



**Hereford**  
SIXTH FORM COLLEGE

## **Equality, Diversity and Inclusion Report 2021 – 2022**



**WINNER**

**2022**



**National Centre for Diversity**

**Top 100 2016**

**In 2016 we came 24<sup>th</sup> out of 600 organisations nationally for achieving the Investors in Diversity Stage 2 award. This recognises our ongoing commitment to the principles of equality, diversity and inclusion in order to create a culture of openness and acceptance.**

## 1. Principal's Introduction & Mission:



Hereford Sixth Form College wants every one of our students to reach their full academic potential, whilst benefiting from a high level of individual support and developing as a person. We believe that all our students can succeed and are passionate about improving student performance by challenging, encouraging and motivating students to aim for high expectations with a 'can achieve culture'. We encourage all students to get involved in the wider community, through volunteering or work experience, to broaden horizons and life awareness.

We were the first winner of the TES Sixth Form College of the Year Award in 2016 and winner of the Aspire 'School of the Year' at the 2022 Student Social Mobility Awards. We have set a standard for ourselves and our students which we are committed to maintain. We aim to develop ambitious yet contented students, respectful of each other and their community, who are able to act independently but with regard to others and who have a wide knowledge and skill base. We want our students to be capable of constructive and critical thought and to go on to contribute to the local, national and global society.

C. Brearey

## 2. Equality, Diversity and Inclusion: Introduction and Overview:

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



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 and have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty – the **Single Equality Duty** – where the College has the duty to demonstrate each year how 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 those who do not.**

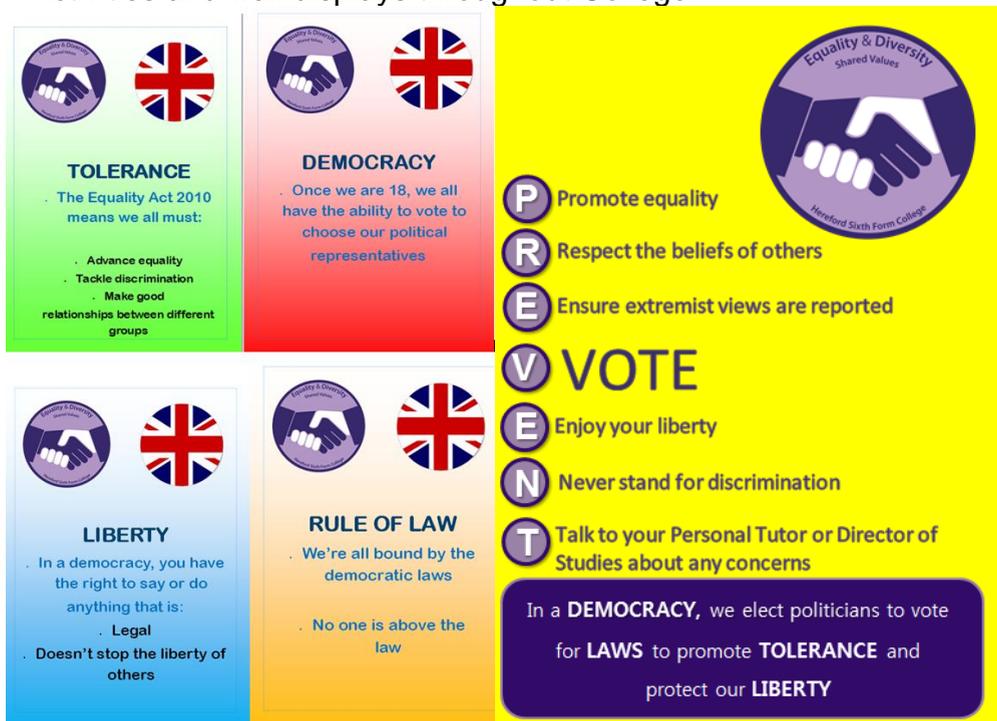
In all aspects of College life, we will show due regard to the question:  
**What is the actual and potential impact of what we do on staff and students with protected characteristics?**

### 3. Fundamental British Values and the Prevent Duty:

The *Counter-Terrorism and Security Act, 2015* means that we have a duty to prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism.

In order to fulfill the duty, we promote Fundamental British Values alongside equality, diversity and inclusion as they are intrinsically linked. We promote these through:

- An induction activity and Hereford Sixth Form College film for all new students;
- Tutorials dedicated to advancing equality, celebrating diversity and promoting the four Fundamental British Values;
- Annual, universal staff training and certificated induction training on Prevent for new colleagues;
- Regular staff meetings and monthly, emailed Equality News where these themes are reinforced;
- Activities and wall displays throughout College:



The Director of Studies responsible for Equality, Diversity and Inclusion is also the Single Point of Contact for the Prevent Duty, to reflect the combined operational structure of Community Cohesion and the Prevent Duty within Herefordshire Council.

The *Prevent Duty Protocol* is available upon request.

#### **4. Equality and Diversity Policy and Procedures:**

- a. *Equality Diversity and Inclusion Policy (including) Disability, Disclosure and Confidentiality Policy & Procedures September* is available on our website <https://www.hereford.ac.uk/supporting-you/equality-and-diversity>.

#### **b. 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:

- 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.

Equality and diversity procedures are monitored, as appropriate, by all meetings across the College and 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*.

#### **c. Performance monitoring:**

Throughout the academic year, the performance of groups of students is monitored closely by the pastoral team. Progress reports by protected characteristics can be generated to highlight those students causing concern or serious concern (amber or red traffic lights – an example below). Equality, Diversity and Inclusion matters are discussed monthly at SMT, including the performance of groups, including those students with an Education, Health and Care Plan (EHCP). An annual report is discussed at Local Governors Board

## 5. Equality, Diversity and Inclusion: Events 2021 - 2022:

Where opportunities arise, teachers will make explicit reference to the themes of equality, diversity and fundamental British values in lessons: in 2021-22, 82% of students agree or strongly agree that Equality and Diversity (REGARDS) is taken seriously in College, a slight rise on the previous year. In the College's Self Assessment Report for 2021-2022 recorded the following:

**Equality and diversity are advanced and celebrated throughout the College;**

**The College acknowledges diversity and students appreciate the College has an ethos of equality;**

**Teaching, learning and assessment promote equality and support diversity and tackle discrimination, victimisation, harassment, stereotyping and bullying.**

**The Student Council and other specialist clubs and societies organise events that celebrate diversity.**

**Diversity is managed systematically to ensure inclusion is as wide as possible**

When last surveyed 98.5% of staff feel that Equality of Opportunity is embedded into the culture of the College (within the top 2% of colleges) and 97% of staff are aware that the College has policies and procedures that support their rights.

## 6. Students' Protected Characteristics, contextual information and students' results:

Key terms:

**BME** – Black and Minority Ethnicity.

**White (any) other** – this will include Eastern and Southern European and others who do not describe themselves as White British, White Irish or White Gypsy.

