



**Equality, Diversity &  
Inclusion Policy and  
2022/23 Action Plan**



## Equality, Diversity and Inclusion Policy and 2022-2023 Action Plan

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### SECTION 1 - INTRODUCTION

As a public sector organisation, the RNN Group falls under the **public sector equality duty**, which is a duty on **public authorities** to consider how their policies or decisions affect people who are **protected** under the Equality Act 2010 by the transparency of publishing equality information, which is accessible to the public.

This Inclusion policy includes the Group's legal obligation of the Single Equality Scheme.

The RNN Group is committed to promoting an inclusive environment that meets the needs of all students, giving them the motivation, self-confidence and skills, they need to change their lives.

The RNN Group believes that in order to deliver high quality education and develop student's knowledge, skills and behaviours to prepare them for life; a culture of equality, diversity and respect must be embedded throughout the organisation.

The RNN Group takes seriously its commitment to providing a workplace for employees free from unlawful discrimination and harassment of any kind.

The implementation of a robust Inclusion Policy is a key way in which the RNN Group seeks to meet both its statutory public sector equality duty responsibilities and its own aspirations for an inspirational and inclusive learning and working environment.

## SECTION 2 – PURPOSE

The purpose of the Inclusion Policy is to set out the Group's commitment to an inclusive and supportive environment for students, staff and visitors that is free from discrimination, where all are able to participate and where everyone has the opportunity to fulfil their potential. Equally, the Inclusion Policy sets out the Group's expectations, which each member of the RNN Group community has a responsibility to adhere to and uphold the Policy.

This Inclusion Policy promotes positive attitudes towards inclusivity and valuing diversity. It also seeks to ensure that all who are subject to the Group's policies, practices and procedures are treated fairly and are not treated less favourably on the grounds of any of the 9 protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, sexual orientation and marriage and civil partnership (this only applies in respect of eliminating unlawful discrimination). Appendix 7.3 explains the detail of the Equality Act 2010 protected characteristics.

The RNN Group will create a curriculum and learning programmes that reflect the communities that we serve and will promote equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. The Inclusion Policy sets out the Group's commitment to ensure better outcomes for disadvantaged students, including those who have high needs – significantly narrowing the achievement gap between students from the most and least disadvantaged backgrounds.

### Legislative Framework

The Inclusive Policy has been written in line with the requirements of the Equality Act 2010. The RNN Group will work within the remit of the Public Sector Equality Duty and fulfil its duty by having due regard to:

- Eliminate discrimination, harassment, victimisation and any conduct that is prohibited by or under the 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.

The RNN Group extends the principles embodied in the Inclusion Policy to all students, staff and visitors.

Under the statutory duties detailed above, the Group has a duty to promote fundamental British Values and our strategy to achieve this can be found in the Group's Prevent Strategy and Prevent Strategy action plan.

## SECTION 3 - PRINCIPLES

The Group will:

- Actively promote a culture of equality, value diversity and seek to eradicate bullying, discrimination, radicalisation and extremism.
- Be inclusive in all areas of the curriculum and all aspects of college life.
- Monitor and address any gaps in the experience, satisfaction, retention and achievement of any identified group of staff and students.

- Take positive action to address any under-representation or stereotyping of staff or students, improve access to the Group in order to attract non-traditional staff and students, and to widen participation.
- Develop an inclusive and safe environment where the voice of staff, students, and other stakeholders (particularly those from groups with protected characteristics), is heard and acted upon.
- Celebrate and value the diversity brought to the organisation by individual students and members of staff.
- Make reasonable adjustments for students and staff in accordance with identified needs wherever possible within the statutory criteria.

In its commitment to students, the Group will :

- Deliver services to students in a way which is sensitive to their culture, ethnic backgrounds, beliefs, sexual orientation, gender, ages, and disabilities.
- Ensure the curriculum offer reflects the needs of potential and existing students, and embeds the principles of fundamental British Values.
- Provide teaching and training that supports students to overcome barriers and achieve their potential.
- Make clear the Group's expectations and commitments to the promotion of equality and celebration of diversity in marketing materials, at events, and throughout the student journey.

