

Richard Huish College

Equality Report



January 2012

Executive Summary

- Richard Huish believes that it is fully compliant with the spirit and letter of Equality legislation whilst also recognising that there is always more to be done to eliminate discrimination and to promote and foster equality of opportunity.
- At governance, strategic and operational levels staff are trained and aware of their obligations related to the Equality Act and this is supported by the post of an Equality and Diversity Manager.
- All students are made aware of their responsibility to act with respect towards others and of the potential outcome of inappropriate conduct.
- Information, Advice and Guidance, tutoring, safeguarding practices and personnel practices are all based on making reasonable adjustments to meet the needs of each individual member of the Richard Huish College community.
- Qualitative evidence to support this is in the case studies and quotes from various students and staff who have different protected characteristics and focus group activities that provide us with the “learner voice”.
- Quantitative data provides some very robust and positive evidence about outcomes for most protected characteristics eg disability, gender, age, learning disability and ethnicity. However, like many other organisations there are gaps in data about religion and belief, sexual orientation and transgender and the College is currently considering the most appropriate way to respond.
- In order to help us meet the general duties we draw upon the already strong working relationships with external organisations which support those individuals with specific protected characteristics as referral agencies, advisors, trainers and advocates.
- The Equality Objectives to be published in April will include our response to gaps in our data and other ways in which we demonstrate and improve outcomes for learners and staff with protected characteristics.

Statement from the Principal

Richard Huish College offers a range of opportunities for study to those aged 16 and over. The majority of our students are studying A level and other level 3 courses in a wide variety of combinations; many will progress to higher education, others directly into employment. In addition the Huish Business School offers courses to those who want to develop professionally and enhance their skills, take up the opportunity of apprenticeships or study for a foundation degree. Most of our learners in this section of the college are over 19 years of age.

We believe that everyone deserves to be fairly treated and have opportunities to go as far as their abilities and talents will take them. We have an environment that is respectful, safe and fair, which means everyone can learn and work here without fear of bullying, prejudice or discrimination. We are all individuals, we are all different, and we all contribute to the rich and diverse community that is Richard Huish College.

Equality and Diversity is about recognising that we all have different skills and talents; however in life opportunities to develop these skills and talents are not the same for everyone. At Richard Huish College we wish to treat people as individuals and work with our students on an individual basis to provide the support they specifically need to get the best they can from their time at the College.

Equality legislation over a number of years has provided the opportunity to develop policies, practices and procedures that underpin our approach to equality. Our Diversity and Equality policy states the guidelines for the work we do to ensure that we eliminate discrimination, advance equality of opportunity and foster good relations between different groups. All our staff and students are expected to comply with our policy in order to provide the environment we want to learn and work in.

Introduction

We recognise the College has legal responsibilities to comply with the requirements of the Equality Act 2010 and are guided by associated codes of practice and guidance produced by the Government Equalities Office and The Equality and Human Rights Commission.

The College has a general duty under the Act to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

We also have two specific duties under the 2010 Equality Act:

- To publish information annually to demonstrate our compliance with the general duty to promote equality;
- To prepare and publish one or more equality objectives (April 2012).

Protected characteristics under the Act are:

- | | |
|-------------------------------------|---------------------------------|
| ❖ Gender | ❖ Age |
| ❖ Sexual orientation | ❖ Gender reassignment |
| ❖ Racial background or culture | ❖ Pregnancy or maternity |
| ❖ Religion or belief | ❖ Marriage or civil partnership |
| ❖ Disability or learning difficulty | (discrimination only) |

College Profile

	Students & Learners				Staff
	Main College (YPLA Funded)		Business School (SFA Funded, 16-18 Apprenticeships & International students)		
	2010/11	2011/12	2010/11	2011/12	2011-2012
Age Range	16-18 yrs.	16-18 yrs.	16-77 yrs.	16-72 yrs.	18-77 yrs.
Numbers	1829	1861	438	357	265
Disability	165	303	7	12	10
Learning difficulty	190	185	11	12	1
Race & Ethnicity					
Asian/Asian British	15	33	1	2	0
Black/Black British	8	5	3	2	1
Chinese	8	14	0	0	1
Mixed Heritage	22	28	2	2	1
White British	1758	1767	410	339	254
White Other	18	14	22	12	8
Gender					
Female	937	967	277	250	154
Male	892	894	161	107	101

Equality information

The College has a set of policy documents, procedures and practices that support the requirements of the general duty of the Equality Act 2010, namely to eliminate discrimination, advance equality and foster good relations between different groups. Policies include the Diversity & Equality Policy, Transgender Policy, Anti-bullying Policy, Additional Needs Policy, Admissions Policy, Equal Opportunities in Employment Policy, the Code of Conduct and the Harassment Policy.