**Ever6** – students who declared they were eligible for Free School Meals at school.

**Starts** (ALIS) - the number of courses that are completed (divide by 3 (roughly) for numbers of **Students** – the actual number of students enrolled and it is advised to follow that column to understand the value-added of each group)

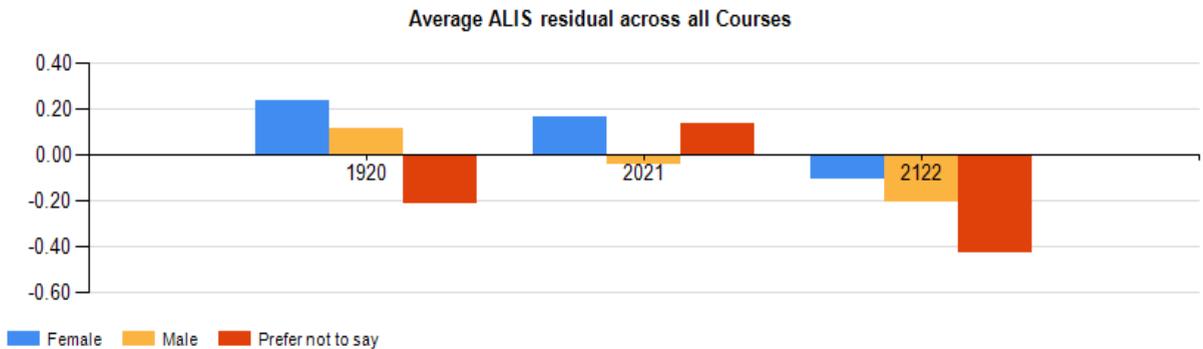
## Progress by Protected Characteristics

### Performance by .....

The following are all in house calculations for value added based on the ALIS methodology, notwithstanding the questionable validity due to the CAG and TAG process and resulting grade inflation. The trends can be considered to give us a picture of performance by protected characteristic as the same methodology was used across the College.

#### Gender

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Female	921	2298	0.24	952	2286	0.16	905	2220	-0.10
Male	704	1743	0.12	675	1581	-0.04	681	1628	-0.20
Prefer not to say	10	24	-0.21	10	21	0.13	25	53	-0.43
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>



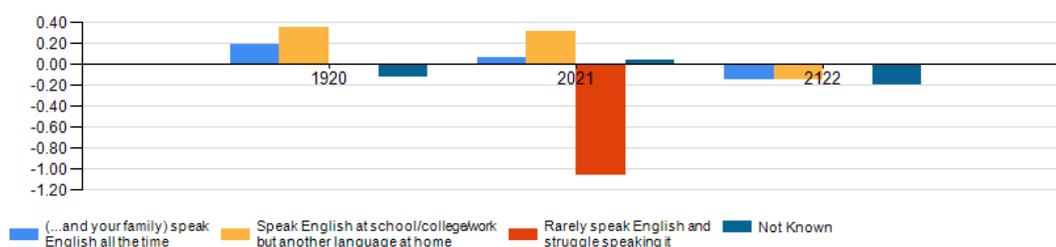
#### Comments

- Male students continue to achieve worse value-added.
- “Prefers not to say” is a relatively small cohort and again the performance of this cohort alternates.

## About speaking English, do you...?

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
(...and your family) speak English all the time	1462	3654	0.19	1366	3264	0.07	1321	3164	-0.14
Speak English at school/college/work but another language at home	99	258	0.35	85	225	0.31	93	237	-0.15
Rarely speak English and struggle speaking it	0	0		1	2	-1.05	0	0	
Not Known	74	153	-0.12	185	397	0.04	197	500	-0.20
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>

Average ALIS residual across all Courses



## Comments

- The information for this was self-declared at the enrolment questionnaire.
- In 21-22 there was statistically no difference between those who speak English all the time and those who speak another language at home.
- Ukrainian students: In the Self Assessment Report for 21-22, the following Area for Development was identified:

**Design, monitor and adapt a programme to help support the new refugee cohort.** The College began to support Ukrainian refugees from May 2022. As these students arrived mid-year they attended lessons but did not sit formal qualifications. In the academic year 2022/23 an individual programme of study for each student will need to be created with additional support put in place as required.

## Ethnicity

The 2021 census showed that just 1.2 per cent of people in Herefordshire identified as Asian, Asian British, or Asian Welsh, while even fewer identified as black, black British, black Welsh, Caribbean, or African, at 0.3 per cent, 1.1 per cent said they came from mixed or multiple ethnic groups., and 0.5 per cent said they identified with another ethnic group. 96.9 per cent of the population said they were white (nationally some 81.7 per cent of people identified as white, a decrease from 86.0 per cent in 2011). ([Census data revealed: how diverse is Herefordshire? | Hereford Times](#))

Nationally, Black African pupils make more progress over secondary school than their peers whereas Black Caribbean pupils fall back behind their peers throughout secondary school.

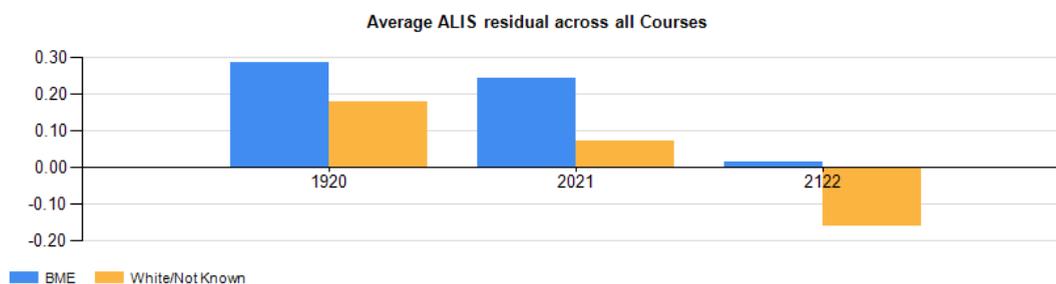
Source: Closing the Gap – Trends in Educational attainment and Disadvantage, Education policy Institute, Aug 2017

To develop a forum to support BME students was one of the College’s Equality Objectives in 2020 – 21. This was achieved in 21-22 with the formation of the student led **Society for Students of Colour**.

## Comments

- Data in the following grids indicates small numbers of students in most ethnic groups. The ALIS Residuals alternate considerably over the years but in 21-22 the variation between different ethnic groups was less significant than in previous years and results for BME students on the whole had more positive value-added than White students in 21-22.

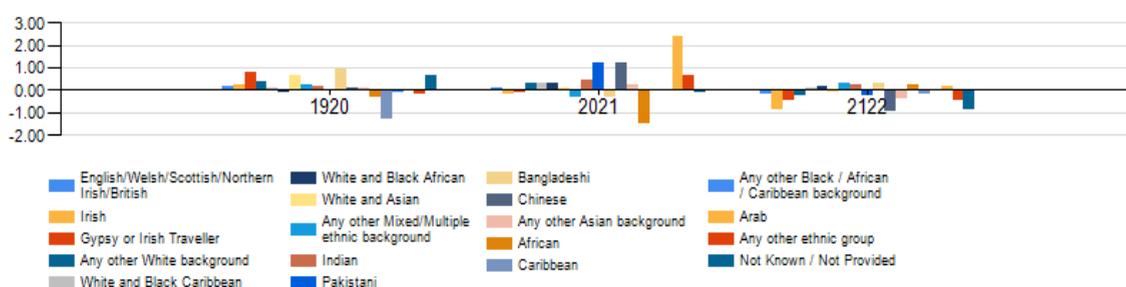
ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
BME	81	224	0.29	71	179	0.25	98	243	0.01
White/Not Known	1554	3841	0.18	1566	3709	0.07	1513	3658	-0.16
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>



