



**PUBLICATION OF INFORMATION AS REQUIRED BY  
THE EQUALITY ACT 2010 (SPECIFIC DUTIES)  
REGULATIONS 2011**

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### A Introduction

The Equality Act 2010 (Specific Duties) Regulations 2011, which aim to allow public authorities better to perform the General Equality Duty, came into force on 10<sup>th</sup> September 2011.

The Regulations require us to publish information by 31<sup>st</sup> January 2012 which demonstrates compliance with the three aims of the General Equality Duty, showing that we have **due regard** to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- 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.

The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation.

All nine of the above protected characteristics are covered by the employment duties of the Act – and therefore apply to all members of staff. The College wishes, in the name of good practice, for the governors and any other volunteers, also to be covered by all nine characteristics. The protected characteristic of marriage and civil partnership is not included in the education duties of the Act, and therefore does not apply to our students. However, again in the name of good practice, we wish our students to be covered by all nine protected characteristics.

As detailed in the following sections, the College has for many years formally captured information on a number of the protected characteristics and regularly produces a series of analytical data reports. These are available on request from the College. For the remaining protected characteristics, employees, volunteers and students disclose on an individual, informal basis. The College is currently considering for which of these characteristics it will be appropriate to capture more formal information in the future. (The specific duties do not require public bodies to ask every member of staff or “service users” (i.e. students) about such issues as their

sexual orientation or religious beliefs. It is for us as a College to decide whether such information is necessary for us to demonstrate our compliance with the Equality Duty).

**B Protected Characteristic 1 – Age: Information as at 1<sup>st</sup> January 2012**

***Staff (casual staff, e.g. invigilators, are not included in the total staff number of 213)***

<b>Age Range</b>	<b>Number of Staff</b>
Under 21	2
21-30	31
31-40	44
41-50	60
51-60	61
61+	15
<b>TOTAL</b>	<b>213</b>

A range of analytical reports relating to staff age is available on request from the College.

***Governors (total number 20)***

An age profile of the Governing Body is currently in preparation.

***Students (total number 1840)***

<b>Age Range</b>	<b>Number of Students</b>
Under 16	0
16-17	1348
18-20	480
21-30	10
31-40	0
41-50	1
51-60	0
61+	1
<b>TOTAL</b>	<b>1840</b>

A range of analytical reports relating to student age is available on request from the College.

## C Protected Characteristic 2 – Disability: Information as at 1<sup>st</sup> January 2012

### **Staff**

Since 2004 we have invited job applicants to disclose disabilities on the application form and to claim an interview if they meet the minimum requirements of the post. The College regularly interviews applicants who have disclosed disabilities.

Currently, we do not offer staff a regular, formal opportunity to disclose a disability although an opportunity to disclose arises during the annual appraisal for all colleagues. We intend to introduce a formal procedure by distributing a form on an annual basis inviting staff to update their personal details and to include in this a confidential opportunity to disclose a disability.

The College also invites colleagues to disclose on an on-going basis and *The Staff Handbook 2011/12* reads as follows: *As a member of staff at the College we are committed to offering you every opportunity to disclose or discuss a disability or any other issue relating to equality of opportunity. We would like to offer you an equality of opportunity to develop and progress within the College. Please approach any senior member of staff and request a discussion of your needs. In particular, please approach the Deputy Principal (Staff and Students) at any time.*

As a result of this informal approach, we are aware of a number of staff with a range of disabilities and serious medical conditions and the College makes every effort to put in place reasonable adjustments to enable these colleagues to be more comfortable and effective in their work.

### **Governors**

The College requires all governors to complete an annual return entitled *Declaration of Eligibility for Membership of the Governing Body*. Included in this return is the following declaration:

#### Governors' Disability Declaration

*Do you have a disability that you wish to declare?*

*If you do wish to disclose a disability, please state:*

- a) *its nature:*
- b) *what support the College could give you:*

As a result of this return, the College is able to ensure that:

- two governors who have disclosed mobility conditions are fully included in all of the board's activities;
- all meetings are held in rooms with a hearing induction loop in order to support one governor who has a hearing impairment.

## **Students**

### **Students (total number 1840)**

<b>Status</b>	<b>Number of Students</b>
No Learning Difficulty or Disability	1555
Dyslexia	102
Other Specific Learning Difficulty	143
Disability	21
Both Learning Difficulty and Disability	19
<b>TOTAL</b>	<b>1840</b>

A range of analytical reports relating to student disabilities and learning difficulties is available on request from the College.

