



**EQUALITY, DIVERSITY
AND INCLUSION POLICY
(including)
DISABILITY DISCLOSURE
AND CONFIDENTIALITY
POLICY & PROCEDURES**

2015/16

EQUALITY, DIVERSITY AND INCLUSION POLICY (including) DISABILITY, DISCLOSURE AND CONFIDENTIALITY POLICY & PROCEDURES

Responsibility

SMT member: Director of Studies responsible for Equality, Diversity and Inclusion

Together with: Senior Management Team (who are responsible to the Governing Body for implementing the policy)

Aims

Equality and Diversity Policy Statement

The Equality Act came into force in 2010. It provides the context and direction for the practices the College adopts for equality, diversity and inclusion.

The Governors of Hereford Sixth Form College are committed to equality and diversity. They wish that governors, employees, students and visitors should be fairly treated.

The Equality Act recognises a number of protected characteristics, known in the College by the acronym “REGARDS”.



College ethos

In all aspects of college life we will show due regard to the question:

What is the actual and potential impact of what we do on staff and students with protected characteristics?

We will record our consideration in terms of how far we:

- **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 Governors support the right of all individuals to respect and fair treatment.

The policy applies to all aspects of college life.

The Senior Management Team will ensure that the policy is developed, implemented, monitored and reported on to the Governing Body at appropriate intervals.

The governors also support the student body in its equality and diversity activities.

Each of the following aims links with the College's strategic objectives 1 – 8 and 10 – 11 and underpins strategic objective 9:

to ensure equality and diversity in the delivery of all strategic objectives.

1. *Student guidance*

Each stage of advice and guidance will be accessible to all, taking into account individual needs in order to ensure that students choose the most appropriate course and achieve their maximum potential.

The College will seek to ensure that employment and higher education are positive experiences and that stereotyping or reinforcement of 'traditional roles' does not occur.

2. *The Curriculum*

As far as is reasonably possible, each individual student will have access to all areas of the examined and non-examined curriculum appropriate to their needs, qualifications, ambitions and potential, and be made aware of this entitlement. Possible barriers to learning should be removed, if it is reasonable to do so. Equality and diversity will be an integral part of the delivery of every curriculum area.

3. *Physical resources (accommodation and equipment)*

The College will strive to continue to modify its facilities to improve access for all members of, and visitors to, the College.

4. *Human resources*

The College will ensure that appointment procedures are non-discriminatory and will endeavour to integrate all staff, whether involved in teaching or non-teaching work, within the organisation. All staff will be equally entitled to appropriate professional development.

College policies will encourage a barrier-free environment, where reasonable, to ensure all staff reach their full potential.

5. *Governance and management*

The appointments to, and the operation of, the Governing Body will be free from discrimination and in accordance with government legislation.

The appointment, development and operation of the management of the College will be free from discrimination.

6. *External links and*

7. *Marketing*

The College will seek to reflect its *Equality, Diversity and Inclusion Policy* through communications with students, parents, employers and other members of the community in line with legislation governing this area.

8. *Quality assurance*

The College will carry out analysis of equality data and enrolment, achievement, retention and progression when revising and implementing its quality assurance strategy and procedures. Due regard to its impact of equality and diversity will be considered.

This document states the general aims of the policy and will be reviewed annually.

9. *Equality and diversity*

This strategic objective is central to the delivery of all others.

10. *Widening participation*

The College aims to achieve equality and diversity through all its strategies and activities for widening participation.

The College will record students' needs and respond with how to meet those needs at the earliest opportunity.

11. *Collaboration*

Equality and diversity are central to the College's collaboration with other providers to ensure that every learner in the county has access to high quality appropriate education or training within a coherent programme of provision.

Equality and diversity procedures

All College procedures will take account of the aims detailed in the *Equality, Diversity and Inclusion Policy*.

Procedures which focus in particular on monitoring equality and diversity issues include the following:

- student application procedures
- college marketing procedures (text and images in publications)
- staff recruitment procedures
- staff questionnaire
- student questionnaire
- analysis of examination results and retention data
- lesson and tutorial observations.

An Equality and Diversity Steering Group has been set up to review current policies and practice and to further promote Equality, Diversity and Inclusion.

Equality and diversity procedures are monitored, as appropriate, by all meetings across the College and the ensuing minutes are reviewed by the Senior Management Team. Two elected student representatives help to promote awareness of equality of opportunity amongst the student body and to assist with monitoring the implementation of the *Equality, Diversity and Inclusion Policy and Procedures*.

Plans for action

The general aims of this policy are also supported by specific objectives in the College's *Single Equality Scheme and Action Plan* which is published on the College Website.

The achievement of these objectives is monitored and reviewed throughout the year at meetings of the Senior Management Team and reports on the achievement of objectives are given at each meeting of the Staff and Students' Committee of the Governing Body.

DISABILITY DISCLOSURE AND CONFIDENTIALITY POLICY AND PROCEDURES

Responsibility

SMT member: Director of Studies responsible for Equality, Diversity and Inclusion
Together with: All Staff

Aim

The College aims to ensure that it complies with the requirements of the Equality Act 2010. Students are encouraged to disclose a disability in order that the College can make all reasonable adjustments to help them succeed.