## Ethnicity (cont.)

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
English/Welsh/Scottish/Northern Irish/British	1454	3594	0.17	1466	3465	0.06	1414	3410	-0.15
Irish	4	10	0.25	7	13	-0.16	8	24	-0.86
Gypsy or Irish Traveller	2	3	0.80	2	4	-0.08	3	7	-0.43
Any other White background	90	229	0.40	89	220	0.29	86	210	-0.26
White and Black Caribbean	3	10	0.08	2	5	0.34	3	10	0.11
White and Black African	7	17	-0.05	8	19	0.33	12	26	0.16
White and Asian	23	64	0.68	18	52	0.07	19	43	-0.02
Any other Mixed/Multiple ethnic background	4	13	0.27	11	21	-0.33	11	22	0.31
Indian	10	27	0.16	6	14	0.48	13	41	0.24
Pakistani	3	8		1	4	1.21	4	12	-0.25
Bangladeshi	2	8	0.94	3	4	-0.30	3	7	0.32
Chinese	3	10	0.14	1	3	1.20	2	6	-0.96
Any other Asian background	12	28	0.02	11	31	0.22	14	31	-0.41
African	2	7	-0.28	2	4	-1.51	4	8	0.28
Caribbean	2	2	-1.28	0	0		1	3	-0.18
Any other Black / African / Caribbean background	1	3	-0.12	0	0		1	5	
Arab	1	1		1	4	2.37	4	13	0.14
Any other ethnic group	6	23	-0.15	5	14	0.65	4	9	-0.46
Not Known / Not Provided	6	8	0.69	4	11	-0.10	5	14	-0.87
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>

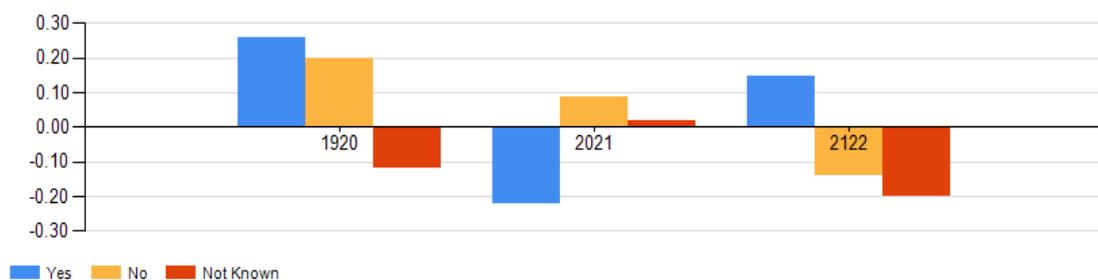
Average ALIS residual across all Courses



### Are you from the Roma, Gypsy or traveller communities?

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Yes	4	12	0.26	3	10	-0.22	4	9	0.15
No	1550	3885	0.20	1447	3477	0.09	1405	3385	-0.14
Not Known	81	168	-0.12	187	401	0.02	202	507	-0.20
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>

Average ALIS residual across all Courses



### Comments

- Students self-declared at the enrolment questionnaire whether they identify as Gypsy, Roma or Traveller and again, we see an alternating picture, from a small number of students with more positive value-added in 21-22.

## **Disability**

### **Summary of the College SEN Information Report for Hereford Sixth Form College**

In accordance with Section 69 of the *Children and Families Act 2014*

Applications are welcome from students who may have a physical or learning difficulty, a medical condition or mental health issue and all learners are treated fairly with regards to race, economic or social background, gender, transgender, pregnancy, parenting, marital status, age, religion or belief, disability or sexual orientation.

Every local authority has a duty to publish information about education, health and social care services for all children and young people with SEND and their families in its area. This is called the “local offer” and it must include all post 16 education and learning options. Herefordshire’s local offer can be found by following this link: [https://www.herefordshire.gov.uk/info/200228/local\\_offer](https://www.herefordshire.gov.uk/info/200228/local_offer)

## **Pre entry**

Students are actively encouraged to disclose a learning difficulty, disability or medical condition on the application form and those that do are interviewed by a member of the Learning Support team; applicants who disclose a medical condition will be interviewed by the Medical Liaison Officer so we can plan for the necessary support when a student enrolls at College.

Students have other opportunities to disclose a pre-existing condition at any time from Year 10 and 11 “taster days”, during enrolment and induction and at any time during their Study Programme. Students with an Education and Health Care Plan are invited into College during the spring term for pre-entry assessments and a Transition Event is held in the summer term to ensure that support is in place once the student enrolls.

## **At College**

All students undertake a short online questionnaire when they enrol to help us identify those students who may need to undertake assessments in order for the Assessor to apply for exam access arrangements such as extra time and Learning Support. We will also contact the student’s previous school to obtain copies of previous assessment reports (The assessments are carried out using tests designated by PATOSS and JCQ and a JCQ Form 8 is completed which provide necessary background history of the student’s difficulties). During the meetings the student and the Learning Support Assessor will formulate an Individual Learning Plan to inform subject tutors about the student’s learning profile, classroom requirements etc. All students will be encouraged to become an independent learner but support is always available.

The views of students receiving Learning Support are sought during an annual evaluation process. The results of this evaluation help to form the basis for continued improvement of the support provided.

Students discuss their progress formally with their subject tutors twice a year and then College reports are sent to parents, guardians or carers. These are followed by a series of Parents' Evenings during which time individual tutors are available for discussions.

Students with an Education, Health and Care Plan are reviewed regularly and reports are available for the appropriate Local Authorities to view in line with present statutory regulations. This focuses specifically on the next steps for students and the support they need to prepare for transition from College. An Annual and Final Review is held with every student who has an Education, Health and Care Plan.

### **Physical Access**

The College is fully accessible and all of the buildings have lifts. There are no restrictions on choice of curriculum. A Personal Evacuation Plan, agreed with the student in advance, is provided for all students who require one.

### **Accessibility**

All the College PCs have the Claro computer reader installed on them enabling all students to use the read back facility. Students who are entitled to use a reader in exams are encouraged to use Claro as it increases independence. BrowseAloud is enabled on the College website which is available from any computer or tablet.

Students who are entitled to use a scribe for exams and who are unable to word process are encouraged to use Dragon voice to text software, increasing independence. Several of the Learning Support laptops have Dragon installed on them and students can borrow these on a long-term loan.

### **Transition**

Students with SEND are supported through the transition process to either Higher Education (HE), Further Education (FE) or employment. Students progressing to HE and FE are given advice and support with applying for the Disabled Students' Allowance (DSA). Information about the DSA is forwarded to all second year Learning Support students and information event is held in the Spring term of their second year.

### **External Support**

The College has access to external services such as specialist Hearing and Visual Impairment Tutors. Personal and/or Lead Tutors also liaise with CAMHS and other health practitioners.

### **The Learning Support team**

The Learning Support team includes highly qualified professional assessors, study skills mentors and Learning Support Assistants. The Head of Learning Support has received extensive training and attended events in the implementation of the SEN reforms. Staff are aware of the new regulations Governors' training took place in 2016. Members of the Learning Support team deliver in-house staff development sessions in Learning Lunches.

