



Equality and Diversity Policy

Supported by:

**Equality and Diversity Action
Plans 2021-22**

Equality Duty Action Plans 2021-22

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EQUALITY AND DIVERSITY POLICY

1 Policy Statement

This Policy applies to students and staff at Halesowen College. The policy describes how it will fulfil its statutory duties to promote equality of opportunity and not discriminate. It demonstrates how it is placing the promotion of what we do and the impact on the different strands within the Equality Act 2010, and the College's approach to ensuring that staff, students, governors and visitors are treated fairly and consistently, and within the legal framework of the Act.

Halesowen College 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 to ensure our students Learn, Succeed and Flourish. We seek to provide a working environment free from harassment, discrimination and victimization. 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.

We are committed to creating an inclusive College, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

1.1 College Accessibility Statement

Halesowen College is committed to promoting the practice of fairness and to eliminating inequality based on the grounds of age, disability, learning needs, family responsibility, marital status, culture, ethnicity, nationality, religious beliefs, gender, gender reassignment, sexual orientation, trade union activity, unrelated criminal convictions or other irrelevant criteria. We aim to recognise and value the contribution made by each individual to our learning environment.

The College strives to ensure that all staff and learners, whether existing or potential, receive fair treatment when making application; and in terms of their retention, achievements and employability, not least in relation to under-represented groups within the community.

The College provides private facilities for staff, students, Governors and visitors to use for purposes such as prayer, multi faith acts, breast feeding and reflection. Each campus has an allocated room for this.

1.2 Our Policy Aims

- To prevent discrimination
- To promote equality of opportunity
- To promote good relations between people

2 The Equality and Prevent Duty

2.1 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

Halesowen College 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.

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 policy 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 to demonstrate impact.

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.

2.2 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.

British Values are promoted and embedded these into lesson planning and the tutorial pastoral cycle. 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 and audited externally. 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 College Leadership Team, Safeguarding Forum, and the Corporation.

Staff, student and Governor awareness training takes place on a regular basis

3 Rights and Responsibilities

Learners, staff, governors, agency workers, visitors and contractors are required to support and uphold the principles set out in the policy. Partners and Employers are expected to maintain these standards when working with learners, through their own Equality and Diversity Policies or by adhering to College policies.

Halesowen College is responsible for ensuring appropriate equality policies, procedures and structures are in place and that such policies and procedures are effectively monitored and implemented. The equality and diversity policy is reviewed by the Equality and Diversity Forum and approved by the Corporation on an annual basis, or earlier where required, for example to respond to legislative changes.

The Corporation, the College's governing body, has overall responsibility for equality and diversity.

The commitment of all members of the College's community is required to make the policy a success. Failure to comply with this Policy by staff or learners will be investigated and may result in disciplinary action.

If you experience or witness any harassment, discrimination or bullying, please report it as soon as possible, even if it is not directed at you personally. Reporting procedures are detailed at Appendix A.

The policy is developed within the framework of UK legislation, listed at Appendix B.

A glossary of terms is listed in Appendix C.

4 Implementation

The College publishes student data for each academic year within the 'Annual Equality and Diversity Report' which is published. Student data is also provided to, and discussed with, Governors, senior managers and members of the College's Equality and Diversity Forum 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 Curriculum Area Reviews (CARs) which take place with Senior and Middle managers. These 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 continues during the year to ensure that gaps appearing in student achievement are quickly identified and actions taken to improve.

The Policy is implemented through the whole of the College's activities, which is underpinned by an extensive plan of staff training and development through the annual Continuous Development Plan (CPD) which all staff complete.

Development plans are used to help embed equality and diversity into the curriculum. Course teams take account of individual and group needs, and plan to take full advantage of learning opportunities to promote equality and diversity in the classroom. Self-Assessment is used to identify areas of strength and areas for improvement against the nine protected characteristics. Quantitative information is used to compare performance of various groups and quality improvement plans are used to help narrow gaps in success rates where they occur.

