

Richard Huish College

Equality Report

January 2017



Executive Summary

- Richard Huish College 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 well trained and aware of their obligations relating to the Equality Act and this is supported by the senior management of the College working with Heads of Schools.
- 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 statement may be found in the case studies and quotes from various students and staff who have different protected characteristics.
- Quantitative data provides robust and positive evidence about outcomes for most protected characteristics eg disability, gender, age, learning disability and ethnicity. Like many other organisations there are gaps in data about religion and belief, sexual orientation and transgender. The College is proactive in collecting this sensitive data eg on employment application forms and after the enrolment of new students.
- In order to help us meet our duties we draw upon the already strong working relationships with external organisations, such as referral agencies and advocates, which support those individuals.

Statement from the Principal

Richard Huish College is a place where we believe that everyone deserves to be fairly treated and have the opportunity to achieve their personal potential.

All those associated with the College – staff, students, parents/carers – are expected to subscribe to a set of core values which will help to ensure that every student is provided with the best opportunities to learn and progress. These core values are:

Students are at the centre of everything we do – all decisions are considered in relation to the impact on students.

We are determined and rigorous in our pursuit of educational excellence – we are individually and collectively committed to making improvements for the benefit of students.

We strive to add value and are committed to supporting all members of the College community to achieve beyond what might be expected.

We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect – specialist support is available for everyone and diversity is embraced.

Honesty and integrity are central to our work – we are committed to being transparent, open and trusting.

We work collaboratively and constructively as a team in order to best serve the local and wider community – all stakeholders work together positively and professionally.

Our values help to ensure that the College has a working environment that is respectful, safe and fair, meaning that everyone can learn and work without fear of bullying, prejudice

or discrimination. We are all individual and we are all different. We all make a contribution to our rich and diverse learning community

Equality and Diversity is about recognising and embracing our different skills and talents. At Richard Huish College we wish to treat people as individuals and work with our students as individuals so that we can provide the support that they specifically need to gain the best that they can from their time at the College.

The Diversity and Equality Policy sets out the guidelines for the work we do to ensure that discrimination is eliminated, that we promote equality of opportunity and that we foster good relations between different groups. The Policy includes provision in respect of Special Educational Needs and Disability reforms introduced by the Children and Families Act 2014. Everyone is expected to comply with our policy in order to provide the environment where everyone can flourish.

Introduction

We recognise that 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.

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) |

Equality information

The College has a set of policy documents, procedures and practices that support the requirements of the duty of the Equality Act 2010, namely to eliminate discrimination, advance equality and foster good relations between different groups. Policies include the [Diversity and Equality Policy](#), Transgender Policy, Equal Opportunities in Employment Policy, the Code of Conduct and the Harassment Policy.

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 Safeguarding Policy makes reference to the zero tolerance of bullying related to race, gender and sexual orientation or for any other reason. The Safeguarding Policy also includes references to the College duty to prevent people being drawn into terrorism as outlined in the Counter Terrorism and Security Bill Prevent Duty 2015. 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. As a result of the SEND Code of Practice (Section 41 of the Children and Families Act 2014), the College has provided Somerset County Council with information about our provision for students with SEN or disability so that the 'Local Offer' can be issued. There is also staff training about the duties under the Education Health Care plans for co-operation, admission and support. 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. An example of recent action is that of a student with severe visual impairment (VI). We liaised with the VI services and we commissioned them to provide staff training including observation of teaching. There is a strong emphasis on both individually negotiated support arrangements and working towards greater independence by development of coping strategies, including the use of assistive technology.

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.

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. The Enrichment Programme includes a range of opportunities which are wholly inclusive, but particularly the Huish programme for sport. Any support required is extended to participation in these elements of College life.

