



Halesowen College Equality (Equity) and Diversity Policy & Action Plan 2022-23

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Foreword

Principal

At Halesowen College one of the core values is the commitment to promoting equality and diversity in all aspects of college life.

We believe that everyone deserves to be treated with dignity, respect, and fairness, regardless of their race, ethnicity, gender, sexual orientation, religion, or any other personal characteristic. By fostering a diverse and inclusive environment, we not only enrich the quality of education and a place to work, we offer but also create a welcoming atmosphere that celebrates the unique talents and experiences of every individual.

Our equality and diversity policy sets out our commitment to promoting fairness, equality, and diversity and we will take proactive steps to address any barriers whenever possible that may prevent an individual from reaching their full potential and to ensure that everyone is treated fairly and with respect.

Together, we can embrace and celebrate our differences, learn from each other, and create an environment that is inclusive and respectful for all.

Jo Williams
Interim Principal at Halesowen College

Chair of Governors

The Equality Act provides a general duty on Halesowen College to eliminate discrimination, advance equality of opportunity and foster good relations when decision making and policy setting. At Halesowen College it's much more than a legal requirement, it's about doing the right thing to provide an inclusive supporting environment for all learners, staff, and communities we serve. At Halesowen College the Equality and Diversity policy is entwined in day-to-day activities from teaching, events, catering, environment and much more.

As part of the Governance of the College there are designated Link Governors for Equality and Diversity, Safeguarding and SEND. This enables the Governors to have a good knowledge and understanding of how policies are implemented to create the inclusive and fair environment that Halesowen College value.

The College is a learning environment, as needs change, the College will adapt to meet those needs. If there is something we have missed or something we can do better then tell the Equality and Diversity group, the more engaged everyone is with the policy the better the experience at Halesowen College will be.

Jo Chilton
Chair of Corporation at Halesowen College

Equality, Diversity, and Inclusion

Statement

Halesowen College values social and cultural diversity and aims to ensure everyone 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.

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.

The College uses a range of events and activities including training and workshops to raise understanding and awareness with the aim of developing diversity and inclusion skills.

The College takes any allegation of hate, bullying, victimisation or harassment extremely seriously and will take disciplinary action in the event of any substantiated claim.

Strategic objectives 2021 -2025

The strategic plan for 2021–2025, makes specific reference to equality and diversity so it remains a key priority at Halesowen College and '*will champion diversity and inclusion*' throughout work.

Aim 4: A DIVERSE, EMPOWERED, SUPPORTIVE AND ACCOUNTABLE COMMUNITY

	Objectives	What success will look like
4.1	champion diversity and inclusion	<ul style="list-style-type: none">• Leaders in Diversity• More diverse staff profile• A diverse profile of promotion.
4.2	recruit, retain, develop and reward the best staff.	<ul style="list-style-type: none">• Staff are happy and fulfilled.• Staff want to work here.• good levels of internal promotion• Competitive pay and conditions.
4.3	staff will be experts, motivators, and role models.	<ul style="list-style-type: none">• Exceptional teachers inspire learners.• Caring staff who know each learner and understand how to get the best out of them.• All staff develop themselves through CPD.• Staff awards recognise exceptional work.
4.4	culture of ownership and accountability for success.	<ul style="list-style-type: none">• All staff strive for the best.• Staff have autonomy and are willing to innovate.• Supportive performance management.• Staff feel valued and supported.
4.5	well-being and safeguarding	<ul style="list-style-type: none">• Sector-leading commitment to keeping young people safe.• Mental and physical well-being• Low rates of absence

The legal framework for equality & diversity

The Equality Act 2010 places a general duty on public sector organisations (including further and higher education colleges) to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who do and do not share a protected characteristic*
- Foster good relations between people who share a protected characteristic and those who do not.

Halesowen College must meet this general duty both as an employer and as a provider of further and higher education and show due regard to the duty across all of our functions.

***The nine protected characteristics are:**

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief
9. Sexual orientation

The specific duties require public bodies to:

- Publish relevant, proportionate information demonstrating their compliance with the Equality Duty.
- Set themselves specific, measurable equality objectives.

At least every three years thereafter, the College will publish equality objectives setting out how the requirements of the Equality Act will be met.