Our Single Equality Scheme and Action Plan (Appendix C) details how we are continuously improving our equality practice and how we meet our legal requirements under the general and specific equality duties.

We monitor and review equality impact through our Equality Risk Assessment process.

Teaching and Learning strategies and implementation embrace the Equality and Diversity agenda and this is rigorously monitored and evaluated to ensure achievement gaps are narrowed through the Observation of Teaching and Learning processes.

The whole College community and its partners are represented through our Equality and Diversity Forum including Equality Student Ambassadors.

Staff and student equality groups help ensure that all groups within our community are involved in and consulted on College functions.

One Governor has specific responsibilities for equality and diversity and ensures College Corporation is fully informed of developments in this area.

We protect children and vulnerable adults through processes set out in our Safeguarding Policy.

4.1 Learners

Halesowen 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
- Annual Prevent Audit
- Leaders in Diversity
- Prevent forms part of tutorials and induction
- British Values posters are displayed around the organisation
- British Values are embedded into lesson planning and the Equality and Diversity themed week
- Equality and Diversity information contained within the student guide which all students receive
- College web site has clear guidance on the College's stance on Equality and Diversity, 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
- Easily accessible premises. Including the provision of 'quiet hours' in student areas
- Revision of the schemes of work to include a more directed section on equality and diversity to be measured through the observation of teaching and learning processes
- A flexible Student Hub 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 (LGBTQ+) group and English as an Additional Language (EAL).
- College safeguarding procedures in place and available to all learners
- Safeguarding Forum 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 (EAL)
- College Equality and Diversity Forum reviewing and improving equality arrangements
- The identification of and information sharing to support vulnerable learners through their education including Children Looked After (CLA) and Safeguarding Portal 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
- All sites have a Multi Faith/Quiet/Reflective Room facility

4.2 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, and all staff are WRAP trained
- 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
- Public support of protected characteristics, for example the use of the Disability Confident logo to encourage applications from candidates with disabilities
- 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 HR staff newsletters, resources on Moodle and College website, as well as forums like the Menopause Cafe
- Safeguarding Forum ensures that procedures are in place to support and protect all staff; receiving monitoring reports and action plans
- Posters and displays around College premises promote the inclusion of all individuals regardless of race, religion, gender etc
- An Equality and Diversity Forum 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 providing open communication
- All sites have a Multi Faith/Quiet/Reflective Room facility
- Effective Line manager structure to provide support to all staff

- HR department to improve communication and provide an alternative confidential support and action mechanism
- Open to all occupational health provision including mental health first aiders, counselling services and support
- Grievance and Harassment procedure to provide a final mechanism for the dealing of unacceptable behaviour
- Gender Pay Gap Report
- Profiles of staff by grade and types of work
- Recruitment statistics
- Monitoring of disciplinary/grievances/harassment casework
- Exit surveys
- Anonymous recruitment
- Mentoring and Shadowing Scheme
- Widening the diversity of our staff recruitment panels

4.3 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, as well as regular updates from the Equality and Diversity Lead.
- 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 Committee which reviews and direct the College's approach to equality and analyses student data and retention
- Membership on the 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 forum
- Providing advice and guidance to College Managers on the College's Equality and Diversity strategy.

5 Conclusion

Improving equality brings with it benefits to the College as it:

- Helps to create a positive atmosphere where there is a shared commitment to value diversity and respect difference
- mainstreams equality by focusing on the different needs of employees and students
- strengthens our work with our partners and stakeholders
- improves quality by meeting the needs of our customers, internal and external

Halesowen College is committed to promoting and advancing equality of opportunity, not only because it is an important part of our purpose, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College's future success.

We have systems and procedures which 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 to narrow the achievement gap and remove barriers to learning.

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.

Reporting Discrimination, Harassment or Bullying

All staff are responsible for recognising and dealing informally with any incident of bias, stereotyping or discrimination. Where a learner wishes to report an incident of bias or stereotyping or discrimination the personal coach or a member of the teaching team will be happy to discuss the matter (College Complaints Procedure).

