



HEART OF

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**WORCESTERSHIRE  
COLLEGE**

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## **WORKPLACE GUIDE TO...**

Equality & Diversity

Prevent Duty

British Values

Safeguarding

Health & Safety

# EQUALITY AND DIVERSITY

## Equality

Equality is creating a fairer society where everyone can participate and have equal opportunity to fulfil their potential, by eliminating prejudice and discrimination.

## Diversity

Diversity is respecting, valuing and celebrating aspects that make us unique as individuals.

## Why is Equality and Diversity important?

- It is morally right
- It is the law
- It makes business sense
- Promotes a culture of mutual respect and tolerance
- Eliminates discriminatory behaviour
- Legislation relating to equality and diversity has been introduced rapidly within the last ten years.
- Recruitment requires evidence of good practice in relation to equality and diversity. It affects everyone.

## Equality Act

The Equality Act 2010 has brought together all existing legislation such as The Disability Discrimination Act into one law to make understanding and implementation easier.

There are nine protected characteristics identified in the Equality Act:

- Age
- Disability
- Sex (Gender)
- Sexual Orientation
- Race
- Religion and Belief
- Marriage and Civil Partnership
- Maternity and Pregnancy
- Gender Reassignment

The Equality Act also describes different types of prohibited conduct.

**Direct discrimination** - includes association, perception. Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have.

**Associative** - this is discrimination against someone because they associate with another person who possesses a protected characteristic.

**Indirect discrimination** - occurs when a condition is put in place, which makes it harder for certain groups to comply, such as everyone having to be clean shaven. This is allowed for if the business can show that there is no other way of achieving the business aim. This also includes a failure to make reasonable adjustments for a disabled person.

**Harassment** - is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. This is part of the Equality Act and it is important to note that this also includes the type of environment people are working in.

# THE PREVENT DUTY AND BRITISH VALUES

**All educational providers have a duty to safeguard their students. The Prevent Duty is about safeguarding them to keep them both safe and within the law; it is not about preventing students from having political and religious views and concerns, but about supporting them to use those concerns or act on them in non-extremist ways.**

## What is The Prevent Duty?

We all must ensure that we comply with our duty to have due regard to the need to prevent students from being drawn into terrorism in accordance with s26 of the Counter-terrorism and Security Act 2015 and the guidance published by the Secretary of State.

## What is Terrorism, Extremism and Radicalisation?

The current UK definition of terrorism is given in the Terrorism Act 2000.

This defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

## What are the indicators of vulnerability to radicalisation?

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm.

Indicators for vulnerability to radicalisation are the same as those we are already familiar with: family tensions, sense of isolation, migration and distance from cultural heritage, experience of racism or discrimination, feeling of failure etc. Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess violent extremist literature or advocate violence actions, change their behaviour and language, seek to recruit others to an extremist ideology.

## What are British Values?

The Department of Education published guidance on promoting British values in education to ensure young people leave training prepared for life in modern Britain. The four definitions of British values are as follows:

- Democracy
- The rule of Law
- Individual liberty
- Mutual respect and tolerance for those of different faiths and beliefs



# THE PREVENT DUTY AND BRITISH VALUES

It is vital to note that people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those already familiar to us – alcohol or drug abuse, family break down, domestic abuse, bullying etc. or even something more minor.

## What is the College role?

We have a statutory duty to “prevent people from being drawn into terrorism” and as such we need your help and support to comply with this duty. Many of the things we already do at College help learners to be positive, happy members of society, and these include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments and behaviours
- Developing critical thinking skills and a strong, positive self-identity
- Promoting spiritual, moral, social and cultural development
- Active promotion of British values.

We provide learners with information so they understand how to protect themselves from extremist views contrary to British values, which they may encounter now or later in their lives, helping to keep themselves safe.

Embedding of British values is monitored during all observations of learning and the observer is fully trained to provide detailed feedback to enable the teacher to recognise strengths and areas for improvement. Our Quality team provides training to staff and external partners on ways to embed British values into the classroom. Staff also receive mandatory training on equality and diversity, Prevent and Safeguarding.

Good examples and best practice is shared across the college. Staff have access to a range of resources and presentations from a dedicated site.

## What is the employer’s role?

You have a responsibility to:

- Alert the college to any concerns regarding the student to allow us to explore what the causes might be; and to
- Provide opportunities for employees to discuss their own concerns about extremism, events in the news and about British values
- Be alert to any changes in the students behaviour, that in your professional opinion gives you cause for concern
- Reporting Safeguarding or Prevent concerns involving a student to the Designated Safeguarding Lead in College.

## More information

You will find more details about the Prevent Duty in our Safeguarding and Prevent policy, available on our website at [www.howcollege.ac.uk/about/policies-and-documents/](http://www.howcollege.ac.uk/about/policies-and-documents/)

The following sources may also be useful for further information:

- HM Government Prevent duty guidance: for England and Wales <https://www.gov.uk/government/publications/prevent-duty-guidance>
- What is Prevent? Let’s Talk About It <http://www.ltai.info/what-is-prevent/>

Extremism can take many forms and some of these may be a greater threat in some areas compared to others; your local council and police will be able to advise you if you have specific concerns or questions.