The Equality Objectives are:

1. Ensure our student application profile is reflective of our communities.
2. Demonstrate our commitment to best practice by maintaining the Leaders in Diversity Award with the National Centre for Diversity.
3. Narrow and ultimately eliminate any achievement gaps between different groups of learners.
4. Work to ensure greater representation of staff from underrepresented groups at all levels of the organisation.
5. Develop confidence so all staff embed inclusive practices in all aspects of their work.
6. Ensure the diverse backgrounds of learners are valued, recognised, and celebrated at Halesowen College.

Meeting our Commitments: Students

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.
- Leaders in Diversity accreditation.
- 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 week.
- Equality and Diversity information contained within the student guide which all students receive.
- College website has clear guidance on the College's stance on Equality and Diversity, its practices and procedures.
- Publicity material in different formats and different forums that encourages all learners to apply and celebrates achievement regardless of ability.
- Easily accessible premises.
- 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.
- 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 Unicorn Group (Gender Variance).
- College safeguarding procedures in place and available to all learners.
- 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 Looked After Children 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.

Meeting our Commitments: 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.
- 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 online training packages covering equality and diversity and safeguarding.
- Promotion of equality via HR staff newsletters, resources on Moodle and College website.
- 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 proving open communication.
- 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.

Meeting our Commitments: Governors

The College's Governor profile is diverse and monitored throughout the year, with an annual return provided to the Department for Education.

To understand the equality culture of the organisation and advocate for the College's equality approach governors:

- Follow a recruitment process which provides early information on the College's equality culture.
- Have an induction process which covers the College's equality approach and a training plan that expects equality and diversity training to be undertaken as part of early requirements.
- Are provided with updates and training through meetings and workshops, including up to date training on the Prevent Duty.
- Appoint a link Governor who attends the Equality and Diversity Forum meetings during the course of the year.
- Appoint a SEND link governor.

Equality and Diversity is addressed across all governance committees, including:

- analysis of student recruitment, retention and achievement.
- review of employment arrangements around equality and diversity.
- reflection on the profile of the College's staff but overall responsibility for review of policy, strategy and performance remains with the Corporation.

Roles and Responsibilities

Halesowen College believes that Equality, Diversity and Inclusion (EDI) is everyone's responsibility (students, staff, employers, partners, stakeholders and visitors) and that everyone has a role to play in the successful implementation of this Single Equality Strategy (SES) across the organisation.

The Principal and Chair of Governors have overall responsibility for this Single Equality Strategy and ultimate accountability for compliance with the organisation's equality obligations.

The Governing Body

The Governors are fully supportive of this statement responsible for ensuring that:

- Halesowen College complies with the law and meets all its duties, including the general and the specific duties.
- The Single Equality Strategy and its procedures are followed.
- The College's commitment to equality is promoted.
- Adequate resources are made available for implementation of the Single Equality Strategy
- The College's Strategic Plan includes a commitment to equality, foster a positive ethos with regard to diversity and the elimination of discrimination.
- The Corporation receives and responds to reports on recruitment, retention, achievement and success rates for students from different backgrounds and to information regarding staff, equality objectives and priorities.
- Governors are properly trained in their duties under this legislation.

College Leadership Team are responsible for:

- Overall implementation of our equality commitments and the promotion of equality.
- Leading in creating a positive, inclusive environment in which everybody is treated with respect and dignity.
- Assessing the impact of any current and future policies in relation to equality.
- Ensuring monitoring information is collected, analysed and regularly reported.
- Ensuring that the procedures for the recruitment and promotion of staff follow best practice in equal opportunities.
- Embedding equality and diversity into all Quality assurance processes and mechanisms
- Implementing systems that deal with incidents of discrimination or harassment effectively, and taking action against staff or students who discriminate for any reason.
- Promoting equality and diversity through curriculum planning, learning and teaching methods, classroom organisation, assessment procedures.
- educational visits, student induction, Study Programmes and Progression, Achievement and Development.
- Consulting staff, students, parents and employers on equality and diversity.
- Ensuring that all premises and facilities are accessible.
- Ensuring that the procedures for procurement are inclusive and open to all.
- Heads of Department and Course Team Leaders are responsible for promoting and implementing the Single Equality Strategy within their areas of responsibility.