There is a governor of the College with specific responsibility for Diversity and Equality and the Governing Body are regularly updated on equality matters.

Students and Learners

The [Diversity and Equality Policy](#) outlines our approach to equality and clearly states the requirement for all members of and visitors to the College to comply with its content.

Students are informed about this policy during induction. The Anti-bullying Policy makes reference to the zero tolerance of bullying related to race, gender and sexual orientation or for any other reason. There is an expectation that staff and students will challenge each other if they are aware of language use or behaviours that do not foster good relations, are discriminatory or do not advance equality. We treat each student as an individual and therefore can respond to individual need, offering support and guidance which enable students to achieve. The application and tutorial system allows for early identification of students' needs and routine monitoring of progress to allow each individual the opportunity to achieve their potential. Students with disabilities are identified pre-enrolment and interviewed by specialist staff who will discuss their individual needs in order to have any support in place when the student joins the College. Support options can include one to one support, in-class support, extra time in exams and mocks, specialist equipment and software, quiet space for resting, support for mobility issues etc. Students with learning difficulties are often identified for the first time when they study at advanced level, so specialist teams work with teaching staff and tutors to ensure that the appropriate support provision is offered. Staff training is put in place for identified staff when students with specialist needs join the College in order to provide the support required in a timely and effective way.

Students are actively encouraged to share and contribute their views and opinions of their experience of the College through an annual questionnaire, the results of which are analysed by subject, curriculum area and tutor for responses that may indicate a potential area of concern. Students working with Student Services are also given the opportunity to feedback their views via an online survey, and again their views inform the developments in that area. The culture of the College is such that most students feel comfortable in raising concerns and issues through their personal tutor, specialist staff, their teachers, curriculum area managers or directly to the Principal. Students are actively encouraged to communicate with staff to share their concerns and seek help for issues relating to academic study and their personal lives.

The College recognises that it has a responsibility to prepare students for the wider world and undertakes a variety of awareness raising events throughout the year to allow individuals to develop an understanding of the diversity of society and the contributions made by individuals. These events include, but are not exclusive to, celebrating International Women's Day, Chinese New Year, LGBT History Month, Black History Month, and World Mental Health Day. Students are encouraged to participate in enrichment activities and take part in contributing to College life. All students are given the opportunity of standing for the Student Council, representing students on the Governing Body and in College. Students with protected characteristics routinely stand and are elected for these posts. Any support required is extended to participation in these elements of College life.

Sixth form students are required to complete an online equality induction when they join the College which outlines our ethos and policy with regard to equality, value of individuals and respect.

The College has a support and social group for students who are Lesbian, Gay or Bi-sexual or are interested in issues relating to sexual orientation. This gives the students opportunities

to discuss concerns and share experiences and meet others from the LGB community in College. The Gay Straight Alliance Group (GSA) welcomes students from across the College and provides a link to additional support services if required.

In teaching and learning, resources that do not stereotype and are non-gender specific are used. Opportunities to address equality issues arise in the curriculum and are used to raise awareness and encourage debate and discussion. As an example during Black History Month a teacher, during a BTEC Sport lesson, used the opportunity to talk about racial discrimination in sport, and how sport had been used as a medium to highlight oppression and discrimination in America during the 1968 Mexico Olympics. Some subjects, for example Sociology, Health & Social Care and General Studies, address equality issues as a significant part of their curriculum content.

Promotional and marketing materials aim to represent and reflect the community using images of our students in appropriate proportions to show the diverse range of students in the College.