Sixth form students are required to complete a recently updated 'in-house' online equality induction when they join the College. This 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 LGBT community in College. As in previous years, students were invited state their sexuality on an enrolment questionnaire. Responses to the questionnaire enabled students to become members of 2BU, a specialist service provided by Somerset Health Authority. At the 2BU group's request, we held a Pride event 'Proud 2BU@Huish', using the word 'Proud' and incorporating the title of the group. The event was really successful and was supported by College music bands and other activities promoting the Pride Rainbow theme; it was believed to be the first event of this type to be held at a college in Somerset. The model of the Huish LGBT group has been so positive that the Somerset Health Authority liaison worker is rolling it out at other colleges following an award for their work.

From January 2016 – March 2016 the internal quality assurance process known as student shadowing observations involve members of the Senior Leadership Team observing the college experience of students, including those with protected characteristics.

During the academic year, a part-time multi-faith chaplain was appointed; he supports all students, whether of faith or no faith, in their spiritual development at individual and group level. 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 is five GCSEs at grade C or above, including Maths and English Language, in order to study at level 3. If personal circumstances mean that a student does not have these qualifications, they are invited for further discussion prior to admission to establish if Huish is the right place for them. These students are also offered the opportunity to study on our Progression Sixth programme, starting at GCSE level, as an alternative route into Level 3 studies. A student's personal circumstances may relate to

absence from school due to health or reasons related to disability, home-schooled students or those coming from abroad. All students on the Progression Sixth programme are screened for learning difficulties, with a significant diagnosis for the first time with slow processing concerns. Support for these students has included examination access arrangements.

The College welcomes all individuals onto appropriate courses, including students studying for professional courses and apprenticeships. Such students with protected characteristics are offered appropriate support in College and in the workplace.

Quantitative Data

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

Success rate and value added data

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

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

Success Rates by Gender and Age published by the Education Funding Agency for classroom-based learning

| Age 16-18 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
|-----------|-----------------------|---------|---------|----------------------|---------|---------|
| | Overall Achievement % | | | Timely Achievement % | | |
| Female | 87.0 | 88.3 | 91.3 | 86.8 | 88.3 | 91.2 |
| Male | 83.8 | 86.3 | 88.7 | 83.4 | 86.3 | 88.7 |
| Age 19+ | | | | | | |
| Female | 73.0 | 73.9 | 89.3 | 57.1 | 74.4 | 63.4 |
| Male | 76.9 | 85.4 | 88.1 | 79.3 | 77.8 | 77.4 |

All the above data is above national benchmark. Gaps between female achievement and male achievement are reducing. There is an improving 3-year trend for males at both 16-18 and over 19.

For both females and males in the 16-18 group, the achievement rates have consistently improved, with a three-year positive trend. The achievement rate for males is lower than females, but the gap shows a three-year reducing trend. These trends are matched by the 19+ cohort of students.

The achievement rates for 16-19 are 11.9% and 11.1% above the national rates for females and males respectively. For both females and males at 19+, the trend data is more complex, with

males above the national rates for the past two years. In 2015-16, females were above the national rates and below in the previous year.

Achievement Rates by Ethnicity published by the Education Skills Funding Agency for classroom based learning

