



# **Single Equality Scheme (SES)**

## **2019 / 20**

**11<sup>th</sup> November 2019 – CMT Meeting**

**20<sup>th</sup> November 2019 via email – Safeguarding and Equality and Diversity Committee**

**27<sup>th</sup> November 2019 – Quality and Standards Committee**

**10<sup>th</sup> December 2018 – Board Meeting**

**11<sup>th</sup> March 2020 – Safeguarding and Equality and Diversity Committee meeting**

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# Single Equality Scheme (SES)

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## 1. FOREWORD

Herefordshire and Ludlow College (HLC) values social and cultural diversity and aims to ensure you will find the college to be an inclusive and welcoming place to study. We are a learner focused organisation with values based on trust, integrity and respect. We seek to provide a working environment free from harassment, discrimination and victimisation. We will not tolerate any form of discriminatory behaviour against actual or potential learners, visitors or employees. The college aims to actively promote equality of opportunity and challenge discriminatory attitudes.

Equality and diversity affects everyone as we all work in diverse teams with people of different genders, ethnic origins, sexual orientation, ability, beliefs, values, and working styles.

It is important to understand what we mean by equality and diversity, how it impacts on everyday life, and the reasons for and benefits of promoting it.

### **Equality is about fair treatment**

'Equality' means treating all groups of people fairly, providing equality of opportunity and removing barriers to success. It is not about treating everyone the same because different people have different needs. For example, making reasonable adjustments for disabled people removes inequality of opportunity and helps prevent discrimination. Increasing our understanding of the needs of different groups of people promotes good relations between people.

Our equality principles are:

- Challenging Inequality
- Celebrating Diversity
- Committed to Safeguarding

These principles recognise and support the equality characteristics set out in the 2010 Equality Act which are:

- Age
- Disability
- Gender reassignment (transgender)
- Marriage/civil partnership
- Race
- Religion or belief
- Pregnancy/maternity leave
- Sex
- Sexual orientation

### **Diversity is about respecting difference**

'Diversity' refers to individual difference. People are unique and differ from one another in a range of ways. Differences may or may not be visible and may include personal characteristics such as background, culture and personality. We value diversity, which means that we aim to realise the potential of every individual learner or member of staff.

The College encourages everyone to participate in learning and actively combats harassment and bullying.

## **2. HEREFORDSHIRE AND LUDLOW COLLEGE (HLC) AND COUNTY TRAINING (CT)**

The College offers a wide range of education and training across both Herefordshire and Shropshire including full-time vocational and A Level courses for school leavers, apprenticeships and adult learning. In addition, the College's Hereford University Centre, run in partnership with the University of Worcester, opened in 2015 to raise higher education aspirations throughout the surrounding area.

The Hereford Campus is situated on Folly Lane and offers outstanding learning facilities. Fifty courses are delivered on this site in the following subject areas: Access to Higher Education, Administration, Beauty Therapy, Brickwork, Business, Carpentry, Childcare and Education, Complementary Therapies, Computing and IT, Electrical Installation, Engineering, Foundation Studies, Furniture Making, Hairdressing, Health and Social Care, Hospitality and Catering, Motor Vehicle, Music Technology, Plumbing, Public Services, Sport, Travel and Tourism and Supported Learning.

At Holme Lacy Campus, just six miles from Hereford, the College provides an attractive range of courses at our specialist land-based campus and commercially managed 257 hectare estate, which includes an arable, beef and sheep farm; woodlands, orchards and lakes. Here students can choose to study: Agriculture, Animal Care and Management, Blacksmithing and Metalworking, Farriery Access, Forestry and Horse Care and Management.

Ludlow College, just 20 minutes from Hereford by train, provides an excellent choice of A levels for school leavers. The College has been providing high quality academic education for over 800 years, and is justifiably proud of its medieval, Georgian and modern buildings, which create a unique learning environment. Students enjoy being part of a friendly and academically rigorous Sixth Form College where they learn in small groups and benefit from high levels of personal support. Many progress to Russell Group and other higher performing universities.

County Training is one of the Shropshire's largest training providers. The merger with Herefordshire & Ludlow College took place on 1<sup>st</sup> May 2016, securing a strong future for the County's apprenticeship provision. County Training offers apprenticeships, work-based qualifications and short courses throughout Shropshire, has over 30 years' experience in training delivery, and previously worked in partnership with Shropshire Council. Already a successful provider, the merger has enabled County Training to build on its existing achievements including their work with more than 500 employers, a 'good with outstanding features' from Ofsted in 2015 and success rates above the national average.

At Herefordshire and Ludlow College the emphasis is on the success of every single student. Students are given the opportunity to excel and succeed in their learning with the support of well qualified and highly professional teachers. The vast majority of students progress in their learning to higher level courses, including university studies, and then into employment.

### **Mission**

"Success for our students"

Our mission is clear. We want every learner to succeed in their education and training. This means meeting the needs of all individual learners, recognising and supporting differences, raising their aspirations and providing excellent teaching, academic and pastoral support, and learning facilities.

## **Vision**

To give our learners the best possible education, training and personal support so they may:

- Gain employment in their chosen vocation
- Further develop their career
- Progress to higher education
- Realise their full potential
- Make a positive contribution to the community

## **Core Values**

- We value students, making them our top priority
- We value our staff, supporting and developing them
- We value our community and employers
- We value the pursuit of excellence
- We value equality of opportunity and diversity
- We value working together with integrity and commitment
- We value the effective and efficient use of resources

Our mission and vision derive from our values. They motivate us and underpin everything we do and strive to achieve.

## **3. THE EQUALITY AND PREVENT DUTY**

### **3.1 Equality Duty**

Following the introduction of the Equality Act 2010 (Specific Duties) Regulations 2011, the College developed a Single Equality Scheme to ensure that the Duty placed upon it was covered and that due consideration was being given to the requirements of the Duty itself.

The Equality Duty covers the nine protected characteristics. It is unlawful to discriminate against any individual or group on the basis of one, or more, of these protected characteristics :-

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, including ethnic or national origins, colour or nationality
- Religion or belief, including lack of belief
- Sex
- Sexual orientation

HLC directly reports retention and success data for learners within some of these characteristics. The College then has a series of arrangements in place to take due regard of individuals and groups within the other categories. This document outlines the College's approach to ensuring that staff, students, governors and visitors are treated fairly and consistently, and within the legal framework of the Duty.

The Duty requires the College to:

- Publish information annually to show its compliance with the Equality Duty; and
- Set equality objectives and publish them at least every four years after that.

The Single Equality Scheme is available on the College's web site and contains information on how it complies with the Duty together with the objectives that it has set for that academic year. Although

the Duty only requires the publishing of objectives every four years, the College does review and publish these each year.

The Duty states that the College must publish information that outlines how it is complying with the Equality Duty and how it is showing due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The College remains committed to fulfilling these requirements and will continue to focus on its policies and procedures to ensure that this is achieved.

### **3.2 Prevent Duty**

The College continually reviews its practices to ensure that it is complying with the Prevent Duty as set out in the Counter-Terrorism and Security Act 2015. The requirements of the Prevent Duty are covered within this document which is reviewed on a regular basis, annually at least, to ensure that the organisation has sufficient arrangements in place to educate, and keep safe, its students, staff, employers, contractors and visitors and to react to a situation which falls under this legislation.

