



**MORLEY COLLEGE LONDON**

**Equality and Diversity Policy**

**POLICY OWNER: Head of Quality and Standards**  
**APPROVAL BY: Governing Body**

**Policy Category: Corporate**  
**Approved by Policy Committee: 14 February 2020**  
**Approved by Governing Body: 30 March 2020**  
**NEXT REVIEW: 30 November 2021**

# MORLEY COLLEGE LONDON

## Equality and Diversity Policy

### 1. INTRODUCTION AND PURPOSE

- 1.1 This policy aims to let our stakeholders know, clearly and simply, our objectives and responsibilities for furthering and promoting Equality and Diversity at Morley College London. It explains how we respond to our Public Sector Equality Duty (2011) by continuing to show *due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations* for all of our stakeholders.
- 1.2 This policy shares our objectives and how we plan to achieve them in order to ensure that our students and staff make the best possible progress, in an environment which ensures they are safe from discrimination or judgement and in which they are able to achieve to their very best potential.
- 1.3 Our policy demonstrates our commitment to go beyond compliance with equality legislation and to strive towards demonstrating best practice in our approach to Equality and Diversity across all the College's functions and activities.

### 2. POLICY STATEMENT

- 2.1 It is important to Morley that all feel welcome to join the College as a student or staff member. Our culture of inclusion is articulated in our annual Equality and Diversity Report, which includes case studies. The College celebrates and values the diversity brought to it by all members of its community and is committed to providing the education and support that enable all members of this learning community to achieve to their full potential. Action to promote Equality and Diversity is core to our mission, values and strategic objectives. Our vision identifies the College as a provider of an ambitious, enterprising and welcoming environment and a college that contributes to, and is responsive to, the communities it serves.
- 2.2 'Respect diversity and promote equality' is one of our five core values and is central to our vision as we strive to provide relevant and challenging education and training for all sections of our community. We must also strive to be an exemplary employer, and to ensure that we have a diverse workforce that is equipped with the skills necessary to achieve our shared ambitions.

### 3. MORLEY COLLEGE LONDON IN CONTEXT

- 3.1 Morley College London is an Institute for Adult Learning (IAL) located in central London. Kensington and Chelsea College merged into Morley College London in February 2020 and the College now operates from three main centres: North Kensington, Chelsea (which both host 16-19 cohorts) and Waterloo. Courses are also delivered at a number of satellite centres. The College enjoys a distinguished history in British adult education dating back to the early 1880s. It continues to pursue its mission of providing relevant, inclusive adult education, which encourages and supports individuals to engage in learning, whatever their goals. Personal, social,

economic and cultural interests are reflected amongst the diverse program of over 2,500 courses that were offered at the Waterloo Centre during the 2018-19 year. Following the merger, the College provides both adult education and study programmes for 16-to-18-year-olds at the North Kensington and Chelsea centres, where there has been a continuous history of educational provision since the 1870s (North Kensington) and the early 1900s (Chelsea)

- 3.2 Today Morley College London is a company limited by guarantee and a registered charity. The Governing Body acts as the board of directors and its members are trustees of the charity. It receives much of its income from public funds, through the Education & Skills Funding Agency, alongside fees from students.
- 3.3 The Waterloo centre has a significant footprint in London, drawing students from all 32 London boroughs, with 92.5% of its students (10,940) resident in London during 2018-19. It is the only specialist adult education provider for Lambeth, Southwark and Lewisham, serving local students (51.3%) drawn from communities within which there is significant ethnic diversity as well as high levels of deprivation.
- 3.4 During 2018-19, 11,829 students enrolled onto over 3,000 courses resulting in 25,000+ enrolments; about 50% of these being new students. Some 52.4% of the Waterloo centre's students are black and minority ethnic students, with 74.3% of students being female and 12.3% of students declaring a disability and/or a learning difficulty. The largest age band is 67+ years old (1,638) followed by 31-36 (1,592) and 37-42 (1,533).
- 3.5 The North Kensington and Chelsea centres had a similar profile, also drawing students in 2018-19 from all 32 London Boroughs. In addition, a substantial number of students were from outside London (26.6% of 5243 students). 33% of students declared themselves as black and minority ethnic students with 78% being female and 15% declaring a disability and/or a learning difficulty. The largest number of students (730) were in the age range of 37-42 years closely followed by 25 - 30 (725) and 42-47 (716).
- 3.6 The Morley College Equality and Diversity Annual Report provides further information on the College's local context. More detailed information is also available direct from the council websites:
  - [Lambeth Council](#)
  - [Southwark Council](#)
  - [Lewisham Council](#)
  - [The Royal Borough of Kensington and Chelsea](#)

#### **4. DUTIES UNDER THE ACT**

- 4.1 When carrying out its functions as a public authority, the College has a statutory duty to comply with the Equality Act 2010 which sets out a general duty, supplemented by specific duties and regulations.