Achievement as a percentage of students enrolled

| Age 16-18 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | Trend % | National 2014-15 % |
|-----------------------------------|-------------------------------|---------|------------------------------|---------|---------|---------|---------|--------------------|
| | Overall Success/Achievement % | | Timely Success/Achievement % | | | | | |
| African | 83.3 | 80.0 | 93.8 | 83.3 | 80.0 | 93.8 | +14 | 78.4 |
| Any Other Asian Background | 80.0 | 80.6 | 85.2 | 78.7 | 80.6 | 85.2 | +5 | 80.9 |
| Any Other Black/African/Caribbean | 100 | 80.0 | None | 100 | 80.0 | | | 74.6 |
| Any Other ethnic group | 100 | 93.3 | 100 | 100 | 93.3 | 100 | +7 | 76.3 |
| Any Other Mixed/Multiple Ethnic | 79.6 | 90.4 | 74.2 | 79.6 | 90.4 | 74.2 | -16 | 74.6 |
| Any Other White Background | 85.4 | 80.6 | 94.3 | 84.4 | 80.4 | 94.3 | +14 | 80.1 |
| Arab | 77.8 | 92.9 | 100.0 | 77.8 | 92.9 | 100.0 | +7 | 78.7 |
| Bangladeshi | 76.5 | 59.1 | 50.0 | 76.5 | 59.1 | 50.0 | -9 | 78.9 |
| Caribbean | 100 | 60.0 | 100 | 100 | 60.0 | 100 | +40 | 73.7 |
| Chinese | 96.4 | 94.1 | 100 | 96.4 | 94.1 | 100 | +16 | 87.0 |
| English/Welsh/Scottish/Irish | 85.5 | 87.5 | 90.1 | 85.2 | 87.5 | 90.1 | | 78.5 |
| Gypsy or Irish Traveller | | 100 | | | 100 | | | 64.7 |
| Indian | 94.4 | 97.1 | 100 | 94.4 | 97.1 | 100 | | 83.0 |
| Irish | 50.0 | 100 | 75.0 | 50.0 | 100 | 75.0 | | 71.2 |
| Not known/provided | 60.0 | | | 60.0 | | | | 77.1 |
| Pakistani | | 100 | 100 | | 100 | 100 | | 79.7 |
| White and Asian | 83.3 | 95.8 | 78.3 | 83.3 | 95.8 | 78.3 | | 77.7 |
| White and Black African | 100 | 80.0 | 100 | 100 | 80.0 | 100.0 | | 75.6 |
| White and Black Caribbean | 86.2 | 93.1 | 85.7 | 86.2 | 93.1 | 85.7 | | 71.9 |

Achievement as a percentage of students enrolled

| Age 19+ | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | Trend % | National 2014-15 % |
|---------------------------------|-------------------------------|---------|------------------------------|---------|---------|---------|---------|--------------------|
| | Overall Success/Achievement % | | Timely Success/Achievement % | | | | | |
| African | | 83.3 | 100 | | 100 | 100 | | 83.0 |
| Any Other Asian Background | 66.7 | | 100 | 33.3 | | 100 | | 84.3 |
| Any Other ethnic group | | | 100 | | | 100 | | 83.8 |
| Any Other Mixed/Multiple Ethnic | 100 | 100 | 100 | 66.7 | | 50.0 | | 83.4 |
| Any Other White Background | 75.0 | 100 | 87.5 | 87.5 | 75.0 | 75.0 | | 86.5 |
| Arab | | | | | | | | |
| Bangladeshi | 100 | | | | 100 | | | 87.6 |
| Caribbean | | | | | | | | |
| Chinese | 80 | 100 | | 60.0 | 100 | | | 86.8 |
| English/Welsh/Scottish/Irish | 73.2 | 75.6 | 88.4 | 64.5 | 74.0 | 66.5 | | 87.6 |
| Gypsy or Irish Traveller | | | | | | | | |
| Indian | 100 | | | 100 | | | | |
| Irish | 100 | 100 | 100 | 50.0 | | 100 | | 87.6 |
| Not known/provided | | | | | | | | |
| Pakistani | | | | | | | | |
| White and Asian | | 100 | | | 100 | | | 83.3 |
| White and Black African | | | | | | | | |
| White and Black Caribbean | | | | | | | | |

Notes

The Somerset Intelligence Organisation supplies the Ethnic and National Identity data collected from the 2011 Census which states that 94.6% of Somerset's population is White British with Black and Ethnic minorities (BME) comprising 2.0% (the national average being 14%.)

At Richard Huish College, the achievement rate for 2015-16 across the entire cohort of students is 90%. For 16-19 students identifying as English/Welsh/Scottish/Northern Irish 90.1%, Africans (1) 93.8%; other Asian Black background (2) 85.2%, Arab (3) 100, Bangladeshi (4) 50%, Chinese (5) 100%, White and Asian (6) 78.3% and White and Black Caribbean (7) as 85.7%. In the case of many groups, such as 1-6, the figures remain small as many students are studying for A level qualifications and individual student's achievement rates will appear three or four times and it is difficult to draw statistically sound conclusions. Most ethnic groups have demonstrate a three-year trend of improving achievement rates, with the exception of 'any other mixed ethnic group', Bangladeshi, Irish, White and Asian and White and Black Caribbean.

