

## Ruskin Mill Educational Trust (the 'Trust')

### Race Equality Action Plan 2007-10

The aim of this document is to set relevant targets that contribute to the ongoing implementation of the Trust's Race Equality Policy. This action plan outlines the areas that require action and progress achieved.




This action plan will be overseen, reviewed and updated on an annual basis through the Trust Equality and Diversity Working Forum and College Working Groups.



Symbols have been added to show completed items in **Green**, alert items in **Amber** and not completed/no action taken in **Red**.  
Shading has been added for items which are completed and closed off


#### Key




SLT	= Senior Leadership Team
HR	= Human Resources
TEDWF	= Trust Equality and Diversity Working Forum
CEDWG	= College Equality and Diversity Working Group


**Section 1 - Human Resources focused**


Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
1. Race Equality Policy	1.1 The Equality and Diversity Policy along with the Race Equality Policy is reviewed on an annual basis	Annually in April	April 2009		Director of HR	The Equality and Diversity Policy and Procedure and the Race Equality Policy were reviewed in April 2009. It has been agreed to review next in September 2009 to bring in line with annual report.
	1.2 - The Equality and Diversity Policy, Race Equality Policy and the Race Equality Action Plan will be published and placed on the RMET website and available in other formats on request.	December 2007	April 2007		Director of HR	All Equality and Diversity related Policies and Procedures and action plans are on the Trust website and can be made available in other formats. No requests received for other formats.
	1.3 - Design and implement a complaints procedure and respective forms, to record, take action and monitor any complaints received (from students) associated with equal opportunities issues including racial harassment. And incidents deemed to be of a racist nature.	September 2007			TEDWF and Director of HR	There is a complaints policy for students, which is within the Student Protection Policies. This is being reviewed in November 2009



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2. College Equality and Diversity Working Groups	2.1 College Equality and Diversity Working Groups meet termly, to review and update action plans, policies and actions across each College	June 2008	January 2008		Principals in each College and Director of HR	A College Equality and Diversity Committee has been established. Meetings have been held termly.
	2.2 Equality and Diversity Officer posts to be created in each College. They will keep up to date with current practice, legislation, attend external events and be a source of support and information to the College Equality and Diversity Groups.	December 2009			Principals in each College and Director of HR	Roles have been created and are currently being advertised.



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3. HR Strategy and Policy Development	3.1 To conduct impact assessments to eliminate any adverse impact on racial equality, generated by existing policies and procedures on core HR activities.	2007-2010	March 2010		TEDWF	<p>A comprehensive impact assessment process has been developed and ratified by TEDWF. Training for all staff involved in impact assessment is to be delivered in June /July 2008. The development of a timetable for all policies, procedures and practices was deferred until all of the equality policies and action plans are in place including age and gender. This was achieved in April 2007. All colleges now have established CEDWGs and these will act in a consultative capacity on aspects of impact assessment. All colleges have had a Powerpoint awareness session on Equality Impact Assessments and training senior staff took place in June/July 2008. Existing policies within the staff handbook have gone through an initial screening and recommended improvement actions identified. All new policies and practices are screened prior to adoption.</p>




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	3.2 All Colleges will undertake activities to actively promote race equality.	Sept 2007	Sept 2007		Principals	Monitoring and training.  Ruskin Mill College has undertaken work with regard to holding an Equality and Diversity week in May 2006. The blue eyes/brown eyes DVD has been delivered to colleges as part of the training week in September 2007. This is an ongoing training programme which will be delivered by the Hiram Academy Team.
	3.3 Dignity at Work policy is reviewed on an annual basis in order to continue to ensure a supportive and constructive environment where all staff are treated with respect and dignity.	April 2007	April 2007		Director of HR	Dignity at Work Policy completed and available on website and in alternative formats. Policy is reviewed on an annual basis
4. Monitoring and Publishing	4.1 Update the equal opportunities monitoring form to bring it into line with census 2001 categories.	February 2007	February 2007		Director of HR	The equal opportunities monitoring form has been updated in line with the 2001 census.