The Assistant Principals and Director of Learner Services has responsibility for the Equality and Diversity agenda for students and will:

- Monitor and report on the recruitment and outcomes (retention, achievement, success rates, progress and destination) of different groups of students.
- Gather student quantitative and qualitative information and share it with Heads of Division to ensure that this information is used effectively to improve equality.
- Gather local information that will help Heads of Division to target recruitment of specific groups of students.
- Ensure that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, Curriculum Area Reviews, self-assessment reports and any other quality improvement activities.
- Ensure that students are made aware of this Strategy and for ensuring that students understand Equality and Diversity issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme.
- Give a consistent and high-profile lead on equality, diversity and inclusion.
- Develop, overseeing the implementation, monitoring and reviewing of this Single Equality Scheme through involvement and consultation.
- Coordinate the promotion of equality, diversity and inclusion across the organisation with other departments such as School Liaison, Marketing, Admissions, Careers and the Community.
- Work with the relevant staff to ensure that EDI are effectively embedded in teaching, learning and assessment.
- Work with the relevant staff to ensure that EDI are part of the student journey (induction, tutorials, enrichment).
- Overseeing the planning and co-ordination of awareness raising events.

The Director of Human Resources and Head of Equality and Diversity will oversee the Equality and Diversity agenda for the workforce and will:

- Have responsibility for the development, implementation and monitoring of staff development opportunities, staff consultation and guidance and support on all matters relating to equality.
- Take steps to have a staffing profile which is reflective of sector averages and the local population and approve the use of positive action in recruitment where appropriate.
- Compile regular reports on staffing in terms of equality indicators for the EDI Forum and produce reports detailing staffing information relating to demographics, pay gaps, grievances and disciplinary action.
- Organise events and activities to raise awareness of EDI and ensure that all staff understand Equality and Diversity issues through a rolling programme of staff development.
- Ensure that development events are open and accessible and that wherever possible they meet the needs of all the individuals.
- Ensure that complaints of discrimination, harassment and bullying among staff are investigated in line with the organisation's procedures.
- Take the lead responsibility for carrying out impact assessments on all HR policies and acting on the results.
- Gather the range of staff quantitative and qualitative information and ensure that this information is used effectively to improve equality.
- The publication of the annual report.

Head of Estates and Facilities is responsible for communicating the strategy to all contractors Halesowen College works with and for ensuring that all the facilities are accessible.

The Finance Director is responsible for communicating the Scheme to all contractors with whom Halesowen College partners with and for ensuring that all the procurement processes comply with the organisation's legal obligations in relation to equality and diversity.

The Head of Marketing, Communications and External Relations is responsible for ensuring the College's publicity materials present appropriate positive and non- stereotypical messages about people from different groups. The College regularly reviews its marketing approaches to ensure full utilisation of differentiated marketing methods to engage and retain all students.

The Equality & Diversity Forum will meet termly and is responsible for:

- Reviewing College Mission, Vision and Strategic Plan to promote and clarify commitment to the effective management of diversity.
- Analysing participation and success rate trends by gender, ethnicity, learning difficulty and disability.
- Overseeing the implementation of legislation relating to Equality, Diversity and Inclusion in all aspects of the Colleges' activity.
- Ensuring that the College has a comprehensive Equality, Diversity and Inclusion strategy in place which will embrace all aspects of the College's operations.
- Actively promoting equality, diversity and inclusion among staff, students and all other stakeholders to promote the College's equality and diversity agenda.
- Ensuring that the College has policies and working practices to promote equality of opportunity and prevent harassment, bullying and discrimination and to safeguard children and vulnerable adults, including Prevent.
- Identifying training needs and appropriate training to ensure all staff understand their roles and responsibilities in relation to EDI. Ensure that all Training and Development activities promote and embed EDI.
- Monitoring all key Equality, Diversity and Inclusion data in relation to staff and students, identify issues to be addressed and agree actions to rectify.
- Demonstrating how well students' knowledge and understanding of equality, diversity and inclusion, and preparation for living and working in a multi-cultural society, are reinforced through their programme of study, Progression, Achievement and Development sessions and at reviews, where appropriate.
- Ensuring that issues relating specifically to protected characteristics are identified and appropriate actions for remedy proposed.
- Developing links with appropriate external agencies.