The College focuses on the development of a culture in which everyone feels safe and respected and has the confidence to inform others of any potential risk to individuals or groups. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between College staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

- Partnerships have been established with Prevent Officers within local agencies including West Mercia and Warwickshire Police, the Department for Business, Energy and Industrial Strategy (BEIS) and the local Channel Panel. These partnerships have worked well when a quick reaction is required to a range of situations. The College will continue to work with partners and to develop a working relationship with the local authorities under which it operates with the responsibility for Prevent related issues moves from the Police.
- The College has clear and visible policies in place for both staff and learners with regard to risk assessment. Policies are in place to cover College events and external speakers
- College IT policies have been amended to include the Prevent Duty, and additional on-line prevention has been put in place with its provider, Smoothwall. This data is recorded and analysed for trends. Further IT interventions are planned to improve and strengthen the organisation's ability to monitor the use of Prevent related web sites and take action where required.
- Effective support is available for welfare and pastoral care, which ensures that individual needs are taken into account. There are also clear guidance and policies available regarding the use of prayer room and other faith-related facilities on each site.

British Values are promoted and focus continues on embedded these into lesson planning. The College's Observation of Teaching and Learning Processes now take account of the Prevent Duty and British Values:-

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

The College has a separate strategy, risk assessment and action plan in place to cover its responsibilities under the Prevent Duty which is reviewed at least annually. The strategy is available on the College's web site. The risk assessment and action plan can be requested and is available on the College's intranet for staff and students to view. These documents are monitored by the Senior Management Team, Safeguarding Panel, Quality and Standards Committee and the Board of Governors.

Staff, student and Governor awareness training continues to take place on a regular basis.

#### 4. STAFF, LEARNER AND GOVERNOR PROFILE

##### 4.1 Staff Profiles as at 31<sup>st</sup> July 2018

##### Staffing Statistics

The table below provides a summary breakdown of substantive staff only

Staff Group	FTE		
	31/7/17	31/7/18	Variance
Teaching Staff	117	120	3
Teaching Support LS, TAs, LRC, IT	44	32	-12
Teaching Departments – Other Staff (Tech. and administrative)	17	12	-5
Other Support Services (Repro, Student Services)	8	9	1
Admin and Central Services (MIS, Exams, Marketing, Finance, Personnel, Executive and QA)	23	35	12
Premises	7.6	7.6	0
Other (Nursery, Work Based Learning, Employer Engagement)	37	45	8
<b>TOTAL</b>	<b>254</b>	<b>261</b>	<b>7</b>

The table below provides a summary breakdown of the substantive and hourly paid staff

Staff Group	FTE		Head Count		FTE Variance	Head Count Variance
	31/7/17	31/7/18	31/7/17	31/7/18		
All Teaching Staff	205	206	272	282	1	10
All Support Staff	179	183	254	256	4	2
<b>Totals</b>	<b>384</b>	<b>389</b>	<b>526</b>	<b>538</b>	<b>5</b>	<b>12</b>

##### 2. Staff Turnover

Staff Group	Number of new starters during the previous 12 months

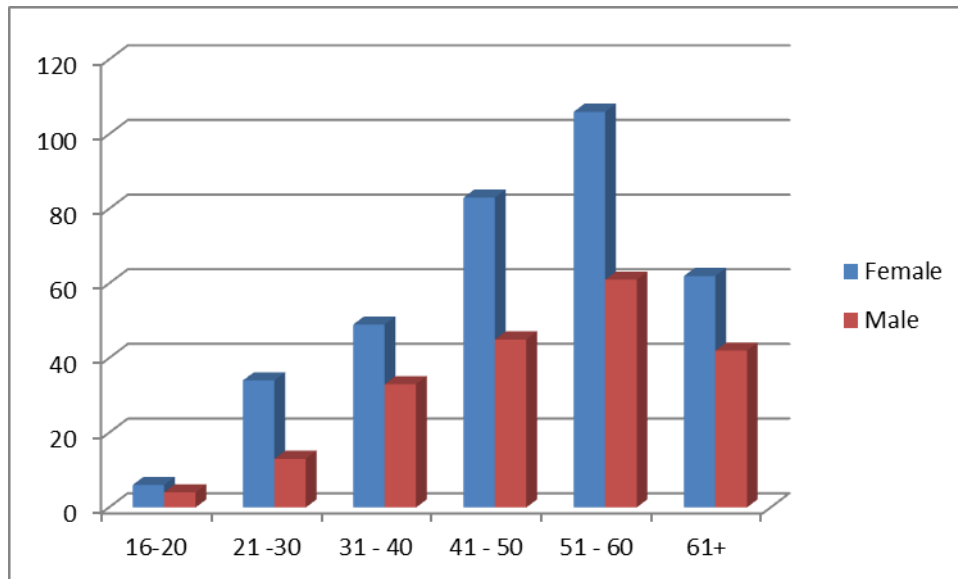
Teaching Staff	14
Support Staff	23
Management	3
Hourly Paid Teaching Staff	26
Hourly Paid Support	19

Staff Group	Number of leavers during the previous 12 months
Teaching Staff	10
Support Staff	17
Management	2
Hourly Paid Teaching Staff	18
Hourly Paid Support	19

### 3. Staff profile

#### 3.1 Age Profile

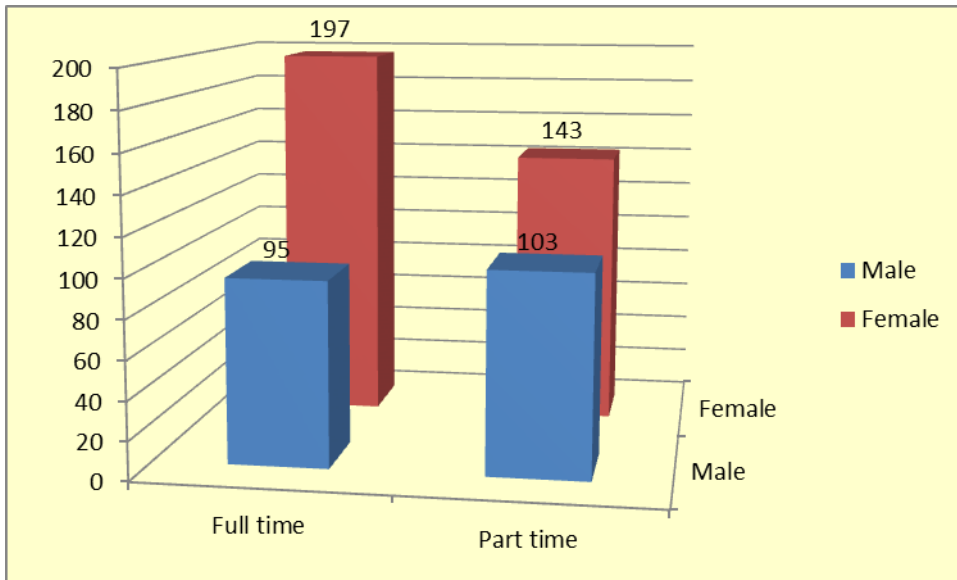
The information below covers all staff. The profile shows that the majority of College staff fall within the 41–60 age category. This continues the trend for the workforce to fall mainly within the older age ranges. The 16-20 age categories continue to show a decline in numbers over the last 3 years.



