

Single Equality Scheme *2022-2026*

Equality & Diversity Impact Measures



TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**
AND **COMMUNITIES** WE SERVE.

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1. Foreword

SCC Group delivers programmes to a diverse community of students and we take great pride in supporting each student to achieve their own aspirations. We are fully committed to delivering equality of opportunity for all students and staff, to eliminate all forms of unfair and illegal discrimination as well as all forms of harassment and victimisation. Equality, diversity and inclusivity at the core of everything we do and as a result of our approach and hard work we were awarded a Grade 2 from Ofsted at our most recent inspection (December 2019).

All stakeholders of SCC Group are expected to help promote a positive and inclusive culture founded on our core values, which are at the heart of everything we do as we act with Respect, Integrity and Kindness.

The Single Equality Scheme and Action Plan provide an overview in regard to how SCC Group will meet its equality duties, how it will handle any cases of harassment and unlawful discrimination, how policies, processes and plans will be monitored for adverse impact, how the overall practice and outcomes of SCC Group will be monitored and how action will be planned and delivered to address any concerns that are identified. SCC Group will meet these duties through the development of our Equality Objectives.

2. Introduction

This Scheme applies to all stakeholders of SCC Group, including students, governors, staff, work placement providers, parents or carers, visitors and community members. This Single Equality Scheme sets out SCC Group's statutory requirements under the Equality Act 2010.

This is our third Single Equality Scheme (SES) which states how the College will meet the Equality Duty. It builds on the progress the College has made in the last SES. This scheme describes how we intend to fulfil our legal duties to eliminate unlawful discrimination and harassment; advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The protected characteristics under the Equality Act 2010 are; race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment.

The scheme is also extended to incorporate SCC Group's commitment to consider the impact of possible socio-economic factors and disadvantage which the College determines as key to the students, staff and community of Salford.

The Single Equality Scheme is linked to the Equality Action Plan and Equality Objectives which sets out how SCC Group intends to implement the scheme over during 2022 - 2026. Progress against the scheme and action plan will be reviewed annually through the Annual Equality, Diversity & Inclusivity Report.

3. Equality & Diversity Statement

SCC Group does not tolerate less favourable treatment or anyone on the grounds of Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity / Paternity and socio-economic background. We seek to ensure that no member of the College community receives less favourable treatment on any of these grounds which cannot be shown to be justified.

Through the Single Equality Scheme, we will tackle discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between all people. SCC Group is committed to providing services that promote equality, value diversity and community cohesion and strives to ensure that everyone in college is treated with dignity and respect.

We will make sure that our employment practices are fair and promote equality; continue to take positive action to address any under representation in our staff, student, and corporation profiles and to tackle any performance gaps for equality groups. We will also work to remove barriers to success or progression to staff or students and actively celebrate the diversity of our staff and students and the communities they belong to. We will ensure that the principles of this scheme are reflected within our policies, procedures and services and form part of everything we do. This is an ongoing commitment to help to ensure that our services meet the varied and individual needs of our staff, students and wider community.

4. SCC Group's Strategic Priorities

Our Vision is to:

"To be a beacon of educational excellence transforming the lives of the individuals and communities we serve."

We will do this by harnessing community pride, citizenship, loyalty and enterprise to embrace learning as the key to opportunity and social and economic wellbeing. Underpinning this vision will be a strong sense of team spirit at all levels – staff, students, parents, employers and politicians will exploit opportunities to work together to achieve their personal goals and enrich the overall quality of life in the city.

Specifically, we will:

- Proactively promote learning opportunities available across SCC Group and in the wider community.
- Strive to respond to the demands of individual students, employees, employers and national priorities by developing a wide range of flexible delivery options.
- Constantly seek to improve and provide learning experiences of outstanding quality.

Our Strategic Aims are to:

1. Teaching and Learning - To inspire people in our city and region through the provision of an outstanding, inclusive and ambitious curriculum which is an engine for social mobility.
2. Welfare - To safeguard and promote the health, safety and positive well-being of all who study and work at the College.
3. Resource and Business Operations - To manage the College's finances, estates and resources effectively to provide an exceptional and sustainable learning environment.
4. External Presence - To develop a clear eco system with productive links to schools, universities, employers and other key partners, whilst raising the external profile of the College.
5. Sustainability - To lead by example on environmental sustainability, providing solutions through collaboration and engagement, underpinned by our commitment to the Green agenda.
6. People - To be an exceptional employer where staff are developed and thrive because they feel valued, engaged and challenged.