Two key policies which detail the College's support for students with disabilities and/or medical conditions are:

a) *Inclusive Risk Assessment with Disabled Applicants and Students Policy And Procedures 2011-12*

b) *Disability Disclosure and Confidentiality Policy and Procedures 2011-12.*

Full copies of both these policies are available on request from the College.

In the first policy, the aim is stated as follows:

*The College recognises the rights of disabled learners and applicants to access the curriculum, to independence, to choice and to inclusion. The College will aim to make amendments, remove barriers and identify solutions in order to enhance opportunities for disabled applicants and learners. Risk assessment for disabled applicants and learners is unique for each individual.*

The second policy outlines the points of disclosure and the procedures for supporting a student with a disability or medical condition:

1. *Application Form*

*The College invites all potential students to disclose a disability on the application form. This information is passed directly to the Head of Learning Support.*

2. *Pre-enrolment Interview*

*The Head of Learning Support arranges a specialist pre-enrolment interview for any potential student who has disclosed a disability on the application form. The interview enables the Learning Support Department to prepare appropriate support for the potential student.*

3. Enrolment Interview  
*To identify any student with learning support needs who has not disclosed a disability on his/her application form, enrolment tutors ask all students if they have any Learning Support needs. The names of these additional students are then passed to the Head of Learning Support who arranges a specialist interview. This interview enables the Learning Support Department to prepare appropriate support for the new student.*
4. On-going Opportunities for Disclosure  
*To identify students who do not disclose a disability on application or on enrolment, the College ensures that on-going opportunities are made available to students to disclose a disability.*
  - (a) Personal Tutor Entitlement Interviews  
*At each entitlement interview, throughout the student's time at College, the Personal Tutor gives the student the opportunity to disclose and completes the disclosure check box on the student's electronic record card. The Personal Tutor, with the student's permission, passes the name of any student who has disclosed a disability to the Learning Support Department. A member of the Learning Support Department then meets with the student, assesses his or her needs and prepares appropriate support.*
  - (b) Other Referral Routes  
*Any student, at any time, can self-refer to the Learning Support Department to disclose a disability. A member of the Learning Support Department then meets with the student, assesses his or her needs and prepares appropriate support. Students are also encouraged, at any time, to disclose to any member of the College Support Staff, to Subject Tutors and to Personal Tutors. With the student's permission, this disclosure is then passed onto the Learning Support Department. A member of the Learning Support Department then meets with the student, assesses his or her needs and prepares appropriate support.*

## **D Protected Characteristic 3 – Gender Reassignment: Information as at 1<sup>st</sup> January 2012**

### ***Staff***

We currently do not formally capture this data and are unaware of any informal disclosures of gender reassignment. However, as with disability, our aim is for the ethos of the College to encourage any staff who may be considering gender reassignment to seek support.

### ***Governors***

We currently do not formally capture this data and are unaware of any informal disclosures of gender reassignment. However, in the *Governor Handbook 2011/12* (a copy of this is in the possession of each governor), the *Equality and Diversity Policy Statement* includes gender reassignment:

*It is the governors' intention that Hereford Sixth Form College should be committed to Equality of Opportunity and to Diversity as legislated for in the Equality Act 2010. They wish that no governor, employee, student or visitor should be discriminated against on the grounds of any of the characteristics of the REGARDS agenda: Race, Economic or social background, Gender, transgender, pregnancy, parenting, marital status, Age, Religion or belief, Disability, Sexual orientation. They support the right of all individuals to respect and fair treatment.*

### ***Students***

While we currently do not formally capture data on this protected characteristic, two students – one FTM (Female to Male, also known as transman) and one MTF (Male to Female, also known as transwoman) – have informally disclosed that they are undergoing gender reassignment and they are being offered intensive support by the College.

**E Protected Characteristic 4 – Marriage and Civil Partnership: Information as at 1<sup>st</sup> January 2012**

***Staff***

Whilst we do not have a comprehensive set of formally captured data for this protected characteristic, we believe, from “common knowledge”, the situation to be as follows:

<b>Status</b>	<b>Number of Staff</b>
Married	147
Single	51
Co-habiting	14
In a Civil Partnership	1
<b>TOTAL</b>	<b>213</b>

***Governors***

This is not information which we currently capture formally for all governors. Establishing an accurate profile of the Governing Body for this protected characteristic is not currently under consideration as it is not felt to be helpful for the work of the Search Committee.