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	<p>4.2 Collect equal opportunities information in order to analyse any adverse impact on either students or staff with regard to ethnicity, gender, age, disability, religion and sexual orientation.</p>	March 2009	March 2009		Director of HR and Principals from each College	<p>A disability audit was carried out and is now amalgamated into a comprehensive E and D monitoring form (E and D form /consultation process introduced across the Trust via the CEDWG and the new form agreed. A new HR database has been designed to record, monitor and report on employee equality and diversity data and it was implemented in December 2007.</p> <p>Equal opportunities information reported by each College create an annual report in the Autumn term of each academic year and is then published on the website.</p>



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	<p>4.3 The results of monitoring activities are to be published, communicated and used to inform the consultative process and support awareness raising activity.</p>	March 2009	March 2009		Director of HR	<p>Equal opportunities monitoring form agreed in its final format. Plans have been made to issue this and incorporate all data into new HR database system. Results will be analysed and reported on to TEDWG (see 4.2)</p> <p>A monitoring report has been produced and the conclusions together with the EIA analysis have been circulated and have led to a clarification of practices which have varied between colleges.</p>



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5. Staff Recruitment and Selection	5.1 To identify most appropriate media to use for advertising recruitment vacancies to ensure adverts reach the widest possible audience.	December 2009	Dec 2009		College HR Managers	The whole recruitment process is being reviewed and the advertising will be encompassed within this. A Head of Recruitment and Safeguarding for the Trust has been appointed with a view of undertaking a full recruitment and selection review.(now started) Media sources that have been used include “The Big Issue “, third sector charity web-sites, local job centres, local authorities, voluntary organisations, Camphill and GlosREC.
	5.2 Equal Opportunities Monitoring form detached from main application form to ensure collection of information for monitoring purposes only.	Dec 2008	Dec 2008		College HR Managers	Completed and information being collected.

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	5.3 Generate links with local BME community groups to circulate the Trust vacancies and monitor outcomes generated to evaluate impact.	December 2009	Contacts made and further networking and development required.		Principals and College HR Managers	Contact made with Race Equality West Midlands to seek advice on best groups to contact. Planning to meet with Centre for Employment and Enterprise Development (CEED). The Trust has expressed interest in developing a South West provider led regional group in partnership with National Institute of Adult and Continuing Education (NIACE), Equality South West and the LSC.
	5.4 Promote the use of BME publications/ media in promoting the Trust and its vacancies.	March 2010			Head of Recruitment and Safeguarding	Proposal to send vacancies to BME organisations. See 4.2


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6. Staff Training and Development	6.1 Continue to train and develop staff awareness of race equality, respective legislation, the Race Relations Action Plan and their responsibilities in ensuring its effective implementation.	July 2007	June/July 2007		Principals and Director of HR	All staff attended equality and diversity training which incorporated race equality. All CEDWGs are having awareness training in equality and diversity, starting with discrimination training in June 2007.
	6.2 Develop and implement briefing sessions in respect of the Race Relations (Amendment) Act with regard to Trustees responsibilities.	December 2009			Director of HR	This has been discussed at Trustees meetings and put on hold until new trustees are in place . Looking at on line awareness through RMET Hiram Academy.
	6.3 Review the equal opportunities available to all staffing in terms of promotion, progression and access to training and development opportunities and develop and initiate additional provision where necessary.	March 2010			Principals, Director of HR	Need to incorporate this within new appraisal scheme which is to be implemented by March 2010 Also completing organisational review across the Trust.



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	6.4 Build and strengthen the race equality training programme as a core training course for all staff.	March 2010			Director of HR and Director of Training and Development	The Trust has appointed a number of Hiram Academy Coordinators to assist in this area.
7. Visitors, Communications and the Community	7.1 The Trust will positively promote literature that is anti discriminatory.	Dec 2007	Oct 2007		SLT	CD produced which positively promotes equality.
	7.2 All members of the Trust, whether staff or students are aware of the Race Relations (Amendment) Act and the Trust's Race Equality Policy, and in particular their impact on our relationships with visitors, the community and in our methods of communication.	Dec 2008	Dec 2008  Oct 2009		College HR Managers and Principals	Policies published on web site and notice boards. Establishment CEDWGs within each college. Glasshouse College is leading on race equality. All CEDWG will take part in anti discrimination training in June 2007. New equality and diversity communications guidelines created and now under consultation




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	7.3 Design and implement a complaints procedure for the community to raise issues relating to the Trust's impact on local community life.	April 2008	April 2008		Principals and Corporate Project managers.	Policy and procedure has been agreed by the Council of management. A student friendly version is being produced. Policy being reviewed November 2009
	7.4 To take up opportunities for community partnerships through activities such as a membership of Equality South West and their equivalent in the other geographical areas of within the Trust.	December 2007	Dec 2007		Principals and Director of HR	Partnerships have been made with local colleges within each college's geographical area. Colleges within the Trust have been members of other college's Equality and Diversity groups in the local geographic areas. see 5.5




Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved September 2009
8. Procurement and Contractors	8.1 Amend financial regulations and procurement and contracting procedures to ensure compliance with the Race Relations (Amendment) Act.	December 2009			Director of Finance	
	8.2 Encourage and influence other organisations to make a positive commitment to Race Equality within their working practices.	December 2006	Dec 2006		Director of Finance and Director of HR	Links with Stroud College, Gloucestershire; Sheffield College, South Yorkshire; and Halesowen College, West Midlands.

