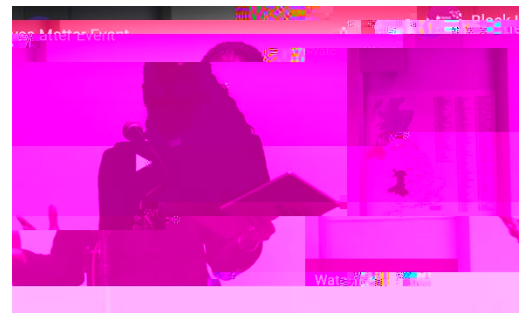
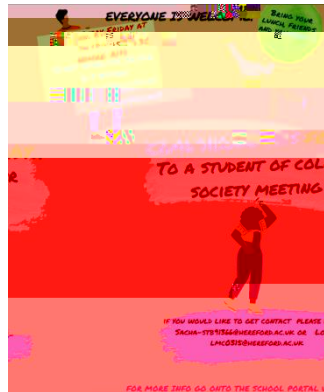
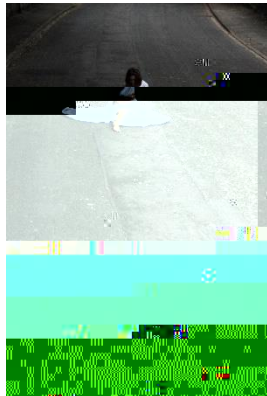


Equality, Diversity and Inclusion Report 2020 – 2021



Photography A' Level Coursework by Tilly Collins. Students of Colour Society poster. Response to Black Lives Matter



In 2016 we came 24th out of 600 organisations nationally for achieving the Investors in Diversity Stage 2 award. This recognises our ongoing commitment to the principles of equality, diversity and inclusion in order to create a culture of openness and acceptance.

1. Principal's Introduction & Mission:

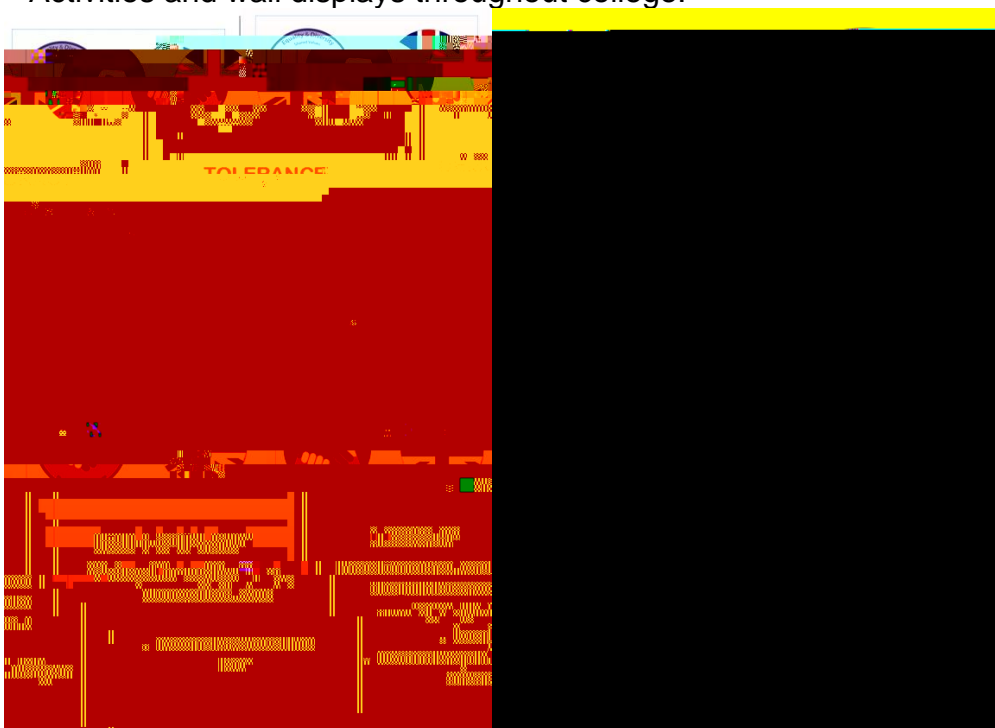
Hereford Sixth Form Coll

3. Fundamental British Values and the Prevent Duty:

The *Counter-Terrorism and Security Act, 2015* means that we have a duty to prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.

In order to fulfill the duty, we promote Fundamental British Values alongside equality, diversity and inclusion as they are intrinsically linked. We promote these through:

- An induction activity and Hereford Sixth Form College film for all new students;
- Tutorials dedicated to advancing equality, celebrating diversity and promoting the four Fundamental British Values;
- Annual, universal staff training and certificated induction training on Prevent for new colleagues;
- Regular staff meetings and monthly, emailed Equality News where these themes are reinforced;
- Activities and wall displays throughout college:



The Director of Studies responsible for Equality, Diversity and Inclusion is also the Single Point of Contact for the Prevent Duty, to reflect the combined operational structure of Community Cohesion and the Prevent Duty within Herefordshire Council.