### **What to do if things go wrong**

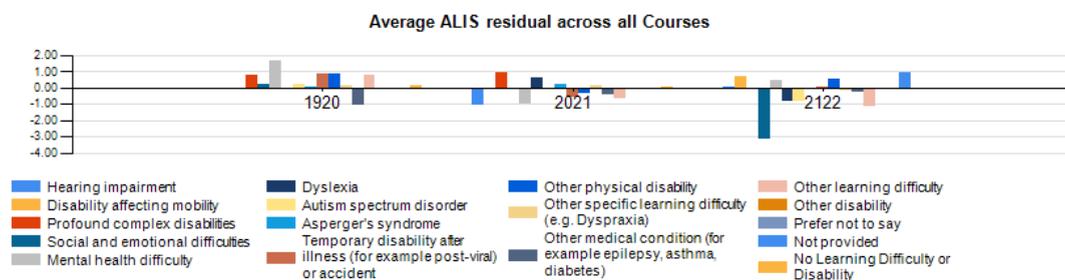
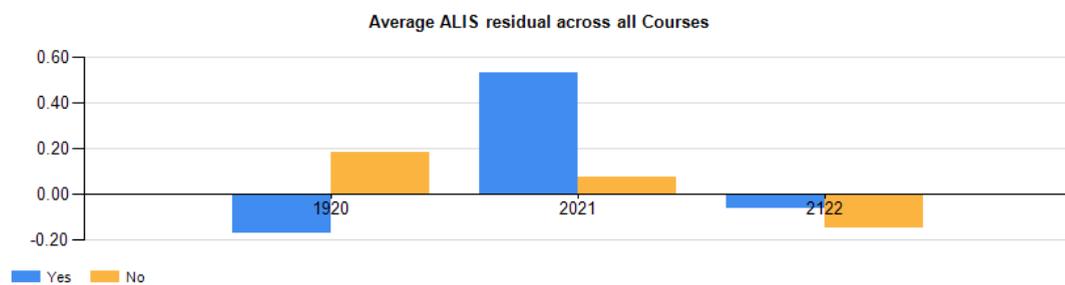
The Lead Tutor is the first point of contact if a complaint is to be made. The Principal can also be contacted directly. If the problem is not resolved, you have the right to take your complaint to the Chair of Governors and still further to the Education Funding Agency (EFA) which has a duty to provide education for 16-19 year olds with learning difficulties or disabilities. A copy of the EFA's procedure for handling complains is available on the gov.uk website.

## Disability (cont.)

### Education, Health Care Plan

**Education, Health and Care Plan (EHCP)** where a child's needs cannot be met by the College alone and so the EHCP is put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25).

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Yes	9	23	-0.17	6	17	0.54	7	15	-0.06
No	1626	4042	0.19	1631	3871	0.08	1604	3886	-0.15
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>



### Comments:

- The group with the better value-added alternates each year.
- There are some very small cohorts under Learning Difficulty or Disability. Asperger's syndrome and Autism Spectrum Disorder value-added is significant and that shows strong performance across all 3 years.
- "Other Learning Difficulty" means those who have not received a diagnosis but experience e.g. trauma. Numbers are significantly higher due to an improved way of reporting introduced by the new Head of Learning Support.

## Learning Difficulty or Disability

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Hearing impairment	0	0		1	4	-1.07	2	5	0.01
Disability affecting mobility	0	0		1	1		1	3	0.75
Profound complex disabilities	1	1	0.82	1	2	0.95	0	0	
Social and emotional difficulties	1	2	0.21	2	5		2	4	-3.16
Mental health difficulty	1	3	1.68	4	7	-0.95	9	20	0.43
Dyslexia	0	0		2	3	0.66	6	14	-0.78
Autism spectrum disorder	15	34	0.26	7	17	-0.08	8	18	-0.83
Asperger's syndrome	17	38	0.02	22	57	0.25	16	36	-0.04
Temporary disability after illness (for example post-viral) or accident	1	2	0.86	5	7	-0.60	17	44	0.07
Other physical disability	2	6	0.86	1	2	-0.34	3	9	0.57
Other specific learning difficulty (e.g. Dyspraxia)	429	1146	0.18	405	954	0.14	433	1051	-0.18
Other medical condition (for example epilepsy, asthma, diabetes)	5	16	-1.08	23	39	-0.44	70	153	-0.29
Other learning difficulty	4	8	0.78	5	11	-0.63	27	53	-1.17
Other disability	1	3		1	1		0	0	
Prefer not to say	0	0		0	0		1	1	
Not provided	1	1		0	0		3	5	0.92
No Learning Difficulty or Disability	1157	2805	0.18	1157	2778	0.07	1013	2485	-0.12
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>

## Sexual orientation

Many years ago, following advice from external agencies, it was decided that at Enrolment, we would ask students their sexual orientation in order to:

- Acknowledge a diversity of sexual orientation
- Monitor the progress of that community

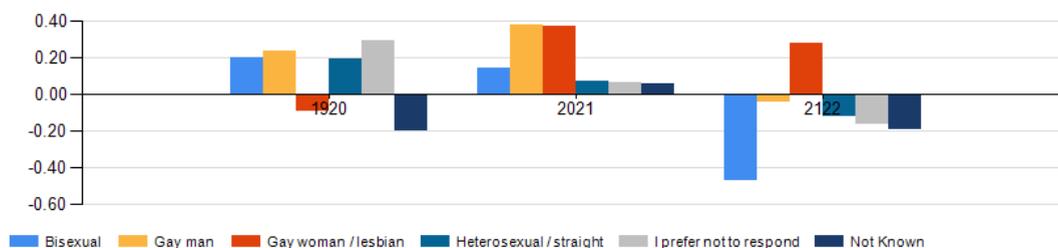
There is very little provision for LGBT+ in Herefordshire although we do work closely with *No Wrong Door* youth service, who run an LGBTQ+ group for 16 – 21 year olds. The College has a thriving and visible LGBT+ community and a Society with over 40 members.

A thriving, student led LGBTQ+ Society exists in College, providing peer support and are consulted regularly on how best to meet their needs.

Personal Tutors have been trained and awareness has been raised so they are the named member of staff for LGBTQ+ students to talk to.

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Bisexual	83	200	0.20	99	232	0.15	133	293	-0.47
Gay man	12	28	0.24	11	28	0.38	14	33	-0.04
Gay woman / lesbian	10	26	-0.09	8	17	0.37	17	48	0.28
Heterosexual / straight	1355	3380	0.19	1219	2954	0.07	1085	2644	-0.12
I prefer not to respond	99	273	0.29	113	254	0.07	164	385	-0.16
Not Known	76	158	-0.20	187	403	0.06	198	498	-0.19
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>

Average ALIS residual across all Courses



## Comments

- The information for this was self-declared on the enrolment questionnaire and again, there is considerable variation of value-added over time.

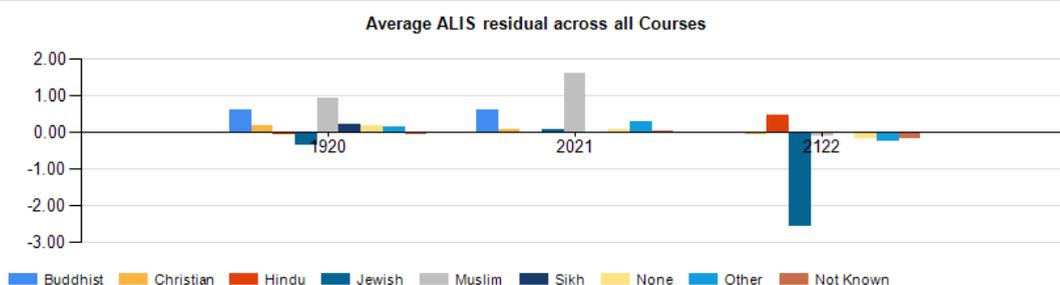
## Religion

The Chaplaincy role covers spiritual wellbeing of students. It complements the mental/emotional and physical wellbeing support covered by the counsellors, wellbeing advisor and physical wellbeing advisor, ensuring support is offered to the whole person. The phrase 'all faiths and none' is key in that all students, regardless of their faith, can access the support of the Chaplain. All students who want to 'explore and express faith' can benefit from the Chaplain: provide a sounding board, point to resources, protect against prejudice and discrimination offer advice and prayer and facilitate expression of the students' faith (as long as it is within the rule of law).