All students and staff at Halesowen College will be responsible for:

- Ensuring that all staff, students and visitors are treated with respect and feel safe at Halesowen College.
- Celebrating and embracing differences so everyone at Halesowen College can feel proud about their heritage, identity and background without any fear or discrimination.

Equality Duty Objectives & Action Plan

Target 1: Ensure our student application profile is reflective of our communities:

Actions	Date by	By Whom	Review/Evidence of impact
Collect E&D data from each division and student profile to identify underrepresented areas.	25/10/2022	Software Developer/Head of Equality and Diversity	Equality Dashboard has been completed for the College which can be broken down into each division
Discuss strategies with Heads of Divisions, Marketing and School Liaison	28/02/2023	Head of Equality and Diversity Heads of Division/Marketing and Schools HUB Manager	
Invite staff from underrepresented areas to attend marketing events at schools and College.	31/3/2023	Heads of Division /Marketing and Schools HUB Manager	

Target 2: Demonstrate our commitment to best practice by maintaining the Leaders in Diversity Award with the National Centre for Diversity:

Actions	Date by	By Whom	Review/Evidence of impact
Meet with Assessor and agree on a timeline to achieve the Leaders in Diversity	29/9/2022	Head of Equality and Diversity	
Update Leaders in Diversity Action plan and send off all relevant to the Assessor	30/11/2022	Head of Equality and Diversity	
CLT Staff/students and stakeholders to complete all diagnostic for equality and diversity	30/11/2022	CLT, Staff/ students and stakeholders	
Prepare reassessment day for all staff to attend and meet with Assessor	10/12/2022	Head of Equality and Diversity	

Target 3: Narrow and ultimately eliminate any achievement gaps between different groups of learners:

Actions	Date by	By Whom	Review/Evidence of impact
Collect all achievement data for each faculty and division based on gender, disability, and race.	25/10/2022	Software Developer/Head of Equality and Diversity	Equality Dashboard has been completed for the College which can be broken down into each division.
Speak to Head of Division and prepare an action plan for identified courses.	31/12/2022	Head of Equality and Diversity / Heads of Division	
Staff to undertake staff development to improve achievement.	30/6/2023	Heads of Division /Staff development	

Target 4: Work to ensure greater representation of staff from underrepresented groups at all levels of the organisation:

Actions	Date by	By Whom	Review/Evidence of impact
Encourage applications for underrepresented areas when advertising for management roles.	31/12/2022	Director of HR	
Continue with the Allyship and mentoring programme for interested staff.	31/12/2022	Director of HR/Staff Development	
Ensure (where possible) all interviews are diverse with the interviewers).	31/12/2022	Director of HR	
Appraisals to identify staff who wish to progress and support with applications for those roles.	30/6/2023	Heads of Division and Staff Development	

Target 5: Develop confidence so all staff embed inclusive practices in all aspects of their work:

Actions	Date by	By Whom	Review/Evidence of impact
Staff to complete anonymous reporting form of any E&D concerns.	1/10/2022	Head of Equality and Diversity	Equality and Diversity Concerns form has been launched for students and staff to report and issues.
All staff to attend annual staff	31/7/2023	Head of Equality and	

development event on Equality and Diversity.		Diversity / Head of Professional Development	
Bespoke training to take place on different protected characteristics throughout the year.	31/7/2023	Head of Equality and Diversity/ Head of Professional Development	
Teaching staff to showcase excellent practice of EDI within the classroom.	31/7/2023	Head of Equality and Diversity/ Head of Professional Development	

Target 6: Ensure the diverse backgrounds of learners are valued, recognised, and celebrated at Halesowen College:

Actions	Date by	By Whom	Review/Evidence of impact
Students to report on any E&D concerns using the anonymous concerns form.	1/10/2022	Head of Equality and Diversity	Equality and Diversity Concerns form has been launched for students and staff to report and issues.
Safe Weeks to be changed to RRS (Ready Respect and Safe) Week and to include more talks on E&D	17/10/2023	Head of Equality and Diversity	Safe Weeks are advertised and changed to RRS Weeks with talk on underperforming groups and challenging the norm.
Students to celebrate events such as Black History Month, Diwali and Eid	31/7/2023	Head of Equality and Diversity	Students and staff were displayed in Block13 in an BHM Exhibition Diversity Day to take place on 31 March 2023.
Students to feedback at different forums such as E&D Forum	31/7/2023	Head of Student Services	E&D Student Ambassadors have been appointed. Students attend the start of the E&D Forum meetings and provide an update.