The *Prevent Duty Protocol* is available upon request.

4. Equality and Diversity Policy and Procedures:

- a. *Equality Diversity and Inclusion Policy (including) Disability, Disclosure and Confidentiality Policy & Procedures September* is available on our website <https://www.hereford.ac.uk/supporting-you/equality-and-diversity>.

b. Equality and diversity procedures:

All College procedures will take account of the aims detailed in the *Equality, Diversity and Inclusion Policy*.

Procedures which focus in particular on monitoring equality and diversity issues include the:

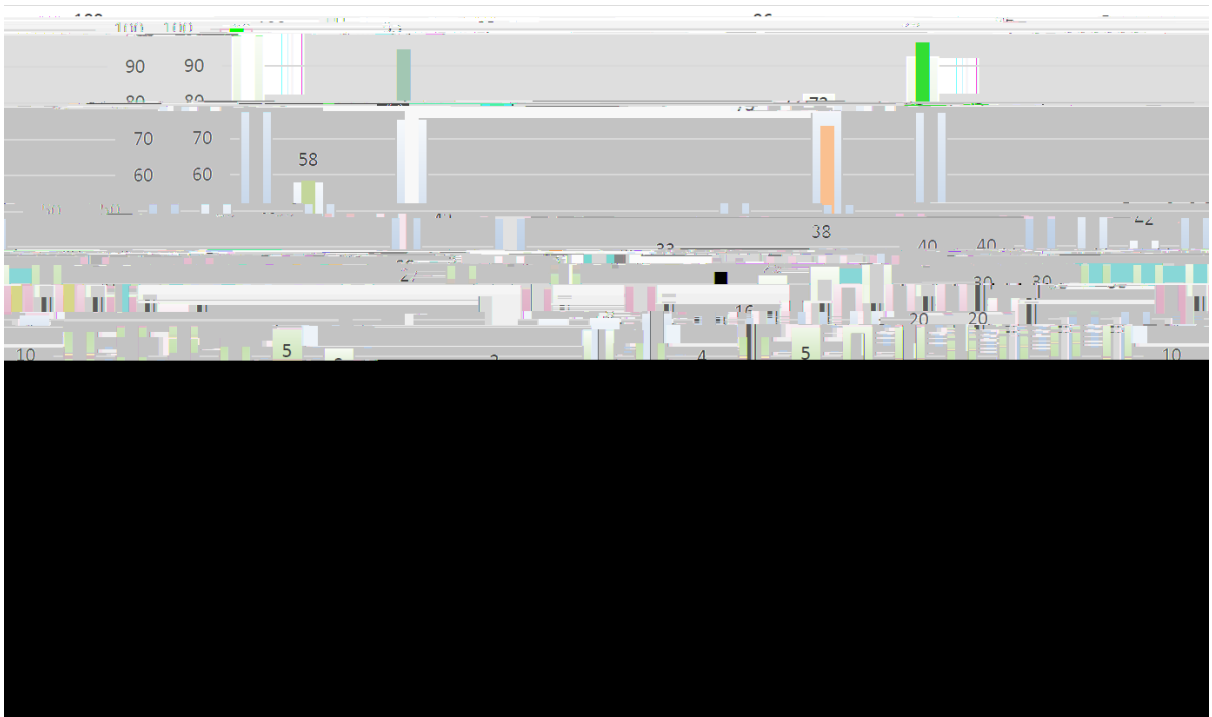
- Student application procedures
- College marketing procedures (text and images in publications)
- Staff recruitment procedures
- Staff questionnaire
- Student questionnaire
- Analysis of examination results and retention data
- Lesson and tutorial observations.

Equality and diversity procedures are monitored, as appropriate, by all meetings across the College and by the Senior Management Team. Two elected student representatives help to promote awareness of equality of opportunity amongst the student body and to assist with monitoring the implementation of the