Our Admissions policy states 5 GCSEs at grade C or above including Maths and English as the criteria for admission to the sixth form college to study at level 3. If personal circumstances mean students do not have these qualifications, they are invited in prior to admission for further discussion to establish if Richard Huish is the right place for them. These circumstances may relate to absence from school due to health or reasons related to disability, home schooled students or those with a foreign educational background.

The Huish Business School welcomes all individuals onto appropriate courses.

Quantitative Data

The College collects data on retention of students, their achievements and success rates, and looks at how the outcomes relate to minimum target grades (MTG) that are set based on individuals' achievement at GCSE. Each student will have their own set of MTGs which act as a guide to the individual's progress on each of their chosen A level courses. The data is currently analysed by gender, ethnicity, disability and learning difficulty.

Retention and Achievement Data

Business School data is not included as, although it is collected, it is not yet available in a user friendly format.

This data shows the numbers of students and learners who completed the course and achieved qualifications.

R= % of students who have completed the course

A =% of students who stayed on the course and achieved the qualification

Net starts = this is the number of courses that students are taking. Each subject is one course.

Gender - Sixth Form

	2010 - 2011		2009-2010		2008 - 2009	
	R	A	R	A	R	A
Female	91%	94%	95%	96%	93%	96%
Male	93%	90%	94%	93%	96%	93%

Ethnicity - Sixth Form

	2010 - 2011			2009-2010			2008 - 2009		
	Net starts	R	A	Net starts	R	A	Net starts	R	A
Asian/Asian British	61	98%	83%	66	100%	88%	46	93%	91%
Black/Black British	33	82%	93%	23	96%	100%	12	100%	100%
Chinese	36	97%	94%	199	96%	95%	122	93%	97%
Mixed heritage	96	88%	93%	123	93%	95%	83	98%	96%
Other	7	100%	100%	13	100%	92%	8	88%	100%
White British	6883	92%	92%	9900	94%	95%	6432	94%	95%
White other	76	97%	81%	135	93%	95%	118	92%	88%

Disability and learning difficulty - Sixth Form

	2010 - 2011			2009-2010			2008 - 2009		
	Net starts	R	A	Net starts	R	A	Net starts	R	A
Disability	223	90%	89%	572	92%	98%	766	95%	92%
No disability	6517	92%	93%	9902	95%	94%	6062	94%	95%
No disability data	20	100%	95%	-	-	-	7	57%	100%
Learning difficulty	731	93%	91%	440	94%	98%	674	96%	92%
No learning difficulty	6430	92%	92%	10015	94%	94%	6154	95%	89%
No learning difficulty data	30	100%	93%	19	100%	89%	7	57%	100%

Success rate and value added data

This data shows the success rate and measures how students and learners achieved against their minimum target grades. This is known as 'value added' and is a good indication of the progress students have made in their academic development.

Success rate is the number of students who achieve a qualification as a percentage of starts before any transfers or students leaving College.

Gender - Sixth Form

	2010 - 2011		2009- 2010		2008-2009	
	Female	Male	Female	Male	Female	Male
Success rate	86%	84%	91%	88%	89%	89%
A Level MTG match	82%	79%	83%	79%	81%	76%
AS Level MTG match	65%	61%	70%	65%	66%	64%

Ethnicity - Sixth Form

2010 - 2011							
	Asian /Asian British	Black /Black British	Chinese	Mixed Heritage	Other	White British	White other
Success rate	82%	76%	92%	91%	100%	85%	79%
A Level MTG match	91.7%	88.9%	96.8%	73.1%	100%	80.2%	92.9%
AS Level MTG match	68%	43.8%	89%	65%	100%	62.1%	65.6%
2009 - 2010							
	Asian /Asian British	Black /Black British	Chinese	Mixed Heritage	Other	White British	White other
Success rate	88%	96%	92%	88%	92%	89%	88%
A Level MTG match	93%	66.7%	82.4%	74.1%	100%	81.3%	75.5%
AS Level MTG match	77.8%	61.5%	91.2%	62.8%	80%	67%	84.4%
2008 - 2009							
	Asian /Asian British	Black /Black British	Chinese	Mixed Heritage	Other	White British	White other
Success rate	85%	100%	90%	94%	88%	89%	81%
A Level MTG match	57.1%	100%	81.6%	87.9%	100%	79%	94.4%
AS Level MTG match	81.8%	80%	81.7%	60.5%	75%	65%	66%