This document sets out the College's procedures to enable students to disclose a disability. Integral to these procedures are the rights of a student to confidentiality and to meaningful consent before information is passed on within the College.

Definition of a Disability

The Equality Act 2010 defines a disability as an impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Students:

Points of Disclosure and Communication of a Disability

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 and the Medical Liaison Administrator.

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 and the Medical Liaison Administrator to prepare appropriate support for the potential student.

3. Enrolment Interview

To identify any student with learning support/medical needs who has not disclosed a disability on his/her application form, enrolment tutors ask all students if they have any learning support /medical needs. The names of these additional students are then passed to the Head of Learning Support and the Medical Liaison Administrator 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/Medical Liaison Administrator. A member of the Learning Support Department/Medical Liaison Administrator then meets with the student, assesses his or her needs and prepares appropriate support. The Health & Safety advisor is made aware as appropriate.

(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 liaising with the Health & Safety advisor as appropriate.

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.

Meaningful Consent

Situation A

Once a student has disclosed a disability a request must be made for permission for his or her name to be passed to the Learning Support Department. The student is encouraged to give meaningful consent for the disclosure to be communicated to the staff and external agencies of his or her choice. The Consent Form (see Appendix 1) is used by the Learning Support Department to encourage students to say how the College and external agencies can best support him or her.

Situation B

Once a student has disclosed a disability to any member of the College staff, but has exercised his or her right to confidentiality and has not given permission for his or her name to be passed to the Learning Support Department, a Confidentiality Agreement must be drawn up between the student who has disclosed and the member of the College staff.

The pro-forma for this Confidentiality Agreement is included as Appendix 2. The Confidentiality Agreement should record the student's conversation with the member of staff and the implications for the student of not giving permission for information to be passed on.

The Confidentiality Agreement should then be placed in a sealed envelope, labelled "confidential" and placed in the student's personal file in the office of the administrative assistant to the Directors of Studies. The envelope should also be marked with the date of the agreement and a date four weeks after the agreement when the member of staff and the student should meet again. At this meeting, the member of staff and the student should discuss again the implications of not giving permission for information to be passed on. The aim of this meeting is to encourage the student to give permission for information to be passed on at least as far as the Learning Support Department. If permission is not given by the student, the member of staff should seek advice, without naming the student, from the Head of Learning Support.

Monitoring and Evaluation of the Disability Disclosure and Confidentiality Policy and Procedures

This document will be reviewed as part of the Learning Support Department's annual self-assessment and will involve students, staff and appropriate external agencies in the process. Recommendations for change in procedures will be made to the Director of Studies responsible for Equality, Diversity and Inclusion.

Staff:

This policy will be given to all new staff in advance of starting employment.

Applicants are invited to disclose a disability on the application for Employment form (Support), which is a separate sheet to the main application form and not seen by the Interview Panel:

This allows us to:

- Guarantee an interview for people with disabilities
- Make reasonable adjustments, both for the Interview and in advance of employment
- Monitoring Equality, Diversity & Inclusion.

This information is ignored by the interview panel as part of its decision-making process. If an applicant discloses a disability at Interview, the applicant will be asked about whether reasonable adjustments could be made during the recruitment process.

All staff are invited to disclose a disability at any time, by talking to their line manager, the Director of Studies responsible for Equality, Diversity & Inclusion, the Deputy Principal, the Principal or PA to the Principal. Staff are also invited to disclose a disability in an annual Equality, Diversity & Inclusion questionnaire used for monitoring and identifying reasonable adjustments.

LEARNER AGREEMENT AND CONSENT FORM

Name	Tutor
Student ID	Date of Initial Interview
Date of Birth	Date of Assessment

I am happy for the information to be shared with:

- | | |
|---|---|
| <input type="checkbox"/> Personal tutor | <input type="checkbox"/> Subject Tutors |
| <input type="checkbox"/> Director of Studies | <input type="checkbox"/> Learning Support Staff |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Reference UCAS |
| <input type="checkbox"/> Admin (data purposes only) | <input type="checkbox"/> Medical Liaison Officer |
| <input type="checkbox"/> Exams Office | <input type="checkbox"/> Other, eg Careers, Counselling |
| <input type="checkbox"/> AQA, CCEA, Edexcel, OCR, WJEC and National Assessment Agency | |

I would be happy for this information to be shared:

- Written Phone Email Electronically Verbal Communication

I agree to the following support:

Type	Assessor
Assessment	
Access arrangements	ASN
1 to 1 support	

This information will be treated sensitively and can be changed by me at any time.

- If I am unable to attend, I will contact Learning Support through Reception or email.
- If I do not attend 2 Learning Support sessions without a reasonable explanation or have less than 85% attendance, I will forfeit my support.

Signed student

Start Date

Signed assessor

This form will be stored in secure administration files in the Learning Support Office

CONFIDENTIALITY AGREEMENT

The notes written here are a record of your conversation with me.

I promise you that this sheet will be put in a sealed envelope, labelled 'confidential' and placed in your personal file with the Director of Studies.