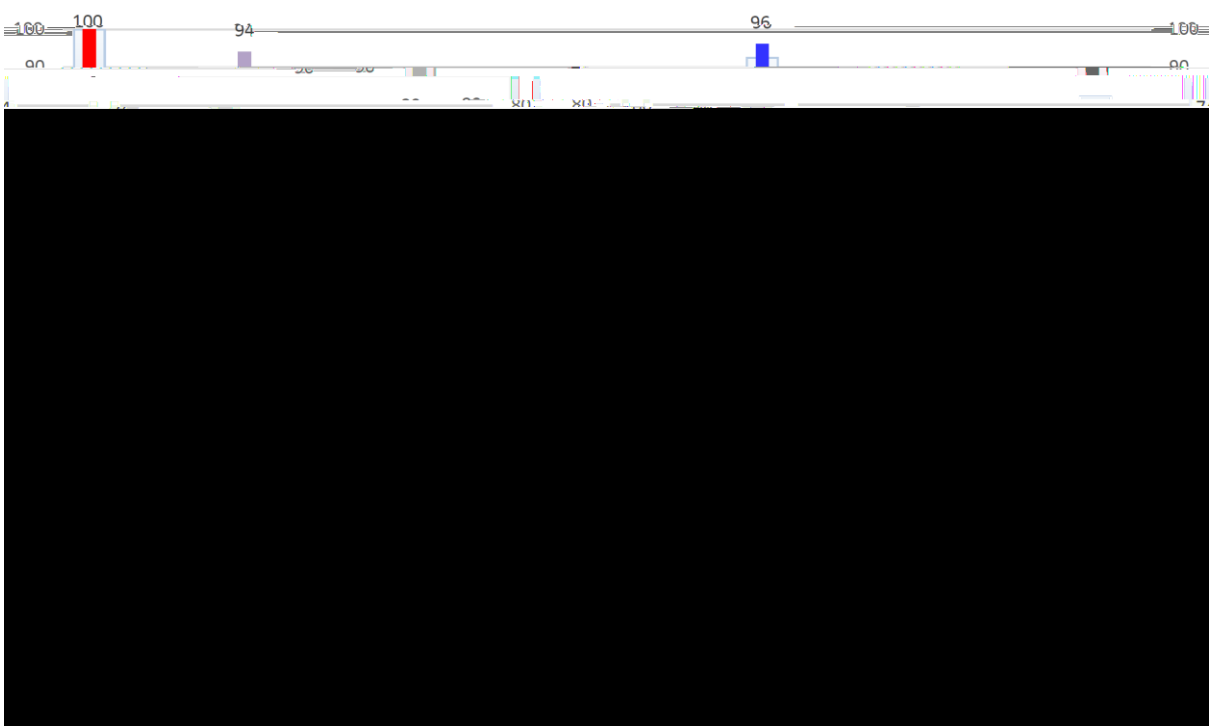
6. Students'

Cohort: This information is taken from Six dimensions the narrow-coloured bars represent HSFC and the wider grey bars represent the Sixth Form sector as a whole.

2019



2020



2021

Comments

- Proportions of male to female are relatively stable with notably fewer male students. This reflects the national picture across sixth form colleges.
- The proportion of BME is relatively stable at 5%, this is considerably lower

English as an additional language

Comments

- The information for this was self-declared at the enrolment questionnaire.
- The group with the best value-added alternates, with speak English all the time achieving better in 2019 but worse in the following two years. There

Ethnicity

The 2011 census showed that 6.4% of Herefordshire is not White British (3.9%

Start	Residual	Start	Residual	Start	Residual	
10	0.25	13	-0.16	17	0.00	
3	0.80	4	-0.08	0		
0.02	0.22	0.40	0.27	175		
0.27	0.07	10	0.09	5	0.34	
0.78	0.12	21	0.16			
0		8		4	1.21	
Bangladeshi	2	-1.07	8	0.94	3	0.20
Chinese	16	-0.73	10	0.14	3	1.20
Any other Asian background	10	-1.07	7	-0.28	4	
African	10	-1.07	7	-0.28	4	
Any other ethnic group	6	0.56	23	-0.15		

Comments

- Data in the first grid indicates small numbers of students in most ethnic

negative residual for African and Caribbean students, although very small in number. Directors of Studies have met students concerned and a range of extenuating circumstances explain lower performance.

- The graph (immediately above) compares the performance of all BME and White students. Again