To support the achievement of our aims we will:

- Seek to prosper as an **independent organisation** working in partnership with others to contribute to local, regional and national priorities.
- Maintain a **comprehensive offer** for all abilities and ages, valuing all our students equally and promoting equality and diversity.
- Invest in and **modernise** our campuses.
- Maintain **financial stability** through effective cost control and growth in 16-18 students, Higher Education, Apprenticeships, adult and full cost recovery provision.
- Strive to become **sector-leading** in all our activities with appropriate benchmarking against 'Best in Class' organisations, Sixth Form Colleges and General Further Education Colleges.

Equality & Diversity Objectives:

The mission, values and strategic aims are the overarching drivers for the following Equality, Diversity & Inclusivity Objectives for 2022 – 2026.

1. To create, sustain and celebrate an inspiring working and learning environment which advances equality of opportunity for everyone and fosters good relations.
2. To eliminate inequality, harassment and victimization by continuing to educate and embed a culture of understanding and acceptance of others and enforcing a zero-tolerance approach on breaches of E, D&I.

3. To identify learner and student groups with lower achievement, retention and pass rates and put processes in place to narrow gaps and exceed benchmarks.
4. To be representative of our community and seek to promote harmony and community cohesion.
5. To treat all learners, students, staff, stakeholders and visitors with dignity and respect and to build a positive external reputation with regards to our equality, diversity and inclusion measures.

5. The Local Context

SCC Group is a General Further Education College set across six delivery centres in Salford. The College offers a broad curriculum from Level One to Foundation Degree. According to the 2021 census information:

- The resident population of Salford was 269,900, an increase of 36,000 from 2011. An increase of 15.4%. This is higher than the overall increase for the UK of 6.6%
- At 15.4% Salford's population increase is also higher, than the increase in the North-west of 5.2%.
- In 2021 Salford ranked 59th for the total population out of 309 local authority areas in England moving up 12 places in a decade.
- Salford is the fourth most densely populated of the North West's 39 local authority areas with a round 20 people living on each football pitch-sized area of land.
- There has been an increase of 8.4% in people aged 65 years and over, an increase of 16% in people aged 15 to 64 years and an increase of 18.6 in children aged under 15 years.

The following table shows the Population change (%) by age group in Salford, 2011 to 2021

-Fall	Age	Rise +
-4%	85-89	
	80-84	+6%
	75-79	+8%
	70-74	+24%
	65-69	+2%
	60-64	+3%
	55-59	+30%
	50-54	+10%
-7%	45-49	
	40-44	
	35-39	+33%
	30-34	+42%
	25-29	+26%
	20-24	+16%
	15-19	+3%
	10-14	+24%
	5-9	+28%
	0-4	+6%

The population change data shows a 24% and 28% increase in 10-14 and 5-9 year olds in Salford, which will have a significant impact on student recruitment in the forthcoming years.

Source: Census 2021, Office for National Statistics.

Employment Figures:

- The number of Salford residents claiming Universal Credit is 11.7% (Actual number 31,022) and is 17.6% of the working age population in April 2022.
- The Salford figure of (11.7 %) is compared to the Greater Manchester figure of (10.7%), North West (9.7%) and England (8.5%).
- The number of 18–24-year-olds claiming Universal Credit is 16.4% (Actual number 4,431) in April 2022.
- In Salford the number of residents claiming Universal Credit for more than 6 months is 9.8% (actual number 25,733 claimants) in April 2022, equivalent to 14.8 % of Salford’s working age population claiming long-term universal credit.
- The 2020/21 pass rate in Salford for 5 9-4 grades, including maths and English for GCSE is XXXX% which places Salford XXXX when compared to other GM boroughs.

The Colleges provide a wide range of post-16 education and training including 16-19 study programmes, vocational courses for adults, apprenticeships and community learning. The College works with several subcontractors.

The College uses Labour Market Information, destination data and feedback from employers and stakeholders to inform curriculum planning and intent. To date DfE monitoring identifies that SCC group destinations are the best when compared to all other colleges in Greater Manchester.