In its commitment to staff the Group will :

- Ensure all staff policies and procedures promote equality of opportunity and are not discriminatory in their implementation.
- Work towards the achievement of a workforce that is representative of the local community.
- Ensure training, development and progression opportunities are available to all staff.
- Arrange training for staff on relevant equality and diversity topics, and include equalities issues in training on employment practices.
- Consult with appropriate staff to identify any potential barriers to recruitment, promotion and retention.
- Act on any unlawful or unfair discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits.
- Ensure compliance with all legal duties and specific requirements in relation to the promotion of equality and diversity including action plans and impact assessments. Impact assessments will be undertaken at the final stage of all new policies and policy reviews, and will check that policies are inclusive for all and are written using gender-neutral language, in conjunction with staff and union representatives.
- Investigate the opportunity to be re-awarded the Investors in Diversity Award.

#### **SECTION 4 – ROLES AND RESPONSIBILITIES**

All RNN Group Governors, students, staff, contractors and visitors are aware of their responsibilities in relation to the Public Sector Equality Duty and the Single Equality Scheme.

The Governing Body has a responsibility to:

- Ensure that RNN Group meets all its duties under the Single Equality Scheme and other relevant legislation.
- Identify and appoint a designated Governor of the Corporation with lead responsibility for equality and diversity.

The Principal and Chief Executive is responsible for:

- Providing a high-profile lead on all equality and diversity matters and promoting the Inclusion Policy both internally and externally.
- Appointing a member of the Senior Leadership Team to have lead responsibility for equality & diversity.
- Holding all staff accountable for the promoting and embedding of equality & diversity.

The Senior Leadership Team is responsible for:

- Ensuring that the RNN Group meets its legal obligations relating to equality.
- Ensuring that equality analysis is carried out on all senior level proposed policies and decisions where appropriate.
- Ensuring that an internal audit review of equality, diversity and inclusion is included in the Group's audit and risk schedule.

The Senior Leadership Team member responsible for leading on Equality and Diversity:

- Ensuring that the RNN Group meets its legal obligations relating to equality.
- Ensuring that the Single Equality Scheme and the Annual Report is reviewed and published within the agreed timeframes.
- Reporting and monitoring on progress of the agreed action plans.
- Monitoring Equality Impact Assessments.
- Coordinating work on equality and diversity in conjunction with the equality and diversity management group.

All RNN Group Managers are responsible for:

- Ensuring that all staff they are responsible for know their responsibilities in relation to equality and diversity.
- Ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination.
- Fostering a culture in which equality and diversity considerations are embedded into their work areas.
- Ensuring that staff and students are encouraged and enabled to reach their full potential.
- Identifying appropriate staff development to meet the needs of their respective areas.

Human Resources are responsible for:

- Communicating the policy to all staff, including new starters at induction and ensuring that it is understood and implemented in working practice.
- Supporting managers in ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination.
- Collating staff statistics for the Single Equality Scheme at the reporting period point.
- The HR Director is responsible for working with recognised trade unions and staff representatives to prevent discrimination and ensure equality of opportunity.

Students are responsible for:

- Being aware of and upholding the principles of this policy.
- Contributing to a safe and inclusive environment that celebrates equality and promotes diversity.

Staff are responsible for:

- Being aware of and upholding and implementing the aims and values of this policy.
- Promoting equality of opportunity, eliminating discrimination and fostering good relations.
- Contributing to a safe and inclusive environment that celebrates diversity.

- Challenging any inappropriate language or behaviour of staff and learners.
- Undertaking training and learning opportunities as requested.
- Ensuring that they report any concerns that do not uphold this policy to their line manager or other appropriate member of staff.

Contractors, visitors, stakeholders, volunteers and associates are responsible for:

- Being aware of and upholding this policy and equality values in wider contracts or agreements.

## **SECTION 5 – MEETING OUR PRINCIPLES / OUR COMMITMENT**

### **The Curriculum**

Curriculum development and delivery will address the variety of experiences, cultural background, skills and needs which students bring to their learning.