Roma, Gypsy or Traveller community

Comments

Disability

Summary of the College SEN Information Report for Hereford Sixth Form College

In accordance with Section 69 of the *Children and Families Act 2014*

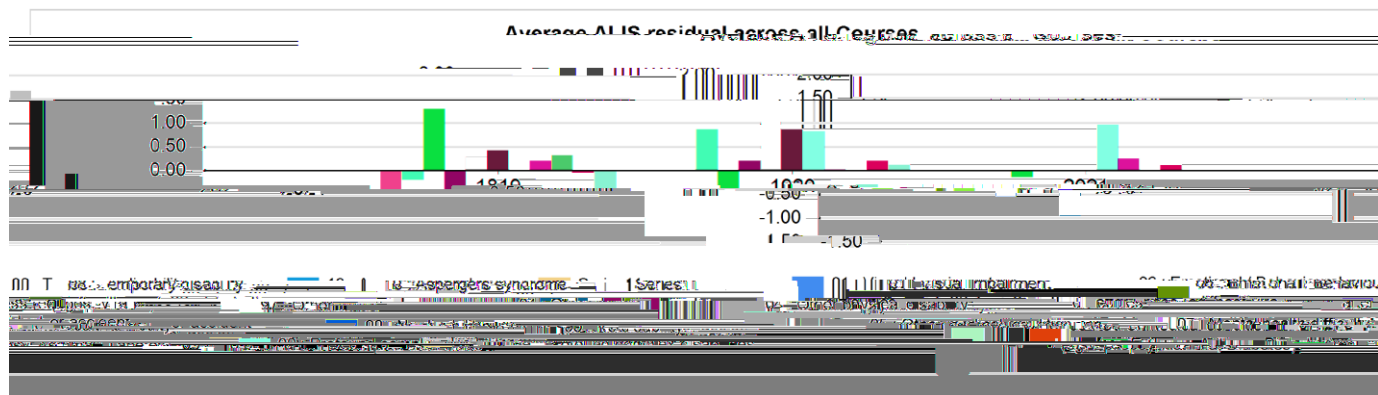
Applications are welcome from students who may have a physical or learning difficulty, a medical condition or mental health issue and all learners are treated fairly with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation.

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Support has received extensive training and attended events in the implementation of the SEN reforms. Whole staff training on the new regulations took place during 2015. Governors Members of the Learning Support team deliver in-house staff development sessions in learning Lunches.

What to do if things go wrong

The Directors of Studies is the first point of contact if a complaint is to be made. The Principal can also be contacted directly. If the problem is not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds w procedure for handling complains is available on the gov.uk website.



AIIS residual	1910	1920	1930
05: Other medical condition (ex. Epilepsy, Asthma)	1	1	1
07: Mental health diff	1	1	1
09: Temporary disability after	1	1	1
97: Other	1	1	1

Comments

- significant and that shows strong performance across all 3 years. This has been recategorised to Autism Spectrum Disorder in the following categories.

Special Education Need and Direction bilikin bilikin-3(i)8(a)-3(l)-3(E)-2(duc)8(a)-3(tion

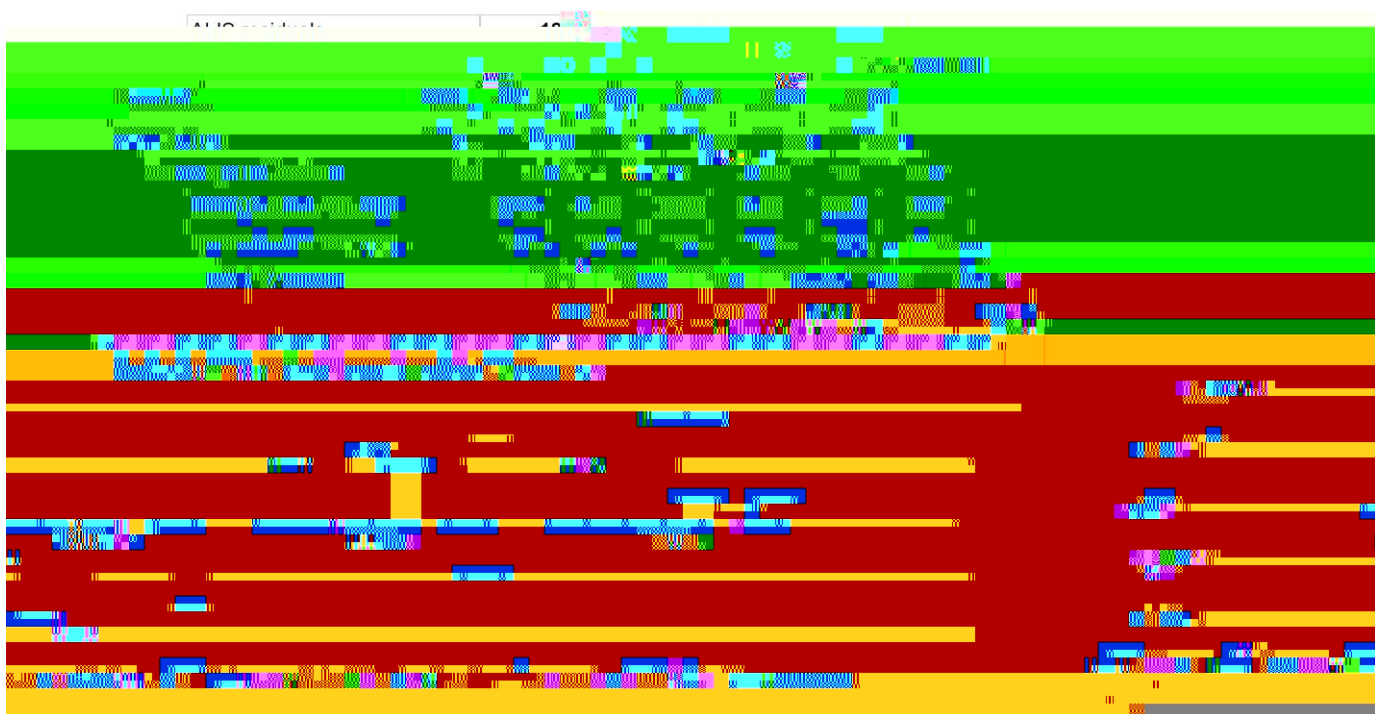
Sexual orientation

Many years ago, following advice from external agencies, it was decided that at Enrolment, we would ask students their sexual orientation in order to:

- Acknowledge a diversity of sexual orientation
- Monitor the progress of that community

There is very little provision for LGBT+ in Herefordshire although we do work closely with *No Wrong Door* youth service, who run an LGBTQ+ group for 16-21 year olds. The College has a thriving and visible LGBT+ community and a Society with over 40 members.

The ALIS residuals for students from the LGBQ+ community are in line with the College average



- The information for this was self-declared on the enrolment questionnaire and again, there is considerable variation of achievement over time.



Comments

- The information for this self-declared on the enrolment questionnaire.
- There are some very small cohorts here, so the

Christian and again, there is an alternating pattern in achievement.

Free school meals

Although not covered by the *Equality Act*, we continue to gather data and monitor the data according to **Economic and Social Background**.

A recent examination of the national and local pictures reveals the following:

- Nationally, the achievement gap is closing very slowly (by 3 months between 2007 to 2016);
- The gap widens by 2 months each year, throughout the course of secondary school;
- On average nationally, disadvantaged pupils are 19.3 months behind their peers;
- 1/3 disadvantaged pupils did not achieve benchmark of 5 GCSES A* - c, despite making up 1/4 of pupils;
- Rural England sees the widest gaps;
- **Herefordshire secondary gap is 23 months** (worse than Shropshire and Somerset) and is 98th local authority for Attainment8;
- Disadvantaged EAL students end up closing the gap and exceeding the attainment of non-EAL peers.

Source: Closing the Gap Trends in Educational attainment and Disadvantage, Education policy Institute, Aug 2017

Due to a lack of standardised data on economic disadvantage that covers Herefordshire and surrounding counties, we currently rely on self-reported data on whether students have been entitled to Free-School Meals in the last 6 years