Salford has a population of 262,697. It has a diverse business base with strengths across many sectors offering major growth opportunities particularly in business, financial and professional services; digital and creative industries; logistics and manufacturing; health and social care; hospitality, tourism and sport; and, construction.

Nearly 9,540 people in Salford (5.5%) are claiming out of work benefits compared to the figure in Greater Manchester (5.2%) and the national average (3.8%). Some areas in the city – notably Broughton and Little Hulton experience unemployment rates of over 9%.

The Colleges recruit students and apprentices from some of the most deprived areas in England. The number of school leavers who achieve GCSE at grades 9 to 4 in English and mathematics is low.

6. SCC Group Context

Staff

Our current staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process and on an annual basis staff are asked to check and amend their personal information to ensure its accuracy.

Our staff profile can be found in appendix one of this report and we do feel that our staff profile represents the student profile and the Salford community.

- 65.2% females and 34.8% males
- Average employee age is 45
- 86% are White (75% are White British)
- 25 employees are 65+ years old

We provide mandatory training for all new staff as part of our Corporate Induction and in March 2023 we held mandatory Equality, Diversity & Inclusion refresher training for all staff. In 2020/21 and 2021/22 we provided have a mandatory online EDI training course on Unconscious Bias for all staff. The completion of these essential sessions are linked to our performance review (PDR) processes and salary increases and increments. Our additional training has been provided on Faith and Beliefs, Cultural Differences, Embedding Equality, Diversity and Inclusivity into the Curriculum and tackling homophobic language. In July 2021 all staff attended a Transgender Awareness Session.

Feedback on the Equality, Diversity and Inclusivity training provided has been obtained and the impact assessed through on-going feedback and survey with 100% of those attending awarding the highest marks for objectives, relevance and materials for the session on 'E, D & I in the Classroom'.

We have worked with particular groups such as All Faiths and None (AFAN) and Stonewall to develop the work already in place within college and enhance the skills of our staff and the experiences of our students.

From our March 2022 staff survey 89% of employees who completed the survey said they felt they were treated fairly and with dignity, which is up from 88% from 2018/19 pre-pandemic levels. Furthermore, 88% confirmed that they feel that equality of opportunity is embedded within the culture of the College which was up from 85% in 2018/19.

Our Human Resources Team support any concerns or grievances relating to treatment as a result of a protected characteristic and during the period from 1 January 2022 until 31 December 2022 there were two E&D related grievance. In total we dealt with 4 grievances and we have progressed one disciplinary case as a result of employees breaching our commitment to the duty. Our employment practice is that we deal robustly and sensitively with any concerns regarding protected characteristics.

Students

It is important that we analyse and close any performance gaps in regard to learner performance. In order to do so, data must be rigorously evaluated. Staff use a range of sources to monitor and gather data to ensure that strategies are put in place to address any identified issues in a timely way.

In summary the data shows:

Gender

There is a 0.3% difference between the all-age female achievement rate of 81.9%, compared to the all-age male achievement rate of 81.6%

Ethnicity

The vast majority of students identifying as being from a minority ethnic group are above the College's all age achievement rates. HODs analyse and respond to gender and ethnicity data in their Departmental SARs.

Learning Difficulty

There are some gaps in performance between students with a learning difficulty and learners with no learning difficulties identified. An area identified was the achievement rates for both 16-18 and 19+ students with mental health difficulties. The achievement rate for 16-18 students with mental health difficulties is 66.5% (194 learners), a decline of 14.3% compared to the previous year and is 13% below the 16-18 college achievement rate. The 19+ achievement rate for students with mental health difficulties was 75.8% (120 learners) and is 9% below the current 19+ achievement rate. Overall, 314 students identified mental health difficulties with an all-age achievement rate of 70.1%, 11.7% below the all-age achievement rate of 81.8%. There has a 10.2% decline in the All-Year Achievement rates of students with mental health difficulties since last year.

Almost all students who have high needs achieve accredited and non-accredited qualifications and develop the necessary skills and knowledge that they need to make good progress towards achieving their goals.

The teaching and learning survey results for 2022-23 will be available shortly and we can compare the responses to our last teaching and learning survey.

7. Legislative Framework

Public Sector Equality Duty

SCC Group is defined as a public authority under the equality legislation. This means that we have a legal duty to comply with the equality and diversity laws. The Equality Act 2010 is the most relevant legislation applicable to public bodies and most aspects of the legislation came into effect on 1 October 2010.