The RNN Group will :

- Develop a curriculum that provides opportunities to all students to study at a level appropriate to them.
- Monitor the intent of the curriculum for those with social and disadvantaged barriers through the curriculum planning process.
- Embrace widening participation, enabling those seeking to return to study after a long period of unemployment, or whose personal circumstances have made it difficult for them to benefit from education.
- Embed equality and diversity in the curriculum from the planning stage through to course design and delivery, ensuring that the curriculum enables students to understand and embrace the Group's values.
- Maximise progression opportunities, including the accreditation of prior learning and experience.
- Ensure all teaching and training materials are non-discriminatory and inclusive.
- Have course teams/tutors regularly review assessment methods and materials and ensure learners make at least good progress relative to individual starting points.
- Implement timely identification and assessment of learning support requirements for all learners.
- Use its data to monitor and improve participation and achievement of learners for all minority groups.
- Share good practice in regards to equality and diversity within the curriculum and celebrations by staff.
- Involve employers in the design, delivery of the curriculum and provision of appropriate work placements, where relevant, in a way that challenges stereotypes.
- Promote the development of positive behaviours which reaffirm the understanding of and compliance with the rule of British Law and the principles of fundamental British Values.
- Ensure comprehensive information, advice and guidance is available to prospective and existing students, without bias and in line with equality and diversity legislation.

### **RNN Group Environment and Facilities**

The Group will provide a welcoming, safe environment which encourages access and participation by all sections of the community to high quality learning and support facilities.

The RNN Group will ensure that:

- Accommodation is welcoming, accessible to all and appropriate for learning.
- The accommodation and estates strategy develops the best possible learning environment.
- Student support services enhance students' total learning experience.

- It provides an environment in which all staff and students are able to observe individual needs.
- It provides an environment in which all staff and students should feel safe, secure and free from bullying, harassment and discrimination.
- Publicity and marketing materials are available in a range of accessible formats that meet the needs of the local community.
- All signs, regulations, communications and instructions are as clear and simple as possible, and free from discriminatory language.

### **Staff Related Commitments**

The Group will :

- Ensure that appropriate arrangements exist for effectively managing and recording all aspects of the employment relationship, including recruitment and selection.
- Report on staff profiles and capability, grievances, and disciplinary action taken related to bullying and harassment or other acts not in accordance with this policy.
- Report on gender pay gap annually.
- Maintain and monitor a single central record of all staff equality and diversity training.
- Ensure that individuals are treated fairly and that decisions on recruitment, selection, pay, training, development, promotion, career management and termination of employment are based solely on objective and job-related criteria (as referred to in the Recruitment Policy).
- Provide and monitor staff equality data and contribute to the development of the Inclusion Action Plan.
- Monitor professional development to ensure it continues to support staff to promote equality and diversity routinely in their daily activity.
- Commit to having a representative and diverse workforce.
- Ensure all new starters undertake an induction that includes our commitment to inclusion, and equality.
- Report any concerns that do not uphold this policy to line managers or other appropriate member of staff.
- Take appropriate action against staff who discriminate, harass, bully or encourage extremist activity.
- Commit to providing an in-house occupational health service for the purpose of supporting staff with potential disabilities or medical conditions; to advise on reasonable adjustments to prevent discrimination and to enable employees to perform their job effectively. Working closely with access to work where disabilities are identified.
- Continue to work towards re-accreditation of the Investors in Diversity Award.

### **SECTION 6 – BREACH OF THE POLICY / COMPLAINTS PROCEDURE**

The RNN Group will take seriously any instances of non-adherence to the policy by students, staff, contractors, visitors, stakeholders, volunteers and associates. Any instances of non-adherence will be investigated promptly and with discretion and the intent to resolve matters. Where appropriate, such instances may be considered under the relevant disciplinary policy and procedures.

Instances of students not upholding the policy may be investigated under the Student Behaviour Code of Conduct.

Instances of staff not upholding the Policy may be investigated under the staff disciplinary policy.

Employees who believe that the policy has not been followed may raise this through the Grievance policy and procedure.

Support will be provided for students and staff when these procedures are invoked.

Those external to the organisation should raise complaints through the feedback and complaints procedures on our website [www.rnngroup.co.uk](http://www.rnngroup.co.uk).

## SECTION 7 – CONCLUSION

In 2022/2023 the RNN Group plans to implement the following strategic objectives/actions in order to enhance our understanding and practices across the Group:

1. To retain accreditation of the Investors in Diversity Award
2. To continue to meet the requirements of the Equality legislation; to revise and update our equality policies and procedures to reflect legislative updates and good practice.
3. To continue to eliminate barriers and challenge unfairness, to provide teaching and learning, opportunities and experiences which help learners, staff, people and communities reach their full potential.
4. To ensure E&D and Inclusion is embedded into the curriculum intent and delivery and the impact on learners' performance and skills development is frequently monitored; to evaluate and address the performance and outcomes for disadvantaged learners and those from protected characteristic groups.
5. To demonstrate and communicate to our stakeholders, both internal and external, that we are committed to providing a supportive, inclusive and respectful environment in our commitment to tackling inequality and promoting diversity and inclusiveness.
6. To increase engagement with students on equality issues to address areas of underrepresentation within the curriculum.
7. To develop our relationship with Inclusive Employers in order to influence positive inclusion in the workplace.
8. To recruit, motivate and develop a highly skilled, effective and professional workforce which is representative of the communities we serve.
9. To publish our Gender Pay Gap Report by April 2023 ensuring transparency in the results for all staff and stakeholders.

