

Equality, Diversity and Inclusion Report 2021 – 2022



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 College wants every one of our students to reach their full academic potential, whilst benefiting from a high level of individual support and developing as a person. We believe that all our students can succeed and are passionate about improving student performance by challenging, encouraging and motivating students to aim for high expectations with a can achieve culture. We encourage all students to get involved in the wider community, through volunteering or work experience.

2. Equality, Diversity and Inclusion: Introduction and Overview:

Equality and Diversity Policy Statement:

The *Equality Act* came into force in 2010. It provides the context and direction for the practices the College adopts for equality, diversity and inclusion. The *Equality Act* recognises a number of protected characteristics, known in the

The Governors of Hereford Sixth Form College are committed to equality and diversity. They wish that governors, employees, students and visitors should be fairly treated and have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes

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

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 *Equality, Diversity and Inclusion Policy and Procedures*.

c. Performance monitoring:

Throughout the academic year, the performance of groups of students is monitored closely by the pastoral team. Progress reports by protected characteristics can be generated to highlight those students causing concern or serious concern (amber or red traffic lights – an example below). Equality, Diversity and Inclusion matters are discussed monthly at SMT, including the performance of groups, including those students with an Education, Health and Care Plan (EHCP). An annual report is discussed at Local Governors Board

Progress by Protected Characteristics

Performance by

About speaking English, do you...?

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
(...and your family) speak English all the time	1462	3654	0.19	1366	3264	0.07			

Ethnicity

The 2021 census showed that just 1.2 per cent of people in Herefordshire identified as Asian, Asian British, or Asian Welsh, while even fewer identified as black, black British, black Welsh, Caribbean, or African, at 0.3 per cent, 1.1 per cent said they came from mixed or multiple ethnic groups., and 0.5 per cent said they identified with another ethnic group. 96.9 per cent of the population said they were white (nationally some 81.7 per cent of people identified as white, a decrease from 86.0 per cent in 2011). (_____

Nationally, Black African pupils make more progress over secondary school than their peers whereas Black Caribbean pupils fall back behind their peers throughout secondary school.

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

To develop a forum to support BME students was one of the College ¶ V (T X D O L W \ Objectives in 2020 ±21. This was achieved in 21-22 with the formation of the student led **Society for Students of Colour**.

Comments

- Data in the following grids indicates small numbers of students in most ethnic groups. The ALIS Residuals alternate considerably over the years but in 21-22 the variation betw

Ethnicity (cont.)

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual

Are you from the Roma, Gypsy or traveller communities?

ALIS
residuals

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.

Every local authority has a duty to publish information about education, health and social care services for all children and young people with SEND and their education and learning options. Here following this link: https://www.herefordshire.gov.uk/info/200228/local_offer

Pre entry

Students are actively encouraged to disclose a learning difficulty, disability or medical condition on the application form and those that do are interviewed by a member of the Learning Support team; applicants who disclose a medical condition will be interviewed by the Medical Liaison Officer so we can plan for the necessary support when a student enrolls at College.

Students have other opportunities to disclose a pre-existing condition at any time during their Study Programme. Students with an Education and Health Care Plan are invited into College during the spring term for pre-entry assessments and a Transition Event is held in the summer term to ensure that support is in place once the student enrolls.

At College

All students undertake a short online questionnaire when they enrol to help us identify those students who may need to undertake assessments in order for the Assessor to apply for exam access arrangements such as extra time and Learning Support. Copies of previous assessment reports (The assessments are carried out using tests designated by PATOSS and JCQ and a JCQ Form 8 is completed which provide meetings the student and the Learning Support Assessor will formulate an Individual Learning Plan to inform subject tutors about profile, classroom requirements etc. All students will be encouraged to become an independent learner but support is always available.

The views of students receiving Learning Support are sought during an annual

The Lead Tutor 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-

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procedure for handling complains is available on the gov.uk website.

Learning Difficulty or Disability

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Hearing impairment	0	0		1	4	-1.07	2	5	0.01
Disability affecting mobility	0	0		1	1		1	3	0.75

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.

A thriving, student led LGBTQ+ Society exists in College, providing peer support and are consulted regularly on how best to meet their needs.

Personal Tutors have been trained and awareness has been raised so they are the named member of staff for LGBTQ+ students to talk to.