Disability - Sixth Form

	2010 - 2011		2009- 2010		2008-2009	
	Disability	No Disability	Disability	No Disability	Disability	No Disability
Success rate	80%	85%	91%	89%	87%	90%
A Level MTG match	81.8%	79.5%	82.6%	81%	84.0%	78.0%
AS Level MTG match	60.6%	63%	63.1%	67.9%	65.5%	67.2%

Learning Difficulty – Sixth Form

	2010-2011		2009-2010		2008-2009		2007-2008	
	LD	No LD	LD	No LD	LD	No LD	LD	No LD
Success rate	85%	85%	92%	89%	88%	89%	87%	89%
A Level MTG match	77.7%	81.1%	78.1%	81.5%	82.7%	78.3%	77.5%	79.2%
AS Level MTG match	69%	62.3%	63.8%	67.9%	62.1%	67.1%	74.3%	65.0%

In order to improve monitoring data, the College is reviewing how and when it collects information, and the level to which it can be cross cut to provide useful analysis for planning and development. Current data collection does not include statistical information about the sexual orientation or religion and belief of our students and learners and therefore the College relies on qualitative information to assess the experiences and outcomes for these groups. In order to monitor the outcomes for these groups in line with other protected characteristics, the College is developing a means of collecting this data.

Qualitative information

Information and feedback is collected from students through a variety of processes namely:

- 1:1 meetings between staff and students. This could be during tutorial work or as part of the work of the Diversity & Equality Manager
- Student conferences
- Student Services survey
- Tutorial survey
- Course Quality Questionnaire
- Focus Groups
- Gay Straight Alliance
- Student representation on ACE (Advisory Committee on Equality)
- College Complaints procedure

Students' Stories

The College works to foster a culture and environment that feels safe and supportive. Statements about our expectations of students in terms of language and behaviour are included in the College prospectus, student planner, on the website and form a part of student induction. The College has developed good working relationships with a variety of organisations in order to provide high level support to students who require it. This multi-agency working includes working with the local safeguarding board, CAMHS, NHS, 2bU, faith organisations, MIND, Terrance Higgins Trust, Karma Nirvana and Somerset Race Equality Council. In addition the College membership of professional bodies such as PATOSS and NIACE ensures, information, advice and guidance are current and relevant for our students.

Case Studies

B is a hardworking and independent young man who, despite his dyslexia, achieved excellent results beyond expectation. He accomplished grades at A level which secured him a well-deserved place at Swansea University to read International Relations. B attended a school in the area which specialises in educating school age children with dyslexia, where he achieved six GCSE's (A – C grades) and then came to Richard Huish College to follow a programme of A Level study. Due to his dyslexic profile, B had use of a reader and scribe in examinations. Although initially he found the size of the campus and the number of students daunting, he persevered and acclimatised to the new environment. During his two years at College, B received weekly support on a 1:1 basis. Regardless of his difficulty with reading and writing, B has high aspirations and works diligently to overcome any challenges that are put in his path. He believes that his dyslexia makes him even more determined to succeed.

C came from a school where he had been bullied for several years for being Gay. He chose Huish because 'I felt I could be myself and who I wanted to be', he felt safe here and valued for himself. After a term here C felt able to stand for Diversity and Equality Officer on the Student Council and confident enough about the College to out himself. Although not elected for that post, C went on to co-create the Gay Straight Alliance, a social and support group for students in college. C said that he had been pleasantly surprised that there was no homophobia here, and that he had witnessed staff and students challenging the use of the word Gay as a derogatory term. C felt he had the opportunity to develop his self-confidence at College and felt valued and respected for who he was.

D came to College with a diagnosis of high functioning autism. Transition from school to College started early with D visiting the College to familiarise himself with the campus and experience some trial lessons. In addition staff visited his school to see how he worked in an educational environment. At school D had in-class support for the majority of his lessons to help him manage his behaviour and to make sure that he did not miss taking notes and writing down homework. However in discussions with parents and D it was agreed he was ready to move on with reduced support. Specific teaching staff and tutors were allocated and made aware of his specific needs so that these could be met in teaching methods, such as providing written instructions for tasks in addition to verbalising them. During the first week, staff met with student D to accompany him to and from lessons so that he felt

comfortable to find his way around College. During his first year twice weekly 1:1 sessions were put in place to make sure that the student was up to date with his work and understood what he was required to do. Regular communication with parents during the first year made sure that the student was settled and organised. During his second year 1:1 support meetings were decreased to one a week; this was used to make sure D was organised and prepared for irregular activities such as trips. D and his parents were invited to meetings with staff to discuss progression and transition on to university. Student Services staff worked with the student and his family to support D in his transition to university.