The SES will be reviewed every three years using monitoring of data and evaluation of results from consultation and surveys. The Scheme is integral to the Group's self-assessment process and, where necessary, we will revise the guidance and methodology on how to involve and consult with the different equality groups.



### Staff Profile

Employee data is analysed by a number of factors including age, gender, ethnicity and disability by employee category and compares with local published data (FE Workforce Data for England). This is undertaken at Group level and campus level and informs part of decision making about objectives. The Inclusion Action Plan is developed as part of the Single Equality Scheme process and is reviewed regularly for progress. A review of conduct issues dealt with also informs the process in order that we are aware of any developing trends where staff training might be required. Employee feedback is sought formally through 'staff voice' activities.

#### **RNN GROUP (data as at 30/09/21)**

##### **RNN Group**

Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	*Rotherham %	* Bassetlaw %
16 - 25	40	7.97%	6	2.86%	0	0.00%	9	2.57%	46	6.06%	6.10%	7.94%
26 - 35	93	18.53%	39	18.57%	4	8.51%	63	18.00%	136	17.92%	12.65%	11.13%
36 - 45	97	19.32%	59	28.10%	19	40.43%	79	22.57%	175	23.06%	12.16%	11.12%
46 - 55	114	22.71%	59	28.10%	15	31.91%	90	25.71%	188	24.77%	13.15%	14.65%
56 and over	158	31.47%	47	22.38%	9	19.15%	109	31.14%	214	28.19%	21.95%	18.09%
<b>TOTAL</b>	<b>502</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>47</b>	<b>100.00%</b>	<b>350</b>	<b>100.00%</b>	<b>759</b>	<b>100.00%</b>	<b>66.01%</b>	<b>62.93%</b>

##### **RC Campus Breakdown**

Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in RC	Total %	*Rotherham %
16 - 25	20	3.98%	4	1.90%	0	0.00%	4	1.14%	24	3.16%	6.10%
26 - 35	46	9.16%	14	6.67%	1	2.13%	31	8.86%	61	8.04%	12.65%
36 - 45	31	6.18%	30	14.29%	12	25.53%	29	8.29%	73	9.62%	12.16%
46 - 55	49	9.76%	34	16.19%	3	6.38%	44	12.57%	86	11.33%	13.15%
56 and over	64	12.75%	18	8.57%	5	10.64%	53	15.14%	87	11.46%	21.95%
<b>TOTAL</b>	<b>210</b>	<b>41.83%</b>	<b>100</b>	<b>47.62%</b>	<b>21</b>	<b>44.68%</b>	<b>161</b>	<b>46.00%</b>	<b>331</b>	<b>43.61%</b>	<b>66.01%</b>

**DVC Campus Breakdown**

Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in DVC	Total %	*Rotherham %
16 - 25	13	2.59%	1	0.48%	0	0.00%	4	1.14%	14	1.84%	6.10%
26 - 35	27	5.38%	12	5.71%	2	4.26%	18	5.14%	41	5.40%	12.65%
36 - 45	29	5.78%	14	6.67%	4	8.51%	20	5.71%	47	6.19%	12.16%
46 - 55	32	6.37%	7	3.33%	7	14.89%	23	6.57%	46	6.06%	13.15%
56 and over	37	7.37%	6	2.86%	1	2.13%	19	5.43%	44	5.80%	21.95%
<b>TOTAL</b>	<b>138</b>	<b>27.49%</b>	<b>40</b>	<b>19.05%</b>	<b>14</b>	<b>29.79%</b>	<b>84</b>	<b>24.00%</b>	<b>192</b>	<b>25.30%</b>	66.01%