#### 3.2 Gender Profile

The information below covers all staff.





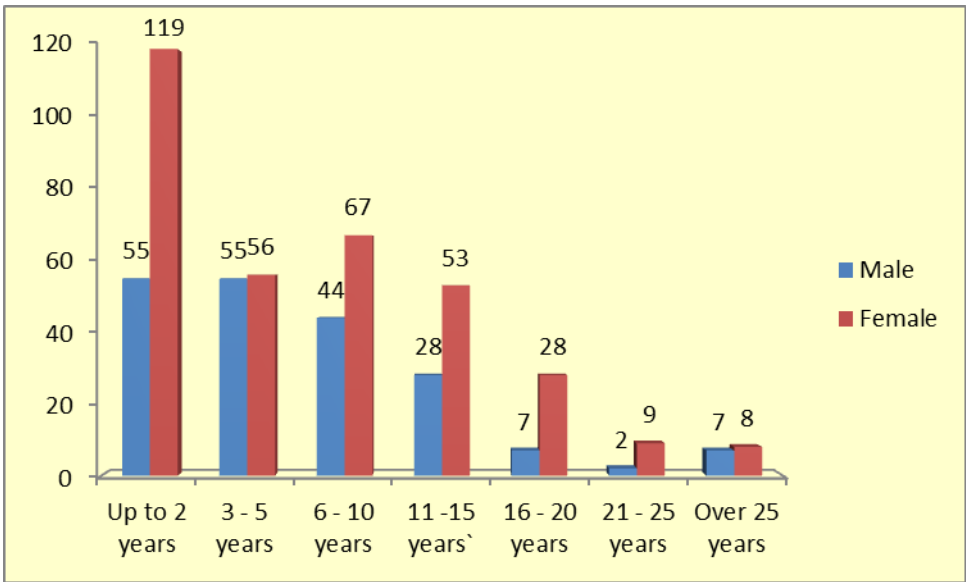
### 3.3 Ethnicity Profile

The information below covers all staff. Figures for 2017/18 are very similar to those in the previous year. White-British, continues to form the largest part of the College's staff. Consideration continues to be given to the College's recruitment arrangements to ensure that advertising and the process are fair and reaching the whole of the community.

Ethnicity	HLC Staff
Asian or Asian British	0.19%
Black or Black British	0.21%
Chinese	0
Mixed	0
Other	0
Unknown	1.84%
White – Other	2.10%
White – British	95.66%

### 3.4 Staff Length of Service Profile

The information below covers all staff.

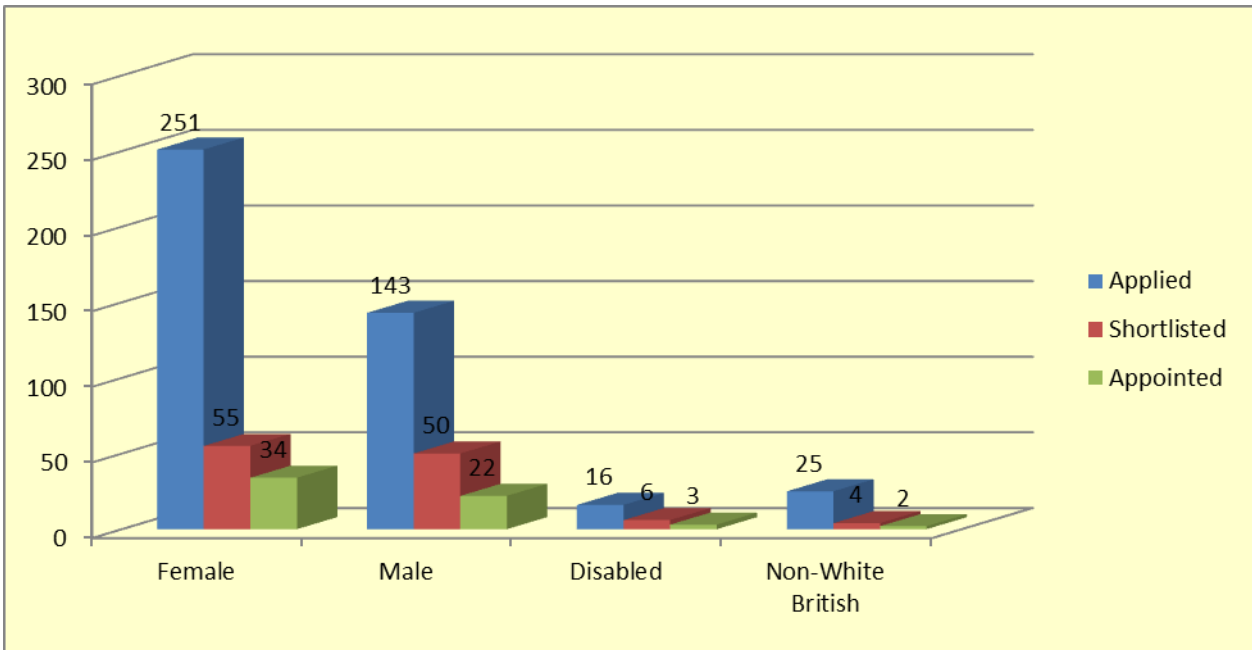


### 3.5 Staff Disabled Profile

The College currently employs 9 members of staff who have declared themselves as having a disability.

### 4. Recruitment and Selection

The information below covers substantive and hourly paid staff



### 5. Staff Absence

The College's overall sickness absence rate for 2017/18 has decreased slightly to 3.8% from the previous year which saw a rate of 4.1%. The College's absence rate is slightly above the industry rate of 4.12% as reported by the Association of Colleges.