The Act replaces all previous legislation on equality and diversity and aims to streamline, strengthen and harmonise the previous equality law. The Equality Act 2010 is realised through a single public sector equality duty (known as the Public Sector Equality Duty, PSED or the equality duty).

The equality duty extends to all aspects of a person's identity – known as protected characteristics – that are protected under the Equality Act 2010. Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity / Paternity and socio-economic background. The duty is in place to protect and promote equality for the protected characteristics and they ally to all staff, students and visitors to SCC Group.

The equality duty has two main parts: the '**general**' equality duty and the '**specific duties**'.

The general equality duty sets out the equality items that SCC Group needs to consider when making decisions that affect students or staff with different protected characteristics. This duty has three elements in which the College are required to have 'due regard' when making decisions and developing policies. These are the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations across all protected characteristics.

Having due regard to the need to advance equality of opportunity is defined as having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low

In order to help SCC Group, meet the general equality duty there are two specific duties that need to be carried out, these are:

- To publish information to demonstrate how SCC Group is complying with the equality duty, at least annually
- To prepare and publish one or more specific and measurable equality objectives, at least every four years to achieve any of the aims in the general equality duty.

This applies to all activities in education, employment and training such as teaching and learning, employing people and providing services. The responsibility of meeting the legislative requirements sits ultimately with the Corporation, however, all students, staff and visitors have a responsibility to ensure the duty is met to ensure compliance.

SCC Group recognises the importance of meeting the legal requirements and through this scheme outline our objectives, priorities and actions to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups of people.

Protected Characteristics

The following characteristics are protected under the Equality Act 2010. In addition, each characteristic is defined in more detail:

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 42 year olds) or range of ages (e.g. 35 – 45 year olds).

Disability

A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender Reassignment

The process of transitioning from one gender to another.

Marriage and Civil Partnership

In the Equality Act marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage and Civil Partnership can be either between a man and a woman, or between partners of the same sex. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth (26 weeks), and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

Religion and Belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief e.g. Atheism. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or woman. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual Orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or both sexes. Everyone is protected from being treated unfairly because of their sexual orientation, whether they are bisexual, asexual, gay, lesbian or heterosexual.

8. Responsibilities

Governors are responsible for ensuring that SCC Group complies with Equality legislation and for approving and reviewing the Scheme and monitoring its implementation.

The Group Principal is responsible for giving a consistent and high-profile lead on equality issues, promoting the Scheme inside and outside the institution.

The Equality, Diversity & Inclusion Steering Group is responsible for the monitoring and review of the Scheme and Action Plan and for evaluating its effectiveness. The Plan will incorporate actions and targets for continuous improvement in achieving equality. The EDI Steering Group is also responsible for the systematic monitoring of the performance indicators included in the Plan.

The Human Resources Department is responsible for the monitoring and implementation of all aspects of this Scheme relating to the employment of staff. This includes the monitoring of fair selection processes and their impact on the staff profile of SCC Group at all levels.

Managers are responsible for putting the Scheme and its strategies and processes into practice, making sure that all staff know their responsibilities, and receive support and training in carrying these out, following the relevant processes and taking action against staff or students who discriminate.

All staff are responsible for ensuring that they are able to recognise discrimination and to challenge or report it if they witness it, promoting equality, ensuring that they do not discriminate against anyone and taking up training and development opportunities to keep up to date with the legislation on equality.

Students are responsible for ensuring that they do not discriminate against anyone, are able to recognise discrimination and challenge or report any instances that they might witness.

9. Ongoing Involvement, Consultation & Communication

SCC Group is committed to consulting with all stakeholders in relation to its Single Equality Scheme and Equality Objectives and will invite a range of stakeholders to provide feedback.

SCC Group will use information and statistics gathered throughout the year on students, staff and the local community to inform our service provision and identify any actions required. Actions identified as a result of the information gathered will be included in the Scheme Action Plan and reflected through the College equality objectives, which will then be monitored by the E, D & I Steering Group.

SCC Group has strategies in place to ensure that students and staff are involved and consulted at various times in the year to inform and develop the direction of our services and ensure we promote equality and inclusivity in everything we do. This includes the College learner engagement mechanisms and the communication methods with staff.

