

Equality & Diversity Action Plan 2018/19

Outcome for Learners : Use data and information systems to monitor, analyse and raise the success rates for all students																						
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status																	
1.1 Analyse student achievement rates by equality strands and address any success rates that are below College and national averages and identify any targeted support needs	<ul style="list-style-type: none"> Performance reports looking at retention and achievement rates Implement specific actions Monitor impact of targeted support Identify areas requiring additional support activity through campus and Directorate SARS- explicit actions required in the QIPs Utilise maps of enrolment to establish causal links between home/ travel and achievement Introduce campus –based award ceremonies to raise profile of success at lower levels and celebrate achievement for wider group of learners 	Group Director of Quality Group Director MIS	Oct 2019 July 2019	<p>LACs identified in 2017/18 as significant group for 2019/20. Created bespoke reports to be monitored. Career interview report. Processes will be rolled out to other areas. Administrator across College now. Proposal for new role 2019/20.</p> <p>Achieved- 4 successful events held.</p>																		
1.2 Analyse student disciplinary action by equality strands and address any adverse impact	<ul style="list-style-type: none"> Student disciplinary records Timpson report (March 2018) * summary attached for reference. Attendance 	Deputy principals – campus level Principal with E&D oversight	Jan 19 July 2019	<p>There has been a reduction in DA4s and subsequent exclusions across the group as a whole. Data indicates no adverse impact on any particular group. Patterns of exclusion by ethnicity in line with overall College demographic. Hackney has seen a significant improvement in the volume of learners disciplined at stages 1 &2 (from a total of 71 in 17/18 to 243 in 18/19. This indicates higher expectations and is reflected in improved attendance. Redbridge has also seen an increase at this level. Tower Hamlets has seen improved external behaviour and a reduction of 40% at stage 4.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th>Stage 4</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Tower</td> <td>2017-18</td> <td>106</td> </tr> <tr> <td>2018-19</td> <td>64</td> </tr> <tr> <td rowspan="2">Hackney</td> <td>2017-18</td> <td>5</td> </tr> <tr> <td>2018-19</td> <td>5</td> </tr> <tr> <td rowspan="2">Redbridge</td> <td>2017-18</td> <td>8</td> </tr> <tr> <td>2018-19</td> <td>37</td> </tr> </tbody> </table>				Stage 4	Tower	2017-18	106	2018-19	64	Hackney	2017-18	5	2018-19	5	Redbridge	2017-18	8	2018-19
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				Use of poster campaign and Community Liaison posts to modify behaviour.	
1.3 Analyse take up of student support services and enrichment activities	<ul style="list-style-type: none"> Enrichment and mentoring SAR Ensure service and activities are accessible to learners Feedback from students via focus groups Personal Development, Behaviour and Welfare. 	Group Director: Communications & Customer Services- report by campus : safeguarding and enrichment leads	July 2019	MIS are researching patterns and trends at each campus. Student peer to peer mentoring taking place. LGBT profile raised across all campuses. Diversity calendar produced. Looking at bursaries, free school meals, LACS and High Needs support to ensure that processes are consistently applied.	
1.4 Student complaints	<ul style="list-style-type: none"> Student complaints process 	Group Director: Communications & Customer Services	July 2019	An aligned complaints policy and process is now implemented at Redbridge, Hackney and Tower Hamlets, which will enable better reporting, and will be introduced at Epping for 19/20.	
Quality of Teaching Learning and Assessment: Embed equality and diversity into the student experience by removing barriers and ensuring all students have access to College resources					
Key actions	How will this be done and or evidence sources	Lead Department /person	By when	Achieved /progress to date	Status
2.1 Identify and continue to ensure learners have access to appropriate support	<ul style="list-style-type: none"> Learner Support Service's records Review impact of support offered Ensure service accessible to learners Personal Development, Behaviour and Welfare. Ensure non-compulsory disclosures are encouraged and supported during enrolment and induction to increase awareness of LACs/ non- EHCP covered learning needs as vulnerable groups 	GCD ALS Assistant Principal Student Experience From September 2019- campus Safeguarding & enrichment leads	First review October 2018 2 nd April 2019	Staff and students receive safeguarding training. Mental health training has been offered across the College to enable staff to develop their skills and understanding. Tutorial support notices are placed around the college and on the back of toilet doors advertising support available at the College training for salient staff in mid-year CPD day). Increased support activity in run up to exams and exam stress sessions. Student attendance has increased at each campus.	
2.2 Continue to ensure curriculum and support services deliver activities that support the promotion of E&D and tackle discrimination through tutorial/pastoral support	<ul style="list-style-type: none"> Enrichment activities Learner voice Tutorial programmes Student Handbook Diversity calendar British values Personal Development, Behaviour and Welfare. Tutorial/enrichment 	Assistant Principal Student Experience	Aug 18 ongoing	All adults receive a British Values course. Examples of good practice have been identified through learning walks, specifically identified as area for observation in LW2. PDRs for staff highlight E&D contribution. LGBT profile raised across all campuses. Diversity calendar produced.	