Comments

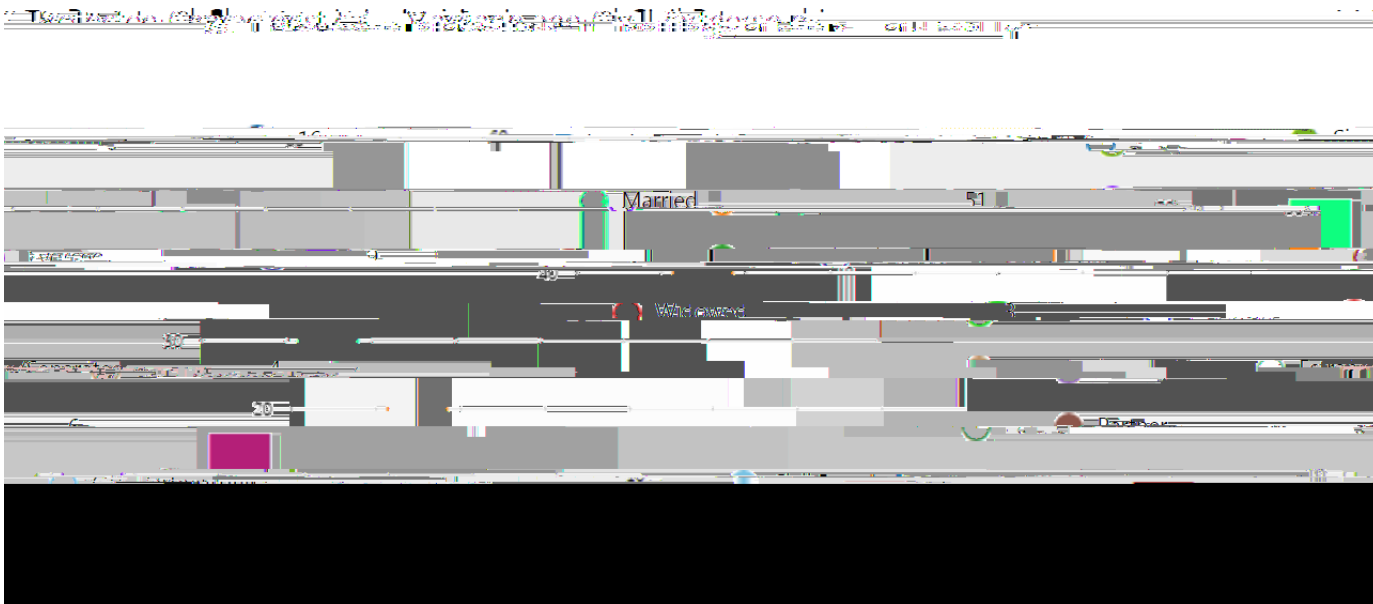
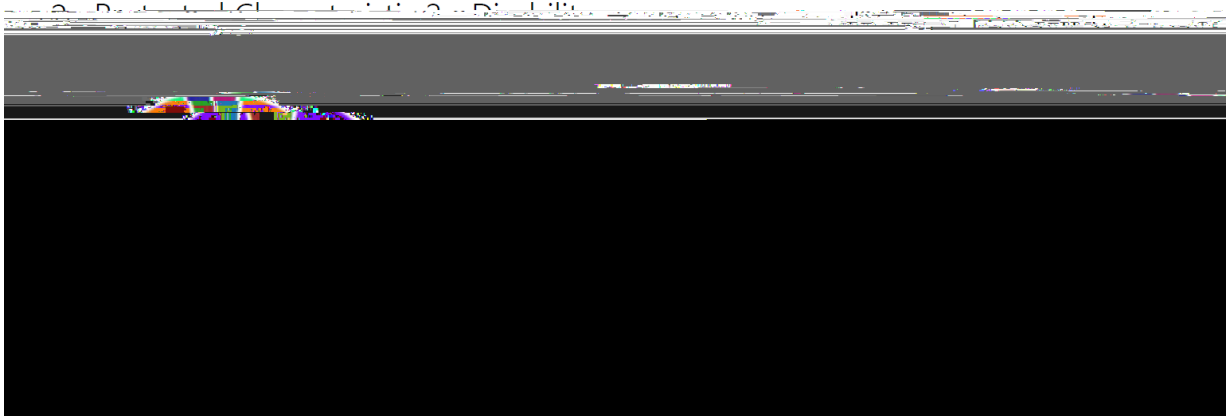
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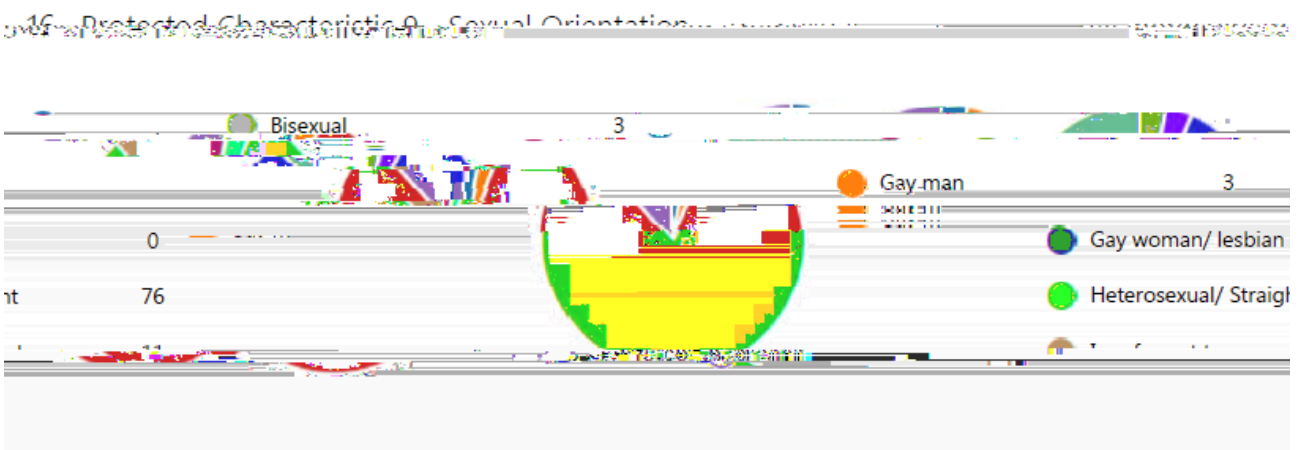
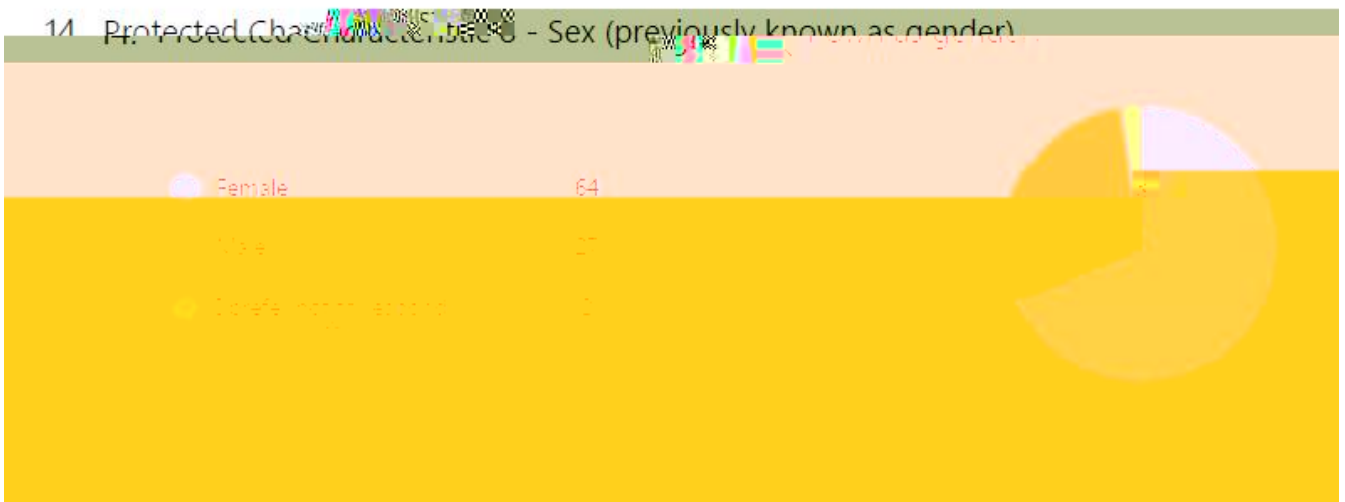
7. C