We continuously involve the College community (including external stakeholders) through policy development process and through shaping the delivery of our services. We use information, data and comments from the whole College community to form the basis of our equality impact assessments and embed equality, diversity and inclusivity into our policies, practices and plans and in the delivery of our College services.

In developing our action plan we have consulted with students, staff and stakeholders. We have also looked at different evidence sources that have helped us to understand better, how we are performing as an employer and as a provider of learning.

Communication to the public (including students, staff, partners and other stakeholders):

- SCC Group's commitment to equality across all strands will be highlighted in our prospectus and in our strategic plan.
- Summary of the results of monitoring information will be presented to meetings of the Equality, Diversity & Inclusivity Steering Group, and the Corporation and made available to the recognised trade unions.

Communication to students:

- All students will have access to a copy of the scheme through the College Intranet and Website or through Student Services.
- The induction programme for students will highlight SCC Group's commitment to equality and diversity and what action they can take if they believe they have encountered discrimination and how we would handle such matters.

- Tutors will reinforce this information during tutorials or work-based mentoring.

To work placement providers, partners, contractors, associated employers and other stakeholders:

- All work placement providers, partners and franchises will receive a summary of their responsibilities under the Policy and will be required to signify their understanding and agreement to them.
- Work placement providers will be offered briefings on equality and diversity issues.
- College staff will promote the recruitment of students from under-represented groups to providers.

Communication to staff:

- All staff will have access to a full copy of this scheme via the intranet
- The induction programme for new staff will highlight SCC Group's commitment to equality, diversity and inclusivity along with the action to be taken to support staff and students who face discrimination and harassment.

10. Meeting the Equality Duty

The legal responsibilities placed on SCC Group by law are outlined below which explains the duties we must comply with. This section relates to the requirements for achieving equality within SCC Group and the actions we intend to take to meet our legal duties and drive forward our work on equality, diversity and inclusivity.

We will:

- Implement the Public Sector Equality Duty and ensure that SCC Group complies with the requirements of the Equality Act 2010 through the implementation of this Single Equality Scheme.
- Not tolerate discrimination on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership, gender reassignment and socio-economic status. Any incident or complaint of discrimination, bullying, harassment or victimisation will be investigated, and if proven, disciplinary action will be considered.
- Identify and challenge stereotypical and discriminatory assumptions and act on attitudes, remarks and behaviour based on prejudice or discrimination.
- Report annually on its progress against Equality Objectives and publish an annual equality, diversity and inclusivity report to Corporation.
- Highlight SCC Group's commitment to equality, diversity and inclusivity in publicity material and a summary of the results of monitoring information will be published annually. Our commitment will be highlighted within College materials and key publications.
- Provide accessible copies of the Scheme (paper based & electronic) to all staff, students and stakeholders. A summary will also be provided to contractors undertaking work on behalf of the College and to ensure that contractors meet our standards in terms of equality, diversity and inclusivity.

- Work to address any equality gaps in performance (success, achievement and retention rates) for different groups of students.
- Collect and report on information in relation to the diversity of its staff, students and Corporation members together with local community data to assess needs and inform service delivery.
- Equality Impact Assess and regularly review its policies, procedures, practices and plans to ensure that the needs and interests of all equality groups are taken into consideration when planning and delivering services.
- Ensure that recruitment, selection and promotion opportunities are open to all students and staff from different groups and backgrounds for all courses, programmes of study and employment opportunities, using Positive Action where required for employment.
- Promote and embed an inclusive curriculum, which upholds SCC Group's values.
- Encourage the participation of different groups and consult with staff, students and service users in the delivery and progression of services in SCC Group.
- Provide ongoing support and training to all staff to ensure that an inclusive and non-discriminatory culture exists and equality, diversity and inclusivity is embedded throughout SCC Group. The staff induction programme will highlight SCC Group's commitment to equality, diversity and inclusivity and potential consequences to any discrimination.
- Take steps to take account of people with disabilities, even where this involves treating people with a disability more favourably than other people. SCC Group will make reasonable adjustments to support people with disabilities to help overcome barriers.
- Encourage students and staff to participate in cultural / religious activities and provide a supportive environment for staff and students who wish to follow cultural, philosophical and religious practices and express their cultural and religious identity. The exception to this is where the health, safety and welfare of the person is compromised or where there is likely to be an increased risk to others.
- Identify opportunities to encourage students to engage with other students from a different background. SCC Group will be involved in multi-agency partnerships working on promoting equality and community cohesion across the City.
- Provide various facilities for students and staff including multi-faith prayer rooms and accessible buildings, services and environments.
- Support students to access College life and remove identified barriers to learning that arise from disabilities or learning difficulties. This can include support from trained staff, access to additional resources and assistive technology support to meet the needs on identified assessments, for example, Learning Disability Assessments and Education Health Care Plans.
- Provide key SCC Group documents in alternative formats on request for example in larger print.