Should staff feel that an incident of bias or stereotyping or discrimination has occurred they should report it to their Line Manager and/or through use of the College's Harassment or Grievance Procedure.

Staff

Please report incidents to your Line Manager, a member of the College Leadership Team, a member of HR or a Union Representative.

Formal cases will be dealt with through the Harassment Policy, Grievance Procedure and/or the Disciplinary Procedure as appropriate to each individual case.

Learners

Please report incidents to your Tutor, your Head of Division (HoD), your Assistant Principal, or a member of Learner Services.

The formal process is detailed in the bullying policy.

Reporting Hate Incidents

A hate incident is any type of incident perceived to be racist, homophobic or driven by other prejudice by the victim or any other person. If you experience or witness a hate incident, please report it to the Safeguarding Team.

Cyber Bullying and Harassment (Social Media)

Bullying and harassment by the College community which takes place outside of College that impinges on staff or students' welfare/wellbeing will be dealt with in accordance with College policies and procedures.

Legal Framework

This Policy reflects, but is not limited to, legislation from the following Acts:

[Disability Discrimination Act 1995](#), as amended [2003](#), [2005](#)
[Employment Act 2002](#)
[Employment Equality \(Sex Discrimination\) Regulations 2005](#)
[Employment Equality Age Regulations 2006](#)
[Employment Equality Regulations \(Religion or Belief\) 2003](#)
[Employment Equality Regulations \(Sexual Orientation\) 2006](#)
[Employment Rights Act 1996](#)
[Equal Pay Act 1970](#) as amended [1983](#), [2003](#), [2004](#)
[Equality Act 2006](#)
[Equality Act 2010](#)
[Human Rights Act 1999](#)
[Protection from Harassment Act 1997](#)
[Race Relation Act 1976](#), as amended [2000](#), [2003](#)
[Rehabilitation of Offenders Act 1974](#)
[Sex Discrimination Act 1975](#) and [1986](#), as amended [2003](#), [2008](#)
[Special Educational Needs and Disability Act 2001](#)
[Equality Act 2010 and Equality Duty 2011](#)

Definition of Terms

1 Equality

'Equality' means treating all groups of people fairly, providing equality of opportunity and removing barriers to success. It is not about treating everybody the same because different people have different needs. For example, making reasonable adjustments for disabled people (like providing additional time in exams for dyslexic learners) removes barriers to equality of opportunity and helps prevent discrimination. Increasing our understanding of the needs of different groups of people promotes good relations between people.

2 Equality Protected Characteristics

Equality laws exist to protect the groups of people who have traditionally faced discrimination. These groups of people share 'equality protected characteristics' such as age, disability (including physical, mental and learning impairments), race, sex, pregnancy, maternity and breastfeeding, gender identity, marriage or civil partnership status, religion or belief and sexual orientation. Everyone has several of these protected characteristics therefore everyone is protected by equality legislation from discrimination in education, at work and in other situations.

3 Diversity

Valuing diversity means we consider visible and non-visible individual differences, which include personal characteristics such as background, culture and personality in addition to the equality protected characteristics. The aim of managing diversity is to realise the potential of every individual learner and staff member.

4 Harassment

Harassment is defined as "unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual." Harassment may include unwanted behaviour that makes you feel uncomfortable, even if it was not intended to do so, and even if it was not directed at you personally. For example, a member of staff makes comments on a student's sexuality in a way that makes the student feel uncomfortable.

5 Discrimination

There are different types of discrimination:

- **Direct** discrimination is treating a person worse than another because of an equality protected characteristic. For example, a College only shortlists male applicants for interview because they assume women will not fit in.

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself or herself.

Discrimination based on '**perception**' occurs when someone is treated worse because they are thought to have a protected characteristic, whether correctly or incorrectly. For example, a College decides not to promote a female employee because senior staff believe her to be pregnant, irrespective of whether she is

pregnant or not.

Discrimination because of '**association**' with someone who has a protected characteristic occurs when, for example, an employee is overlooked for promotion because their partner has undergone gender reassignment.