***Students***

This is not information which we currently capture formally for all students. From “common knowledge” we do not believe there to be any married students in our 16-19 cohort, although there is known to be a small minority in this group who live independently of their parents – either with or without partners. These students are often amongst our most vulnerable and are offered support on an on-going basis through the Directors of Studies and Student Services and, as appropriate, financial help may be given.

**F Protected Characteristic 5 – Pregnancy and Maternity: Information as at 1<sup>st</sup> January 2012**

***Staff (casual staff, e.g. invigilators, are not included in the total staff number of 213)***

<b>Status</b>	<b>Number of Staff</b>
Pregnant	2
On maternity leave	4

***Governors (total number 20)***

<b>Status</b>	<b>Number of Governors</b>
Pregnant	0
On maternity leave	0

***Students (total number 1840)***

<b>Status</b>	<b>Number of Students</b>
Pregnant	2
Has young child	1

All of the students above are aged 16-19 and are offered intensive support by the College.

**G Protected Characteristic 6 – Race: Information as at 1<sup>st</sup> January 2012**

***Staff (casual staff, e.g. invigilators, are not included in the total staff number of 213)***

<b>Ethnicity (using new ethnicity descriptions)</b>	<b>Number of Staff</b>
White - English / Welsh / Scottish / Northern Irish / British	204
White - Irish	1
White - Any Other White Background	8
<b>TOTAL</b>	<b>213</b>

A (limited) range of analytical reports relating to staff ethnicity is available on request from the College.

***Governors (total number 20)***

<b>Ethnicity (using new ethnicity descriptions)</b>	<b>Number of Governors</b>
White - English / Welsh / Scottish / Northern Irish / British	19
Asian/Asian British - Indian	1
<b>TOTAL</b>	<b>20</b>

This data has not been captured formally; it is based on partial informal knowledge.

Establishing an accurate ethnic profile of the Governing Body is currently underway in order to give the Search Committee a more complete picture of the makeup of the board.

**Students (total number 1840)**

<b>Ethnicity (using new ethnicity descriptions)</b>	<b>Number of Students</b>
Asian / Asian British – Bangladeshi	1
Asian / Asian British – Indian	6
Asian / Asian British – Pakistani	1
Asian / Asian British - Any other Asian background	7
Black / African / Caribbean / Black British – African	3
Black / African / Caribbean / Black British – Caribbean	2
Black / African / Caribbean / Black British – Any other Black / African / Caribbean background	2
Asian / Asian British – Chinese	4
Mixed / Multiple ethnic group - White and Asian	22
Mixed / Multiple ethnic group - White and Black African	2
Mixed / Multiple ethnic group - White and Black Caribbean	12
Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	8
White - English / Welsh / Scottish / Northern Irish / British	1717
White - Irish	5
White - Any Other White background	45
Any other	2
Not known/not provided	1
<b>TOTAL</b>	<b>1840</b>

A range of analytical reports relating to student ethnicity is available on request from the College.

The following link: [http://www.herefordshire.gov.uk/docs/research/current\\_ethnicity\\_of\\_hfds.pdf](http://www.herefordshire.gov.uk/docs/research/current_ethnicity_of_hfds.pdf) gives details of the current ethnicity of the population of Herefordshire. It reads: *The most recent estimates of Herefordshire's population by ethnic group*

*are for mid-2007... These estimates suggest that in mid-2007, 4.4% of Herefordshire's total resident population was from an ethnic group other than 'white: British'...*

The percentage of College staff from an ethnic group other than "white: British" is 4.3% and therefore "in line with" the Herefordshire statistic - although there is no-one from a non-white ethnic background. For our students, the percentages are greater than for Herefordshire with the percentage from an ethnic group other than "white: British" being at 6.7%, with 3.8% from a non-white ethnic background (for Herefordshire the figure is 2.4%).

## **H Protected Characteristic 7 – Religion or Belief: Information as at 1<sup>st</sup> January 2012**

### ***Staff***

We do not have a comprehensive set of formally captured data for this protected characteristic. Our ecumenical Chaplain is aware of some 15 Christian staff but of no other faiths held by staff members.