**Section 2 - Admissions and Marketing focused**


Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2009
1. Pre-Admissions Marketing Materials	<p>Review to ensure that all such materials promote positive perceptions of student diversity, ethnicity, faiths, and cultures and emphasise RMET's commitment to the practice of equality and diversity and the promotion of good race relations.</p> <p>1.1 Review following publications</p> <ul style="list-style-type: none"> <li>▪ RMET and college guides</li> <li>▪ RMET General Introduction 2006,</li> <li>▪ RMET website</li> <li>▪ Student Handbook</li> </ul>	May 2007			Head of Admissions	<p>All publications reviewed and actions recommended (see Actions 2; 3; &amp;4)</p> <p>Staff have recently been sent E&amp;D and BME CD, admissions coordinators meet or video conference termly to discuss a range of issues including E&amp;D and BME applications</p>

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	<p>1.2 Draft, publish, and include as an insert in all future mailings of the RMET and college prospectuses, a short brochure affirming the RMET's commitment to, and illustrating its practice of, equality and diversity, and race relations.</p>	March 2010			Head of Marketing and Communications / Executive Principal	<p>College magazine, Run of the Mill, now edited for equality and diversity compliance.</p> <p>Draft statement for inclusion in prospectus under discussion.</p>
2. Admissions documentation and procedures, including application form	<p>Review to ensure compliance with E&amp;D; DDA; and RRA requirements and good practice.</p> <p>2.1 Redesign of application form &amp; related suite of documents to ensure that they are readable; dyslexia &amp; DDA friendly.</p>	March 2010			Head of Admissions and Principals at each College	<p>Review underway at each of the RMET colleges.</p> <p>New admissions form; new easier to read letter; new graphic illustrating admissions stages &amp; procedures</p>



Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2009
3. Recording of information about applicant students' ethnicity	To establish, analyse and monitor patterns of BME applications and where appropriate recommend and take positive action to address inequalities.  3.1 Adopt good practice approach to obtaining ethnicity information on first telephone contact with potential applicants using suitably amended DRC help-line form of words.	March 2007	March 2007		Head of Admissions	Completed. Recognition that there is under-representation has led to efforts to circulate CD and contact local BME groups to aid recruitment.
	3.2 Create Access database to log initial telephone enquiries and include identification of ethnicity.	January 2007	January 2007		Head of Admissions	Completed. Initial overview & analysis of new enquiries data base shows that BME pattern of enquiries is the same as BME entry
	3.3 Re-draft introduction to RMET ethnicity recording form in order to encourage more applicants to complete it.	May 2007	May 2007		Head of Admissions	Completed





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4. Identify agencies and schools currently referring BME students to RMET colleges	To establish patterns of referral for BME candidates.  4.1 Databridge - analysis of student referrals by Connexions Region.	1 and 2 Underway: first RMET wide analysis to be completed by September 2006	Sept 2006		Head of Admissions	Connexions data analysed for all three Colleges  We have identified LSC regions that have not referred to us and we are about to send a targeted mail shot to them
	4.2 Databridge - analysis of student referrals by feeder schools.		Sept 2006			Databridge now established and in use in all three RMET colleges.
5. Research differences in cultural & BME attitudes to disability	To raise knowledge, understanding and awareness of potential barriers to entry.  5.1 Review of research and relevant literature.	Continuous			Head of Admissions	NIACE paper on cultural issues surrounding disability sourced and sent to College Principals.  Copies of Diversity Matters: Good Practice in services for disabled children and their families from black and other minority ethnic communities distributed to all three RMET colleges with suggested BME contacts action plan.