Achievement Rates for Classroom Based Qualifications by Age and Learning Difficulties /Disabilities (excluding Functional and Key Skills)

'Provider Group' includes data from other sixth form colleges and 'National' includes all post 16 providers.

The figures quoted relate to the number of students who start and successfully complete a course. As the vast majority of students are taking 3-4 A levels or equivalent, each student equates to 3-4 starts.

| | | | Overall | | | | |
|------------------------------------|--|------------------|--------------------|---------|---------|----------------|----------|
| | | | Provider Full Year | | | Provider Group | National |
| | | | 2013/14 | 2014/15 | 2015/16 | 2014/15 | 2014/15 |
| 16-18 | Aspergers Syndrome | Leavers | 16 | 12 | 13 | | |
| | | Achievement Rate | 75.0% | 100.0% | 100.0% | 85.0% | 80.5% |
| | Disability Affecting Mobility | Leavers | 10 | 12 | 13 | | |
| | | Achievement Rate | 80.0% | 100.0% | 76.9% | 84.9% | 81.6% |
| | Social and Emotional Difficulties | Leavers | 15 | 119 | 55 | | |
| | | Achievement Rate | 80.0% | 86.6% | 94.5% | 76.3% | 86.6% |
| | Hearing Impairment | Leavers | 24 | 33 | 13 | | |
| | | Achievement Rate | 70.8% | 87.9% | 92.3% | 88.2% | 80.3% |
| | Mental Health Difficulty | Leavers | 49 | 110 | 60 | | |
| | | Achievement Rate | 87.8% | 79.1% | 88.3% | 77.0% | 70.9% |
| | Other Medical Condition (for example Epilepsy, Asthma, Diabetes) | Leavers | 922 | 673 | 404 | | |
| | | Achievement Rate | 86.0% | 86.0% | 91.1% | 87.0% | 81.0% |
| | Other Physical Disability | Leavers | 39 | 12 | 6 | | |
| | | Achievement Rate | 74.4% | 91.7% | 100.0% | 85.2% | 79.8% |
| | Visual Impairment | Leavers | 24 | 13 | 14 | | |
| | | Achievement Rate | 87.5% | 100.0% | 92.9% | 86.3% | 79.4% |
| | Other Disability | Leavers | 186 | 31 | 8 | | |
| | | Achievement Rate | 90.3% | 100.0% | 62.5% | 83.6% | 78.1% |
| | Profound Complex Disabilities | Leavers | n/a | n/a | 16.0% | | |
| | | Achievement Rate | n/a | n/a | 93.8% | n/a | n/a |
| Autism Spectrum Disorder | Leavers | 32 | 22 | 2 | | | |
| | Success Rate | 75.0% | 86.4% | 100.0% | 82.4% | 80.5% | |
| Dyslexia | Leavers | 109 | 66 | 32 | | | |
| | Success Rate | 81.7% | 86.4% | 84.4% | 85.8% | 76.4% | |
| Moderate Learning Difficulty | Leavers | 5 | 4 | 1 | | | |
| | Success Rate | 80.0% | 75.0% | 0.0% | 82.6% | 78.3% | |
| Other Specific Learning Difficulty | Leavers | 194 | 208 | 90 | | | |
| | Success Rate | 84.0% | 85.0% | 91.1% | 86.7% | 80.2% | |
| Other Learning Difficulties | Leavers | 100 | 7 | 2 | | | |
| | Success Rate | 82.0% | 100.0% | 100.0% | 84.0% | 77.3% | |