- **Indirect discrimination** is when the same rule is applied to everyone but it has a worse impact on people with a particular protected characteristic and cannot be justified. For example, an employer who requires staff to commit to working from 8pm to 11pm every evening indirectly discriminates against women, who are more likely to be primary carers of children.

6 Disability-related discrimination or '**discrimination arising from disability**' and **failure to make reasonable adjustments** are forms of discrimination unique to disability, that involve treating a disabled person in a particular way that, because of their disability, amounts to treating them unfavourably. For example, a student with diabetes, carrying medication related to their condition, is refused entry by the College to an event with a no drugs policy.

7 Victimization

Victimization means treating someone worse than another because s/he has asserted their legal rights in line with equality legislation or helped someone else to do so. For example, a learner alleges that they have encountered racism from a tutor, and as a result they are ignored by other staff members.

8 Bullying

Bullying is a form of abuse involving persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair penal sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable. Bullying may be emotional, verbal or physical and it is not always obvious or apparent to others. It can be between two individuals or it may involve groups of people.

Bullying, harassment and discrimination can occur in any media, not just face-to-face actions. For example, it may take the form of written communications, by phone, email, social networking sites, by SMS (texting), screen-savers or posters.

9 Safeguarding is about the protection of children and vulnerable adults and our approach is detailed in our Safeguarding Policy.

Single Equality Scheme (SES)

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

This 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.

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.

The College seeks review its objectives and action plans on an annual basis rather than the suggested four-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.

EQUALITY OBJECTIVES AND ACTION PLANS

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 |
|--|---------------|-------------------------|--|--------------|---------------|
| Continually review College policies in light of any changes in the Prevent Duty and new and revised policies agreed throughout the year. | March 2022 | Safeguarding Forum | Ensure that policies include the Prevent Duty were necessary and do not discriminate against the protected characteristics | Y | Ongoing |
| Analyse and compare learner data and implement actions within subject areas to address achievement gaps | November 2021 | APs / DLS / E & D Forum | Improved experience and achievement for learners. Presented in E&~D annual report. | Y | 31/10/21 |
| Continue to widen and improve links with external expert organisations representing all 9 protected characteristics | June 2021 | E & D Forum | Improved information and understanding of protected characteristics and how to ensure equality of opportunity | Y | Ongoing |

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 |
|--|---------------|---|---|--------------|---------------|
| Continually review effectiveness of induction programmes for learners, staff and governors | April 2022 | DLS / E & D Forum Student Support Managers | Updated understanding of discrimination and College intolerance to it Improve tutorial to embed college values | Y | |
| Continue to refresh up to date guidance publications for learners, staff, visitors and employers | December 2021 | DLS / E & D Forum | Ensure understanding of College culture and expectations | Y | 31/12/21 |

Objective 3 *To ensure that equality is embedded within all aspects of the curriculum offer*

| Action | By when | By whom | Impact of Action | Achieved Y/N | Date achieved |
|--|--------------|---|---|--------------|-----------------------|
| Review level of integration of E & D, Prevent and British Values within the curriculum offer via the College's OTLA system | June 2020 | DP / E & D Forum/Head of Learner Experience | Improved embedding of E & D | Y | 10/11/2021 Ongoing |
| Use best practice examples from the OTLA system for training purposes | June 2020 | DP / E & D Forum/Head of Learner Experience | Improved understanding, examples and knowledge of E & D | Y | Ongoing |
| To plan and organise an E & D weeks on an annual basis and provide E & D materials for use with students | October 2021 | E & D Lead & Forum | Increase use of E & D within the curriculum offer | Y | ongoing |

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 Themed weeks | October 2021 | Lead / E & D Forum | Improved student awareness and understanding of protected characteristics | Y | Oct 2021 |
| Ensure that student, staff and governor induction sufficiently covers E & D culture and expectations | April 2022 | E & D Forum/ HRD / Student Support Managers | Up to date information and signposting | Y | |
| Induct new students into the E & D culture of the College through student diary, induction and tutorials | April 2022 | E & D Forum | Improved knowledge and culture | Y | |

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 2022 | SDD | Offer difference development and knowledge sessions | Y | Ongoing |
| Update Governors on developments within the E & D section | March 2022 | DLS | Up to date knowledge of Governors | | |

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 Forum will review and monitor these actions and will task appropriate staff members with the actions outlined.