8. Staff Protected Characteristics:

A staff well-being and protected characteristics survey is carried out every couple of years (but recently, delayed due to COVID). The staff body is diverse and during the survey we invite colleagues to make requests for reasonable adjustments (e.g. on religious grounds or because of a disability).

a. Staff diversity:





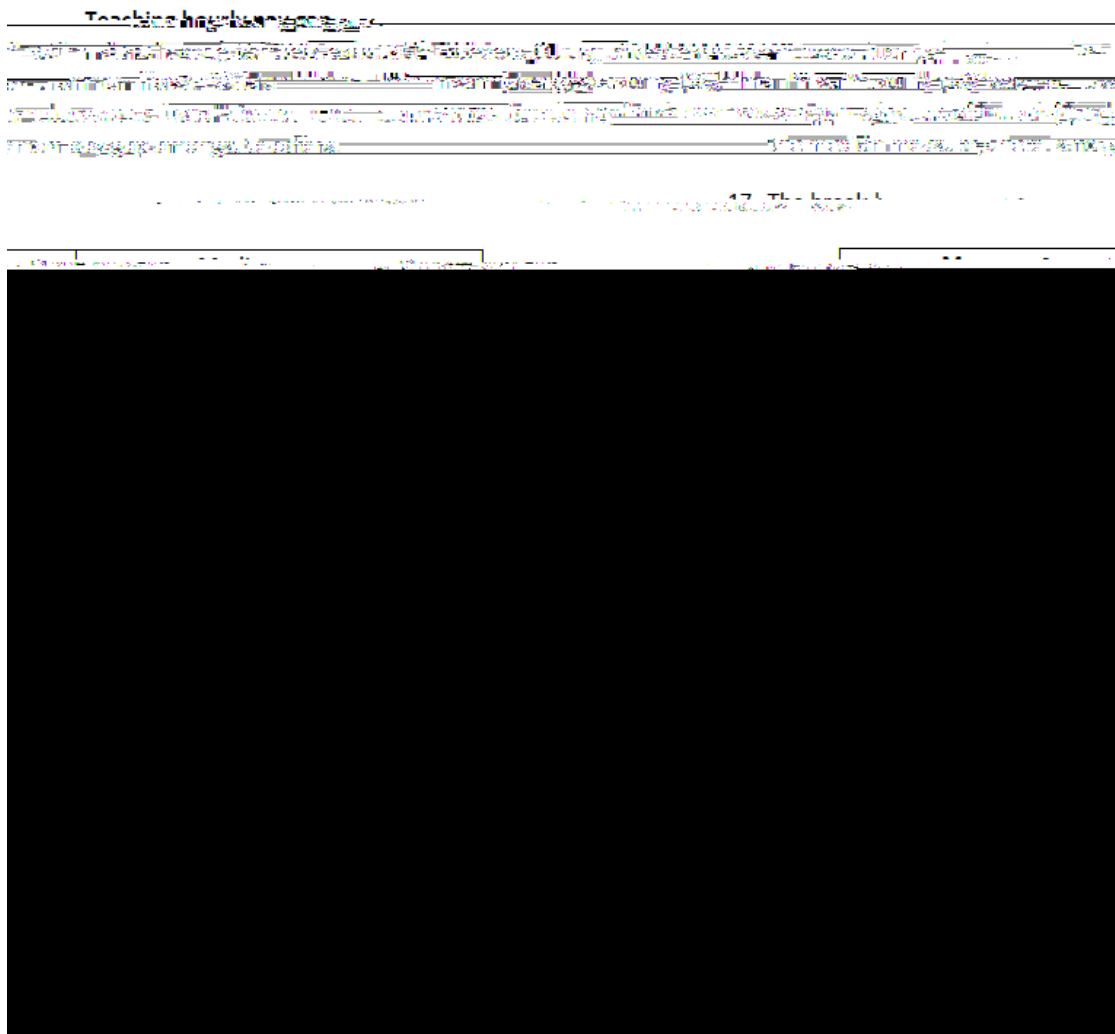
A number of reasonable adjustments were requested and actioned. The next Staff survey will take place in 2022.