| | | | Overall | | | | |
|-----|--------------------------|------------------|--------------------|---------|---------|----------------|----------|
| | | | Provider Full Year | | | Provider Group | National |
| | | | 2013/14 | 2014/15 | 2015/16 | 2014/15 | 2014/15 |
| 19+ | Mental Health Difficulty | Leavers | 1 | 4 | 4 | | |
| | | Achievement Rate | 100.0% | 75.0% | 75.0% | 77.4% | 84.5% |
| | Dyslexia | Leavers | 5 | 1 | 2 | | |
| | | Achievement Rate | 80.0% | 100.0% | 50.0% | 77.3% | 83.3% |

| | | | Overall | | | | |
|--------------------------|---|--------------|--------------------|---------|---------|----------------|----------|
| | | | Provider Full Year | | | Provider Group | National |
| | | | 2013/14 | 2014/15 | 2015/16 | 2014/15 | 2014/15 |
| All Ages Apprenticeships | Dyslexia | Leavers | 6 | 6 | 4 | | |
| | | Success Rate | 50.0% | 33.0% | 75% | 37.1% | 67.3% |
| | Other Medical Condition (for example Epilepsy, Asthma, Mental Health) | Leavers | | 2 | 1 | | |
| | | Success Rate | | 0.0% | 100% | 43.8% | 70.7% |
| | | Leavers | | | 1 | | |
| | | Success Rate | | | 100% | n/a | n/a |

For students with Autism Spectrum Disorder, Richard Huish's success rates are above benchmark compared with other providers and national groups. It is likewise for students with dyslexia and other learning difficulties. For the few students with moderate learning difficulty, the success rates are both below the benchmark for provider and national groups.

For students with 'other specific learning difficulties' success rates are 0.9% below 'provider group' and 3.5% above 'national group'. As previously stated, the College provision for 19+ is so small that no statistically sound conclusion can be drawn in either absolute or trend data.

Notes

The success rates for 16-19 students who have self-disclosed any of these disabilities in all but 2 categories (multiple disabilities and other medical conditions) are above those in both the 'provider' and 'national' groups – in some groups the difference is 19%. For the multiple disabilities group the success rate is above 'national' rates but below 'provider' rates. Similarly, the medical conditions are above 'national' rates and below 'provider' rates.

As previously stated, College provision for 19+ is so small that no statistically sound conclusion can be drawn in either absolute or trend data.

At enrolment, we invite new 16-19 students to disclose their faith/non-faith. Many but not all of the students who disclosed their faith would have been undertaking a study programme of 3 A levels.

| Religion / Belief | No of Students | Starts | Completed | Achieved | Retention 2014 % | Pass % 2014 | Achievement 2014 % |
|-------------------|----------------|--------|-----------|----------|------------------|-------------|--------------------|
| Buddhist | 10 | 23 | 19 | 18 | 83 | 95 | 78 |
| Christian | 306 | 641 | 609 | 589 | 95 | 97 | 92 |
| Hindi | 2 | 4 | 4 | 4 | 100 | 100 | 100 |
| Jewish | 1 | 3 | 2 | 2 | 67 | 100 | 67 |
| Muslim | 4 | 9 | 9 | 8 | 100 | 89 | 89 |
| Spiritual | 7 | 13 | 9 | 8 | 50 | 89 | 57 |
| Other | | 49 | 112 | 110 | 98 | | 93 |

The performance of these students can be compared with the retention of the whole cohort and achievement rates of 93.7% and 90% respectively.

Students identifying as Buddhist, Jewish and Spiritual are below the whole College cohort, whereas Christians, Hindus, Muslims and others are above the College rates. Where there is available data for 2014-15, all groups show a positive two-year trend.

New 16-19 students were also invited to disclose their sexual orientation. Many, but not all, of these students were undertaking a study programme of three A levels.

| | No of Students | Starts | Completed | Achieved | Retention % 2014 | Pass % 2014 | Achievement % 2014 |
|------------------------|----------------|--------|-----------|----------|------------------|-------------|--------------------|
| Bisexual | 51 | 143 | 135 | 124 | 94 | 92 | 87 |
| Homosexual /Gay | 15 | 30 | 23 | 22 | 77 | 96 | 73 |

There is no national or provider group data against which we are able to benchmark. We are pleased to be gathering and reporting this data. The identification of students has informed our Equality Objectives. (Appendix 1)

Again, the performance of these students can be compared with the whole cohort's retention and achievement rates. The retention of bi-sexual students matches the whole cohort data but is 3% below achievement data. There is a positive two-year trend in the data. The data for students who identify as homosexual/gay is markedly below, with 16% retention and achievement, albeit that the gap is reducing.