Reviewed / Approved	By	Date
Reviewed by	Rachael Charles/Haroon Bashir	March 2023
Approved	Corporation	
CLT approved	CLT	
Website	Yes / No	Yes
Next Review date		November 2023

Appendix A: Reporting Discrimination, Harassment or Bullying

All staff are responsible for recognising and dealing informally with any incidents 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 Procedure, Grievance Policy and/or the Disciplinary Policy as appropriate to each individual case.

Learners

Please report incidents to your Tutor, your Head of Division, 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.

Appendix B: Glossary of Terms

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.

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.

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.

Ethnicity

A strict definition of an ethnic group is a group regarded as a distinct community by virtue of certain essential characteristics - a shared history which distinguishes it from other groups and a cultural tradition of its own. The expression "ethnic monitoring" is used in reference to groups defined by colour, race or national origin as well.

Gender

The word 'gender' is often used in place of the word 'sex' in equality issues. 'Gender' does not appear in legislation (except for 'gender re-assignment' - see below) but 'sex discrimination' and 'gender discrimination' are generally interchangeable.

Gender Identity

Gender identity can be defined as a personal belief of an individual seeing themselves as male or female (or rarely, both or neither).

Gender Reassignment

Gender re-assignment is a process undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex.

Race (includes ethnic or national origins, colour or nationality)

People may define their racial group by their country of birth, their nationality, their skin colour or their ethnic group.

Religion or belief

The term “religion or belief” means any religion, religious belief, or similar philosophical belief. It also includes ‘no’ religion. This does not include any philosophical or political belief unless it is similar to religious belief.

Sexual Orientation

Whether a person is attracted to people of their own sex, the opposite sex or both sexes. Assumptions and perceptions of a person’s sexuality are also covered by law.

Harassment

Behaviour which is unwelcome or unacceptable and which results in the creation of a stressful or intimidating environment for the victim amounts to harassment. It can consist of verbal abuse, racist jokes, insensitive comments, leering, physical contact, unwanted sexual advances, ridicule or isolation.

Targets

These can be percentages of under- represented groups that employers or education providers aim to achieve in the make-up of students and/or their workforce as part of their equality action plan. It is unlawful to use a target as a reason for selecting someone, but it is not unlawful to take steps to get more qualified applicants from particular groups.

Transsexual/Transgender

See ‘Gender Reassignment’.

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.

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.

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.

Victimisation

Victimisation 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.

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), screensavers or posters.

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

Appendix C: Support Groups

BAME Group

Halesowen College Staff BAME (Black, Asian and Minority Ethnic) group available for the pastoral care of all members of the College community, regardless of their faith or beliefs. It aims to provide care and support where the needs arise.

The role of the Halesowen BAME Group is to:

- ✓ meet people where they are in life, respect who they are, without judgement or presumption.
- ✓ give support and guidance in a safe place that allows the individual to feel affirmed and supported.
- ✓ help plan activities to celebrate, inform and educate staff and students of different races to enhance and support tolerance and respect.
- ✓ look at ways which the College can be more inclusive by feeding back to CLT on key issues.
- ✓ Become a positive BAME role model for all staff and students.

This group of staff meet at least half termly to discuss any key issues which are affecting their practice at work.

Christian group

The Christian Group meets fortnightly during term time for lunch on a Wednesday. It's a great time to spend together catching up and supporting one another but also praying for any concerns as they come up. It's also a great opportunity to meet and get to know other staff members from across the College.

LGBTQ+ Group & Unicorn Group

The LGBTQ+ group and Unicorn group, are for transgender learners or those questioning their gender identity. These groups provide a safe space for students to make new friends with similar experiences, allowing them to socialise and receive support from their peers. The groups also allow learners to speak directly to supportive staff about any concerns they may have, which will be addressed discretely but proactively. Learners have the opportunity to go on visits such as to Birmingham Pride, a celebration of the LGBTQ+ community, and contribute to displays around College, using their voice to impact the wider College community.

