

# SINGLE EQUALITY SCHEME

2025-2029



**Our Single Equality Scheme sets out our commitment to promoting and celebrating diversity, equality, and inclusion while striving for excellence in everything we do. It supports the development of Kirklees College as a trauma-informed, anti-racist organisation.**

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## INTRODUCTION

This document outlines the Single Equality Strategy for Kirklees College. We are all educators, and our strategy is rooted in our desire to shape a better future for all in our community, through excellent teaching and powerful knowledge with a strong social purpose.

We live in a time of unprecedented and complex challenge - a VUCA world - volatile, uncertain, complex and ambiguous. Many societal challenges impact on our students, staff and community; such as rising living costs, inequality, poverty, mental health, technological advancement and climate change. The future

is unrecognisable in terms of anything we could have predicted a few years ago. The impact of these challenges and how we address them varies greatly. What is clear is that we cannot develop a future strategy without the context of our external environment.

Kirklees College, as an anchor organisation working with local communities and partners, has a pivotal role to play in delivering positive change to people's lives. The strategy outlined in this document will guide us to achieve the best possible outcomes for our students, staff and community. It will also help us ensure a thriving college for future generations.

Our strategy will help us align our activities for maximum effect and allow everyone to see how their contribution makes a difference.



**Palvinder Singh**

Principal and Chief Executive of Kirklees College

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## OUR COMMITMENT

Our commitment to diversity, equality, and inclusion is at the heart of our mission of “Creating Opportunities, Changing Lives.” We strive to create an environment where every student and staff member can reach their full potential, embracing the richness of a diverse community. We are dedicated to fostering a culture of kindness, unity, and excellence whilst working to remove barriers that limit equal opportunities for all.

This commitment underpins all aspects of our work. Whatever we do, we approach it through the integrated lenses of trauma informed practice and diversity, equality, and inclusion. This ensures that our actions are inclusive, sensitive, and aligned with our values of kindness, unity and excellence.

Our aim is that decisions are made with a clear understanding of their impact on individuals and communities. This means that we are open and transparent about the information on which we base decisions, what we are seeking to achieve, and our results.

As a learning organisation, we aim to empower everyone to achieve their fullest potential and do meaningful study and work.





## EQUALITY LAW

We are committed to meeting our regulatory requirements.

The General Public Equality Duty, section 149 of the Equality Act 2010, requires relevant public authorities to have due regard to the need to:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ensure that all students succeed and can progress in ways that match their abilities and aspirations
- be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

We comply with our statutory reporting obligations arising under the Equality Act 2010 (Specific Duties) Regulations 2011 which require the college to publish:

- specific and measurable equality objectives, at least every four years.
- information to demonstrate its compliance with the public sector equality duty each year.

## MONITORING & ACCOUNTABILITY

Our progress is reported through our annual Equality, Diversity and Inclusion (EDI) report, which highlights the work undertaken to achieve our equality objectives. The overarching objectives are set out in our Single Equality Scheme, while detailed action plans are managed operationally and progress monitored through our DEI Committee.

For a more in-depth review of our progress towards EDI, including detailed analysis and outcomes, please refer to our annual EDI report, which provides a comprehensive overview of our initiatives and impact.



## EDI GOALS & OBJECTIVES

Our EDI framework is guided by four overarching goals, each underpinned by specific objectives and local action plans to drive meaningful and sustainable change.

### Our Goal:

### ***Improving Equity to Achieve Equality for All***

Equality is not treating everyone the same - it is about recognising where and why disadvantage exists and taking action to remove barriers. We are committed to ensuring that everyone has an equal starting point so that talent and potential can be realised. We actively support social mobility by breaking down the barriers that prevent individuals from disadvantaged backgrounds from accessing opportunities that enable them to achieve their potential and improve their quality of life, opportunities, experiences, and outcomes.



### Our Objective:

- To proactively analyse and monitor practices and decision-making at all stages of the student and employee journey, identifying and addressing any disparities to ensure fair and equitable outcomes.

### Our Goal:

### ***Diversity: Ensuring our College Reflects Our Community***

We want our staff and student body to represent the diversity of the community we serve. By recognising and valuing different backgrounds and perspectives, we aim to create a place where everyone feels respected and included. We recognise and value the unique characteristics, perspectives, and experiences that all individuals bring to our college community. We create opportunities for learning, promote equity, and ensure every member of our community feels valued, included and can achieve their full potential.



### Our Objective:

- To work towards a staff and student population that reflects the diversity of our community by improving data capture, enhancing understanding of representation gaps, and taking informed actions to address disparities.



### **Our Goal:**

## ***Inclusivity: Ensuring an Inclusive and Supportive Culture***

We aim to ensure Kirklees College is a place where people feel welcome, valued, and have a true sense of belonging. This means creating an environment where respect is fundamental, and diversity is recognised as a strength. We are committed to championing inclusion and accessibility for all students, staff and visitors, ensuring that everyone has the opportunity to thrive and succeed. Guided by our values, we are committed to developing an environment where barriers are removed, individual needs are met and understood, and diverse abilities are recognised as strengths.



### **Our Objective:**

- To achieve and maintain a college community where staff and students feel welcome, valued, and able to be themselves, with a EDI perception rating of over 90%. This benchmark will guide ongoing efforts to strengthen inclusion and equity each year.

### **Our Goal:**

## ***Being a Restorative and Anti-Discrimination Organisation***

We are dedicated to being an anti-discrimination organisation that actively champions racial justice and addresses inequalities. We identify and challenge marginalisation, disadvantage, or privilege experienced by any staff or student groups. We actively challenge inequality and discrimination while recognising the impact of trauma. We take responsibility for identifying and addressing the ways in which structural inequalities affect people, ensuring that our policies and practices contribute to lasting change.

Our commitment extends to safeguarding and advocating for those in protected characteristic groups, as well as other vulnerable groups identified by the college as needing additional support. This ensures that our approach to equity is both legally compliant and meaningfully inclusive, addressing the specific barriers these groups may face.



### **Our Objective:**

- To embed trauma-informed and anti-discrimination practice across our organisation through targeted training, action groups, and integrating these approaches into our policies, practices, curriculum, and daily interactions to create an inclusive and equitable environment.