Apprenticeship Information

Case Studies

Case Study 1

Student R has a degenerative visual impairment (VI). In year 11, he had the choice of attending a residential specialist independent college for VI students, or attending Richard Huish College. The student elected to start a study programme of 3 A levels at Richard Huish College, with the option of a transfer if required. We worked with specialist VI services who provided training to all relevant teaching and support staff, including the examinations team and Learning Resources Centre team. The student achieved three A levels and progressed to study Economics and Politics at the University of Reading. The student was so positive about his decision to study at this College that he was pleased to be filmed about his experience and the film is available via the College website.

Case Study 2

Student G has dyslexia and desperately struggling with the pace of note-taking in class so used technology in the classroom to record class activity. Teaching staff differentiate to meet his learning needs. Outside the classroom, the student has one-to-one support to enable him to become increasingly independent.

Staff

General Overview

Richard Huish College is a highly successful Sixth Form College and we know that this success is in the main due to the expertise, and dedication of its staff. We currently employ 285 contracted staff; the youngest is 21 and the oldest is 75. Turnover is very low and staff retention is very high.

Our aim is to create an ethos and culture that promotes individuality and equality so that staff are motivated and empowered to pursue continuous improvement both for themselves 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 use 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.

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 – potential applicants must be able to demonstrate the required high level of performance and be willing and capable of adopting our ethos and culture. This message is reinforced in many ways.

‘Positive about Disabled’ Award included in all adverts

We have held this award for thirteen years; it means we interview all disabled applicants who meet the minimum criteria for a post.

If an existing member of staff becomes disabled, we do everything we can to ensure they can continue to work at the College. When possible, we access grants and make 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.

We offer a 24/7 free counselling service to all staff, their partners and immediate family. In particular, staff suffering from long term mental health issues benefit from this because of the counselling they receive and because of the supportive culture adopted by the College.

The College has organised and contributed towards a mindfulness course for the last two years. So far twenty staff have attended a course.

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:

- The Diversity and Equality Policy
- A request for candidates to show how they will contribute to the promotion of equality and individuality within the context of teaching and learning
- A request that candidates advise the College if they need any reasonable adjustments to be made in order to attend interview
- An Equal Opportunities monitoring form which is returned in a sealed envelope and is **not seen** by the selection panel. We monitor all nine protected characteristics. A report on this is provided annually to the governing body
- A job description. Every job description includes the key requirement that staff must be able ‘to contribute to the promotion of equality and individuality amongst all users of the College’.

Interview panel and questions

When possible, we ensure interview panels are of mixed gender. All panel members ask set questions for which the likely impact is assessed in advance of the interview. If an applicant

has disclosed a disability, we ensure that the members of the panel have the skills and knowledge specific to the disability to allow the candidate to demonstrate their full potential during the interview. Questions relating to an individual's ability to contribute to equality and diversity are routinely asked; notes are made and retained by all panel members.

Recruitment, appointment and induction

Last year we recruited 56 new members of staff. In order to ensure that our recruitment processes are fair and equitable and to properly fulfil our public sector equality duty, we require all applicants to complete an Equal Opportunities Monitoring form. All nine of the protected characteristics detailed in the Equality Act 2010 are monitored. 75% of applicants completed the form. The data is collected, analysed and used to:

- ❑ Evaluate compliance with our equality action plan
- ❑ Evaluate year-on-year trends
- ❑ Ensure that applicants who have disclosed a disability and who meet the minimum employment criteria, are automatically called to attend for interview.