11. Equality Objectives & EDIMs

Our objective areas were reviewed in summer 2022 and the following progress and achievement has been recorded to date:

Equality Objectives:

1. To create, sustain and celebrate an inspiring working and learning environment which advances equality of opportunity for everyone and fosters good relations.
2. To eliminate inequality, harassment and victimization by continuing to educate and embed a culture of understanding and acceptance of others and enforcing a zero-tolerance approach on breaches of E, D&I.
3. To identify learner and student groups with lower achievement, retention and pass rates and put processes in place to narrow gaps and exceed benchmarks.
4. To be representative of our community and seek to promote harmony and community cohesion.
5. To treat all learners, students, staff, stakeholders and visitors with dignity and respect and to build a positive external reputation with regards to our equality, diversity and inclusion measures.

Staff Equality & Diversity Impact Measures (4):

	Intent	Implementation	Impact
1	Improve alignment of staff body to better reflect the Salford population and learner profiles.	By regularly reviewing and monitoring staff recruitment and selection practices and data. Considering alternative advertising methods depending on job type and level. Providing 'Unconscious Bias' training and regular recruitment and selection training for managers.	College population to more closely reflect the population of Salford as at Census 2021 e.g. 'White' staff to reduce from 86% to 82% and percentage of staff who declare a disability to increase from 13% to 21%.
2	Improve staff knowledge and awareness of E,D & I matters.	By providing current and topical E, D & I training as an essential part of continuous professional development.	100% of staff to complete assigned Mandatory EDI training each year.
3	Narrow the Gender Pay Gap	By providing opportunities for women to progress their careers via effective talent management and targeted cpd. Actively promote flexible working arrangements for higher level jobs.	Gender pay gap reduced by 1% year on year.
4	Improve opportunities for disabled staff.	By continuing to guarantee interviews for disabled candidates that meet the essential criteria for the role at application stage. Regularly reviewing and monitoring staff development, training and progression opportunities to ensure they are fair and equitable, and take action to address any identified equalities/barriers. Actively promote flexible working arrangements for staff who have a disability.	There will be an increased number of disabled staff in higher level positions. Progression from a Disability Confident Committed Employer to a Disability Confident Employer and then Disability Confident Leader.

Student Equality & Diversity Impact Measures (4):

	Intent	Implementation	Impact
1	Address decline in achievement for 16 18 females	By providing targeted focus groups as part of Learning Voice Strategy to identify common themes, reflections and action planning. Adaptation of Schemes of Learning to create more opportunities for interaction and collaboration, communication & development. Commitment to more plan more activities such as trips and engagement with employers/HEIs to develop learners' confidence. Review of enrichment offer to ensure more accessible to female learners. KPI monitoring female cohort.	Improved outcomes from 78.6% to 83%. (86.2 18/19). Positive learner feedback recorded as part to of learner voice capture. Case studies, learner testimonial.
2	Address decline in achievement of learners who have identified as having mental health issues, which evidence suggests is linked to the ongoing residual impact of Covid.	The achievement rate for learners who identified as having mental health issues was 81.9% in 18/19, 78.9% 19/20, 80.3 in 20/21 decreasing to 70.1 in 21/22. By increasing levels of pastoral support capacity. Increasing staff training in mental health first aid training. Developing a Student Mental Health and Wellbeing Strategy and the Shine Enrichment Tutorial Programme. Carrying out targeted interventions for specific pupils - pastoral, social emotional wellbeing. Carrying out more regular Learner Voice.	Improved outcomes from 70.1 to 76%. Positive learner feedback recorded as part to of learner voice capture. Case studies, learner testimonial.
3	Address achievement of learners in lower income households on A level programmes.	By reviewing qualifications and awarding bodies to ensure accessibility and opportunities to develop cultural capital. Providing a comprehensive Induction and initial assessment to identify gaps in learning. Enhancing the cross-college Assessment Strategy, with more	Improved outcomes for A level learners in lower income households. Ensure positive Value Added for bottom income quartile and lower middle/upper middle income quartiles. Improve performance from -0.15