The specific duties were created by secondary legislation in the form of the Equality Act 2010 (Specific Duties) Regulations 2011 and further developed in the Public Sector Equality Duty (April 2011).

#### **The General Duty**

- 4.2 The General Duty is set out in section 149 Equality Act and states, “A public authority must, in the exercise of its functions, have *due regard* to the need to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.”
- 4.3 The General Duty consists of three individual parts. The first part, which focuses on having due regard to *eliminate discrimination*, applies to all the protected characteristics, namely:
- Age
  - Disability
  - Gender reassignment
  - Marriage & civil partnership
  - Pregnancy & maternity
  - Race
  - Religion & belief
  - Sex
  - Sexual orientation
- 4.4 Having *due regard* means consciously thinking about the three main aims of the duty as part of the College’s decision-making process. We will comply with this duty by conducting equality analysis activity that includes stakeholder feedback, data collection and analysis, and which ensures college functions are analysed along with curriculum areas. This activity will be managed by the Equality and Diversity Coordinator and monitored by the Equality and Diversity Steering Group. Additional scrutiny will be provided by the Governing Body, and in particular the appointed ‘Lead Governor’ for Equality and Diversity.
- 4.5 Having *due regard to eliminating discrimination* at the College is not a matter of box ticking. The duty is exercised in substance, with rigour and an open mind in such a way that it influences the final decision-making at all levels. Our Equality and Diversity Action Plan demonstrates our structured approach in focussing on equality issues, to ensure we are delivering our objectives, such as the need to ensure all staff are thoroughly trained in aspects of Equality and Diversity.
- 4.6 Having due regard to *advancing equality of opportunity* will include, for example, the College taking action to continue eliminating achievement gaps through close review of enrolment practice and the holding of managers to account for reducing any achievement gaps in their provision.

- 4.7 Having due regard to the need to *foster good relations* will include, for example, ensuring that teachers embed the promotion of Equality and Diversity themes confidently and successfully in lessons, challenge stereotypes and ensure all our students are fully equipped for life and work in a modern society.

### **Specific Duties**

- 4.8 As with former equality duties, the general Public Sector Equality Duty further details specific duties set out in regulations, which are intended to operate as a means of better performance of the general duty. The focus is now more on outcomes than process.

The 'specific duties' are set out in the Equality Act 2010. The regulations came into force on 10 September 2011:

- Public bodies listed in the Regulations, including colleges, should publish information to demonstrate their compliance with the equality duty by 31 January 2012.
- Public bodies listed in the regulations, including colleges, should set themselves equality objectives from 6 April 2012 onwards.

## **5. POLICY OBJECTIVES**

- 5.1 In order to better ensure that we are furthering the aims of the Act, we have mapped our Equality Objectives to the three functions set out in the Equality Act (point 4.2).
- 5.2 The College complies with the specific duties indicated above by publishing an Equality and Diversity Annual Report, which details the College's success in meeting the objectives outlined in the Equality and Diversity Action Plan (now incorporated in the Quality Enhancement Plan that is drawn up in the light of the annual Self-Assessment Report).
- 5.3 The policy provides the framework for promoting equality and celebrating diversity across the College community, providing opportunities for both individuals and groups to promote the objectives through a range of activities.

## **6. SCOPE OF POLICY**

- 6.1 This Policy applies to all the College's staff (including agency staff), students, volunteers and governors.
- 6.2 This policy exists to ensure that all students and staff are able to make the progress of which they are able, in an environment, which welcomes and supports them. In order to ensure that we enable this aim, we will monitor college functions via the gathering and analysis of data (see section 8).