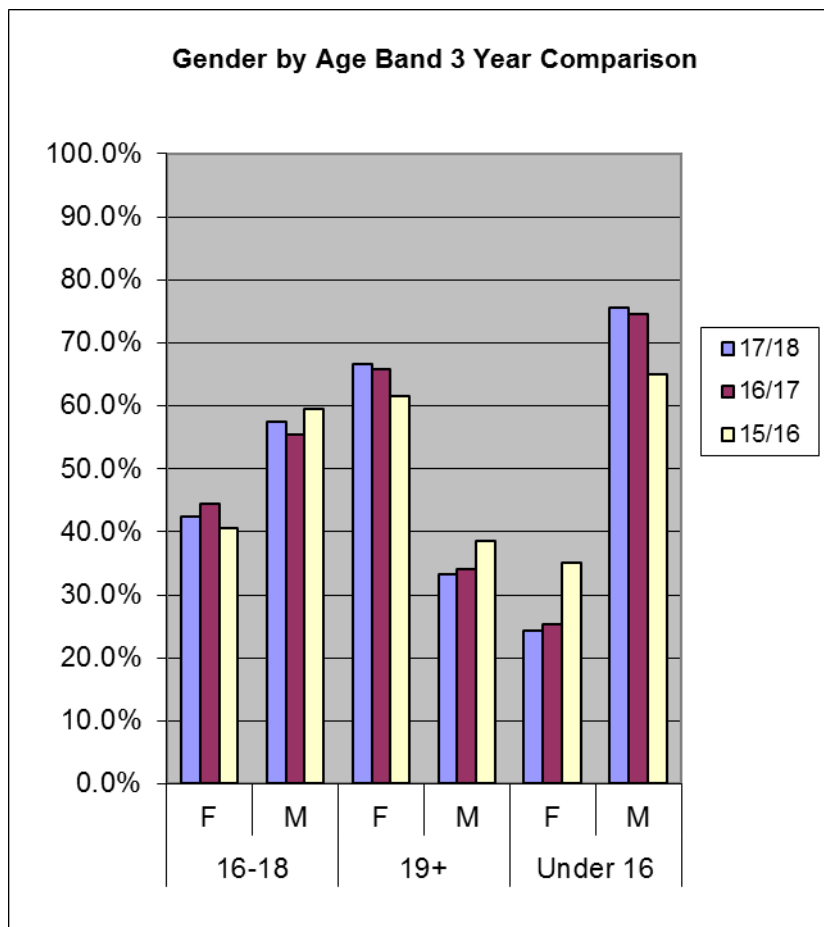
The College continues to utilise the services of an external Occupational Health provider, SOMA, continued to be used for regular wellbeing clinics through to specific doctor referrals. The College also uses the services of a confidential counsellor in order to prevent absence wherever possible.

## 4.2 Learner Profile as at 31<sup>st</sup> July 2018

### Learner – Age and Gender

Age Band	Gender	17/18	16/17	15/16
16-18	F	1024	1108	832
	M	1386	1382	1221
19+	F	5565	5278	3102
	M	2779	2737	1940
Under 16	F	10	18	33
	M	31	53	61

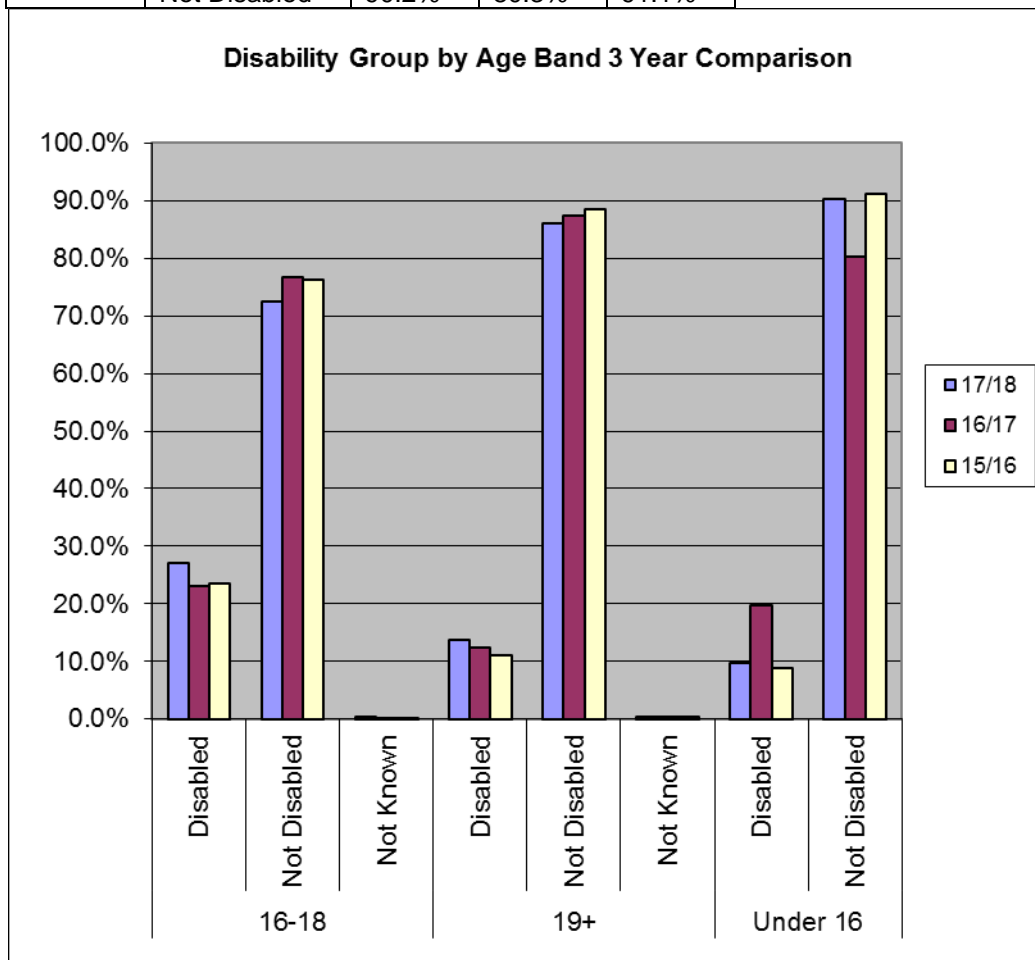
Age Band	Gender	17/18	16/17	15/16
16-18	F	42.5%	44.5%	40.5%
	M	57.5%	55.5%	59.5%
19+	F	66.7%	65.9%	61.5%
	M	33.3%	34.1%	38.5%
Under 16	F	24.4%	25.4%	35.1%
	M	75.6%	74.6%	64.9%



**Learner – Learning difficulty, disability or health problems**

Age Band	Disability Group	17/18	16/17	15/16
<b>16-18</b>	Disabled	655	576	483
	Not Disabled	1748	1910	1567
	Not Known	7	4	3
<b>19+</b>	Disabled	1142	986	557
	Not Disabled	7175	6999	4461
	Not Known	27	30	24
<b>Under 16</b>	Disabled	4	14	8
	Not Disabled	37	57	86

Age Band	Disability Group	17/18	16/17	15/16
<b>16-18</b>	Disabled	27.2%	23.1%	23.5%
	Not Disabled	72.5%	76.7%	76.3%
	Not Known	0.3%	0.2%	0.1%
<b>19+</b>	Disabled	13.7%	12.3%	11.0%
	Not Disabled	86.0%	87.3%	88.5%
	Not Known	0.3%	0.4%	0.5%
<b>Under 16</b>	Disabled	9.8%	19.7%	8.9%
	Not Disabled	90.2%	80.3%	91.1%



### Learner – Age and Ethnicity

Age Band	Ethnicity Group	17/18	16/17	15/16
16-18	White - British	2270	2368	1937
	White - any other White background	89	73	79
	Mixed / Multiple Ethnic Group	21	14	16
	Asian or Asian British	14	17	11
	Black / African / Caribbean / Black British	7	10	7
	Other	1	1	2
	Other ethnic Group - Arab	3	3	
	Not Known/Provided	5	4	1
19+	White - British	7089	6869	4209
	White - any other White background	678	723	482
	Mixed / Multiple Ethnic Group	101	79	66
	Asian or Asian British	263	170	135
	Black / African / Caribbean / Black British	123	101	102
	Other	25	17	12
	Other ethnic Group - Arab	25	23	9
	Not Known/Provided	40	33	27