**NNC Campus Breakdown**

Age Profile	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in NNC	Total %	* Bassetlaw %
16 - 25	6	1.20%	1	0.48%	0	0.00%	1	0.29%	7	0.92%	7.94%
26 - 35	17	3.39%	10	4.76%	1	2.13%	14	4.00%	28	3.69%	11.13%
36 - 45	29	5.78%	12	5.71%	2	4.26%	23	6.57%	43	5.67%	11.12%
46 - 55	31	6.18%	12	5.71%	4	8.51%	22	6.29%	47	6.19%	14.65%
56 and over	46	9.16%	18	8.57%	1	2.13%	31	8.86%	65	8.56%	18.09%
<b>TOTAL</b>	<b>129</b>	<b>25.70%</b>	<b>53</b>	<b>25.24%</b>	<b>8</b>	<b>17.02%</b>	<b>91</b>	<b>26.00%</b>	<b>190</b>	<b>25.03%</b>	<b>62.93%</b>

**RNN Group**

Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %	* Bassetlaw %
Female	373	74.30%	106	50.48%	27	57.45%	299	85.43%	504	66.67%	50.80%	50.50%
Male	129	25.70%	104	49.52%	20	42.55%	51	14.57%	252	33.33%	49.20%	49.50%
<b>TOTAL</b>	<b>502</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>47</b>	<b>100.00%</b>	<b>350</b>	<b>100.00%</b>	<b>756</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**RC Campus Breakdown**

Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %
Female	157	31.27%	48	22.86%	13	27.66%	131	37.43%	218	28.84%	50.80%
Male	53	10.56%	52	24.76%	8	17.02%	30	8.57%	113	14.95%	49.20%
<b>TOTAL</b>	<b>210</b>	<b>41.83%</b>	<b>100</b>	<b>47.62%</b>	<b>21</b>	<b>44.68%</b>	<b>161</b>	<b>46.00%</b>	<b>331</b>	<b>43.78%</b>	<b>100.00%</b>

**DVC Campus Breakdown**

Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %
Female	102	20.32%	22	10.48%	8	17.02%	74	21.14%	132	17.46%	50.80%
Male	36	7.17%	18	8.57%	6	12.77%	10	2.86%	60	7.94%	49.20%
<b>TOTAL</b>	<b>138</b>	<b>27.49%</b>	<b>40</b>	<b>19.05%</b>	<b>14</b>	<b>29.79%</b>	<b>84</b>	<b>24.00%</b>	<b>192</b>	<b>25.40%</b>	<b>100.00%</b>

**NNC Campus Breakdown**

Gender	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Bassetlaw %
Female	98	19.52%	27	12.86%	5	10.64%	80	22.86%	130	17.20%	50.50%
Male	31	6.18%	26	12.38%	3	6.38%	11	3.14%	60	7.94%	49.50%
<b>TOTAL</b>	<b>129</b>	<b>25.70%</b>	<b>53</b>	<b>25.24%</b>	<b>8</b>	<b>17.02%</b>	<b>91</b>	<b>26.00%</b>	<b>190</b>	<b>25.13%</b>	<b>100.00%</b>

**RNN Group**

Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %	* Bassetlaw %
BME	12	2.39%	6	2.86%	1	2.13%	10	2.86%	19	2.50%	8.10%	2.60%
White	353	70.32%	158	75.24%	38	80.85%	236	67.43%	549	72.33%	91.90%	97.40%
Not Known / Provided	137	27.29%	46	21.90%	8	17.02%	104	29.71%	191	25.16%	0%	0.00%
<b>TOTAL</b>	<b>502</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>47</b>	<b>100.00%</b>	<b>350</b>	<b>100.00%</b>	<b>759</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**RC Campus Breakdown**

Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %
BME	10	1.99%	6	2.86%	1	2.13%	9	2.57%	17	2.24%	8.10%
White	138	27.49%	73	34.76%	15	31.91%	99	28.29%	226	29.78%	91.90%
Not Known / Provided	62	12.35%	21	10.00%	5	10.64%	53	15.14%	88	11.59%	0%
<b>TOTAL</b>	<b>210</b>	<b>41.83%</b>	<b>100</b>	<b>47.62%</b>	<b>21</b>	<b>44.68%</b>	<b>161</b>	<b>46.00%</b>	<b>331</b>	<b>43.61%</b>	<b>100.00%</b>