A significant proportion of the student body claim to be Christians (20-25%). The CU is not exclusively for Christians but in practice it ends up with mostly Christian members and is an opportunity to meet Christians, draw support and friendship from likeminded students, learn about the Christian faith, and have space to pray, worship and read the Bible with other students on campus. The CU is also an opportunity for Christians to actively bless the College and the world around them by putting on events for other students (e.g. free pancakes on Shrove Tuesday) and raising money for key causes (e.g. environmental issues, local charities, national and international response to tragedy).

A prayer room for all faiths is available and links are made with representatives of local religious groups.

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Buddhist	10	30	0.63	5	15	0.61	2	3	-0.01
Christian	433	1118	0.18	380	926	0.08	324	779	-0.08
Hindu	2	6	-0.05	0	0		1	3	0.46
Jewish	1	2	-0.36	1	3	0.07	2	2	-2.55
Muslim	5	16	0.93	2	6	1.63	9	27	-0.10
Sikh	1	4	0.23	0	0		0	0	
None	1044	2589	0.20	1012	2418	0.07	1009	2437	-0.16
Other	52	117	0.16	44	103	0.31	53	118	-0.23
Not Known	87	183	-0.06	193	417	0.00	211	532	-0.18
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>



## Free school meals

Although not covered by the *Equality Act*, we continue to gather data and monitor the data according to **Economic and Social Background**.

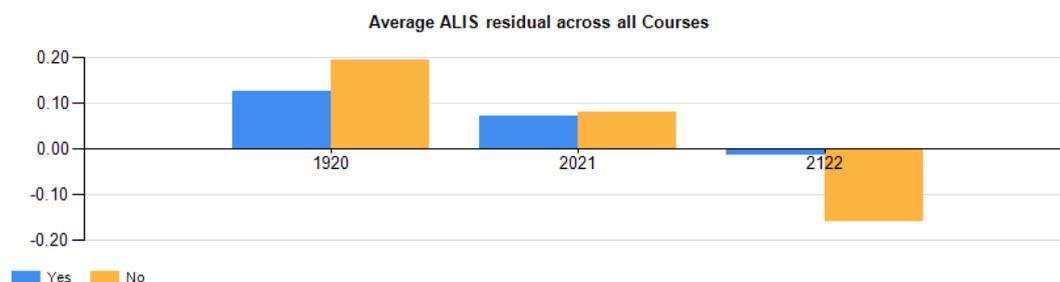
A recent examination of the national and local pictures reveals the following:

- Nationally, the achievement gap is closing very slowly (by 3 months between 2007 to 2016);
- The gap widens by 2 months each year, throughout the course of secondary school;
- On average nationally, disadvantaged pupils are 19.3 months behind their peers;
- 1/3 disadvantaged pupils did not achieve benchmark of 5 GCSES A\* - c, despite making up 1/4 of pupils;
- Rural England sees the widest gaps;
- **Herefordshire secondary gap is 23 months** (worse than Shropshire and Somerset) and is 98th local authority for Attainment8;
- Disadvantaged EAL students end up closing the gap and exceeding the attainment of non-EAL peers.

Source: Closing the Gap – Trends in Educational attainment and Disadvantage, Education policy Institute, Aug 2017

Due to a lack of standardised data on economic disadvantage that covers Herefordshire and surrounding counties, we currently rely on self-reported data on whether students have been entitled to Free-School Meals in the last 6 years (Ever6) as an indicator of economic and social disadvantage

ALIS residuals	1920			2021			2122		
	Students	Starts	Residual	Students	Starts	Residual	Students	Starts	Residual
Yes	200	532	0.13	150	371	0.07	141	330	-0.01
No	1435	3533	0.19	1487	3517	0.08	1470	3571	-0.16
	<b>1635</b>	<b>4065</b>	<b>0.19</b>	<b>1637</b>	<b>3888</b>	<b>0.08</b>	<b>1611</b>	<b>3901</b>	<b>-0.15</b>



## Comments

- Those in receipt of free-schools meals did better in 21-22, having been an area for targeted intervention in previous years.
- In the SAR for 21-22, the following was noted as strengths:
  - **The needs of students from lower income backgrounds are considered carefully**
  - **Advice and guidance for students from low-income families and for students who would be the first in their family to go to university is strong.**

**16-19 Bursary Fund** Financial support is available to students from the 16-19 Bursary Fund. Discretionary bursaries are awarded where students meet the eligibility criteria for age and have made an application, providing evidence of household income. The income criteria is set by the College and has remained the same as last year for the last two years, at £20,817 if there is only one child/young person in the household, rising to £23,077 if there are additional dependants. In addition to the discretionary awards, bursaries are also available for students in defined vulnerable groups; Looked After Children, Care Leavers, students in receipt of Universal Credit in their own right and students personally in receipt of Disability Living Allowance or Personal Independence Payments. Most discretionary bursary applications are submitted for support with travel costs. The cost of the subsidised travel pass, provided by Herefordshire Council, for this academic year is £828.00. The bursary award covers the cost of the travel pass upfront with a request of a parental contribution of £50/term.

**Access to technology:** In response to the COVID crisis, inequality of access to technology and financial support was thrown into sharp focus and the College needed to respond to this. Laptops (and dingles to allow wifi access at home) is available upon request.

**Educational Maintenance Allowance (EMA)** Students with a home address in Wales are able to apply to Student Finance Wales (SFW) for EMA. This gives students £30/week based on 100% attendance in College or by engaging in remote lessons. EMA is means tested with the same criteria as used for the 16-19 Bursary Fund and can be applied for at any time during the academic year.

**Hereford Food Bank:** Strong links have been forged with local food banks this year, in particular Hereford Food Bank. They have supported some of our families in crisis with a range of weekly food parcels, free school meal packages during holidays and Christmas hampers. Most Food Banks work on a referral from a partner agency such as College. The pandemic has caused considerable hardship to families already on low incomes and those with a sudden loss of income; the support received from the Food Bank has been a lifeline to some. Several collections have been organised during the year by the Chaplain to give donations of supplies to support the work the of the Food Bank.

**Vulnerable students:**

The Director of Safeguarding, Inclusion and Development monitors the performance of students who are vulnerable because of personal welfare or safeguarding concerns. A separate safeguarding report is presented to the Directors each year.

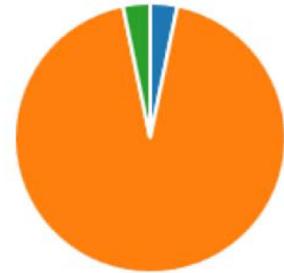
## 7. Staff Protected Characteristics:

A staff well-being and protected characteristics survey is carried out every couple of years (but recently, delayed due to COVID). The staff body is diverse and during the survey we invite colleagues to make requests for reasonable adjustments (e.g. on religious grounds or because of a disability).