## **7. EQUALITY AND DIVERSITY STRUCTURE**

- 7.1 The College has identified a 'responsibility matrix' for ensuring that Equality and Diversity are promoted throughout the organisation, with key staff having designated responsibilities including the:

- 7.1.1 Principal, Chair of the Equality and Diversity Steering Group and provides overall leadership of Equality and Diversity in the College  
Andrew Gower: telephone 020 7450 1901  
[andrew.gower@morleycollege.ac.uk](mailto:andrew.gower@morleycollege.ac.uk)
- 7.1.2 Head of Quality and Standards and Equality and Diversity Co-coordinator  
Helen Foster: telephone 020 7450 1910  
[helen.foster@morelycollege.ac.uk](mailto:helen.foster@morelycollege.ac.uk)
- 7.1.3 Head of Human Resources  
Michelle Punt: telephone 020 7450 1816  
[michelle.punt@morelycollege.ac.uk](mailto:michelle.punt@morelycollege.ac.uk)
- 7.1.4 Chair of Quality and Standards Committee of the Governing Body, responsible for leading governors' scrutiny of the Equality and Diversity Policy and recommendation of its approval by the Governing Body  
Heather Fry, via the Clerk to the Governing Body -  
Martin McNeill: telephone 020 7450 1848  
[martin.mcneill@morleycollege.ac.uk](mailto:martin.mcneill@morleycollege.ac.uk)
- 7.1.5 Lead Governor for Equality and Diversity, in attendance at the Equality and Diversity Steering Group, providing scrutiny and challenge at Board level  
Gill Evans, via the Clerk to the Governing Body -  
Martin McNeill: telephone 020 7450 1848  
[martin.mcneill@morleycollege.ac.uk](mailto:martin.mcneill@morleycollege.ac.uk)

## 8 PRACTICAL IMPLEMENTATION

- 8.1 The College will employ a variety of means to achieve its aims under the Act and to pursue excellence in meeting the duties and objectives described in its Equality and Diversity Action Plan. There are several ways in which the College will endeavour to strive continuously to reach this level of excellence:
- 8.2 Curriculum teams will undertake specific projects to achieve the aims and objectives set out in the action plan and will use the Quality Enhancement Framework to measure the impact of this activity at both centre and College level .
- 8.3 Data collection: data will be gathered annually as part of the College Self Assessment Process with particular attention paid to the following (this list is not exhaustive):

### *Students*

- student enrolment
- achievement, retention and success rates
- applications
- admissions/letters of offer
- conversion rates from applications to admissions to enrolment
- cancellation rates
- access to student services
- access to student enrichment activities
- disciplinary action, complaints and incidents of harassment/ bullying

### *Employees*

- employee numbers
- grade and category of staff including full and part-time status
- applications for appointment
- shortlisted candidates
- appointments and promotions
- type of contract (permanent, fixed term)
- employee relations – grievance, disciplinary, harassment, capability
- leavers
- training and staff development opportunities
- requests for flexible working
- return rates from maternity leave and the roles to which staff return
- pay levels
- profile of those with dependants and caring responsibilities
- staff attendance at Continuing Professional Development, especially that related to Equality and Diversity.

- 8.4 Collected data will be used to inform and influence management decisions and the review of policies and practices within the College, and also within the strategic and business planning processes. It will also be reported upon within the quality assurance processes through the Equality and Diversity Steering Group
- 8.5 The identification of issues relating to college functions: once the above data has been analysed, 'Areas for Enhancement' will be identified at college, curriculum and service level. These areas for improvement will be addressed by actions outlined in curriculum and professional service area Quality Enhancement Plans and captured for the whole college in the Equality and Diversity Action Plan.
- 8.6 The Equality and diversity Steering Group monitors the delivery of the plan and ensures that improvements are made as well as celebrating diversity within the College community and subsequently reporting to the Board through an annual Equality and Diversity Report.

## **9. COMMUNICATION AND TRAINING**

- 9.1 All staff within the College will discuss this policy at least annually at team meetings where this will be a compulsory agenda item. If further training on its contents is needed, this will be arranged by the Head of Human Resources so that all staff are fully aware of this policy and their responsibilities.
- 9.2 The College-wide Class Representatives Handbook contains guidance around both the College's statutory responsibilities and enhancements it makes. Equality and Diversity will be a standing item annually at the Class Representatives Forum.
- 9.3 In addition, the Equality and Diversity Action Plan will be reviewed termly inline with the College Quality Enhancement Plan and published annually within the Equality and Diversity Report.

## **10 REVIEW AND MONITORING OF POLICY**

- 10.1 The Principal, through the Equality and Diversity Steering Group and with the support of the Lead Governor, will review and monitor the policy and procedures on an annual

basis and will recommend and implement approved changes where necessary. A revised version of the policy will be submitted to the Governing Body, when required, to ensure that any identified deficiencies or weaknesses have been dealt with, without delay.