ALIS
residuals

Religion

The Chaplaincy role covers spiritual wellbeing of students. It complements the mental/emotional and physical wellbeing support covered by the counsellors, wellbeing advisor and physical wellbeing advisor, ensuring support is offered to

W KH ZKROH SHUVRQ 7KH SKUDV Hn th @ C Students W KV DQG QRC
regardless of their faith, can access the support of the Chaplain. All students
ZKR ZDQW WR μH[SORUH DQG H[SUHV V IDLWK ¶ FDQ EHQH
sounding board, point to resources, protect against prejudice and discrimination
RIIHU DGYLFH DQG SUD\HU DQG IDFLLOLWDWH H[SUHV VLR
it is within the rule of law.

A significant proportion of the student body claim to be Christians (20-25%). The CU is not exclusively for Christians but in practice it ends up with mostly Christian members and is an opportunity to meet Christians, draw support and friendship from likeminded students, learn about the Christian faith, and have space to pray, worship and read the Bible with other students on campus. The CU is also an opportunity for Christians to actively bless the College and the world around them by putting on events for other students (e.g. free pancakes on Shrove Tuesday) and raising money for key causes (e.g. environmental issues, local charities, national and international response to tragedy).

A prayer room for all faiths is available and links are made with representatives of local religious groups.

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:

Comments

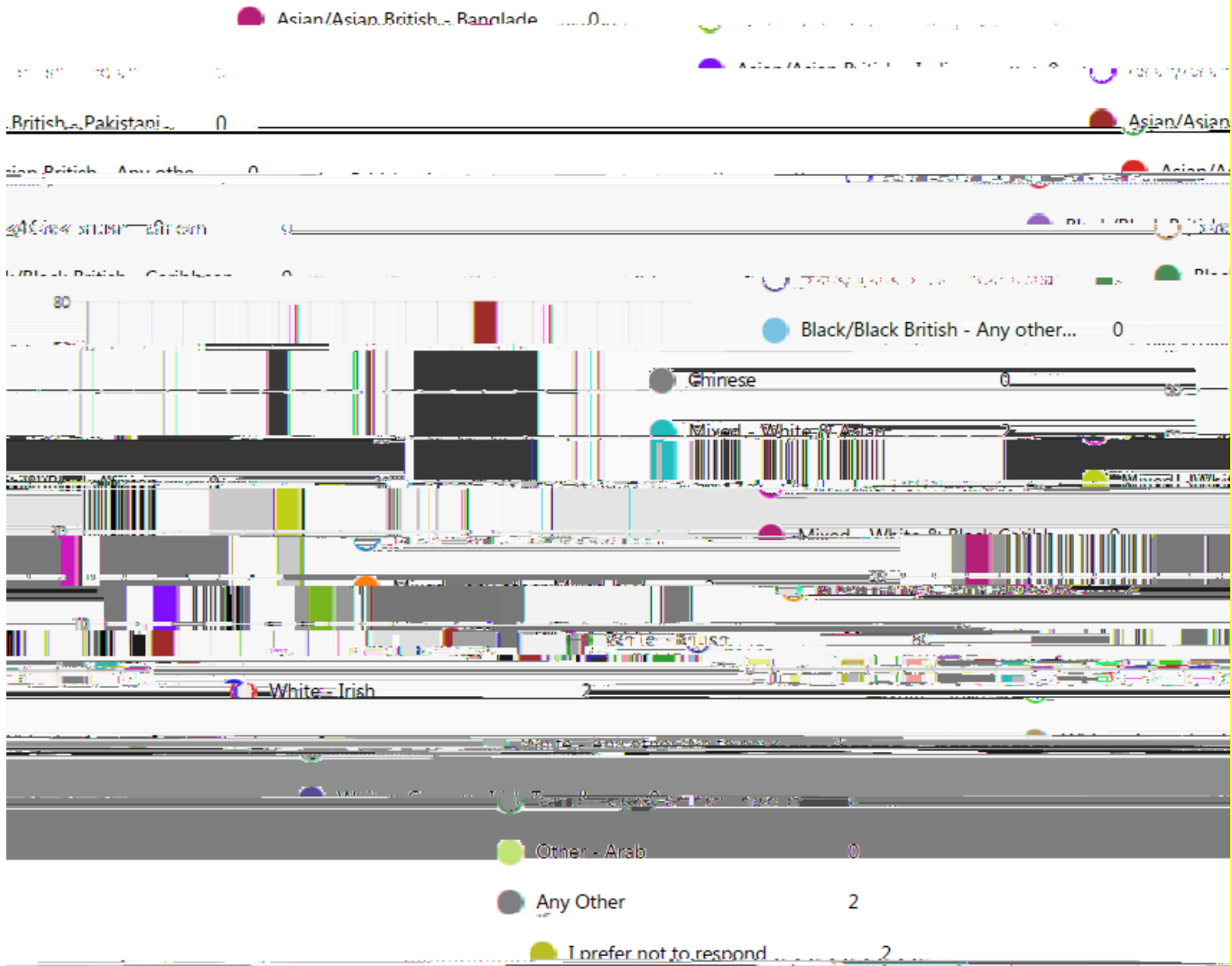
- Those in receipt of free-schools meals did better in 21-22, having been an area for targeted intervention in previous years.
- In the SAR for 21-22, the following was noted as strengths:
 - **The needs of students from lower income backgrounds are considered carefully**
 - **Advice and guidance for students from low-income families and for students who would be the first in their family to go to university is strong.**