### ***Governors***

This is not information which we currently capture formally for all governors, although it is “common knowledge” that one member of the board is an ordained priest of the Church of England. Establishing an accurate profile of the Governing Body for this protected characteristic is under consideration.

### ***Students***

The College’s Christian Union currently comprises 15 members and there is a similar number of students who, to the knowledge of our Chaplain, would like to attend CU but have other commitments at the time of the meetings. The Chaplain is also aware of one Mormon student.

Two of our partner schools are faith-based schools and at 1<sup>st</sup> January there were 276 students (15% of the total College student population) on roll from the Bishop of Hereford’s Bluecoat School and 169 students (9% of the total College student population) from St Mary’s Roman Catholic High School. Our Chaplain believes that many of these students are likely to have some kind of “Christian” belief.

### **Role of the College Chaplain**

Our College Chaplain provides a friendly ear and is available to students of any faith or none, to offer support, advice and encouragement on personal or spiritual matters. For example, the Chaplain supports the Christian Union, organises celebrations of religious festivals for our growing number of Eastern European students and hosts an annual Multi-Faith Forum which is well attended and encourages considerable debate amongst the student body.

To support the religious needs of our College community, the Sanctuary is a room that is available throughout the day for all students and staff at the College. It is a place for quiet reflection and is also used for religious services and personal prayer. Whilst the College is unaware of any Muslim students at present, we have in the past been able to offer a daily Muslim prayer facility through the Sanctuary.

## Protected Characteristic 8 – Sex: Information as at 1<sup>st</sup> January 2012

*Staff (casual staff, e.g. invigilators, are not included in the total staff number of 213)*

<b>Sex</b>	<b>Number of Staff</b>
Male	69
Female	144
<b>TOTAL</b>	<b>213</b>

A range of analytical reports relating to staff gender is available on request from the College.

*Governors (total number 20)*

<b>Sex</b>	<b>Number of Governors</b>
Male	9
Female	11
<b>TOTAL</b>	<b>20</b>

*Students (total number 1840)*

<b>Sex</b>	<b>Number of Students</b>
Male	827
Female	1013
<b>TOTAL</b>	<b>1840</b>

A range of analytical reports relating to student gender is available on request from the College.

## **J Protected Characteristic 9 – Sexual Orientation: Information as at 1<sup>st</sup> January 2012**

### **Staff**

Whilst we do not have a comprehensive set of formally captured data for this protected characteristic, two members of staff are openly gay and one is bisexual. As with disability, our aim is for the ethos of the College to enable any member of staff to feel comfortable to disclose without fear of negative repercussions.

### **Governors**

We currently do not formally capture this data and are unaware of any informal LGBT disclosures. However, in the *Governor Handbook 2011/12* (a copy of this is in the possession of each governor), the *Equality and Diversity Policy Statement* includes sexual orientation:

*It is the governors' intention that Hereford Sixth Form College should be committed to Equality of Opportunity and to Diversity as legislated for in the Equality Act 2010. They wish that no governor, employee, student or visitor should be discriminated against on the grounds of any of the characteristics of the REGARDS agenda: Race, Economic or social background, Gender, transgender, pregnancy, parenting, marital status, Age, Religion or belief, Disability, Sexual orientation. They support the right of all individuals to respect and fair treatment.*

### **Students**

This data is not formally captured at present, but we are aware, through the College's Directors of Studies, of two openly gay students.

The College actively promotes the Rainbow Forum which supports LGBT young people across the county of Herefordshire. In order to provide greater in-College support for our LGBT students, we are considering including a new question next year in the enrolment questionnaire (which is completed by all new students to enable the College to provide as much targeted support as possible). The new question would invite students to disclose their sexual orientation - or to indicate if they would prefer not to respond.

## K Conclusion

The following is a summary of the actions outlined in sections B – J above. These actions are intended to extend the range of equality information available to the College with the aim of improving our support to all members of the College community:

- **age:** to establish an accurate age profile of the Governing Body;
- **disability:** to consider offering all staff an annual, confidential opportunity to disclose a disability;
- **ethnicity:** to establish an accurate ethnic profile of the Governing Body;
- **religion or belief:** to consider establishing a profile of the religions or beliefs of the members of the Governing Body;
- **sexual orientation:** to consider including a new question in the enrolment questionnaire inviting students to disclose their sexual orientation (or to indicate if they would prefer not to respond).

It is planned to include the above actions in the College's *Single Equality Scheme Action Plan 2012*.