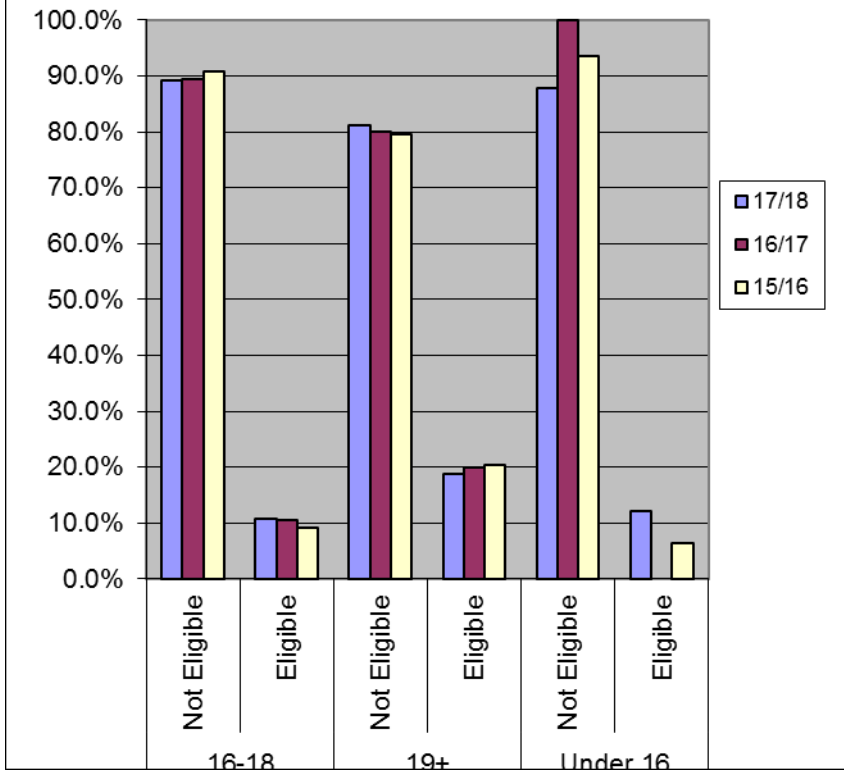
Under 16	White - British	36	69	89
	White - any other White background	1	1	3
	Asian or Asian British	1	1	1
	Other			1
	Not Known/Provided	3		

### Learner - Socio-economic background

Age Band	Disadvantage Uplift	17/18	16/17	15/16
<b>16-18</b>	Not Eligible	2150	2229	1864
	Eligible	260	261	189
<b>19+</b>	Not Eligible	6780	6422	4017
	Eligible	1564	1593	1025
<b>Under 16</b>	Not Eligible	36	71	88
	Eligible	5	0	6

Age Band	Disadvantage Uplift	17/18	16/17	15/16
<b>16-18</b>	Not Eligible	89.2%	89.5%	90.8%
	Eligible	10.8%	10.5%	9.2%
<b>19+</b>	Not Eligible	81.3%	80.1%	79.7%
	Eligible	18.7%	19.9%	20.3%
<b>Under 16</b>	Not Eligible	87.8%	100.0%	93.6%
	Eligible	12.2%	0.0%	6.4%

**Disadvantage Uplift by Age Band 3 Year Comparison**

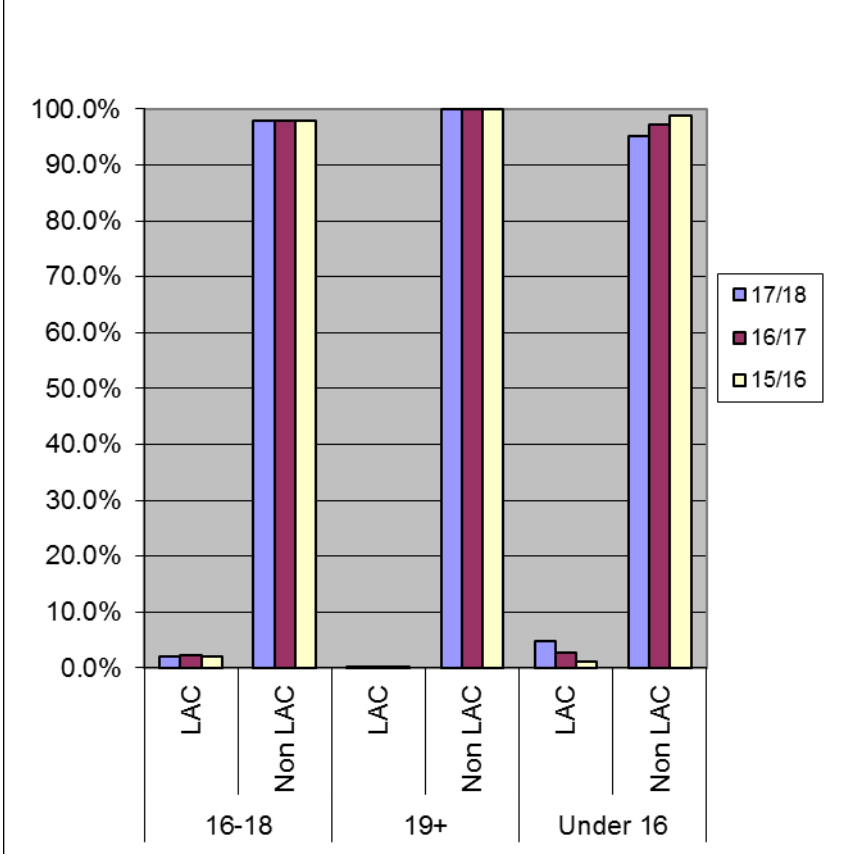


**Learner – Looked After Children**

Age Band	Gender	17/18	16/17	15/16
16-18	LAC	51	54	42
	Non LAC	2359	2436	2011
19+	LAC	8	3	4
	Non LAC	8336	8012	5038
Under 16	LAC	2	2	1
	Non LAC	39	69	93

Age Band	Gender	17/18	16/17	15/16
16-18	LAC	2.1%	2.2%	2.0%
	Non LAC	97.9%	97.8%	98.0%
19+	LAC	0.1%	0.0%	0.1%
	Non LAC	99.9%	100.0%	99.9%
Under 16	LAC	4.9%	2.8%	1.1%
	Non LAC	95.1%	97.2%	98.9%