E is a student with Cerebral Palsy and a visual impairment who is also a wheelchair user. Prior to her coming to Richard Huish College specialist staff met with her and her parents to discuss the level of support required and to ensure that access to College and classes was acceptable. E was able to come to College on public transport with her peers as a member of staff met her off the bus at the start of each day and saw her onto the bus at the end of the day, using a walking frame and a wheelchair kept in College. In class E had 1:1 support for note taking having tried to use technology available but preferring a person taking her notes. In addition, E had support sessions during the week to write up her notes, practice essay writing, prepare her for exams where she would be using a scribe, and any additional support she needed. E was also supported to use a walking frame in College as part of her daily physiotherapy regime. E was very involved in all aspects of College life; as a member of the debating team she went on weekend competitions, as a student of Government and Politics she went to New York, and as a prospective student visited Oxford University. As a wheelchair user, student E was accompanied by support staff to ensure she could fully access all the activities. A high achiever, E left Huish for university with 4 A levels; one A*, two A grades and a B.

Complaints procedure

We are proud that we have not recently had formal complaints related to discrimination from either students or staff. This we believe is due to 2 factors:

1. The ethos and culture of the Richard Huish College community is one based on mutual respect and regard for others, and
2. We have acted in a timely, firm but informal manner to extinguish behaviour that if uncensored may have become discriminatory.

The Senior Managers, led by the Principal and more established members of staff, act as role models for both newer staff and students by passing on the values and morality of its forbearers.

Staff

General Overview

We are a highly successful Sixth Form College [judged as outstanding by Ofsted] and we know that this success is in the main due to the expertise, and dedication of our staff. We

currently employ 265 contracted staff; the youngest is 18 and the oldest is 77. Turnover is very low and consequently staff retention is very high.

Our aim is to create an ethos and culture that promotes individuality and equality so staff are motivated and empowered to pursue continuous improvement for them and their learners. This is done within a structured and supportive framework; underpinning this framework is the range of policies and procedures mentioned in the introduction. The intention of each is to ensure that;

- clear standards of behaviour and guidelines are set and understood by staff;
- staff accept the responsibility placed on them to combat any direct or indirect discriminatory behaviour that could provoke feelings of discomfort or disadvantage to others;
- staff protect each other, and students, from harassment or victimisation;
- everyone actively promotes equality and harmony between different groups;
- we employ practices that are fair and equitable within the legislative framework and recommended good practice.

There are good relationships amongst staff and a general feeling of respect for all in the College community. A consequence of this is a positive influence on the relationship between staff and learners and ultimately between the learners themselves. A final measure of this harmonious working relationship is that staff feel comfortable in raising issues at an early stage; not one of the formal procedures designed to deal with equality, harassment or discrimination has been evoked.

Staff recruitment

The way in which we recruit staff to the College is important to us. It is a powerful advertising tool that sends a very clear message to potential applicants; the message being that if you want to work at the College you must not only be able to demonstrate the required high level of performance but also be willing and capable of adopting our ethos and culture. We send this message in many ways.

'Positive about Disabled' Award included in all adverts

We have held this for seven years; it means we interview all disabled applicants who meet the minimum criteria for a post. Three disabled applicants have been offered and taken up positions in the last three years.

If an existing member of staff becomes disabled, we do everything we can to ensure they can continue to work at the College. This includes accessing grants and making any reasonable adjustments in order to provide training, career development and opportunities for promotion which are, as far as possible, identical to those for other staff.

No member of staff has ever, except to access early ill health retirement, left the College on the grounds of disability.

