity in the Performing Arts and media based art forms	
KAE Development Plan 10-11	
Staff and learner views need to be systematically sought on a wider variety of equality and diversity issues by updating the learner questionnaire	Redesign QDP questionnaire to include more relevant questions to inform future planning. Form an Equality and Diversity task group to monitor and implement the Single Equality Scheme. Re-establish the Disability Inclusion Group and use their views to inform future planning.
Formalisation of local learning partnerships should be implemented	Establish borough wide Lifelong Learning Forum

4. An overview of the legal requirements

The duty to promote race equality

The general duty has three inter-related parts, and means that public authorities, in carrying out their functions, must give due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

The duty to promote disability equality

The general duty has six inter-related parts, and will mean that public authorities, in carrying out their functions, must give due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability- related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The duty to promote gender equality

The general duty has two inter-related parts, and will mean that public authorities, in carrying out their functions, must give due regard to the need to:

- eliminate unlawful discrimination and harassment and
- promote equality of opportunity between men and women

Other Equality Legislation

Equality and diversity means more than the promotion of race, disability and gender equality, and the following legislation is also relevant to the implementation of our Scheme:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Equality Act 2006, extending Religion and Belief and Sexual Orientation Regulations to the provision of facilities, goods, services and education

The Equality Act 2010

The Equality Act 2010 introduces the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

- Race
- Disability

- Gender
- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy / maternity
- Marriage / civil partnership.

The Equality Act 2010 replaces and extends the public sector duties to promote race, disability and gender equality with a new Equality Duty. In force from April 2011, this will cover 8 of the 9 protected characteristics (marriage and civil partnerships is excluded). There is one general duty, which will require organisations to give due regard to:

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

5. Context

In general the people of Kingston are relatively healthy, well educated and affluent. In 2007 Kingston ranked as the 3rd least deprived of London boroughs and ranked 245th out of 354 in England. This compares with 265th out of 354 in 2004. With the exception of the City of London, Kingston is the smallest London borough in terms of population. Within this population relative poverty and deprivation is both concentrated into small areas (mainly social housing estates) and also widely dispersed in tiny 'pockets'. The Public Health Annual Report 2009-10 estimates that there are 3,879 people with uncertain employment (2% of the estimated population) living in social housing within deprived areas. Norbiton and the western part of Beverly ward represent the most deprived areas of the Borough. The local population is 158,311 (Public Health Annual Report 2009-10). Since 2003 Kingston upon Thames has experienced a birth rate rise of 19%. It is estimated that the population will increase by about 9% from 2003 to 2013.

There are 28,937 residents who are under 19. The percentage of lone parent households with dependent children in Kingston is 5.1%, which is lower than the 6.5% national average. The population is multi-ethnic, with an estimated 21.2% from black and minority ethnic groups compared to a London average of 32.5% (2006 data). The largest ethnic groups in the borough are believed to be Tamil and Korean.

Unemployment rates are relatively low. In February 2009 the unemployment rate was 2.6% compared to a London average of 5.2% and a national average of 5.2%. In addition to those who receive Job Seekers Allowance as at June 2008 there were a further 6,529 residents claiming inactive benefits – mainly sick and disabled people and lone parents.

Kingston Adult Education (KAE) is placed within the Culture and Lifelong Learning sub-directorate of the Learning and Children's Services of the Royal Borough of Kingston upon Thames. All Heads of Service, including the Principal of KAE, produce regular Service Plans which ensures that KAE's aims are closely integrated with the strategic aims of the authority. KAE works within the framework of council and directorate policies and is fully accountable to the procedures of Local Government.

6. Involvement of learners and staff

Outcomes of discussions with a sample of learners, the DIG group and staff audit will inform our Equality Action Plan.

Actively seeking the views of learners and staff involve learners and staff are key to identifying KAE's actions to improve equality. We welcome more disabled staff and learners, staff and learners from ethnic minority backgrounds and male and female staff and learners who are working or learning in under-represented areas, or who have undergone gender reassignment, to come forward to help us further identify areas for involvement, and to help us to review, revise and develop our Scheme and Action Plan. We also welcome the further involvement of people who share other protected characteristics, particularly sexual orientation, age, religion or belief. Consultation activities are planned for the academic year 2010-11 and outcomes from these activities will inform subsequent updates of our Action Plan.

Responsibility

The role of the Inclusive Learning Coordinator was expanded in January '06 to include leading on Equality and Diversity within KAE and entails responsibility for writing and reviewing policies, the consultation on, design and development of the Equality Scheme, and promoting inclusive learning through staff development, overseen by the Deputy Principal and with the full support and commitment of the Executive Group.

The Governing Body is responsible for approving this Equality Scheme.

The Principal has the executive responsibility for managing its overall implementation.

The Executive Group is responsible for overseeing the design and implementation of the Scheme and ensuring that its spirit is made known to all employees of KAE and adhered to.

The Executive Group is responsible for ensuring that discrimination does not occur in: The provision of KAE services; the recruitment and selection process; the selection of employees for training; the allocation of work.