**LAC by Age Band 3 Year Comparison**



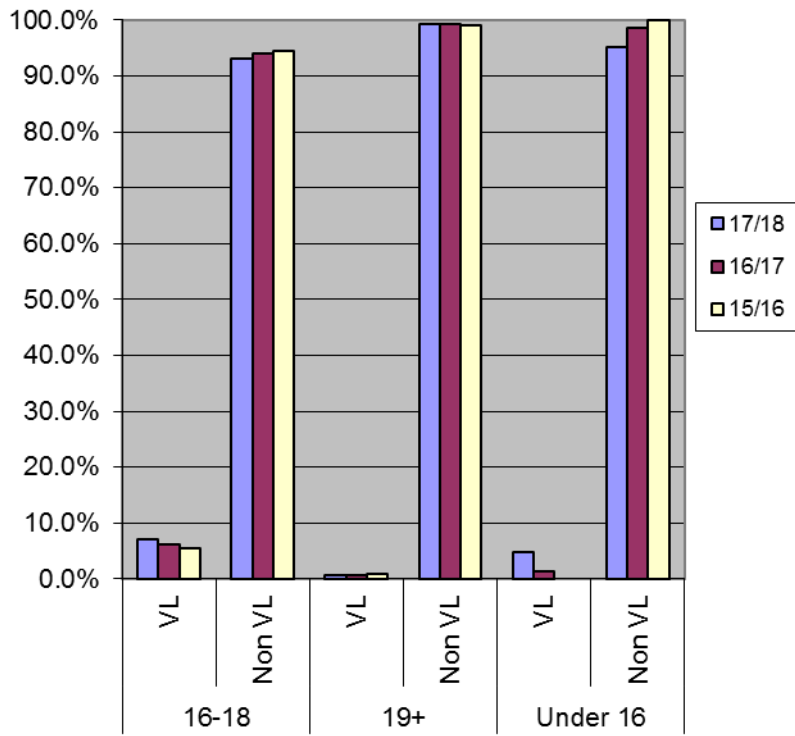
**Learner – Vulnerable Learners**

Age Band	Gender	17/18	16/17	15/16
16-18	VL	169	151	112
	Non VL	2241	2339	1941
19+	VL	55	61	44
	Non VL	8289	7954	4998
Under 16	VL	2	1	0
	Non VL	39	70	94

Age Band	Gender	17/18	16/17	15/16
16-18	VL	7.0%	6.1%	5.5%
	Non VL	93.0%	93.9%	94.5%
19+	VL	0.7%	0.8%	0.9%
	Non VL	99.3%	99.2%	99.1%
Under 16	VL	4.9%	1.4%	0.0%
	Non VL	95.1%	98.6%	100.0%



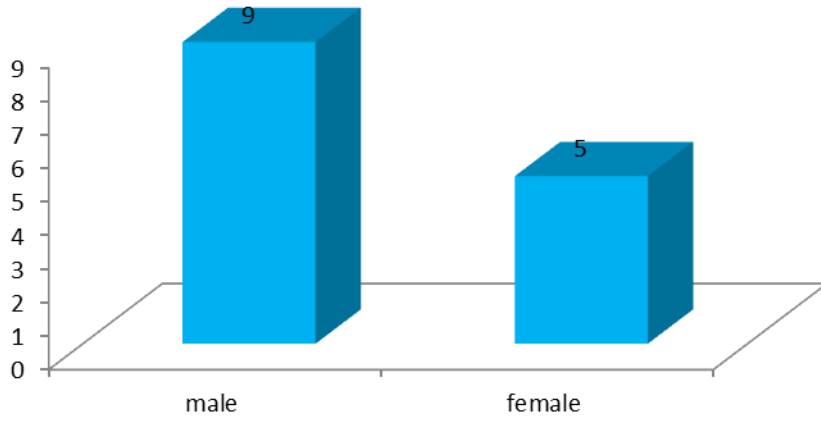
### Vulnerable Learner by Age Band 3 Year Comparison



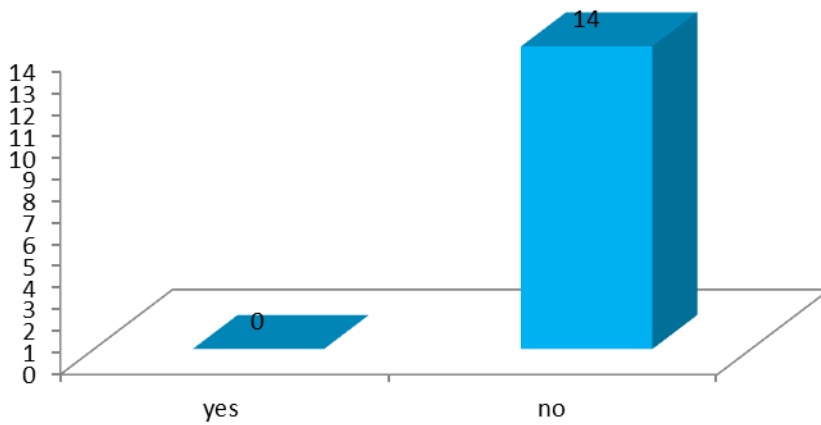
#### 4.3 Governor Profile as at October 2017

Governors completed an equality and diversity questionnaire.

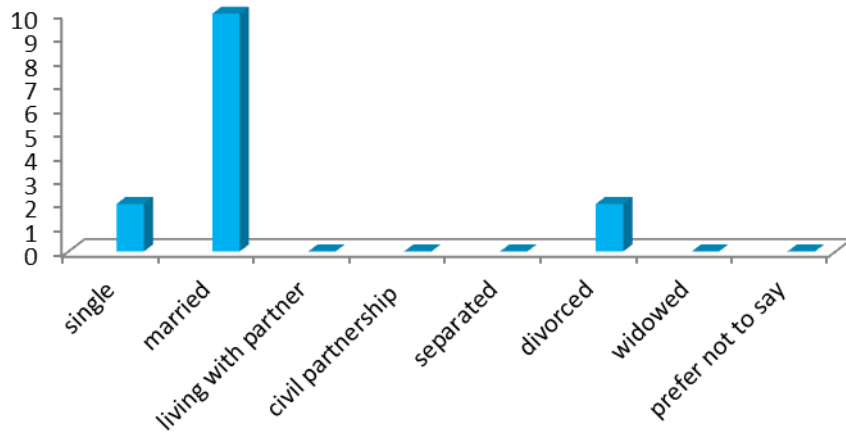
### Gender Profile

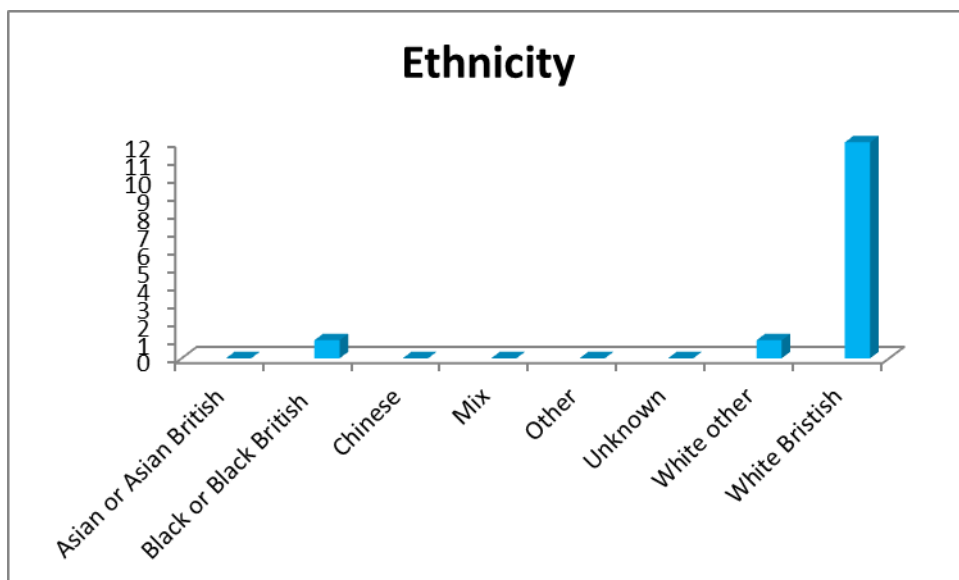


### Disability Profile



### Marital Status





#### 4.4 Protected Characteristics

College systems and procedures include the need for students, staff and Governors to provide information about their protected characteristics. Data is used to monitor groups of learners to ensure that they are provided with the best opportunity to succeed. The College has a robust series of processes in place which identifies and monitors student groups and which allow for appropriate actions to be put in place.

