

Equality & Diversity Action Plan

Objective 1	To continue to monitor and close the achievement gaps between:				
	<ul style="list-style-type: none"> • groups of people who share protected characteristics and those who do not • disadvantaged learners and learners who are not 				
		What does success look like	Owned by	Reviewed	Target date
1.	Mechanisms continue to be enhanced to enable and encourage leaders to monitor learners by E & D performance data so that they systematically monitor achievement gaps	<ul style="list-style-type: none"> • Mechanisms such as rigorous self-assessment, internal inspections, performance reviews etc. continues to ensure E & D data is accountable, scrutinised and challenged thus keeping it high profile • Further MIS development at an enhanced faculty level would allow Heads of Faculty to scrutinise further additional data relating to learners in receipt of free school meals, high needs learners, bursary learners etc. 	JS		July 18
2.	Leaders scrutinise data to identify achievement gaps	<ul style="list-style-type: none"> • Detailed analysis of E & D data during the self-assessment process and further reviews throughout the year leads to actions taken to promote enhanced outcomes 	Faculty Heads		July 18
3.	Self-assessment mechanisms <u>must</u> report on E & D data and actions related to closing gaps must be	<ul style="list-style-type: none"> • Targets and actions related to E & D achievement gaps must be evident 	Faculty Heads		Sep 18

	reported in the 17-18 quality improvement plans at faculty and college wide level	<ul style="list-style-type: none"> on all faculty quality improvement plans • Actions and interventions will show enhancement in data 			
4.	To share data more openly and use the external website to hold this information.	<ul style="list-style-type: none"> • Wider distribution of data will ensure wider stakeholder engagement e.g. a College wide action plan to be agreed by the senior team and the link governor and published on the website 	JS		Oct 17
Objective 2	To ensure all teaching, learning and training promotes meaningful opportunities to explore Equality, Diversity and British Values				
1.	To embed where possible, EDBV within the curriculum to meet the needs of our learners and ensure an appropriately holistic approach to teaching and learning	<ul style="list-style-type: none"> • Visible and appropriate links to EDBV in all schemes of work and session plans • Resources which actively promote and foreground EDBV (e.g. multiculturalism) • Learners are confident describing British Values and making appropriate links between their subject and BV 	ME / DR / HoF's / All teaching staff		July 18
2.	To generate a highly inclusive and safe space in which all learners can achieve and participate within their curriculum or training provision	<ul style="list-style-type: none"> • Lessons are appropriately differentiated and lecturers are confident planning for differentiation • Assessment methods are varied and purposeful to ensure all learners can succeed • Teaching staff adjust their teaching and learning methods to respond to individual learner needs, including EHCP, PP and learning support 	DR/CP/ Learning Leads		July 18
3.	To create a teaching and learning CPD strategy which provides regular opportunities for staff to	<ul style="list-style-type: none"> • Innovative and purposeful CPD sessions meet the needs of all staff and shape 	DR		

	develop the appropriate skills to confidently deliver EDBV	<p>approaches to teaching, learning and training</p> <ul style="list-style-type: none"> • CPD is current, relevant and reflects immediate internal and external EDBV priorities • Increased level of staff confidence handling and responding to potentially difficult conversations 			
4.	To supportively respond to increasing numbers of learners with mental health related difficulties to ensure all learners succeed and progress	<ul style="list-style-type: none"> • Staff are confident responding to and supporting learners with a broad range of mental health needs within their curriculum area • Regular and fully embedded learner resilience and anxiety regulation opportunities across the curriculum • Effective launch of 'Healthy Learning' strategy to create coherent links between teaching and learning and learner well-being 	DR / JH/ MS		July 18
5.	To develop positive links with employers, partners and external stakeholders to reinforce and underpin EDBV	<ul style="list-style-type: none"> • Employers report satisfaction with apprentice engagement and confidence responding to EDBV • Learners form confident links between their curriculum and the workplace 	DR GC		July 18
Objective 3	To ensure that all students have access to a consistent experience and gain support and opportunities for their personal development.				
	To continue to promote Equality and Diversity and British Values through the informal curriculum.	<ul style="list-style-type: none"> • EDBV is embedded into the Tutorial Framework and Scheme of work • Appropriate and differentiated resources are made available to tutors • Students are confident in discussing and describing British Values and understand 	Tutorial Leads/ Tutors		July 18