I will see you in 4 weeks to check if anything has changed.

Signed Member of Staff

Signed Student

Date

This date must also be written on the outside of the envelope along with the date for the follow up meeting four weeks later.

Prevent Strategy (source: *Prevent Duty Guidance for England and Wales*, HM Government)

Section 26 of the *Counter-Terrorism and Security Act 2015* places a duty on Sixth Form Colleges to have “due regard to the need to prevent people from being drawn into terrorism”. In order to carry this out, we need to:

- Self-assess and identify the level of risk: see *Risk Assessment*
- Ensure all staff have access to training: see Staff Development programme and records
- Ensure welfare support for students is in place: see *Student Services Policy and Procedures, Tutorial Policy* and
- Effective IT policies are in place: *IT Acceptable Use Policy*

Single point of contact:

The Director of Studies for operational delivery of Prevent-related duty is the Single Point of Contact for Prevent and is a member of the Herefordshire Prevent Panel (consisting of representatives from health, police, council and education). Termly meetings take place to develop the Herefordshire Prevent Protocol and links are made with neighbouring Prevent panels, the regional Channel Panel and the West Midlands Regional Prevent Lead for FE and HE. (hifsa.iqbal@birmingham.gov.uk).

Risk assessment:

Herefordshire is currently considered a ‘low risk’ area, with the propensity to become ‘high risk’. Risk will be assessed in accordance with West Mercia local policing plan and an information sharing protocol with West Mercia Police has been established.

Where members of staff are concerned about changes in a student’s behaviour, or where the threat from an individual student is known, the Director of Studies, with the Senior Management Team will carry out a risk assessment and necessary support will be put in place and Channel referrals will be carried out where appropriate.

The table below shows the risks the College faces relating to extremist and terrorist activity and are included in the *Risk Assessment* (June 2015):

Area /Activity	Main objectives	Indicative risks	STR OBJ. REF.	Significance	Probability	Action	Comment
1	The College has appropriate procedures and plans in place to manage its exposure to unexpected events	Student or students develop extremist views.	1-11	High	Low	Accept risk	College 'prevent' strategy reduces tendency for students to develop extreme views.
1	The College has appropriate procedures and plans in place to manage its exposure to unexpected events	Terrorist incident arising from extremism	1-11	High	Low	Accept risk	College lock-down policy reduces potential impact of such an event.

Staff Development:

All members of staff have undergone training to raise awareness of Prevent. The basis of this training includes WRAP- based training in the factors that lead to extremist ideas and how certain changes in student behaviour should be reported to the Director of Studies. Relevant staff will be briefed about individual cases on a need-to-know basis.

Pastoral care, support and guidance:

Each student is allocated to a Personal Tutor who is responsible for the oversight of the student's work, conduct and general progress. The Personal Tutor will encourage students to talk openly about their protected characteristics, including their religious beliefs and practices. They will talk to their Director of Studies if they have concerns, who will signpost them to specialist internal and external Student Services (detailed in *Student Services Policy and Procedures* and *Tutorial Policy and Procedures*). The DOS will make a Channel referral if necessary.

The College Chaplain aims to provide a safe space for students to talk about spirituality and faith based issues. The Chaplain oversees a multi-faith group that meets regularly to talk about issues affecting young people today. The Sanctuary in the Well Being Centre and an additional room available for prayer, provide quiet non-partisan space for people to pray and be thoughtful. Guidelines for their use are provided to students and the spaces are monitored.

Equality & British Values:

The College's *Equality, Diversity and Inclusion* policy outlines how due regard to the *Equality Act 2010* is given to all policies, including this Strategy.

Members of staff are aware of the relationship between Prevent and equality and diversity and the potential for the Prevent agenda to be used by some to discriminate against certain groups.

All students are made aware of equality and diversity and how these relate to the Prevent agenda during Induction and through the *Education 4 Life* programme (Year 1) and *General Studies A* Level (Year 2), as well as through other subjects where possible. A programme of extra-curricular activities further promotes an awareness of British values and advances equality and diversity.

Student engagement:

Students are consulted regularly about different aspects of college life, including those relating to Prevent. The views of students will continue to inform college policies.

External Speakers:

An external speaker or visitor is used to describe any individual or organisation who is not a student or staff member and who has been invited to speak to students and/or staff. This includes any individual who is a student or staff member from another institution. Guest speakers work with members of staff closely to ensure that equality is advanced and their work with students does not encourage extremism.

All speakers or visitors should be made aware by the person or group arranging the event (by referring visitors to this policy on the College website) that they have a responsibility to abide by the law and the College's policies including that they:-

- Must not advocate or incite hatred, violence or call for the breaking of the law
- Are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- Must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
- Must be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
- Are not permitted to raise or gather funds for any external organisation or cause without express permission of the College.

IT policies:

The College's *IT Acceptable Use Policy* outlines our expectations for appropriate usage and how filtering restricts access to harmful internet content. In the event of a serious breach of the *IT AUP*, the College will take any action necessary, including working with outside agencies including, but not limited to, the Police, Security Services, JISC Computer Security Response Team etc.