The Quality and Curriculum Group are responsible for the implementation of the Scheme within their areas and for reporting back to the Executive Group.

Contractors, providers of services to and partners of KAE are required to comply with all aspects of the DES.

7. Gathering and Using Information

KAE actively monitors its performance to ensure we are meeting our commitments. For example, we gather and use the following information, disaggregated by equality and diversity parameters, to monitor and improve practice

For employment,

- Staff profile, including ethnicity, gender, age and disability
- Disciplinary
- Complaints
- Progression
- Access to and satisfaction with staff development opportunities

For learners

- Ethnicity, gender, age and disability
- Recruitment, retention, achievement and success
- Attendance
- Progression
- Learner satisfaction
- Complaints

Outcomes from analysis of the above information inform the self-assessment (SAR) and KAE's annual development plan. The SAR is submitted to the RBK Directorate Head of Learning and Children's Services and Governors.

8. Undertaking Impact Assessments

Under the duties to promote gender, disability and race equality, KAE must conduct impact assessments on their policy and practice.

An equality impact assessment is a detailed analysis of the effects of a proposed or existing policy or practice on a group of people such as disabled people or women. 'Policy and practice' is a broad term that covers every aspect of an organisation's function. The impact assessment process looks for positive impact that may have been missed or better exploited, as well as detecting any actual or negative impact on a particular group of people. It is a way to make sure that individuals think carefully about the likely impact of their work on different groups of people, and take action to improve policy and practice where appropriate

We recognise that the impact assessment process is an important tool for embedding equality across the whole organisation, ensuring that we give 'due regard' to equality in all that we do.

9. Our equality objectives and priorities

The Equality Action Plan will identify actions for continuous improvement of equality and diversity at KAE. They will establish following data analysis and staff and learner involvement and consultation.

- Policy development
 - Develop a new harassment and anti-bullying policy
 - Revise learning support policy and procedures
 - Develop a policy for staff and learners who are, have or intend to undergo gender reassignment
- Learner experience
 - Increase learner awareness of different faiths and beliefs
 - Promote services to different faith groups
- Workforce
 - Continue to strive to close equality gaps in the workforce profile
- Staff training and development
 - Deliver training to embed E&D within curriculum planning and teaching and learning delivery
 - Audit all staff development activities within the framework of equality and diversity and target training where most needed
- Equality impact assessments
 - Establish KAE methodology of carrying out EIAs, identifying strategic model for rolling out EIAs across the organisation
- Data analysis
 - Track participation in enrichment activities by race, gender and disability
 - Gather staff data in relation to sexual orientation and religion and belief
 - Improve reliability and validity of learner disability disclosure data
 - Include HR data for sessional and casual staff in future annual equality reports
- Employer engagement
 - Further develop the embedding of E&D within assessor progress reviews
- Miscellaneous
 - Establish a new task group to drive forward equality and diversity improvements in KAE

10. Publishing, Reporting and Updating the Scheme

The Scheme will be published on KAE's website and intranet, and made available in hard copy, large print and alternative formats by request. An easy read version will also be made available on request

A summary document will highlight the key features of the Scheme and signpost where further information can be obtained. This summary document will be made distributed as a newsletter to staff and placed on the staff intranet

A statement highlighting KAE's commitment to equality and diversity and the Single Equality Scheme will be placed in key publicity materials, including KAE's prospectus, the student diary and staff recruitment literature

An annual report will be made to the Governors on the progress of the Scheme and the implementation of the Action Plan, and in particular

- the results of impact assessments
- the information that has been gathered and used in relation to learners and staff
- the narrowing of equality gaps and the achievement of equality targets, objectives and priorities

We will review the Scheme each year and update action plans and targets on an interim basis. Updating will take account of changes in the law and KAE's priorities as well as new information relating to equality and diversity and the results of impact assessment. There will be a full review and revision at the end of the Scheme's three year cycle.

11. Putting the Scheme into practice

- The Deputy Principal is responsible for promoting KAE's commitment to equality and ensure adequate resources are made available for implementation of the Single Equality Scheme
- The Executive Group is responsible for the overall implementation of KAE's equality commitments and for promoting equality. They will ensure that this Scheme is integral to KAE's strategic themes and development plans.
- The Equality and Diversity task group will meet termly to review the scheme and the associated action plan.
- Coordinators will make sure that equality issues are core to service delivery, teaching and learning, staff management and recruitment, selection and promotion. They are responsible for ensuring that all staff and learners are made aware of this Scheme
- The Deputy Principal is responsible for organising events and activities to raise awareness of this Scheme, and for ensuring that all staff understand equality and diversity issues through a rolling programme of staff development.

- All members of KAE community are responsible for supporting this Scheme and its implementation. They are expected to:
 - promote a positive working and studying environment that is free from discrimination, harassment or bullying
 - treat all individuals with dignity and respect
 - challenge stereotyping and prejudice
 - report incidents of discrimination, harassment or victimisation