We help a new member of staff perform their duties to the best of their ability. At the time of appointment, we check whether there are any reasonable adjustments that need to be made. Examples include designating a parking space for a member of staff with a physical disability and buying a telephone attachment for a partially deaf member of staff.

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. All new staff attend a training session on equalities issues; this training forms part of their formal probation period.

On the job

Training and development is continuous and available to all members of staff. This can be as part of the College's annual training plan or in response to individual or collective need e.g. cross-College staff training on mental health issues or small group training for staff working with a hearing impaired student. Staff are regularly appraised and observed by both their peers and line managers. The use of a formal performance management procedure is extremely rare.

Leaving the College

The destination of leavers is analysed and reported annually to establish if there is a particular group of employees [from one of the nine protected characteristics] that is leaving. No member of staff has ever, except to access early ill health retirement, left the College on the grounds of disability.

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.'

'I am new to the College and I cannot believe what a friendly place it is; the annual health and wellbeing day in July just shows how much the College appreciates its staff.'

'I suffer from panic attacks and so when offered the chance to do a mindfulness course (at College) I jumped at it. It is great that the College recognises the benefits of mindfulness and takes a pro-active approach; they also contributed towards the cost and gave us time during the day to attend the sessions'

'I needed quite a long period of compassionate leave late last year; the College was so understanding and also advised me to use the College's free 24 hour counselling – which I did!'

'I experienced a period of illness earlier this term and I was very worried about missing work but the College was fantastic. I had direct support from the HR Director and many colleagues phoned to offer support. The College arranged for me to have additional counselling support which was invaluable and ensured a much quicker recovery. The College was very flexible about my return date and put no pressure on me.

I was very open about my illness to colleagues and I feel that the culture in the College is very positive towards mental health issues. I have been amazed at how understanding and supportive colleagues have been. I feel very lucky to work at Huish'

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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 an alternative format please contact the College

Appendix 1
Richard Huish College
Equality Objectives 2015-16

| Objective | Specific Planned Actions | Measurable Outcomes | Timescale | Officer Responsible | Monitoring | Progress Review |
|--|--|---|-------------------------|--|--|--|
| Objective 1 To ensure all students have an equal opportunity to achieve their chosen learning aims, regardless of their protected characteristics | a) Marketing, recruitment materials and practices are checked to ensure that they advance the College Equality Objectives | <ul style="list-style-type: none"> Lesson observation records are centrally monitored and reported to ensure that all teaching is advancing this objective | TBC | Deputy Principal: Curriculum and Quality | SLT and the Academic Planning and Quality Committee | Prospectus and website revised to improve profile of students with protected characteristics September 2016 |
| | b) Schemes of work and the teaching, learning and assessment programme are monitored to ensure on-going development relating to differentiation and the provision of relevant opportunities to reflect equality and diversity objectives | <ul style="list-style-type: none"> Student and staff with different protected characteristics are positively represented in learning and materials and other resources | Annually in autumn term | Assistant Principal: Business and Operations | | |
| | c) Narrow achievement gaps between different groups of students | <ul style="list-style-type: none"> Annual data to demonstrate that gaps have been narrowed or actions taken to address variances/concerns | Annually in autumn term | Deputy Principal: Curriculum and Quality And Assistant Principal: Student Support | | Equality Report identifying patterns. This was reported to the Academic Planning |

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| | | | | | | and Quality Committee on XXXXX |
| Objective 2 To promote the mental health and well-being of students and staff | a) Review the transition support available to students with pre-existing and disclosed mental health difficulties | <ul style="list-style-type: none"> Improved transition arrangements and improved retention | January 2016 | Assistant Principal: Student Support | SMT | Assistant Principal helped form Somerset County Council's cross-County management of transitions and enhanced transition support, including student-led film fixer. |
| | b) Develop staff knowledge and skills about mental health issues | <ul style="list-style-type: none"> All staff are more confident in the mechanisms for and effective management of common mental health issues Improved induction arrangements that provide a secure and safe environment for students and staff | July 2016 October 2016 | Assistant Principal: Student Support and Director of HR | Personnel Committee | Whole staff professional development session in July 2016 and November 2016 on mental health/resilience. |
| | c) Review the induction arrangements for new students in order to reduce and respond to mental health issues such as anxiety and social phobia | <ul style="list-style-type: none"> Reduced anxiety levels for new students | January 2016 | Assistant Principal: Student Support | SMT | During first week of academic year, no course changes. Entire day of induction to stabilise tutor group. |
| | d) Increase the range of support for students with mental health issues, | <ul style="list-style-type: none"> A well-published menu of mental health support options | September 2016 | Assistant Principal: Student Support | SMT | On-going: - Mindfulness |