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 | December 2021 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | Dec 2021 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2021 | E & D Forum/ External Groups | Ensure no discriminatory practices | Y | Dec 2021 |
| Produce an established, annual adult prospectus, including apprenticeships, part time and distance study modules | Jan 2022 | HoP/HoD | Ensure no discriminatory practices, and allows participation | | |
| Promote free public lectures and events via the University Centre, and provide a page on the website | June 2020 | HoP | Raising awareness and progression Online and in person lectures have taken place 2020-2021 and plans for 2022 | Y | ongoing |

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 | December 2021 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/21 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | July 2022 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | |
| Review of College site regarding accessibility | June 2022 | CLT/JCa | Safer and welcoming environment for the college community. Received recommended remedial action (Nov 21) - now to be completed. | | |
| Investigate opportunities for scholarships with a focus on students with disabilities | June 2020 | E & D Forum | Raising participation and progression | Y | Sept 2020 |
| Improving awareness of neurodiversity/ASD in the classroom and supporting and working alongside colleague who are neurodiverse | June 2022 | E & D Forum/QSDD | Understanding of health needs and support to enable neurodiverse people to work to their best ability | ongoing | |
| Disability Support Group for Students | December 2021 | E&D Forum/JGr | Students with disabilities are recognised; have a voice and are supported | Y and ongoing | Dec 21 |

Gender Reassignment

| Action | By when | By whom | Impact of Action | Achieved Y/N | Date achieved |
|--|------------|----------|---|--------------|-------------------------|
| Build on support groups to cover gender reassignment | March 2020 | HB / LCS | To increase understanding of issues experienced and support of individuals. Increased success with support groups with 24 members of the group known as Unicorns (ie Trans group). | Y | Jan 2021 And ongoing |

| | | | | | |
|---|---------------|-------------------------------|---|---|----------|
| Review student, governor and staff induction programs to update and ensure non-discriminatory information | December 2021 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/21 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2021 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Recognition for Rainbow Flag Award (secondary schools and colleges) | August 2022 | E & D Forum / CLT/OMG | Review findings to ensure college community is represented | | |

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 | December 2021 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/21 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2021 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Review shared parental leave policies and awareness | December 2021 | HRD | Ensure no discriminatory practices | Y | 31/12/21 |

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 | December 2021 | HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/21 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | July 2022 | HRD | Ensure no discriminatory practices | Y | |
| Arrange awareness events to improve understanding | June 2022 | E & D Forum / | Increase awareness of different cultures | Y | ongoing |

| | | | | | |
|---|--------------|-----------------|--|---|---------|
| of different cultures, including a Diversity Day | | External Groups | and celebrate all protected characteristics. Diversity Day 1 April 21 – range: faith, religion, Asperger, gender identity, breaking gender norms | | |
| Set up BME Staff Group for staff to attend | May 2020 | HBa | All staff will be able to view their concerns in a safe space. Look at activities to increase awareness of different cultures for staff and students | Y | ongoing |
| Development and implementation of a Mentoring and Shadowing Scheme for staff under-represented in the structure | October 2021 | RCh/AMa | To provide the opportunity to staff to gain the skills and experience for progression at College | Y | ongoing |

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 | December 2021 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/21 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2021 | E & D Forum/ external groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Set up a Christian Group at the College for students and staff to attend. One hour per week, for chat, prayers, games and food | December 2021 | HBa | Students and staff will be able to discuss issues from a faith perspective increase their spirituality and wellbeing | Y Staff group set up for Dec 2021 | |
| Establish Friday Prayers for Muslim students | December 2021 | HBa | Students and staff will be able to perform the obligatory Friday prayers at College and increase their spirituality and wellbeing | Y | Ongoing |
| Invite local community members and create a multi faith group | December 2021 | HBa | Existing community leaders and to include students | No – due to covid restrictions | Ongoing |

| Action | By when | By whom | Impact of Action | Achieved Y/N | Date achieved |
|-------------------------------|---------------|---------|---|--|---------------|
| | | | from different faiths or none who can meet up twice a year to work on projects to support students, staff and the local community | | |
| Contemplation Room Coomb Wood | December 2021 | HBa | To provide feet washing facilities for ESOL Students | Actioned – students are able to use small room for prayer. | Ongoing |