Appendix D: Inclusivity at Halesowen College

One of the College values 'We are inclusive and value diversity' but what is meant by inclusivity at Halesowen College?

Listed below is what staff, students and Senior Leaders commented about inclusivity at Halesowen College:

Senior Leadership:

'Everyone feeling like they belong and have a place and purpose with no one feeling like an outsider'.

'I always feel that Halesowen College is a place where race, disability, sexuality are forgotten – we are all part of the College'.

Students being themselves, co-exist harmoniously, not feeling or being excluded from any activity or educational opportunity. Students are able to be comfortable in their own skin'.

Staff:

'Inclusivity is about celebrating diversity and using people's differences as strengths.'

'Everyone being able to have the same chances and opportunities no matter where they are from'.

'That people are allowed to participate in and contribute to all activities regardless of their backgrounds, abilities or circumstances'.

'A culture that is accessible and welcoming to anyone regardless of gender, ethnicity, values and beliefs.'

'Enabling all people the same opportunities without any bias or personal differences being disadvantaged'.

'Inclusivity is about ensuring no one is left out and that everyone is represented properly within society, culture, the workplace etc. This doesn't mean that things should be the same for everyone, inclusivity means being differentiated to include all'.

Students:

'Letting students express themselves in whatever they want'.

'Giving visibility to all representation, taking matters seriously if they occur'.

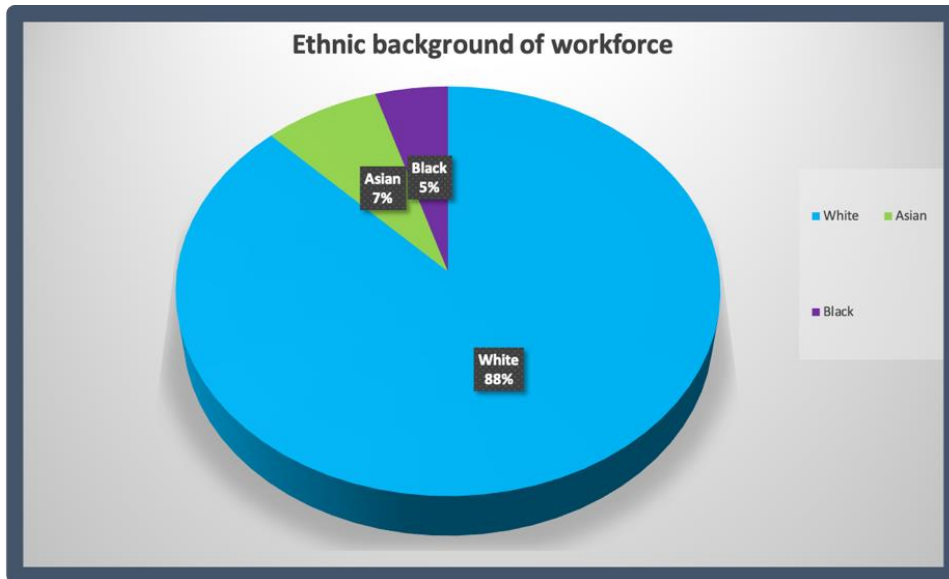
'Making you feel welcomed no matter what skin colour, special needs or sexuality'.