		<p>assessments more often to identify learners at risk more quickly. Providing targeted Intervention Support Sessions (lunch time, holidays, weekend) and increasing the bursary/ and allocation for learners on Free College Meals. A commitment to more plan more activities such as trips and engagement with employers/HEIs to develop learners' confidence and awareness of options for future. Aspirational role models, and pathways clearly reference and promoted.</p> <p>Monitor Sixth Sense reports.</p>	<p>to -0.6 and improve upper middle quartile to a positive. (Currently bottom income quartile – 0.15 and upper middle quartile –0.01.)</p>
4	<p>Analyse the correlation between 2022 achievement rates at Level 1 and 2 and levels of Deprivation bands 1-5.</p>	<p>Mides reports for Salford identify significant levels of deprivation, which is made up of 244 providers. Review achievement rate data for Level 1 and Level 2 and the MiDEs deprivation reports and analyse correlation between between achievement rates and bands 1 to 5 for deprivation. Report findings and recommendations to consolidate a wider social and economic context of our learners and address key actions to ensure a more inclusive curriculum and adaptations for teaching and learning.</p>	<p>Improved outcomes for, level 1 to 71% and level 2 to 82%. (Level 1 achievement rate 66.8% (decline of 3.8% over 3 years) and level 2 78,8% (decline of 12.1% over 3 years).</p>

12. Monitoring

This scheme and its objectives has been **developed and will be monitored in consultation with staff, students and external stakeholders** to ensure that SCC Group continues to respond to the concerns of all the people affected.

Monitoring will take place via the Equality, Diversity and Inclusivity Steering Group, the Senior Leadership Team and the Corporation.

SCC Group will produce an annual report summarising progress against actions in this scheme.

Findings, recommendations and monitoring of Equality Impact Assessments (EIA's) will be reported and monitored by the E, D and I Steering Group, reported within the Annual report and published via SCC Group website.

Information will be obtained and analysed regarding any incidents of bullying, harassment or discrimination. This information will be shared with partners within the City of Salford.

13. Breaches of the Scheme and Complaints

Breaches of this scheme will be dealt with in the same ways that breaches of our other SCC Group policies are dealt with. Complaints in relation to equality, diversity and inclusivity for the Single Equality Scheme will be handled through SCC Group's complaints and grievances procedures.

Acts of discrimination (direct and indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence. SCC Group will seek to provide a supportive environment for stakeholders who make claims of discrimination, harassment or victimisation through the appropriate procedure.

We are fully committed to meeting our legal obligation to promote equality. Staff can raise issues with their line managers or through HR, alternatively, they can seek the advice of the Head of Department. Students can raise issues through their teachers, Personal Tutor, Learner Voice, Student Council, Forums or learner surveys.

SCC Group will seek to provide a supportive environment for incidents of harassment, bullying and discrimination. The Anti-Intimidation policy can be used to report and investigate equality issues regarding bullying and harassment. Any incidents of hate crime will follow the procedure as outlined in the Anti-Intimidation policy.

Complaints will be monitored annually and reported to the Equality, Diversity & inclusivity Steering Group. Specific monitoring will also take place in relation to bullying, harassment and discrimination incidents for both staff and students.

14. Publishing the Scheme

We recognise that this scheme is a public document that should be made available to any interested stakeholder. We will promote and publish our Single Equality Scheme by:

- Placing it on our website, intranet and VLE for staff, students and stakeholders
- Having copies available in reception areas and the Digital Learning Zones with further copies and alternative formats available by request
- Making it available on request to all existing and potential members of SCC Group community and interested stakeholders
- Providing a summary guide for sub-contractors and other interested stakeholders Providing a summary in our key documents and other College documentation.

Responsibility for Review: Director of Human Resources

Next Review Date: May 2025

Endorsed by: HR & OD Committee

If you would like a copy of this document in an alternative language or in an alternative format such as audio, large print or braille, please contact us on 0161 631 5000 or enquiries@salfordcc.ac.uk