**DVC Campus Breakdown**

Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham %
BME	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8.10%
White	95	18.92%	33	15.71%	11	23.40%	59	16.86%	139	18.31%	91.90%
Not Known / Provided	43	8.57%	7	3.33%	3	6.38%	25	7.14%	53	6.98%	0%
<b>TOTAL</b>	<b>138</b>	<b>27.49%</b>	<b>40</b>	<b>19.05%</b>	<b>14</b>	<b>29.79%</b>	<b>84</b>	<b>24.00%</b>	<b>192</b>	<b>25.30%</b>	<b>100.00%</b>

**NNC Campus Breakdown**

Ethnicity	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Bassetlaw %
BME	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.13%	2.60%
White	101	0.00%	39	18.57%	8	17.02%	68	19.43%	148	19.50%	97.40%
Not Known / Provided	27	0.00%	14	6.67%	0	0.00%	23	6.57%	41	5.40%	0.00%
<b>TOTAL</b>	<b>129</b>	<b>0.00%</b>	<b>53</b>	<b>25.24%</b>	<b>8</b>	<b>17.02%</b>	<b>91</b>	<b>26.00%</b>	<b>190</b>	<b>25.03%</b>	<b>100.00%</b>

**RNN Group**

Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham % of working age	* Bassetlaw % of working age
Yes	11	2.19%	9	4.29%	2	4.26%	11	3.14%	20	2.65%	1.10%	1.10%
No / Not Declared	491	97.81%	201	95.71%	45	95.74%	339	96.86%	736	97.35%	Not reported	Not reported
<b>TOTAL</b>	<b>502</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>47</b>	<b>100.00%</b>	<b>350</b>	<b>100.00%</b>	<b>756</b>	<b>100.00%</b>	<b>Unknown</b>	<b>Unknown</b>

**RC Campus Breakdown**

Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham % of working age
Yes	5	1.00%	5	2.38%	1	2.13%	4	1.14%	11	1.46%	1.10%
No / Not Declared	205	40.84%	95	45.24%	20	42.55%	157	44.86%	320	42.33%	Not reported

<b>TOTAL</b>	<b>210</b>	<b>41.83%</b>	<b>100</b>	<b>47.62%</b>	<b>21</b>	<b>44.68%</b>	<b>161</b>	<b>46.00%</b>	<b>331</b>	<b>43.78%</b>	<b>Unknown</b>
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**DVC Campus Breakdown**

Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Rotherham % of working age
Yes	4	0.80%	2	0.95%	1	2.13%	4	1.14%	7	0.93%	1.10%
No / Not Declared	134	26.69%	38	18.10%	13	27.66%	80	22.86%	185	24.47%	Not reported
<b>TOTAL</b>	<b>138</b>	<b>27.49%</b>	<b>40</b>	<b>19.05%</b>	<b>14</b>	<b>29.79%</b>	<b>84</b>	<b>24.00%</b>	<b>192</b>	<b>25.40%</b>	<b>Unknown</b>

**NNC Campus Breakdown**

Disability	Support	Support %	Lecturer	Lecturer %	Management	Management %	P/T	P/T %	Total in Group	Total %	* Bassetlaw % of working age
Yes	2	0.40%	2	0.95%	0	0.00%	3	0.86%	4	0.53%	1.10%
No / Not Declared	127	25.30%	51	24.29%	8	17.02%	88	25.14%	186	24.60%	Not reported
<b>TOTAL</b>	<b>129</b>	<b>25.70%</b>	<b>53</b>	<b>25.24%</b>	<b>8</b>	<b>17.02%</b>	<b>91</b>	<b>26.00%</b>	<b>190</b>	<b>25.13%</b>	<b>Unknown</b>

\* Figures taken from a mixture of 2011 census and council statistics 2019.

## Student Profile

Student data is analysed by a number of factors including age, gender, ethnicity and disability. This is undertaken at campus and curriculum area level and forms an important part of the annual Self-Assessment Review (SAR). A Quality Improvement Plan (QIP) is developed as part of the SAR process and is reviewed monthly for progress. An annual review of complaints made to the Group also informs the process in order that we are aware of any developing trends. A review of E& D activity across RNN Group is reported termly which celebrates the wide-ranging involvement of staff and students. Student feedback is sought formally through 'learner voice' and quality improvement activities.