Appendix E: Staff Profile

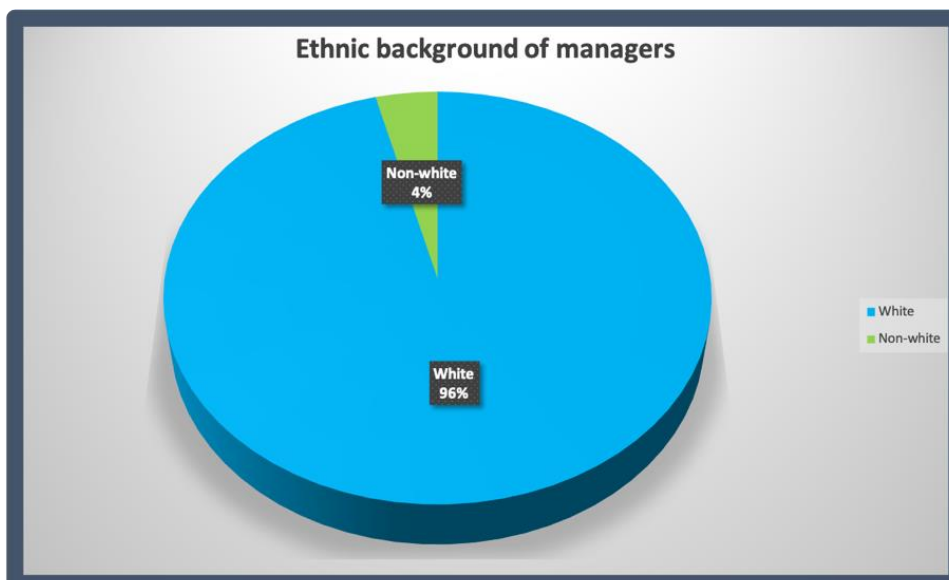
Staff Statistics

The following is a snapshot of the breakdown of staff employed by the College as at June 2022.

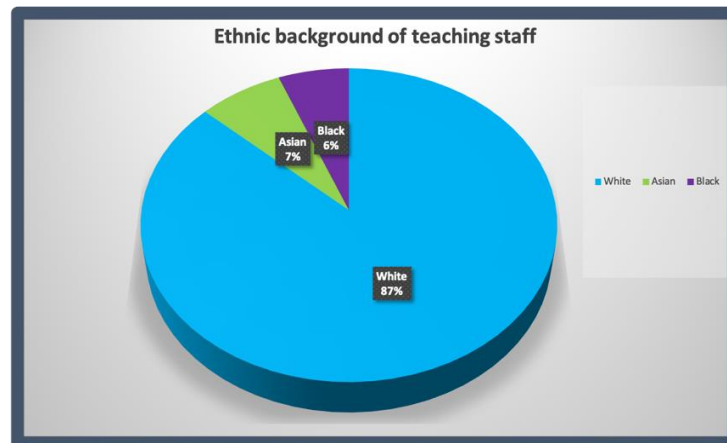
- All White ethnic backgrounds combined are 87% of the workforce.
- All Asian ethnic backgrounds combined are 7.5% of the workforce.
- All Black ethnic backgrounds combined are 4.7% of the workforce.



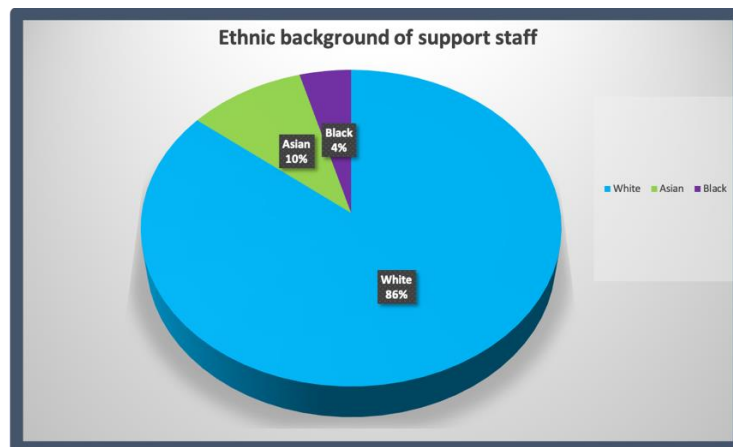
- Within the group of 80 managers 96% are from white ethnic backgrounds.