Application details

Applicants to the College are required to complete a standard application which is included within the College's recruitment pack; the pack includes;

- a copy of the Diversity and Equality Policy;
- a request that, when making an application, candidates show how they will contribute to the promotion of equality and individuality within the context of teaching and learning;
- a request that candidates let the College know if they need any reasonable adjustments to be made in order that they could attend for interview;
- an Equal Opportunities monitoring form; this is returned in a sealed envelope and is **not seen** by the selection panel. We **currently** monitor; age, disability, gender and ethnicity; a report on these issues is sent annually to the Governors;
- a job description - it is a key requirement and therefore included in all job descriptions, that staff must be able 'to contribute to the promotion of equality and individuality of all users of the College'.

Interview panel and questions

Where possible, we ensure interview panels are of mixed gender. All panel members ask set questions; the likely impact of which we assess in advance. If an applicant has disclosed a disability, we make sure the members of the panel have the skills and knowledge, specific to the disability to allow the candidate to show their full potential during the interview. Questions related to an individual's ability to contribute to equality and diversity are routinely asked; notes are made by all panel members and kept.

Appointment and induction

We need to help a new member of staff perform their duties to the best of their ability. To do this we, at the time of appointment, check that any reasonable adjustments that need to be made are made. Previous examples include buying a telephone attachment for a partially deaf member of staff and adjusting a teacher's timetable to accommodate a religious practice.

We require all new staff to complete the College's Induction Programme, the main purpose of which is to quickly and effectively integrate them into the practices, processes, ethos and culture of the College. We have a designated Diversity and Equality Manager who is tasked with training new staff in equalities issues; this training forms part of their probation period.

On the job

Training and development is continuous and available to all. This can be as part of the College's annual training plan or in response to individual or collective need, eg whole staff training on transgender issues or 1:1 training on dealing with autism in preparation for an interview. Staff are regularly appraised and observed by both their peers and line managers. The use of a formal capability procedure is extremely rare.

Leaving the College

In the vast majority of cases staff leave us because they want to retire or because they have been promoted elsewhere. Discussions take place to make sure the reasons for someone

leaving are known and understood; this would be considered essential should the staff member possess one of the protected characteristics.

Engagement Activities

In addition to the qualitative data and feedback collected through the methods described above, the College has an Advisory Committee for Equality (ACE), a group comprised of a range of staff, students and a named College Governor. The group meets half termly and focusses on one protected characteristic per meeting. The meeting considers monitoring, procedures and practices related to that group and consults with staff and students with that protected characteristic who contribute their experiences of the College and the wider community. The discussions at these meetings, in addition to other information collected, form our Equality Action Plan.

This academic year the meetings thus far have focussed on race and ethnicity and sexual orientation. In addition this year we are focussing on Gender (10 February), Religion and Belief (29 March) and Disability (29 May). Invitations to staff and students with an interest in this protected characteristic will be issued in advance of the meetings. Students and staff are offered the opportunity to meet individually with the Diversity and Equality Manager, attend in person or feedback their views via a third party.

The GSA group also provides an opportunity for engagement with Gay, Lesbian and Bi-sexual students.

The College is responsive to individual need when issues are raised. For example, during term one the timetable for Accounting in the Business School was adjusted to finish at 1pm allowing Muslim students to attend the Mosque in Taunton for Friday prayers.

In addition, the College's multi agency working provides opportunities for engagement and consultation for a variety of protected characteristics.

Feedback received from students who attended this year's ACE meetings:

- Students were positive about their experiences at Richard Huish, with no racist or discriminatory language or actions reported.
- Students felt 'different' but felt that this faded as they made friends and got to know people.
- Lack of awareness amongst some students about the College Equality Policy, but 'Talking Heads' films received a positive response
- Increasing numbers of students from diverse backgrounds evident in the South West.
- Lack of understanding about being mixed race led to uncertainty about language and descriptors. Some teaching staff appear uncomfortable when talking about Black Heritage with a black person in the room. This was felt to be due to an unwillingness to offend or use the wrong language.
- Students identified a need for a social/support meeting at the beginning of the academic year where people from different ethnicities could meet each other for support/friendship.

- Having a mixed race category on the application form was viewed as positive by students with a mixed heritage as it acknowledged their particular background.
- Students feel safe at College and able to be themselves. Sexuality is not an issue.
- Awareness of the use of 'gay' as a derogatory term, not always challenged by staff.
- GSA has provided the opportunity for students to discuss issues relating to sexual orientation and meet other students.
- Monitoring information not collected so reliance on qualitative data regarding outcomes for LGB students.