### a. Staff diversity:

#### 2. Protected Characteristic 2 - Disability

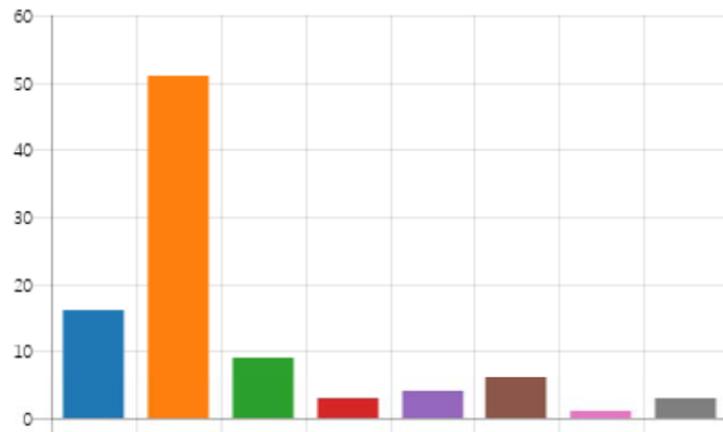
● Y	3
● N	87
● I prefer not to respond	3



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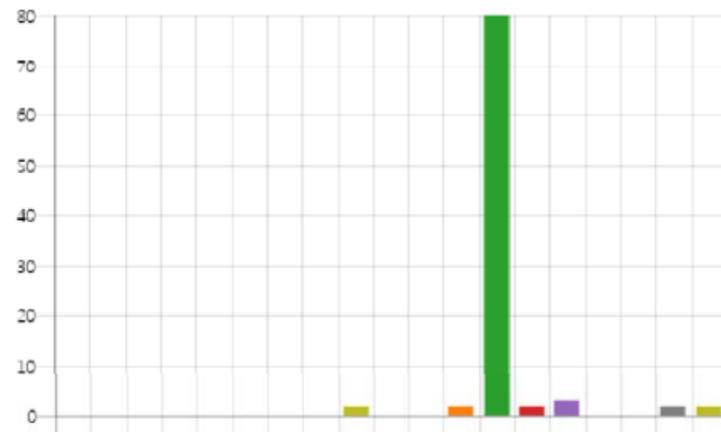
#### 7. Protected Characteristic 4 - Marriage and Civil Partnership

● Single	16
● Married	51
● Divorced	9
● Widowed	3
● Estranged/Separated	4
● Partner	6
● Civil Partner	1
● I prefer not to respond	3



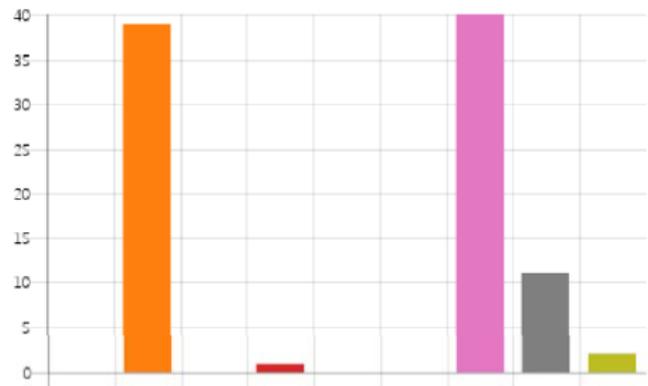
## 10. Protected Characteristic 6 - Race

Asian/Asian British - Banglade...	0
Asian/Asian British - Indian	0
Asian/Asian British - Pakistani	0
Asian/Asian British - Any othe...	0
Black/Black British - African	0
Black/Black British - Caribbean	0
Black/Black British - Any other...	0
Chinese	0
Mixed - White & Asian	2
Mixed - White & Black African	0
Mixed - White & Black Caribb...	0
Mixed - any other Mixed back...	2
White - British	80
White - Irish	2
White - Any other White back...	3
White - Gypsy or Irish Traveller	0
Other - Arab	0
Any Other	2
I prefer not to respond	2



11. Protected Characteristic 7 - Religion or Belief

Buddhist	0
Christian	39
Hindu	0
Jewish	1
Muslim	0
Sikh	0
None	40
I prefer not to respond	11
Other	2



14. Protected Characteristic 8 - Sex (previously known as gender)

Female	64
Male	27
I prefer not to respond	2



16. Protected Characteristic 9 - Sexual Orientation

Bisexual	3
Gay man	3
Gay woman/ lesbian	0
Heterosexual/ Straight	76
I prefer not to respond	11



A number of reasonable adjustments were requested and actioned. The next Staff survey will take place in April 2022.

## **b. Gender Pay Gap:**

Gender pay reporting legislation requires employers with 250 or more employees to publish statutory calculations every year showing how large the pay gap is between their male and female employees. The legislation requires that the following six calculations be published:

- • Average gender pay gap as a mean average.
- • Average gender pay gap as a median average.
- • Average bonus gender pay gap as a mean average.
- • Average bonus gender pay gap as a median average.
- • Proportion of males and females receiving a bonus payment.
- • Proportion of males and females when divided into four groups ordered from lowest to highest pay.

2. The gender pay gap is not the same as equal pay. Ever since the Equal Pay Act of 1970, it has been illegal to pay different amounts to males and females doing the same work, unless there is a 'genuine material factor' for the difference. The Heart of Mercia Multi-Academy Trust (HOM) is committed to the equality of opportunity for all in matters of pay.

3. The gender pay gap measure is the difference in the hourly pay of all employees in an organisation and is expressed as a percentage of male employees' hourly pay. It reported on a mean and median basis.

4. The mean is the overall average of all employees' salaries and can therefore be skewed by any extremely high or low salaries. The median involves listing all salaries in order, from lowest to highest, and picking the salary in the middle.

5. The figures for March 2020 include employees of both Worcester Sixth Form College and Hereford Sixth Form College. The information for March 2021 includes King Edward VI College who joined the MAT on 1 February 2021.

6. Gender information has been taken from staffing and payroll information maintained by our outsourced payroll provider, Liberata. Information provided by Liberata is based upon positions (i.e. contracts) rather than headcount. This means that an employee may have more than one position (contract), for instance, exam invigilators at Worcester Sixth Form College hold three positions paid at three different hourly rates. Gender information is recorded from Liberata based upon information on the application form and the new starter form.

7. Bonuses are not paid therefore the 3rd, 4th and 5th measure are not applicable.

8. The hourly rate for teachers is calculated on a 1/1,265th basis of the annual full-time salary. For support staff, the hourly rate is calculated on a 1/1,929th basis.

9. HOM applies the Sixth Form College Association (SFCA) national pay scales for both teaching and support staff. Teachers start their careers on point one of the scale and progress by one point each year, based upon successfully

completing their objectives, up to point nine which is the highest point on the teachers' pay scale. Support staff are assigned to a range of points on the support staff pay scale which reflects the type of work and responsibilities undertaken. Support staff progress in a similar way until they reach the top of their range.

**Summary of full report** (full report available here [hom-gender-pay-report.pdf](http://hom-gender-pay-report.pdf) ([heartofmercia.org.uk](http://heartofmercia.org.uk)) :

## **Conclusion:**

In March 2022:

- Females earned 83p for every £1 that males earned when comparing the mean (average) hourly pay. This is a small improvement on the March 2021 position.
- When comparing the median hourly pay, females earned 62p for every £1 that males earned. This represents a significant improvement on the March 2021 position.
- Male representation has decreased in the upper quartile whilst female representation has increased in the lower quartile. The overall pay gap reflects our workforce composition rather than pay inequality. HOM has robust procedures in place to ensure that inclusion and equality for all staff.

The overall pay gap reflects our workforce composition rather than pay inequality. Heart of Mercia has robust procedures in place to ensure inclusion and equality for all staff. HOM is committed to reducing the Gender Pay Gap and will:

- • Ensure that recruitment and promotion procedures are transparent.
- • Ensure that pay progression and appraisal processes are inclusive.
- • Consider the career development and training needs of all employees.
- • Develop the leadership and management skills of our staff.
- • Review the flexible working policy.