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<p>2.3 Continue to ensure E&D is embedded in the classroom by; Better promotion through the use of naturally occurring opportunities in lessons as related to their subject specialism</p>	<ul style="list-style-type: none"> • Check SOW and lesson plans for evidence of differentiation • Visit classes as part of lesson observation scheme and/or through informal observations • Student survey • Teaching materials used before, during and after lessons • Sharing of good practice through the use of Advanced Practitioners on CPD days and via Moodle 	<p>Principals Group Director of Quality</p>	<p>Sept 18 ongoing Learning Target in Walks 2</p>	<p>The College is ensuring that Equality & Diversity are embedded in all learning walks. The College is identifying examples of good practice of teaching that embeds Equality & Diversity across all campuses.</p>	
Leadership and Management: Actively promote equality & diversity and receive feedback from staff, learners, employers and other partners of the College					
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
<p>3.1 Continue to ensure all staff, students and key stakeholders understand their obligations under the Equality and Diversity Action Plan (SES)</p>	<ul style="list-style-type: none"> • All staff, students and key stakeholders receive E&D training • E&D is an integral part of staff and student induction programmes and is monitored by EDSG. • Access to work. 	<p>Assistant Principal Student Experience</p>	<p>Sept 18 ongoing May 2019</p>	<p>90% of staff have completed Equality & Diversity refresher training. New employees complete the training within 3 weeks of their start date. E&D is a mandatory interview question asked at all interviews</p>	
<p>3.2 Continue to ensure marketing activities and the promotion of the College positively reflect the College's ethos and commitment to E&D</p>	<ul style="list-style-type: none"> • Marketing materials • Learner success stories • Prospectus • College website • Recruitment adverts • Workforce data 	<p>Group Head of Marketing Group Director of HR</p>	<p>Aug 18 ongoing</p>	<p>Equality & Diversity is a central component of the College's marketing strategy and the marketing department ensures that all our promotional materials fully represent the College's student body and wider society as a whole. Students are a central part of our marketing campaigns being represented in our advertising, prospectuses, websites, films and social media. We ensure that stakeholders with a variety of protected characteristics are represented and celebrated. This will continue to be a central aspect of all our marketing activity, recruitment practice and monitoring. All adverts reflect NCC's diverse workforce. All HR staff have received safer recruitment training. There is good access to the application process and college information systems</p>	

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				Applicants can, for example, access information aurally or in other languages through embedded software in the website. The college teams share this information with all potential applicants.	
3.3 Continue to ensure students are safe, free from discrimination, harassment and bullying while accessing college services	<ul style="list-style-type: none"> • Tutorial Programme • Monitor student complaints procedure • Work with external agencies and partners on employer agreement (requires employers to have an Equality Policy in place or abide by the College's policy) • Student surveys • HR policies and processes • Personal Development, Behaviour and Welfare. 	Assistant Principal Student Experience	<p>Aug 18 Ongoing</p> <p>Jan 19</p> <p>May 19</p>	<p>The College gather students' responses via FE Choices, LOOP activities and the Student Survey. Student Surveys indicated that 94% students said that they feel safe across the group. This is followed up through localised learner voice activity. For those learners who have raised a concern; the College is implementing support and monitoring the safety of all campuses.</p> <p>ASB outside 2 campuses has been managed through improved collaboration with external agencies & Gang training for lead safeguarding personnel.</p> <p>The college has employed 2 community liaison officers to monitor behaviour immediately outside the campuses. The College has carried out knife arches and recruited Community Support Officers.</p> <p>Fire drills are carried out at all campuses during the day and in the evening. Every campus has had at least 1 fire drill this year.</p> <p>Epping Campus has successfully implemented a Lock Down process which is being adapted to be rolled out across the group.</p>	
3.4 Continue to ensure E&D is a requisite part of contract tendering processes	<ul style="list-style-type: none"> • E&D policies required at the due diligence stage for potential partners and suppliers • Check contracts for E&D criteria • Contract monitoring meeting minutes 	Deputy CEO & Group Director Estates	Aug 18 ongoing	Equality & Diversity policies and practices for organisations we work with are reviewed as part of KPIs to ensure that they comply with NCC standards.	
3.5 Produce E&D annual report for 2018/9	<ul style="list-style-type: none"> • Action Plan produced and acted upon • Annual report produced 	Group Director of HR	Oct 19	Produced KPIs for HR staff. Continually analysing and monitoring staff data to ensure all staff can access college resources	

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		Principals		Continually analysing and monitoring student data to ensure all students can access college resources.	
Leadership and Management: Ensure building, facilities and services are accessible to learners, staff and other stakeholders					
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
4.1 Ensure that the College's Property Strategy takes account of any E&D issues	<ul style="list-style-type: none"> Check implementation plans for Property Strategy 	Group Director of Estates Senior Projects Manager	Aug 18 ongoing	<p>Poplar redevelopment planning reviews E&D at a macro level and also in operational terms. E.g. signage. The rebuild of SEND areas at Hackney & Redbridge – to be non-distinct: most areas are SEND accessible.</p> <p>Specifications for braille use, wet rooms, gender specific toilets, accessible workshops and sensory rooms are an integral aspect of the project. The intention is that all learners will have full access to the whole building- no silos.</p>	
Personal Development, Behaviour and welfare: Ensure advancing equality and engaging with diversity are well embedded in the delivery of activities which promote development and positive behaviour and in the implementation of our duties for welfare, safeguarding and promoting shared values					
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
5.1 Promoting the curriculum to non-traditional applicant and areas of underrepresentation.	<ul style="list-style-type: none"> Positive role models Matrix accreditation Risk assessment to individuals Equality and Diversity ethos 	Principals Group Director of Communications & Customer Services	From Aug 18	<p>Applicants are assessed on merit. All prospective learners are encouraged to apply for courses which reflect their aspirations and abilities regardless of potential barriers to learning. Gender differentials in curriculum areas are reducing. Females now make up 6% of construction (3pp up on last year) . There are male learners on Early Years courses too.</p> <p>Careers pathways are promoted using role models which promote under represented groups, including staff role models i.e. female SCM in Construction.</p> <p>Marketing information reflects diversity of the College.</p> <p>The College actively advises parents on the best university for their children</p>	

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				rather than which university is nearest to their home.	
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