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7. Reporting cycle on BME admissions statistics	<p>7.1 Termly analysis of E&amp;D and BME admissions statistics to be submitted to and monitored by SPARC and SLT; annual report to be submitted to and monitored by SLT &amp; Board of Trustees.</p> <p>7.2 Termly and annual analysis of, and written reports on, admissions statistics broken down by E&amp;D and BME criteria.</p>	Annually and termly			Head of Admissions	Completed annually.



**Section 3 - Student Provision focused**

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2008
1. Learning materials	1.1 Learning materials used by college tutors ensure that they promote positive perceptions of students' ethnicity, religions and cultures positively.	Annually - Summer term	Jul 2007		Head of Education and Therapy	The diversity of staff ensures there is a positive perception of different cultures e.g. students experience cultural trips and the curriculum reflects this.
2. College Equality and Diversity working group	2.1 Establish a CEDWG at each college, which includes staff and students, which meet regularly to discuss issues and make recommendations for awareness raising events and actions.	Autumn 2007	Nov 2007		Principals	Established November 2007 and currently meets termly. Meetings planned for 2009-2010
3. Trust Equality and Diversity Champion	3.1 Appoint a lead on equality and diversity across the Trust to work in-conjunction with each college, E&DWG, HR, admissions	December 2009	October 2009		Director of HR	A Head of Equality and Diversity has been appointed and will take up post in January 2010.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2008
3. College based Equality and Diversity Champion	3.1 Appoint an Equality and Diversity Officers at each college to work with the E&D working groups and liaise with the college's CMT and the Head of Equality and Diversity	December 2009			Principals	All members of the CEDWG act as champions of equality and diversity.
4. Festival Celebration planning group	4.1 Establish a Festival Celebration planning group at each college, with the aim of celebrating a range of festivals through the year that reflect the ethnic and racial diversity of the college and the community.	Autumn 2007	Autumn 2007		Principals	A Festival Committee has been set up at Ruskin Mill College. and Glasshouse College.  Religious festivals are celebrated in a non denominational way.
5. Careers guidance and work-related learning	5.1 Review access to careers and guidance and work-related learning, e.g. work experience, to ensure that these are delivered in a fair and equitable way.	Annually - Autumn term			Work Experience Coordinator Programme Planning Coordinator / FMC Head of Education and Therapy	Will be undertaken during Autumn 2009 as part of 2009-10 Self Assessment Review. All third year students have work experience work experience opportunities and all leaving students have an interview with Connexions

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2008
	5.2 Monitor and analyze the access to careers guidance and work- related learning by ethnicity and gender	March 2010				Will be undertaken during Spring 2010.
6. Residential support and health care services	6.1 Ensure that care plans reflect students' ethnicity, religion and cultures positively.	- Autumn term 2008	Sept 2008		Residential Managers and Heads of Residential and Nutrition	Care plans reflect students' ethnicity and culture positively and this is met
7. Environment and Facilities	7.1 Monitor the college environment and faculties to ensure that they reflect students' ethnicity, faiths and cultures positively.  Access to facilities for those of different beliefs.	July 2008	July 2008		Residential Managers and Heads of Residential and Nutrition	Environment and faculties reflect different cultures and are non denominational.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2008
8. Student Guidance and Handbooks	8.1 Review the college's student guidance and handbooks to ensure that they accessible and easily available	July 2008	July 2008		Principals and Head of Marketing and Communications	This task was completed in August 2008 and will be undertaken again during August 2010.
9. Students' achievements	9.1 Monitor and analyze progression and achievement by ethnicity and gender.	Annually - Summer term			Principals of each College	Completed during Autumn term as part of Self Assessment Review process.
	9.2 Report on the outcome of analysis in the termly report to the Trustees.	Annually - Autumn term			Executive Principal	Data was included in the college report to the Trustees in November 2007.
10. Quality Measures	10.1 Monitor and analyze student perceptions of RMET provision by ethnicity and gender.	Annually - Summer term			Principals of each College	Will be undertaken during autumn 2009 as part of 08-09 Self Assessment Review.

Area for Action	Action	Timescale	Achieved		Who is responsible for Action	Progress achieved Sept 2008
11. Monitoring and impact assessment	11.1 Disseminate results of monitoring and assessment to college management team and SAR working group to inform planning and decision-making.	Annually - Autumn term			Principals	Will be done during Autumn 2009 as part of 08-09 Self Assessment Review.
	11.2 Review the race equality policy and action plan and make recommendations to SLT for consideration and action.	Annually			Director of HR	First annual review completed in April 2007. Second review April 2008 Update Sept 2008 and reviewed April 2009