Individuals within protected groups are well supported by initiatives and arrangements that are in place. These show due regard to students, staff and governors and serve to eliminate discrimination. These initiatives and arrangements are detailed in section 7 of this scheme.

### 5. STUDENT DATA

The College publishes student data for the 2017/18 academic year within the 'Annual Equality and Diversity Report 2017/18' which can be found on the College's web site. Student data is also provided to, and discussed with, Governors, senior managers and members of the College's Equality and Diversity Committee on a regular basis throughout the year.

Each faculty of the College will be familiar with, and monitor, equality and diversity data within each of its curriculum areas. This data is detailed within each subject area's Self Assessment Report for each academic year. Further monitoring takes place within the College's comprehensive quality arrangements; these include regular Quality Summits which take place with Senior and Middle managers. Quality summits analyse, in detail, the data for each student and group of students within each of the course areas. Comparison is made against students within the protected characteristics to ensure that all students are being given equal opportunity to succeed.

College Governors receive regular reports on student retention throughout the academic year. Retention data is broken down into protected characteristics and is analysed into course levels. The Annual Equality and Diversity Report provides success rates, at the end of the academic year, again by protected characteristic. Actions are set where gaps are seen and closely monitored to ensure that all students are supported to achieve.

Effective monitoring has continued during the year to ensure that gaps appearing in student achievement are quickly identified and actions taken to improve. The practice of Quality Summits and Courses with Serious Concern procedures have vastly improved the College's ability to monitor, highlight and deal with the array of reasons why some learners withdraw from their courses.

### 6. EQUALITY OBJECTIVES AND ACTION PLANS

## 6.1 Introduction

The College seeks review its objectives and action plans on an annual basis rather than the suggested 4 year period within the Equality Duty. This is to ensure that they are always relevant and up to date. Retention data is added throughout the year but is not updated on the College's web site on such a regular basis.

## 6.2 Equality Objectives

### Objective 1

#### To improve equality of opportunity for all and to foster good relations

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review College policies in light of the Prevent Duty and new and revised policies agreed throughout the year.	March 2019	E & D Committee	Ensure that policies include the Prevent Duty were necessary and do not discriminate against the protected characteristics	Y	February 2019
Analyse and compare learner data and implement actions within subject areas to address achievement gaps	September 19	APs/Q&S Committee	Improved experience and achievement for learners	Y	June 2019
Continue to widen and improve links with external expert organisations representing all 9 protected characteristics	June 19	E & D Committee members	Improved information and understanding of protected characteristics and how to ensure equality of opportunity	Y	June 19

### Objective 2

#### To improve all College activities to ensure the elimination of discrimination against all staff, learners, visitors and governors within the protected characteristics

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review induction programmes for learners, staff and governors to ensure their continuing compliance with the Equality Duty	July 2019	DB/ E & D Committee	Updated understanding of discrimination and College intolerance to it		
Provide up to date guidance publications for learners, staff, visitors and employers covering their equality and diversity responsibilities	July 2019	DB/MD/ E & D Committee	Ensure understanding of College culture and expectations		

### Objective 3

#### To ensure that equality is embedded within all aspects of the curriculum offer

Action	By When	By Whom	Impact of Action	Achieved	Date
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				Y/N	achieved
Review level of integration of E & D, Prevent and British Values within the curriculum offer via the College's OTL system	June 2019	E & D Committee	Improved embedding of E & D	Y	Mar 19
Use best practice examples from the OTL system for training purposes	June 2019	E & D Committee	Improved understanding, examples and knowledge of E & D	Y	April 19
To plan and organise an E & D week on an annual basis and provide E & D materials for use with students	June 2019	E & D Committee	Increase use of E & D within the curriculum offer	Y	Oct 18

#### Objective 4

#### To increase the promotion and celebration of the nine protected characteristics and associated events

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Additional promotion of 'This is me' theme for October 2018	October 2019	DB/MD/JD E & D Committee	Improved student awareness and understanding of protected characteristics	Y	Oct 18
Ensure that student, staff and governor induction sufficiently covers E & D culture and expectations	April 2019	DB/MD/ E & D Committee	Up to date information and signposting	Y	Mar 19
Induct new students into the E & D culture of the College through student diary, induction and tutorials	April 2019	DB/MD/ E & D Committee	improved knowledge and culture	Y	Feb 19

#### Objective 5

#### To increase the opportunity of training and development for staff, learners and governors

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Continue to provide opportunity for development and training to staff through the College's staff development days	May 2019	DB/MD/ E & D Committee	Offer difference development and knowledge sessions	Y	April 19
Update Governors on developments within the E & D section	July 2019	DB/MD/ E & D Committee	Up to date knowledge of Governors		

## 7. EQUALITY DUTY ACTIVITIES

### 7.1 Introduction

HLC continues to utilise its existing Single Equality Scheme framework to ensure that it complied with its duty under the Equality Duty 2011.

This section outlines the initiatives, activities and arrangements that are in place to ensure that it:-

- Eliminates unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

The focus for 2017/18 is to heighten the awareness of staff, students and governors regarding the Prevent Duty. This was achieved using a variety of existing and new methods as detailed in section 7.2 below.