## 8. Student Destinations:

**BME:**



### Destinations of Leavers (all leavers inc. level 2)

	2022		2021		2020		2019	
	No	Yes	No	Yes	No	Yes	No	Yes
Black and minority ethnic								
Higher Education	433	25	471	23	412	28	415	23
Employment	165	11	133	9	95	2	133	3
Gap Year - Deferred entry to HE	33	3	65	2	71	2	47	3
Gap Year - Intended HE application	54	4	56	1	76	5	34	6
Gap Year - No HE planned	10		12		7		24	2
Apprenticeship	72	2	58	3	68		56	2
Further Education - Art Foundation	22	2	26		21	2	13	
Further Education	212	19	184	12	228	17	189	19
Self-Employed	1		4		3		4	
Other Full or Part-time Activity	7	1	6		18		13	
Unemployed or Seeking Employment	55	4	46	1	47	3	38	3
Other - not known	94	6	61	3	49	5	114	8
<b>Total No of Students</b>	<b>1158</b>	<b>77</b>	<b>1122</b>	<b>54</b>	<b>1095</b>	<b>64</b>	<b>1080</b>	<b>69</b>

	2022		2021		2020		2019	
	No	Yes	No	Yes	No	Yes	No	Yes
Black and minority ethnic								
Higher Education	37%	32%	42%	43%	38%	44%	38%	33%
Employment	14%	14%	12%	17%	9%	3%	12%	4%
Gap Year - Deferred entry to HE	3%	4%	6%	4%	6%	3%	4%	4%
Gap Year - Intended HE application	5%	5%	5%	2%	7%	8%	3%	9%
Gap Year - No HE planned	1%	0%	1%	0%	1%	0%	2%	3%
Apprenticeship	6%	3%	5%	6%	6%	0%	5%	3%
Further Education - Art Foundation	2%	3%	2%	0%	2%	3%	1%	0%
Further Education	18%	25%	16%	22%	21%	27%	18%	28%
Self-Employed	0%	0%	0%	0%	0%	0%	0%	0%
Other Full or Part-time Activity	1%	1%	1%	0%	2%	0%	1%	0%
Unemployed or Seeking Employment	5%	5%	4%	2%	4%	5%	4%	4%
Other - not known	8%	8%	5%	6%	4%	8%	11%	12%
<b>Total No of Students</b>	<b>1158</b>	<b>77</b>	<b>1122</b>	<b>54</b>	<b>1095</b>	<b>64</b>	<b>1080</b>	<b>69</b>

## Free Meals:



### Destinations of Leavers (all leavers inc. level 2)

	2022		2021		2020		2019	
	No	Yes	No	Yes	No	Yes	No	Yes
Eligible for Free Meals (here or at school)								
Higher Education	424	34	443	51	391	49	389	49
Employment	160	16	121	21	82	15	108	28
Gap Year - Deferred entry to HE	34	2	60	7	64	9	46	4
Gap Year - Intended HE application	55	3	47	10	71	10	35	5
Gap Year - No HE planned	9	1	11	1	7		23	3
Apprenticeship	68	6	56	5	62	6	48	10
Further Education - Art Foundation	24		22	4	14	9	12	1
Further Education	181	50	170	26	194	51	160	48
Self-Employed	1		4		1	2	3	1
Other Full or Part-time Activity	8		6		16	2	10	3
Unemployed or Seeking Employment	42	17	40	7	41	9	33	8
Other - not known	79	21	54	10	42	12	95	27
<b>Total No of Students</b>	<b>1085</b>	<b>150</b>	<b>1034</b>	<b>142</b>	<b>985</b>	<b>174</b>	<b>962</b>	<b>187</b>

	2022		2021		2020		2019	
	No	Yes	No	Yes	No	Yes	No	Yes
Eligible for Free Meals (here or at school)								
Higher Education	39%	23%	43%	36%	40%	28%	40%	26%
Employment	15%	11%	12%	15%	8%	9%	11%	15%
Gap Year - Deferred entry to HE	3%	1%	6%	5%	6%	5%	5%	2%
Gap Year - Intended HE application	5%	2%	5%	7%	7%	6%	4%	3%
Gap Year - No HE planned	1%	1%	1%	1%	1%	0%	2%	2%
Apprenticeship	6%	4%	5%	4%	6%	3%	5%	5%
Further Education - Art Foundation	2%	0%	2%	3%	1%	5%	1%	1%
Further Education	17%	33%	16%	18%	20%	29%	17%	26%
Self-Employed	0%	0%	0%	0%	0%	1%	0%	1%
Other Full or Part-time Activity	1%	0%	1%	0%	2%	1%	1%	2%
Unemployed or Seeking Employment	4%	11%	4%	5%	4%	5%	3%	4%
Other - not known	7%	14%	5%	7%	4%	7%	10%	14%
<b>Total No of Students</b>	<b>1085</b>	<b>150</b>	<b>1034</b>	<b>142</b>	<b>985</b>	<b>174</b>	<b>962</b>	<b>187</b>

## Gender/Sex:



### Destinations of Leavers (all leavers inc. level 2)

Sex	2022			2021			2020		
	Female	Male	Not known	Female	Male	Not known	Female	Male	Not known
Higher Education	281	172	5	310	182	2	255	185	
Employment	101	74	1	72	70		43	53	1
Gap Year - Deferred entry to HE	29	7		43	24		53	20	
Gap Year - Intended HE application	25	33		35	22		57	24	
Gap Year - No HE planned	5	5		6	6		3	4	
Apprenticeship	33	41		29	32		26	41	1
Further Education - Art Foundation	18	4	2	19	6	1	23		
Further Education	128	97	6	105	89	2	133	109	3
Self-Employed		1			4			3	
Other Full or Part-time Activity	6	2		4	2		5	13	
Unemployed or Seeking Employment	28	29	2	19	28		19	30	1
Other - not known	51	48	1	31	33		25	28	1
<b>Total No of Students</b>	<b>705</b>	<b>513</b>	<b>17</b>	<b>673</b>	<b>498</b>	<b>5</b>	<b>642</b>	<b>510</b>	<b>7</b>

Sex	2022			2021			2020		
	Female	Male	Not known	Female	Male	Not known	Female	Male	Not known
Higher Education	40%	34%	29%	46%	37%	40%	40%	36%	0%
Employment	14%	14%	6%	11%	14%	0%	7%	10%	14%
Gap Year - Deferred entry to HE	4%	1%	0%	6%	5%	0%	8%	4%	0%
Gap Year - Intended HE application	4%	6%	0%	5%	4%	0%	9%	5%	0%
Gap Year - No HE planned	1%	1%	0%	1%	1%	0%	0%	1%	0%
Apprenticeship	5%	8%	0%	4%	6%	0%	4%	8%	14%
Further Education - Art Foundation	3%	1%	12%	3%	1%	20%	4%	0%	0%
Further Education	18%	19%	35%	16%	18%	40%	21%	21%	43%
Self-Employed	0%	0%	0%	0%	1%	0%	0%	1%	0%
Other Full or Part-time Activity	1%	0%	0%	1%	0%	0%	1%	3%	0%
Unemployed or Seeking Employment	4%	6%	12%	3%	6%	0%	3%	6%	14%
Other - not known	7%	9%	6%	5%	7%	0%	4%	5%	14%
<b>Total No of Students</b>	<b>705</b>	<b>513</b>	<b>17</b>	<b>673</b>	<b>498</b>	<b>5</b>	<b>642</b>	<b>510</b>	<b>7</b>

### Comments:

- Destination patterns have remained largely consistent for the last three years.
- Relatively lower HE rates for “Ever 6” students continued in 21-22 but measures introduced to address this will need to embed to produce further impact.
- A greater proportion of “Ever 6” going to FE might indicate a preference to remain local.