Sex

| Action | By when | By whom | Impact of Action | Achieved Y/N | Date achieved |
|--|---------------|------------------------------|--|--------------|---|
| Continue to review staff pay levels to ensure no significant pay gaps | December 2019 | HRD | Ensure non-discrimination practices and review of processes | Y | Continuous Government website March 2020 and College website |
| Review student, governor and staff induction programs to update and ensure non-discriminatory information | December 2019 | E & D Forum / HRD | Ensure no discriminatory practices. Ensure understanding of HC culture and expectations | Y | 31/12/19 |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2019 | E & D Forum/ external groups | Ensure no discriminatory practices | Y | 31/12/19 |
| Seek STEM accreditation so that 'Girls in STEM' and pioneering women in industry mirrors locality in the Black Country | December 2020 | E & D Forum/ STEM Group | Celebration of progression School liaison are active in encouraging progression | | Ongoing |
| Celebrate Men's health, 'Movember' etc to be included in annual programme | December 2021 | E & D Forum/JG | Celebration of progression, Promoted on social media and staff offered wellbeing appointments | Y | 01/11/2021 |

Sexual Orientation

| Action | By when | By whom | Impact of Action | Achieved Y/N | Date achieved |
|--|---------------|-------------------------------|---|--------------|---------------|
| Continue to strengthen external links | December 2019 | E & D Forum | Up to date awareness | Y | Continuous |
| Review new and revised College policies to ensure non-discrimination of the protected characteristics | December 2019 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | Continuous |
| Review student, governor and staff induction programs to update and ensure non-discriminatory information | December 2021 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Review promotion across college to ensure visibility and maps our college community – use of plasmas, HUB Calendar, E-Newsletter | June 2020 | E & D Forum / JG | Ensure no discriminatory practices | Y | Ongoing |
| Working towards the Rainbow Flag Award | August 2022 | E&D Forum/ CLT/ OMG | To ensure we are meeting the standards and develop our approaches and policies. | | |

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 | December 2021 | E & D Forum/ external groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Review student, governor and staff induction programs to update and ensure non-discriminatory information | December 2021 | E & D Forum / External Groups | Ensure no discriminatory practices | Y | 31/12/21 |
| Free public lectures in the University Centre for legal information, ancestry, Dudley Archives etc | August 2020 | E & D Forum / JG | Raise awareness and engagement. | Y | Continuous programme |
| Produce a programme of tutorials regarding forced marriage, to include University Centre seminars | October 2021 | E & D Forum / JG | Raise awareness | Y | October 2021 |

CONSULTATION

Learners are provided with the opportunity to give feedback and comment on the College's arrangements within Learner surveys, focus groups and during teaching and learning observations, and through equality ambassador focus groups. 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 Leadership Team meeting, the Equality and Diversity Forum, and the Corporation.

APPROVAL AND PUBLICATION OF EQUALITY DUTY PLANS

The SES is reviewed, amended, approved and published on an annual basis on the College's web site. The SES and action plans are updated on an annual basis following authorisation through the relevant committees, Equality and Diversity Forum, College Leadership Team, and the Board.

| Reviewed / Approved | By | Date |
|----------------------------|-----------------|-------------|
| Reviewed by | Rachael Charles | 01/11/2021 |
| Consulted with | | |
| Approved | | |
| Review date | Rachael Charles | 01/11/2021 |
| CLT approved | CLT | 08/11/2021 |
| Next Review date | | 01/10/2022 |
| Website | Yes / No | Yes |