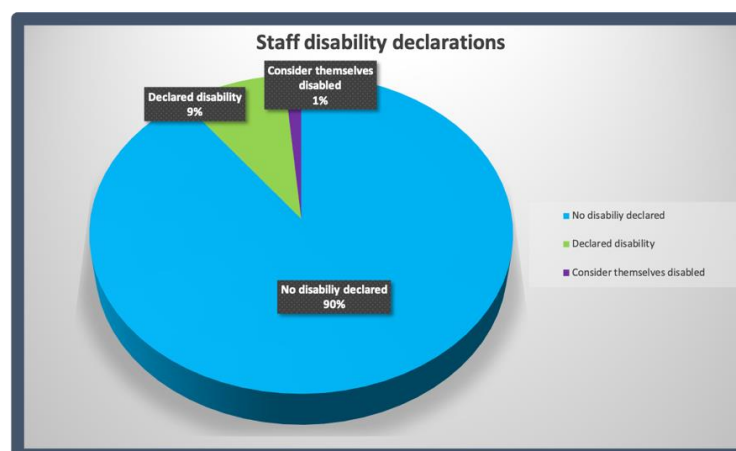
- Within the group of 248 teaching staff 86.6% are from White ethnic backgrounds, 7.2% from Asian ethnic backgrounds and 6% from Black ethnic backgrounds.



- 85% of support staff are from White ethnic backgrounds, 9.8% from Asian ethnic backgrounds and 4.3% from Black ethnic backgrounds.



- 8% of staff with declared disabilities and 1.3% consider themselves disabled.



Appendix F: Student Profile

STUDENT PROFILE FOR 2021/22:

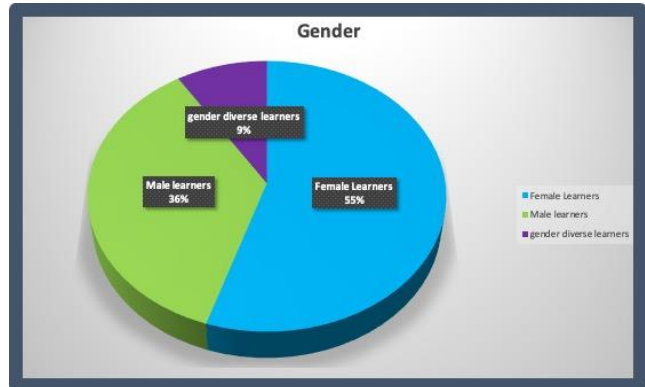
There were 5,677 learners enrolled at the College.

Gender

55% (3,120) female learners

36% (2,028) male learners

9% (519) are gender diverse learners.

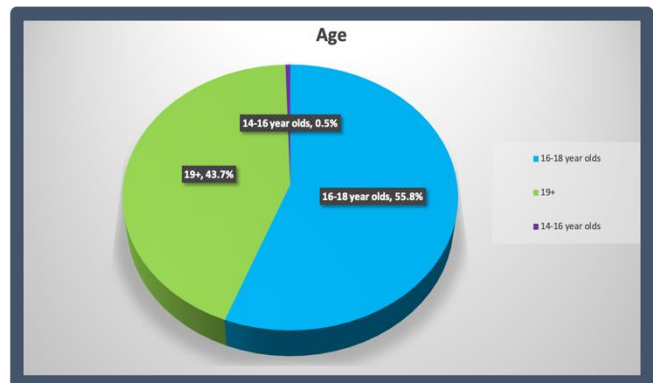


Age

3,165 learners are aged 16-18 years old.

2,478 learners are aged 19+

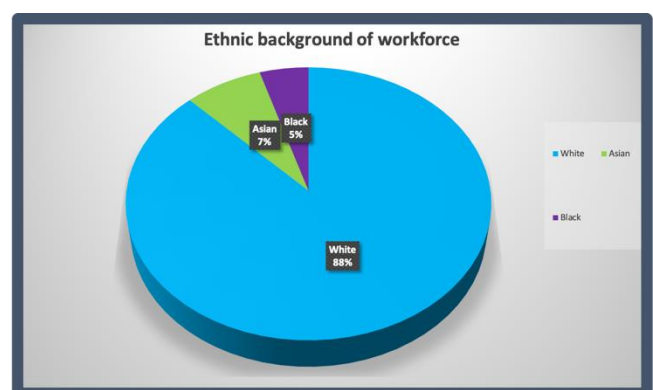
33 learners are aged 14-16 years old.



Ethnicity

61% of learners are white (3,462)

39% of learners are non-white (2,215)



"Step out of the history that is holding you back. Step into the new story you are willing to create."

Oprah Winfrey

"It's not just about showbusiness - everywhere you go people are discriminated against. And if by having an organised voice against inequality and a lack of diversity we might be able to push that down - how brilliant would it be?"

Lenny Henry