## **9. Equality Objectives:**

As part of the Public Sector Equality Duty (section 149 of the Act) there is a requirement to review and update our Equality Objectives at least once every four years. However, our Equality Objectives are set every year in the College's *Single Equality Scheme and Action Plan* which is published on the College website. As part of our successful bid for Investors in Diversity, it was agreed that the Equality Objectives should be succinct.

The Senior Management Team monitor and review the progress of these objectives throughout the year.

### a. Report on Equality Objectives 2021 - 20212:

**Equality Objectives 2021 – 2022:** Following a review of the previous year’s results and other matters that have arisen in the course of the year, the following Equality Objectives were set for 2021 – 2022, available on our website. SMT will review these throughout the coming year and we will report on whether we have achieved these in Autumn 2022.

What we need to do:	How will we know if we have achieved this?	
1. Update Equality, Diversity and Inclusion Policy to include a specific section on how we can support Trans students <b>ACHIEVED</b>	Policy updated and published on our website	December 21
2. Continue to raise awareness of EDI & FBV issues in lessons. <b>PARTIALLY ACHIEVED</b> <i>Equal opportunities are taken seriously at the College rose slightly from 20-21</i>	Improve the average percentage of students who agree that Equality and Diversity (REGARDS) and Fundamental British Values are raised in lessons when the opportunity arises	Sept 22
3. Neuro-diversity training for Staff Development <b>ACHIEVED: Colin Foley, ADHD Foundation delivered training for all teaching, learning support and pastoral staff. Summer 22</b>	Staff Development activity on ADHD and/or ASD attended by most teaching and support staff	June 22
4. Review LGBTQ+ support <b>ACHIEVED: All Personal Tutors are trained (August 22) and are named person in the College to provide LGBTQ+ support, as per KCSIE 22.</b>	Well-Being Team have established additional LGBTQ+ support forum	June 22
5. Monitor Gender Pay Gap and review relevant policies (e.g. flexible working, staff development) <b>ACHIEVED: Report to SMT and Governors indicates that gender pay gap is not significant between teaching staff; gaps in support staff to be monitored</b>	Discussed at SMT and response as appropriate	July 22
6. Establish forum to address low HE destinations data for students from low incomes <b>ACHIEVED: Careers Advisor (Widening Participation) appointed with expertise in this area; programme of support in place and targeted to students.</b>	A forum is established and action points established	July 22

**Equality Objectives 2022 – 2023:** Following a review of the previous year’s results and other matters that have arisen in the course of the year, the following Equality Objectives were set for 2022 – 2023, available on our website. SMT will review these throughout the coming year and we will report on whether we have achieved these in Autumn 2023.

<b>What we need to do:</b>	<b>How will we know if we have achieved this?</b>	
1. Establish Mental Health and Well-Being Forum and Update Strategy	Forum established and Strategy updated	December 22
2. Embed ADHD Mentor support in College	Mentor’s student case load is in place	On-going; reviewed Dec 22
3. Continue to raise awareness of EDI and FBV in College.	SPOC Results	Spring 23
4. Monitor the academic progress of High Needs Learners	Academic Progress Manager manager’s records	On-going; reviewed at SMT & Aug 23
5. Review physical site for accessibility		Spring 23
6. Improve student awareness of Radicalisation	SPOC Results	Spring 23
7. Review Impact sessions to include & update education for girls about sexism, sexual harassment, and safe relationships	Finalised Impact programme material	Summer 23

**10. Accessibility Plan:**



**HEREFORD SIXTH FORM COLLEGE  
ACCESSIBILITY PLAN  
2021-2022**

## INTRODUCTION

The College aims to ensure that it is compliant with the requirements of the Equality Act 2010 so that disabled students can maximise learning opportunities and fulfil their potential.

### **Hereford Sixth Form College is committed to:**

- Improve communication to ensure availability of relevant information to disabled students
- Providing full access to enable disabled students to fully participate in the curriculum
- Maintaining and improving a safe physical environment in College
- Ensuring reasonable adjustments are made to prevent disabled students being disadvantaged

In meeting the needs of disabled students we are committed to the following Accessibility Plan **[staff responsible; timescale]:**

#### **1. Increasing the extent to which disabled students can participate in the College setting and curriculum**

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be ensured

**[SMT; ongoing throughout year]**

- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students **[SMT; by July 2022]**

- To continue investigating what assists disabled students to learn

**[HEAD OF LEARNING SUPPORT; ongoing throughout year]**

#### **2. Improving the physical environment of the College to increase the extent to which disabled students can take advantage of education and associated services**

- To investigate various improvements to the site **[ESTATES MANAGER; ongoing throughout year]** **Auto doors fitted to Pavilion**

- To ensure accessibility to different curriculum areas **[ESTATES MANAGER; ongoing throughout year]** **10 more fire doors with auto hold open fitted during lockdown.**

- To ensure the site is fully accessible to both disabled parents and adult users

**[ESTATES MANAGER; ongoing throughout year]** **Poston Entrance will need auto doors. (Funding needed £12k-£15k)**

### 3. Improving the delivery of written or electronic information to disabled students

- To produce all literature in an appropriate font to help visually impaired students [**teaching staff; ongoing throughout year**]
- To investigate alternative ways of providing access to information, software and activities [**DIRECTOR OF IT; ongoing throughout year**]
- To investigate alternative ways of providing access to information, software and activities (such as access to texts through the RNIB Bookshare service)

[**DIRECTOR OF IT; by July 2022**]

- To provide self-service accessibility guides containing information about accessibility and study tools available to support students learning. **Completed – Study Skills Tools VLE page available to students.**

[**DIRECTOR OF IT and HEAD OF LEARNING SUPPORT; by September 2022**]

- Remote access will be provided so that assistive technology applications available within College can be used on personal devices both in and outside of College [**DIRECTOR OF IT; by July 2022**]

**Completed – remote access available in and out of College with accessibility tools / assistive technology applications available.**

- To investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site [**DIRECTOR OF IT; by July 2022**]

**Ongoing.**

- To investigate how more students can use assistive technology: we will develop a free accessibility toolbar showing up in portals + VLE if feasible

**Completed - An Accessibility Chat Bot has been installed into Microsoft Teams and is available to all staff and students. This provides information on accessibility features available. This includes accessibility features in the Microsoft Edge browser meaning these can be used in the portals and VLE.**

[**DIRECTOR OF IT; by September 2022**]

Generally, throughout the year we will review relevant policies and procedures to ensure we are further advancing equality between those who have disabilities and those who do not, such that we:

- Support students with disabilities from admission through to completion of their studies
- Maintain and continuously improve the College buildings and facilities
- Ensure the provision of appropriate first aid and emergency plans
- Challenge any discrimination faced by students, staff, parents or visitors with disabilities.

## FURTHER INFORMATION

This plan is supported by the following College documents:

- *Equality, Diversity and Inclusion Policy, including Disability Disclosure and Confidentiality Policy & Procedures*
- Admissions Behaviour
- First Aid
- Learning Support
- Safeguarding
- Trips and Visits