## **7.2 Learners**

HLC has a wide range of policies, procedures and initiatives in place to ensure that learners from all protected characteristic groups are encouraged to attend the College, are supported and are successful in their education. The College achieves this by providing :-

- Prevent related training sessions arranged each year in November
- Prevent forms part of tutorials and induction
- British Values posters are displayed around the organisation
- British Values are embedded into lesson planning and the E & D week
- E & D information contained within the student diary which all students receive.
- College web site has clear guidance on the College's stance on E & D, its practices and procedures.
- Publicity material in different format and different forums that encourages all learners to apply and celebrates achievement regardless of ability
- Prospectuses provided in a number of formats, demonstrating a wide range of courses and promoting the high levels of learner support and involvement
- Easy accessible premises
- Revision of the schemes of work to include a more directed section on equality and diversity to be measured through the OTL process.
- A flexible LRC provision to support all learners needs
- A user friendly application and enrolment process with support mechanisms in place
- A student intranet giving information on the College's focus on the promotion of equality
- Posters and displays around College premises advertising equality and providing supportive information such as anti-bullying campaigns
- A comprehensive induction process highlighting equality and success for all
- Effective learner support arrangements covering the assessment of learner needs and educational and emotional support
- A programme of individual and group tutorials for all learners focusing on aspects of equality
- Equality embedded into the curriculum offer providing information and debate on areas such as different religions, cultures and beliefs
- Learner feedback is gathered and analysed each academic year with equality and diversity issues highlighted and dealt with as necessary.
- The provision of support from specific groups and sessions such as the Lesbian Gay Bisexual Transgender (LGBT) group
- College safeguarding procedures in place and available to all learners
- Safeguarding Panel reviewing procedures and incidents on a regular basis and implementing improvements
- Safeguarding Panel members contact details displayed around the College
- Learner tutorials and guest speakers covering specific equality issues
- Wide ranging curriculum offer to suit all learners for example English as a second language (ESOL)
- College Equality and Diversity Committee reviewing and improving equality arrangements
- The identification of and information sharing to support vulnerable learners through their education including Looked After Children and Safeguarding Logs and vulnerable learner system

- The promotion of equality by the use of lesson plans, schemes of work, student newsletters, web page, diversity calendars and an annual College Equality and Diversity week
- Strong external links providing the College with equality advice and guidance i.e. Post 16 Multi Agency Groups (MAGS) and the Herefordshire Safeguarding Children's Board
- Close links with external agencies such as Age Concern and Disability Go

### **7.3 Staff**

The College values the diversity of its workforce and supports all individual needs in order for all staff to reach their full potential regardless of barriers. The College works hard to provide a comprehensive and effective approach to equality and the promotion of the elimination of all types of discrimination. This is achieved by providing :-

- Relevant Prevent training is in place for all staff and is mandatory
- Prevent Duty information is provided within the induction process
- Prevent Duty and British Values information is displayed around the sites
- Regular publicity items showing its diverse range of learners and staff
- Recruitment advertising in a number of publications and media to ensure coverage to all groups
- Robust recruitment and selection processes eliminating discrimination of any kind
- Public support of protected characteristics, for example the use of the Two Ticks symbol to encourage applications from disabled candidates
- A comprehensive induction process promoting the College's approach and arrangements for equality
- A mandatory requirement for the completion, by all staff, of on-line training packages covering equality and diversity and safeguarding
- Promotion of equality via staff newsletters and College web site
- Safeguarding panel to ensure that procedures are in place to support and protect all staff
- Posters and displays around College premises promote the inclusion of all individuals regardless of race, religion, gender etc
- A Equality and Diversity Committee with published minutes to direct and support staff from all backgrounds and characteristics
- Extensive training and development managed by an annual College Continuous Development Plan which is open to all
- Regular Principal briefings promoting equality and providing specific examples
- Staff meetings with the Principal proving open communication
- Effective Line manager structure to provide support to all staff
- Personnel department to improve communication and provide an alternative confidential support and action mechanism
- Open to all occupational health provision including counselling services and support
- Grievance and bullying procedure to provide a final mechanism for the dealing of unacceptable behaviour

### **7.4 Governors**

The College's Governor profile is monitored annually and effort is made to ensure that protected groups are represented. Governors support the work of the College and themselves need to understand the equality culture of the organisation in order to be an advocate for the College's equality approach. This is achieved by the College providing Governors with :-

- Governors have received Prevent Duty training from the Prevent Officer of the Department for Business, Innovation and Skills
- Governors are provided with updates via meetings and workshops
- Recruitment process providing information on the College's equality culture
- An induction process covering the College's equality approach
- Training and development through regular Governor workshops
- Mandatory equality and diversity and safeguarding training
- Membership on the Quality and Standards Committee which reviews and direct the College's approach to equality and analyses student data and retention

- Membership on the Finance and Employment Committee which reviews employment arrangements around equality and reflects, on an annual basis, the profile of the College's staff
- Membership on the Board which reviews the work of the Quality and Standards Committee and the Finance and Employment Committee
- Providing advice and guidance to College Managers on the College's Equality and Diversity, Prevent Sub Group and Safeguarding Panel

## 8. EQUALITY DUTY ACTION PLANS

The College's commitment to the elimination of discrimination and the fair and consistent treatment of its staff and learners is paramount. In order to eliminate any unlawful discrimination, advance equality of opportunity and to foster good relationships the College has set out actions for each of the 9 protected characteristics. This is in order to ensure that focus is maintained on all aspects of the Equality Duty and Prevent Duty and that progress and improvements are made.

Members of the Equality and Diversity Committee will review and monitor these actions and will task appropriate staff members with the actions outlined.

### 8.1 Age

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

### 8.2 Disability

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		



### 8.3 Gender reassignment

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Arrange staff training specifically to cover gender reassignment	March 2019	DB	To increase understanding of issues experienced and support of individuals	Y	Oct 18
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

### 8.4 Pregnancy and maternity

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		
Implement shared parental leave policies and awareness	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices	Y	Sept 18

### 8.5 Race, including ethnic or national origins, colour or nationality

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	CMT	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	CMT	Ensure no discriminatory practices		
Arrange awareness events to improve understanding of different cultures	June 2019	E & D Committee/ external groups	Increase awareness of different cultures		

### 8.6 Religion or belief, including lack of belief

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

## 8.7 Sex

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Continue to review staff pay levels to ensure equal pay. Including the Gender pay gap data	March 19	DB	Ensure non discrimination	Y	March 2019
Review student, governor and staff induction programs to update and ensure non discriminatory information	June 2019	E & D Committee	Ensure no discriminatory practices. Ensure understanding of HLC culture and expectations	Y	June 19
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

## 8.8 Sexual orientation

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Strengthen external links	March 2019		Up to date awareness	Y	Feb 2019
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

## 8.9 Marriage and civil partnership

Action	By When	By Whom	Impact of Action	Achieved Y/N	Date achieved
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		
Review new and revised College policies to ensure non discrimination of the protected characteristics	June 2019	E & D Committee/ external groups	Ensure no discriminatory practices		

## 9. CONSULTATION

Learners are provided with the opportunity to give feedback and comment on the College's arrangements within the Learner Feedback surveys. Any comments made are either dealt on an individual basis or included within action plans for the following academic year.

Staff are able to comment on the SES through the College's noticeboard arrangements and through the College's website.

Senior Managers and Governors have the opportunity to directly feed into the forming of the SES on an annual basis. This is achieved through the draft SES being presented at a College Management Team meeting, the Equality and Diversity Committee, the Quality and Standards Committee and the Board.

## **10. PUBLICATION OF EQUALITY DUTY REQUIREMENTS**

The SES will be published on an annual basis on the College's web site. The SES and action plans included will be updated on an annual basis following authorisation through the relevant committees, Equality and Diversity, College Management Team, Quality and Standards and the Board.

## **11. APPROVAL OF SES AND ACTION PLANS**

The SES will be reviewed, amended and approved on an annual basis by the Equality and Diversity Committee, College Management Team, Quality and Standards Committee and at full Board level.

The action plans contained within the SES will be monitored at regular intervals throughout the academic year by the same teams and committees.