	18/19		19/20		20/21	
	Total	% of Group	Total	% of Group	Total	% of Group
<b>Disadvantaged (Widening Participation)</b>						
Yes	9,146	50.32%	6,401	48.89%	5,050	49.31%
No	9,031	49.68%	6,691	51.11%	5,192	50.69%
<b>Care Leavers</b>						
No	18,158	99.90%	13,062	99.77%	10,214	99.73%
Yes	19	0.10%	30	0.23%	28	0.27%
<b>Looked After</b>						
No	18,115	99.66%	13,013	99.40%	10,185	99.44%
Yes	62	0.34%	79	0.60%	57	0.56%
<b>High Needs</b>						
No	17,958	98.80%	12,886	98.43%	10,050	98.13%
Yes	219	1.20%	206	1.57%	192	1.87%
<b>Age Group</b>						
<16	175	0.96%	163	1.25%	77	0.75%
16-18	4,236	23.30%	3,908	29.85%	3,548	34.64%
19+	13,766	75.73%	9,021	68.90%	6,617	64.61%
<b>Gender</b>						
Female	10,956	60.27%	7,884	60.22%	5,779	56.42%
Male	7,221	39.73%	5,208	39.78%	4,463	43.58%
<b>Learning Difficulty/Disability</b>						
	0	0.00%	5	0.04%	299	2.92%
No information provided	318	1.75%	295	2.25%	7,181	70.11%
No learning difficulty or disability	13,291	73.12%	9,339	71.33%	2,762	26.97%
Student has a learning difficulty or disability	4,568	25.13%	3,453	26.37%	10,214	99.73%
<b>Ethnicity</b>						
31 - English / Welsh / Scottish / Northern Irish / British	14,899	81.97%	10,653	81.37%	8,235	80.40%
32 - Irish	48	0.26%	36	0.27%	23	0.22%
33 - Gypsy or Irish Traveller	23	0.13%	21	0.16%	9	0.09%
34 - Any Other White background	969	5.33%	652	4.98%	553	5.40%
35 - White and Black Caribbean	121	0.67%	77	0.59%	68	0.66%
36 - White and Black African	62	0.34%	44	0.34%	29	0.28%
37 - White and Asian	83	0.46%	61	0.47%	85	0.83%

38 - Any Other Mixed / multiple ethnic background	104	0.57%	68	0.52%	67	0.65%
39 - Indian	97	0.53%	66	0.50%	31	0.30%
40 - Pakistani	591	3.25%	445	3.40%	299	2.92%
41 - Bangladeshi	29	0.16%	11	0.08%	8	0.08%
42 - Chinese	38	0.21%	29	0.22%	38	0.37%
43 - Any other Asian background	115	0.63%	114	0.87%	123	1.20%
44 - African	317	1.74%	228	1.74%	173	1.69%
45 - Caribbean	73	0.40%	31	0.24%	31	0.30%
46 - Any other Black / African / Caribbean background	81	0.45%	48	0.37%	56	0.55%
47 - Arab	109	0.60%	67	0.51%	78	0.76%
98 - Any other ethnic group	286	1.57%	237	1.81%	138	1.35%
99 - Not provided	132	0.73%	204	1.56%	198	1.93%
Ethnic Group						
31-34 White	15,939	87.69%	11,362	86.79%	8,820	86.12%
35-38 Mixed/Multiple Ethnic Group	370	2.04%	250	1.91%	249	2.43%
39-43 Asian/Asian British	870	4.79%	665	5.08%	499	4.87%
44-46 Black / African / Caribbean / Black British	471	2.59%	307	2.34%	260	2.54%
47-99 Other Ethnic Group	527	2.90%	508	3.88%	414	4.04%

## Protected Characteristics and Discrimination

Discrimination is to treat one particular person or group of people less favourably than others because of the following protected characteristics; age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

There are two kinds of discrimination: direct and indirect.

**Direct discrimination** occurs when someone is treated less favourably because of a protected characteristic they have or are thought to have (see perception discrimination below) or because they associate with someone who has a protected characteristic (see discrimination by association below).

*Discrimination by association* - is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

*Perception discrimination* - is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect discrimination** occurs when there is a rule, criteria, policy or practice operating, which applies to everyone but which particularly, disadvantages people who share a particular characteristic, and which cannot be justified as proportionate. It will not be unlawful if it can be justified as a legitimate business need.

Indirect discrimination applies to all the protected characteristics apart from pregnancy and maternity.