b. Gender Pay Gap:

Gender pay reporting legislation requires employers with 250 or more employees to publish statutory calculations every year showing how large the pay gap is between their male and female employees. The legislation requires that the following six calculations be published:

completing their objectives, up to point nine which is the highest point on the staff are assigned to a range of points on the support staff pay scale which reflects the type of work and responsibilities undertaken. Support staff progress in a similar way until they reach the top of their range.

Summary of full report (full report available here [EQUALITYREPORT2019-2020 \(6\).pdf](#)):



The overall pay gap reflects our workforce composition rather than pay inequality. Heart of Mercia has robust procedures in place to ensure inclusion and equality for all staff. HOM is committed to reducing the Gender Pay Gap and will:

rent.

9. Student Destinations:

BME:

Destinations of Leavers (all leavers inc. level 2)

	2021		2020		2019		2018	
	No	Yes	No	Yes	No	Yes	No	Yes
Black and minority ethnic								
Employment	12	79	11	31	100	4		
Further Education	3	1	25	1	58	11	39	
Further Education & Employment	4	3	4	4				
Other	51	27	190	8	75	0		
Black and minority ethnic								
Employment	45%	51%	40%	49%	42%	35%	42%	48%
Further Education	12%	16%	8%	2%	12%	5%	9%	7%
Further Education & Employment	5%	2%	7%	9%	3%	9%	6%	3%
Other	1%	0%	1%	0%	2%	3%	2%	2%
Black and minority ethnic								
Employment	2%	0%	2%	4%	1%	0%	2%	0%
Further Education	15%	10%	23%	30%	47%	30%	23%	23%

Gender:

10. Equality Objectives:

As part of the Public Sector Equality Duty (section 149 of the Act) there is a requirement to review and update our Equality Objectives at least once every four years. However, our Equality Objectives are set every year in the *Single Equality Scheme and Action Plan* which is published on the College website. As part of our successful bid for Investors in Diversity, it was agreed that the Equality Objectives should be succinct. The Senior Management Team and the Staff and Students Committee monitor and review the progress of these objectives throughout the year.

a. Report on Equality Objectives 2020 - 2021:

Equality Objectives 2020 - 21:

What we need to do:	How will we know if we have achieved this?	
---------------------	--	--

Completed audit; re-worked Plan at next SMT

b. Equality Objectives 2021 – 2022:

arisen in the course of the year, the following Equality Objectives have been set foruse of the year

INTRODUCTION

The College aims to ensure that it is compliant with the requirements of the Equality Act 2010 so that disabled students can maximise learning opportunities and fulfil their potential.

Hereford Sixth Form College is committed to:

Improve communication to ensure availability of relevant infor

3. Improving the delivery of written or electronic information to disabled students

To produce all literature in an appropriate font to help visually impaired students [**teaching staff; ongoing throughout year**]

To investigate alternative ways of providing access to information, software and activities [**DIRECTOR OF IT; ongoing throughout year**]

To investigate alternative ways of providing access to information, software and activities (such as access to texts through the RNIB Bookshare service)

[**DIRECTOR OF IT; by July 2022**]

To provide self-service accessibility guides containing information about accessibility and study tools available to support students learning. **Completed** [Study Skills Tools VLE page available to students.](#)

[**DIRECTOR OF IT and HEAD OF LEARNING SUPPORT; by September 2022**]

Remote access will be provided so that assistive technology applications available within college can be used on personal devices both in and outside of college [**DIRECTOR OF IT; by July 2022**]

Completed [remote access available in and out of college with accessibility tools / assistive technology applications available.](#)

To investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site [**DIRECTOR OF IT; by July 2022**]

Ongoing.

To investigate how more students can use assistive technology: we will develop a free accessibility toolbar showing up in portals + VLE if feasible

Completed - [An Accessibility Chat Bot has been installed into Microsoft Teams and is available to all staff and students. This provides information on accessibility features available. This includes accessibility features in the Microsoft Edge browser meaning these can be used in the portals and VLE.](#)

[**DIRECTOR OF IT; by September 2022**]

