

Setting New College Stamford's Equality and Diversity Objectives.

The Equality Act 2010 requires public sector providers to comply with the Public Sector Equality Duty, which means that we have to meet the requirements of a General Equality Duty and also Specific Duties.

<p>The General Equality Duty (GED):</p> <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation • Advance equality of opportunity • Foster good relations <p>The three words highlighted above (eliminate, advance, foster) are known as the 'arms' of the GED.</p>	<p>The Specific Duties (SDs):</p> <ul style="list-style-type: none"> • Publish equality information annually • Publish equality objectives at least every four years.
<p>The Protected Characteristics (aspects of our identity which are protected by the Act:</p>	
<ol style="list-style-type: none"> 1. Race 2. Disability 3. Gender 4. Gender reassignment (transgender status) 5. Age 	<ol style="list-style-type: none"> 6. Sexual orientation 7. Religion / belief 8. Pregnancy and maternity 9. Marriage / civil partnership

Draft objectives for discussion by the E&D Committee / SMT / Governors:

Objective	Actions / Measures / Specifics	Which Protected Characteristic does the objective support?	Which arm of the GED does the objective support?
<ol style="list-style-type: none"> 1. Advance the course take-up by under-represented genders in identified curriculum areas. 	<ul style="list-style-type: none"> • Identify curriculum areas in which either gender is under represented • Set a target to increase take up over a set period of time (tbc) 	<p>Gender</p>	<p>Advance</p>

<p>2. Strive to eliminate any differential in students' attainment according to race, gender or disability.</p>	<ul style="list-style-type: none"> • Monitor retention of learners on a monthly basis and feedback to Directors of Learning • Disaggregate and analyse success data on an annual basis across the college and by curriculum team • Identify trends and set improvement targets as and when necessary (tbc) 	<p>Gender, Disability, Race, Age.</p>	<p>Eliminate</p>
<p>3. Address the under-representation of Black and Minority Ethnic (BME) people in the staff and governing body to reflect the population we serve.</p>	<ul style="list-style-type: none"> • Monitor on an annual basis the ethnicity profile of staff and governors compared to student profile. • Review on an annual basis our recruitment process to identify under-representation in applications and appointments. • Set a target to increase the BME staff and governor profile (tbc) 	<p>Race</p>	<p>Advance</p>
<p>4. Foster a culture of dignity and respect between different groups of people by raising awareness of diversity in Teaching, Learning and</p>	<ul style="list-style-type: none"> • Monitor and review E&D in lesson observations in 2012-13 • Deliver E&D CPD to all teaching staff by (tbc) • Deliver a calendar of at least 6 	<p>All</p>	<p>Foster</p>

Assessment.	awareness raising events throughout the year to support in-class learning.		
5. Enhance the gathering of data on sexual orientation, transgender status, faith and belief (of staff and students) in order to ensure that we meet their needs in college.	<ul style="list-style-type: none"> • Define informal mechanisms to gather this data in (<i>for example</i>) 2012/13 and 2013/14 tbc • Make formal arrangements to gather data by (<i>for example</i>) September 2014/5. tbc 	Sexual orientation, gender reassignment, faith and belief.	Advance, foster.