Actions:

- Evaluate Moodle equality induction, consider re-launch or additional initiatives to draw attention to the information on the Richard Huish Equality Policy and named staff that support students.
- Develop initiative to provide an opportunity for students from minority ethnic backgrounds to meet at the start of the year.
- Expand 'other' category on application form, applicants to state which specific ethnic group they identify with. This will capture information about groups not currently identified. As an applicant is entered onto the system they can be flagged for future identification and monitoring.
- Senior managers to discuss data collection for staff and students.

Equality analysis

In addition to the above, additional actions for this year are as follows:

- Interview training for all staff involved with interviewing students to identify those with additional English language needs prior to enrolment.
- International students will have an IAG interview by phone prior to enrolment.
- Not all staff feel confident about challenging others and additional training is planned through the staff training programme.
- Development of the application form has improved disclosure rates pre- enrolment for students with disabilities, learning difficulties and health issues.

Analysis of subjects by gender has identified several subject areas where there is a significant gender imbalance.

Actions taken to try and address this include:

- Use of non-gender specific resources and texts;
- Teachers of both genders teaching across subjects;
- Students of minority gender present in subject areas on open evenings;
- Development of promotional/ marketing material representing both genders and free of gender bias;
- Using the minority gender as a student profile in marketing material.

Analysis of data available has shown that:

- Data is collected and available to monitor outcomes for some groups with protected characteristics, but is not easy to find and is in different places on the system.
- Data collection for the Business School is not presented in a way whereby it can be analysed for outcomes for different protected characteristics.
- Participation of individuals in enrichment activities is not collected.

What our staff say about us.....

'I found the College to be deeply supportive and understanding during one of the most difficult times of my life. Gender reassignment is something that is still quite unusual for a lot of people, even the most liberal minded, but the College handled everything in a timely, dignified and supportive way.'

'Not so long ago I was hit by a little-understood, very debilitating and life changing illness known as ME/CFS (Chronic Fatigue Syndrome). It is a condition where you have long-term disabling tiredness. Most people with chronic fatigue syndrome/ME also have one or more other symptoms such as muscular pains, joint pains, disturbed sleep patterns, poor concentration and headaches. It's something I'd had experience of many years ago and thought I had overcome, but, with many things going on in my life, various circumstances came together to lead me into a relapse.

I was eventually off work for 7 months with the illness but, unfortunately for me, it doesn't end there as it will be something I live with for many more years to come. One of the factors that can make the syndrome worse is stress, so the management of my return to work was a difficult process with many chances of increased stress and anxiety levels.

However, I have been looked after excellently by the College. From the top down I have felt that I have been valued and care has been taken to understand my needs. I have always been worried about being tagged as "lazy", but nothing could be further from the truth, I love my job and want to be back to full strength.

With help I slowly returned to work, building up my hours over the year so that I'm now back full time, although occasionally still working from home when I'm not doing so well (I find the social aspect of work rewarding but also very tiring when I have limited energy).

I couldn't have asked for more support and understanding from the College, it is great to feel valued and it only motivates me to try harder to overcome the illness as quickly as possible and to give back the faith that people have had in me.'

‘During a very difficult time with my ME the College made adjustments to my working practices to allow me to recover and keep working’.

‘When my daughter took an overdose and was struggling with mental health issues the college supported me as I supported her. Without their level of understanding and compassion that period of my life would have been much more difficult’.

What our students say about us.....

‘I’ve been able to think about my sexuality due to help and support at the College...and realised I am Gay....there are people at College who will support you’.

‘...as a Polish student at College I feel very comfortable around the place and very welcome....’

‘I find Richard Huish a respectful place and people are very nice.’

‘College is really good because you get so much support with everything....it’s so much more than I thought it would be....’

‘.....half way through my first year I lost the ability to speak....I was really amazed at how many teachers went above and beyond to help me interact and communicate and contribute to the lessons...’

For further information or to discuss any of the issues raised in this report please contact:

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If you would like this report in a different format please contact Alison MacKenzie.