

Equality Objectives at Loreto College



Equality Objectives are drawn from a number of sources at Loreto these would include the college Mission Statement, the College Strategic Objectives, the Single Equality Scheme, the college Code of Respect and the Kolkata guidelines.

It is from the last document that the need for clear equality objectives in a rapidly changing world are drawn:

‘The person of Jesus Christ is at the heart of a Loreto/IBVM school/college and Gospel values permeate the entire school experience.

Mary Ward’s core values – justice, freedom, sincerity, truth and joy – are the foundation of the spirituality of the school/college community. Discernment, involving reflection on experience leading to action will inform and influence policies, structures, practices and pedagogy.

It is essential that those involved in Loreto/IBVM education have the wisdom and the courage to respond and adapt to continually changing circumstances.

Therefore, ongoing discernment is required to ensure that systems and structures take into account contemporary needs.’

The objectives should also meet the clear requirements of the duties of the 2010 Equality Act. In particular:

- To eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- To advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- To foster good relations between people who share a relevant protected characteristic and those who do not share it.

Objective 1: The College Community

Context

The college has always sought to provide a community in which all of its members feel secure and valued. This has been reflected within the college Mission Statement which stresses the need to create an environment in which the students can feel 'Joy' and, following the lead from its founder Mary Ward, the college has actively pursued the need to be '..seekers of truth and doers of justice'. It has delivered this through the tutorial programme, the assembly system, and annual Respect week, the Black History Month and through the RE programme.

Objective

The college will continue to foster excellent relationships between all members of the community, above all ensuring that those individuals who share a relevant protected characteristic feel safe, secure and free from any form of discrimination, harassment or victimisation.

How will the college deliver this:

- Through the use of the tutorial system ensuring that all protected members feel that they can discuss any concerns they might have with tutors and Heads of Hall.
- Through the promotion of equality issues through the tutorial programme, assemblies and the RE programme.
- Through an annual Respect Week.

Evidence: End of year tutorial surveys, tutorial programme, examples of assemblies, Respect Week materials.

Targets for 2015-16

- To review the Respect Week held in February 2015 through the Equality Group. To improve identified areas for delivery in January 2016.
- To review the End of Year survey by December 2015 to ensure that questions offer all groups the opportunity to raise personal concerns they might have with their experience at Loreto. To act on any perceived concerns raised.

Targets for 2015-2019

- To continually review tutorial activities and to amend these in line with changing student requirements.
- In particular to explore further activities pertaining to mental health issues and the classroom.
- Tutorial activities will be reviewed by Heads of Hall in June of each year.
- Respect Week will be reviewed by Z.Ives, the Equality Group and RE Department by July each year.
- To continue to provide an annual Respect Week and to work with the RE Department in the delivery of this.

Objective 2: Equality Measures

Context

For 15 years Loreto College has examined the achievements, retention, destinations and (more recently) success rates of students by gender and ethnicity ensuring that action has been taken where required. More recently economic background (students from a widening participation area), disability (including high cost learners) and 'looked after children' have also been added to the list of groups to be analysed. Results have been published within the Equality SAR and presented to a group consisting of Senior Managers and Governors.

Objective

The college will continue to examine and act on achievement, destination and retention data to ensure that all identified groups within the college community perform above national benchmark figures.

How the college will deliver this:

- The college SAR process requires that all departments analyse figures by ethnic group, gender, disability (including high cost learners) and learning difference, students in receipt of a college bursary and Looked After Children. Any concerns are made points of action for the department for the following year.
- The Equality officer produces a college overview of achievement, success, retention and destination by ethnic group, socio-economic differences (based on the college bursary), gender, disability (including high cost learners) and for 'looked after children'. Any patterns are examined and made points of action if they reflect a genuine concern. The SAR is presented to a group containing Senior managers and Governors.
- Concerns are raised within Senior Manager and College Management teams. Reports are made by Heads of Faculty throughout the year whilst concerns remain and points of action are drawn.
- The Principal and Head of Curriculum meet with Faculty and Department heads to review examination results and to make points of action.

Evidence: SAR's, Minutes of Senior management, College Management, Heads of Faculty and Equality Group meetings, ALPS data.

Target for 2015-19

To continue to scrutinise ALPS data and to report noticeable differences to Senior Management. In particular, to continue to scrutinise data regarding identified groups. This will be undertaken by the Equality and Diversity Officer who will report at December each year.

Objective 3: Staff Training

Context

Loreto College has used staff training sessions, held in late May/June to update staff on issues pertaining to a designated group and to train them on receiving students with a disability into the classroom and wider community. Over a number of years staff have received training on issues pertaining to gender, ethnic group, economic background and disability (specifically wheelchair users, students with a hearing difficulty, students with a sight difficulty and students with autism).

Objective

To ensure that staff receive the required training to meet the needs of the designated groups within the Loreto Community.

How the College will deliver this:

- Annual in-service training will continue to be delivered in June 2016 to ensure that all staff can meet the needs of designated groups within the college.
- The success of the training will be reviewed through a staff questionnaire and any action will be taken on the basis of this.

Targets for 2015-16

- To continually review the experience of the students with Learning differences and difficulties and to take immediate action if required.
- To review the experiences/achievements/retention of LAC students and to take action where required.

Targets for 2015-19

- To provide further and sustained training for staff on mental health issues and how they apply to the 16-19 student.
- To provide further training for staff on receiving students with sight impairment.
- To provide further training for staff on receiving students with autism.
- To provide further training for staff on receiving students with hearing impairments.
- To continue to meet staff training needs on any area pertaining to Equality and Diversity.
- Training will be provided in June of each year during staff inset time.

College Objective 4: A fully accessible college

Context

Loreto College has always placed a high priority on the integration of disabled students into mainstream learning. New buildings are fully compliant with the requirements of the 2005 Disability Discrimination act and staff training has taken account of the needs of different learners. Recently this has included training sessions on wheelchair users, students with hearing difficulties, diabetes and those with a sight difficulty. Pathways students are integrated into the tutorial system and take a clear role within this.

Objective

The experience of disabled students with regard to accessibility will be continually reviewed. Concerns will be fed back to the Equality Group for immediate action where required.

Evidence;

Minutes of Equality Group meetings.

Student exit surveys.

Target for 2015-16

- To integrate 2 new members with a learning difference or disability onto the Equality Group.

Targets for 2015-19

- To continue to monitor the accessibility of students and to take action as and when appropriate.