16-19 Bursary Fund Financial support is available to students from the 16-19 Bursary Fund. Discretionary bursaries are awarded where students meet the eligibility criteria for age and have made an application, providing evidence of household income. The income criteria is set by the College and has remained the same as last year for the last two years, a

Vulnerable students:

The Director of Safeguarding, Inclusion and Development monitors the performance of students who are vulnerable because of personal welfare or safeguarding concerns. A separate safeguarding report is presented to the Directors each year.

10. Protected Characteristics - Race



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

completing their objectives, up to point nine which is the highest point on the WHDFKHUV\ SD\ Vt\ D\ Classifications 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 [:](#)

Conclusion:

In March 2022:

‡ Females earned 83p for every £1 that males earned when comparing the mean (average) hourly pay. This is a small improvement on the March 2021 position.

‡ :KHQ FRPSDULQJ WKH PHGLDQ KR XUO\ SD\ IHPDOHV H males earned. This represents a significant improvement on the March 2021 position.

‡ ODOH UHSUHVHQWDWLRQ KDV GHFUHDVHG LQ WKH XSS representation has increased in the lower quartile. The overall pay gap reflects our workforce composition rather than pay inequality. HOM has robust procedures in place to ensure that inclusion and equality for all staff.

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:

- ‡ ‡ (QVXUH WKDW UHFUXLWPHQW DQG SURPRWLRQ SUR
- ‡ ‡ (QVXUH WKDW SD\ SURJUHVVLRQ DQG DSSUDLVDO
- ‡ ‡ & RQVLGHU development and training needs of all employees.
- ‡ ‡ 'HYHORS WKH OHDGHUVKLS DQG PDQDJHPHQW VNL
- ‡ ‡ 5HYLHZ WKH IOH[LEOH ZRUNLQJ SROLF\

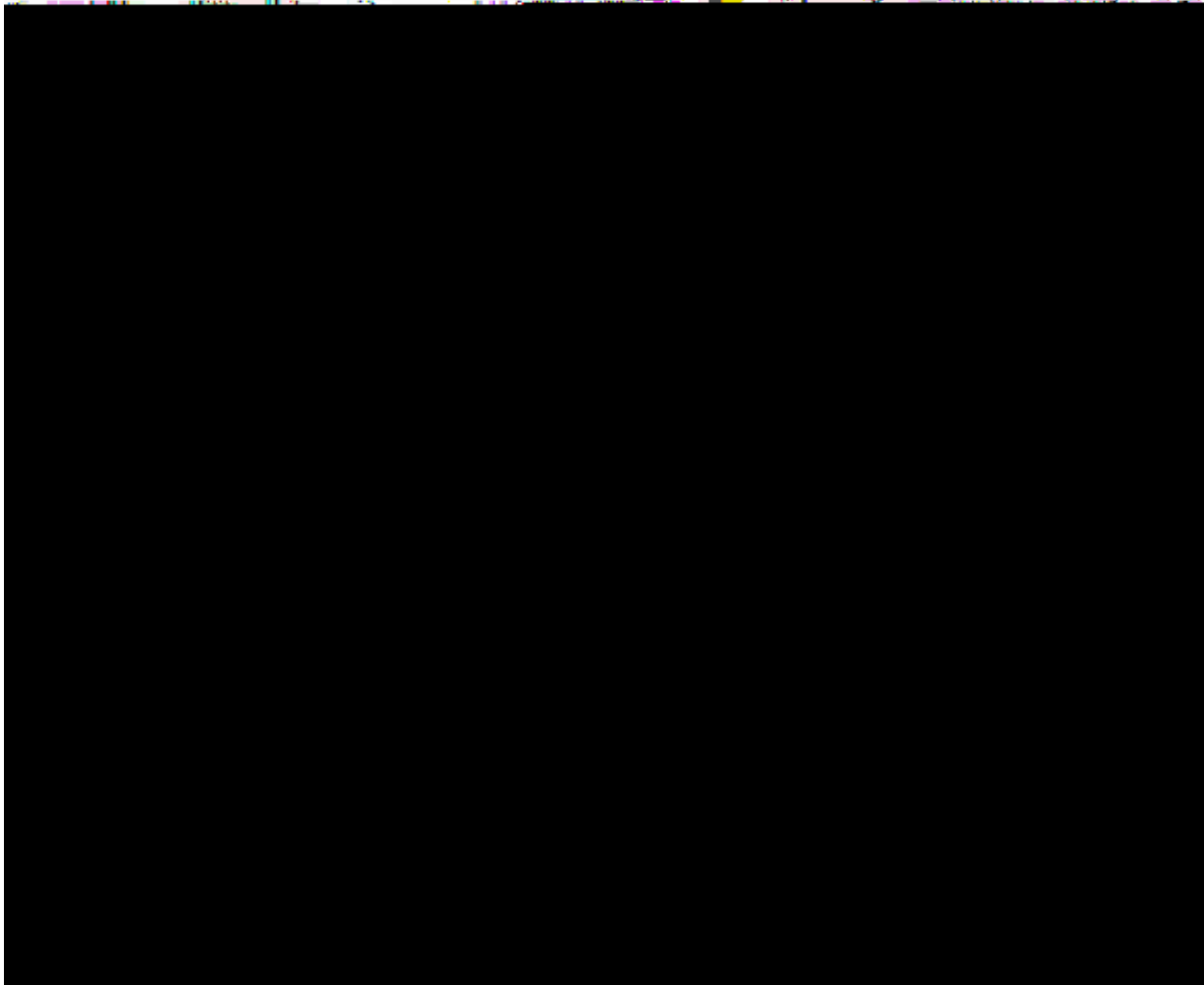
8. Student Destinations:

BME:



Destinations of Leavers (all leavers inc. level 2)

	2022	2021	2020	2019
Higher Education	499	284	471	412
Employment	11	0	0	0
Other	0	0	0	0
Total	510	284	471	412



9. 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 & R O O 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 monitor and review the progress of these objectives throughout the year.

a. Report on Equality Objectives 2021 - 20212:

Equality Objectives 2021 – 2022:) R O O R Z L Q J D U H Y L H Z R I W K H S U H Y L R X
and other matters that have arisen in the course of the year, the following Equality Objectives were set for 2021 ±2022, available on our website. SMT will review these throughout the coming year and we will report on whether we have achieved these in Autumn 2022.

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

*Equal opportunities are
taken seriously at the College*

Equality Objectives 2022 – 2023:) R O O R Z L Q J D U H Y L H Z R I W K H S U H Y L R X and other matters that have arisen in the course of the year, the following Equality Objectives were set for 2022 ±2023, available on our website. SMT will review these throughout the coming year and we will report on whether we have achieved these in Autumn 2023.

What we need to do:	How will we know if we have achieved this?	
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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 information to disabled students
- ‡ Providing full access to enable disabled students to fully participate in the curriculum
- ‡ Maintaining and improving a safe physical environment in College
- ‡ Ensuring reasonable adjustments are made to prevent disabled students being disadvantaged

In meeting the needs of disabled students we are committed to the following Accessibility Plan [staff responsible; timescale]:

1. Increasing the extent to which disabled students can participate in the College setting and curriculum

‡ 7 R L Q Y H V W L J D W H K R Z W K H D Curriculum Materials are normally difficult for disabled students to access can be ensured

[SMT; ongoing throughout year]

‡ 7 R I X U W K H U L Q Y H V W L J D W H Z K D W V X S S R U W R U D O W H U Q D W L Y choice/participation of disabled students [SMT; by July 2022]

‡ 7 R F R Q W L Q X H L Q Y H V W L J D W L Q J Z K D W D V V L V W V G L V D E O H G V [HEAD OF LEARNING SUPPORT; ongoing throughout year]

2.

Generally, throughout the year we will review relevant policies and procedures to ensure we are further advancing equality between those who have disabilities and those who do not, such that we:

- ‡ Support students with disabilities from admission through to completion of their studies
- ‡ Maintain and continuously improve the College buildings and facilities
- ‡ Ensure the provision of appropriate first aid and emergency plans
- ‡ Challenge any discrimination faced by students, staff, parents or visitors with disabilities.

FURTHER INFORMATION

This plan is supported by the following College documents:

- ‡ *Equality, Diversity and Inclusion Policy, including Disability Disclosure and Confidentiality Policy & Procedures*
- ‡ Admissions Behaviour
- ‡ First Aid
- ‡ Learning Support
- ‡ Safeguarding
- ‡ Trips and Visits