		how EDBV is relevant to being a member of the College community and a citizen of the UK.			
	To embed the Mental Health Strategy into the culture of the College.	<ul style="list-style-type: none"> • There is a holistic approach to mental health, which is cohesive and embedded into the fabric of the College • Staff are confident and skilled in managing mental health concerns • Students have the opportunity to build their emotional resilience skills in a safe and managed way • There is a collaborative, partnership approach to working between external mental health services and the College 	Mental Health Steering Group/ JH		July 18
	There is appropriate and timely support for students who are transitioning or who have gender identity issues	<ul style="list-style-type: none"> • All students who are transitioning or who have gender identity issues, know that Exeter College offers a safe and supportive environment for them • The College has a cohesive approach to supporting students who are transitioning • It is easy for a student to use their preferred name • College publications and paperwork reflect and recognise preferred gender pronouns 	JH/ MS/ Tutors Marketing		July 18
	To enable young men to more easily access support for mental health and emotional distress	<ul style="list-style-type: none"> • Established outreach support work in key areas where there is a predominance of male students • Male students would have an awareness of specialist support services available, particularly in relation to suicide ideation 	NC / Tutorial Leads/ Safeguarding Leads		July 18

		<ul style="list-style-type: none"> • Reducing further the stigma amongst young men in asking for help • Higher number of young men accessing support 			
	Ensuring that apprentices have access to EDBV resources and also have a good understanding of support available to them	<ul style="list-style-type: none"> • All apprentices have an induction which covers Equality and Diversity, British Values and Safeguarding and which gives them information about the range of support available in the College • Staff who work with apprentices are clear about support services available and how to refer apprentices to them • The number of apprentices accessing support increases 	JH / GC		July 18
Objective 4	To ensure that all our people are appropriately trained and supported to understand and promote equality and diversity and to prevent discrimination				
	To promote, monitor and report on completion of the updated mandatory Equality and Diversity and British Values (EDBV) online Training	<ul style="list-style-type: none"> • EDBV Training - 85% staff completion rate 	GN & HE		15 December 2017
	To meet the requirements of the Gender Pay Gap Regulations to publish Exeter College Gender pay gap statistics	<ul style="list-style-type: none"> • Collate data and conduct analysis • Narrative report written to accompany statistics • Gender pay information and narrative published on the College Website and via relevant Government website 	GN & EW		30 March 2018
	Consider plans to address any pay gap(s) identified to ensure jobs are benchmarked so that any position differentiate is explained.	<ul style="list-style-type: none"> • Action Plan in place and signed off by SLT outlining the steps the College intends take to address any pay gap(s) identified 	GN		31 July 2018

	<p>To respond to staff with mental health related difficulties in order to support them to be successful in their role(s)</p>	<ul style="list-style-type: none"> • HR and line managers feel more knowledgeable and confident in supporting staff with mental health conditions • Expert 1:1 support available to managers/staff to provide ad hoc advice/mentoring in complex cases 	<p>JN</p>		<p>31 July 2018</p>
	<p>To fully integrate wellbeing into the business of the College, creating a culture that continuously promotes and addresses both the physical and mental health of staff</p>	<ul style="list-style-type: none"> • All wellbeing activity integrated under one umbrella brand hosted by the HR team • Diverse offer available to staff both inside and outside the staff development programme to include regular 6 weekly sessions • Increased staff participation in wellbeing initiatives • Positive staff feedback regarding wellbeing offer • Positive staff feedback about activities 	<p>AH & GN</p>		<p>31 July 2018</p>