For example, an organisation has a policy of telephoning people to remind of appointments potentially putting a person who is deaf or who has a hearing impairment at a disadvantage.

***A description of the different types of Discrimination are explained below.***

**Age** - stereotyping of and discrimination against individuals or groups because of their age.

**Disability** - a person has a disability if they:

- have a physical or mental impairment and;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

*For the purposes of the Act, these words have the following meanings:*

- 'substantial' means more than minor or trivial



- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

*Progressive conditions considered to be a disability*

There are additional provisions relating to people with progressive conditions. HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. Some visual impairments are automatically deemed to be disabled.

*Conditions that are specifically excluded*

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

**Gender** – refers to a man or to a woman.

**Gender reassignment** – refers to a person who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

**Marriage and civil partnership** – refer to a person who is married or is a civil partner.

**Pregnancy / Maternity** – a person cannot be discriminated against because they are pregnant, have a pregnancy related illness, on maternity leave or seeking to take maternity leave. This extends to breast feeding mothers upon the return to work and the requirement to provide facilities to breast feed / express milk if they so wish.

**Race** – refers to colour, nationality and ethnic or national origins.

**Religion or belief** – refers to any religion which includes a reference to a lack of religion. Belief means any religious or philosophical belief and a lack of belief.

**Sexual orientation** – refers to a person's sexual orientation towards persons of the same sex (i.e. they are gay or lesbian), persons of the opposite sex (i.e. they are heterosexual), or persons of either sex (i.e. they are bisexual).

**Pay** – refers to male and female staff having the right to receive equal pay for the same or broadly similar work, for work rated as equivalent, or for work of equal value.

**Inclusion (SES) Action Plan September 2022 – July 2023 (update Oct 22)**

RNN Group will ensure the Single Equality Scheme Action Plan set targets that support the aims of the policy.

**NB Confidential pages removed.**

## Equality Impact Assessment Screening Form

All key policies, strategies and procedures should be checked, at development or review stage, to establish their relevance to equality. The policy owner needs to complete section 1, and section 2 or 3 of this form before submitting for screening. The impact assessment panel will complete section 4.

### Section 1

This text box needs to be copied onto the front of the document before it is submitted for impact assessment

Policy/Strategy/Procedure Title	
Date completed	
Who owns this document	
Date impact assessed	
Date for renewal	
Date approved by Board	

Is the policy/strategy/procedure:		
A review with minor changes <input type="checkbox"/> <i>Complete section 2 only</i>	A review with major changes <input type="checkbox"/> <i>Complete section 3 only</i>	New <input type="checkbox"/> <i>Complete section 3 only</i>

**Section 2** *(To be completed by the document owner when sending a policy/strategy/procedure for impact assessment when it is ready for annual review and/or minor changes have been made prior to sending for impact assessment)*

Please briefly detail the changes that have been made to this document and why

**Section 3** *(To be completed by the document owner when sending a new policy/strategy/procedure for impact assessment (or one that has been significantly changed))*

1) Explain how the aims promote equality and relates to the equality aims set out in the RNN groups Inclusion Policy

2) Identify whether people with protected characteristics are affected
3) Describe what the intended results are

Now send this assessment (along with the relevant document) to exec admin for logging and it will be screened at the next available panel meeting

**Section 4** (To be completed by the Impact Assessment Panel)

	Adverse impact	Action (include promotion opportunities)
1 Age		
2 Disability		
3 Race (inc colour, ethnicity, national origins)		
4 Sex		
<i>There may be limited data available for the following groups. Include evidence derived from quantitative data and qualitative/ anecdotal information where available. If no evidence is available enter unknown and provide justification</i>		
5 Gender re-assignment		
6 Sexual orientation		
7 Marriage & civil partnership		
8 Pregnancy/ maternity		
9 Religion or belief		
6) Note any other areas of policy/strategy/procedure impacted by this assessment to be amended/reviewed		

APPROVAL by DEPUTY CEO/PRINCIPAL: CURRICULUM & QUALITY	
<input type="checkbox"/> Approved <input type="checkbox"/> Approved subject to minor adjustments as below: <input type="checkbox"/> Not approved – needs further work as below:	
Signature:	
Date:	

Now send this assessment (along with the relevant revised document) to exec admin for logging.  
 The executive admin team will retain the completed document for 4 year

**Equality and Diversity Impact Assessment Process 2020-2023**