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| | including enhanced Ambassador training | | | | | <ul style="list-style-type: none"> - Parent leaflet and meet the tutor information - Year planner |
| | e) Embed <i>Mindfulness</i> training options into the offer for staff welfare | <ul style="list-style-type: none"> • Rolling programme of new and up-to-date <i>Mindfulness</i> course | TBC | Director of HR | Personnel Committee | <ul style="list-style-type: none"> - Continuous and repeated staff sessions |

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| Objective 3 To enable students with disclosed faith and non-faith beliefs to meet and support each other, thereby creating a culture of faith/non-faith celebration | a) Communicate with students who in the enrolment questionnaire have identified themselves as having a faith or non-faith belief, offering an opportunity to <i>either</i> join an existing enrichment group <i>or</i> to meet other like-minded individuals | <ul style="list-style-type: none"> All self-disclosed students feel their faith/non-faith belief is valued and respected by the College | December 2015 | Assistant Principal: Student Support | SMT and Academic Planning and Quality Committee | College chaplain appointed and in contact with students of all faiths/beliefs who were invited to attend or create a group. |
| | b) With the assistance of the Student Liaison Officer, host and facilitate new faith/non-faith group meetings | <ul style="list-style-type: none"> Increase the range of faith/non-faith student-led enrichment groups | December 2015 | Assistant Principal: Student Support | | 2015-16 Humanist Society discontinued as student leader progressed from the College. |
| | c) Ensure students understand the need to celebrate their faith/non-faith beliefs with a respect for other views | <ul style="list-style-type: none"> Non-participating students and staff view the faith/non-faith group in a neutral or positive way | January 2016 | Assistant Principal: Student Support | | Not achieved. |
| | d) Ensure students understand the legal requirement to prevent radicalisation and extremism | <ul style="list-style-type: none"> Relevant student-led groups operate within the law | January 2016 | Assistant Principal: Student Support | | Re-written Equality and Diversity Moodle Quiz. Year planner, induction tutorial and ID cards. Also included in prospectus and Welcome to Huish booklets. |

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| Objective 4 To enable students with disclosed lesbian, gay, bi-sexual, transgender sexuality and those who are questioning their sexuality or wanting to support others to meet and celebrate their individuality | a) Communicate with students who have identified themselves as having lesbian, gay, transgender and bi-sexual in their enrolment questionnaire to either Join the College LGBTQ group or Somerset TBU group | <ul style="list-style-type: none"> All self-disclosed students feel their sexuality is valued and respected by the College | December 2015 | Assistant Principal: Student Support | SMT and Academic Planning and Quality Committee | |
| | b) Clare Pinney working in partnership with Somerset 2BU health professionals to facilitate and promote attendance at meetings | <ul style="list-style-type: none"> Increase attendance at and promote profile of the College LGBTQ* and Somerset 2BU group | June 2016 | Assistant Principal: Student Support | | Model of Huish 2BU group so successful that it will be rolled out across the County following receipt of award. |
| | c) Ensure students understand the need to celebrate their sexuality with respect for other views | <ul style="list-style-type: none"> 'Other' students and staff view the LGBTQ group in a neutral or positive way | January 2016 | Assistant Principal: Student Support | First Proud2BU@Huish event in a Somerset college. Well-supported and repeated. | |

*LGBTQ – Lesbian, Gay, Bi-sexual, Transgender and Questioning/Queer students and their friends