# SAFEGUARDING

## What is Safeguarding?

- Protecting individuals from maltreatment such as neglect and abuse
- Preventing impairment of individual's health or development
- Ensuring that their working environment fully complies with statutory Health and Safety requirements

## Possible signs of abuse/neglect

There are many possible signs of neglect and/or abuse such as :

- Unexplained injuries
- Improbable excuses about injuries
- Self-harming
- Aggression towards others
- Self-destructive tendencies
- Low self esteem
- Belittling oneself
- Poor state of clothes
- Constantly hungry or emaciated
- Constantly tired
- Suffering from memory loss
- Fear of returning home or of contact with parents or family members

However, indicators alone rarely confirm abuse, these will require further assessment.

## Why is Safeguarding important to employers?

When an employer engages with a work placement student and that student is a child under the age of 18 years, or a vulnerable adult with a learning disability or special learning need, they are required by law to safeguard and promote the well-being of that individual.

## Forms of neglect and abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm.

Emotional abuse is emotional maltreatment sufficient to cause severe or adverse effects on the individual's emotional development. It may involve conveying to a child that they are worthless or inadequate, it may involve bullying or causing someone to become frightened or feel in danger.

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual contact or non-contact activities such as watching pornographic material on film or mobile phone.

Neglect is the persistent failure to meet an individual's physical and/or psychological needs, likely to result in the serious impairment of their health and development. Neglect may occur during pregnancy as a result of substance abuse or may involve failing to provide adequate food and clothing, shelter or abandonment, or failing to protect a child from physical and emotional danger.

# SAFEGUARDING

## Sexual Violence and Sexual Harassment

Abuse should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”; We recognize the gendered nature of peer on peer abuse (i.e. that it is more likely that females will be victims and males perpetrators), and some groups are potentially more at risk for example, females, children/young people with SEND and LGBT children/young people but that all peer on peer abuse is unacceptable and will be taken seriously.

### There are different forms peer on peer abuse can take, such as:

- Bullying (including cyberbullying);
- Sexual violence (such as rape, assault by penetration and sexual assault);
- Sexual harassment, such as sexual remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sharing of nudes and semi-nudes both consensual and non-consensual;
- Initiation/hazing type violence and rituals;
- Up skirting, which typically involves taking a picture under a person’s clothing without them knowing.

Students should report all incidences of peer-on-peer abuse to a member of staff at college (including if the incident happened outside of College or online) or to a member of the safeguarding team. (poster attached with contact details).

Any incidences of peer on peer abuse must be reported to the Designated Safeguarding Lead at College.

# SAFEGUARDING

## What do I do if I am concerned about a student?

If a young person or vulnerable adult begins to share sensitive information you must:

- Explain openly that this information will be shared with the nominated Safeguarding Officer within your organisation and with the Designated Safeguarding Lead at College so support can be arranged.
- Never ask questions or probe for further information
- If you take notes you must share these with the student and explain these will be shared with the Safeguarding Officer(s) and Designated Safeguarding Lead.
- Your named Safeguarding Officer should record the fact that they have received an allegation which has been dealt with by:

### Or

- If you are concerned about your assessor or tutor or cannot make immediate contact then telephone the College and ask to speak to the Designated Safeguarding Lead responsible for safeguarding children, young people and vulnerable adults. Do not pass on this information to anyone else in the College or company.

You can also contact Children's Social Care through the Family Front Door to discuss any concerns or situations that may arise. They can give guidance about the appropriate action to take.

Call 01905 822666 or for out of hours assistance 01905 7687020

If you have reason to believe the young person or adult is at immediate risk from harm contact the police on 999

For further information contact:

<http://westmidlands.procedures.org.uk/>

## Safeguarding contacts:

### Designated Safeguarding Lead (DSL):

**Julia Breakwell**

Vice Principal Information Systems and Student Experience

Tel: **01905 572599**

Mobile: **07799 216 454** (available during college opening times)

Email: **[jbreakwell@howcollege.ac.uk](mailto:jbreakwell@howcollege.ac.uk)**

### Deputy DSL:

**Sal Friel**

Head of Student Support and Wellbeing

Tel: **01527 572525**

Mobile: **07967 445 749** (available during college opening times)

Email: **[sfriel@howcollege.ac.uk](mailto:sfriel@howcollege.ac.uk)**





# HEALTH & SAFETY

**Under Health and Safety law, every employer must ensure, so far as reasonably practicable, the health and safety of their employees, irrespective of age. As part of this, appropriate consideration must be made for young people.**

**Educational providers also have a duty of care to their students to ensure, so far as reasonably practicable, that their workplace is safe.**

## Risk

As part of managing the health and safety of your business, you must control the hazards and risks in your workplace.

To do this you need to think about, what, in your business, might cause harm to people and decide whether you are taking all reasonable steps to prevent that harm. This is known as risk assessment.

You are probably already taking adequate steps to protect everyone, but your risk assessments will tell you whether you have covered all that you need to.

## Welfare

For your employees' well-being you need to provide:

- Toilets and hand basins, with soap and towels or a hand-dryer
- Drinking water
- A place to store clothing (and somewhere to change if special clothing is worn for work)
- Somewhere to rest and eat meals

## Environment

To provide a health working environment, make sure there is:

- Good ventilation - a supply of fresh clean air, drawn from outside or a ventilation system
- A reasonable working temperature (usually at least 16°C, or 13°C for strenuous work, unless other laws require lower temperatures)
- Lighting suitable for the work being carried out
- A clean workspace with appropriate waste containers

## Training & Information

Everyone that works for you needs to know how to work safely and without risks to health. You must provide clear instructions, information and adequate training.

Make sure everyone has the right level of information on:

- Any hazards and risks they may face
- The measures in place to deal with those hazards and risks
- Emergency procedures and what they need to do

When you provide training, you need to make sure that it is relevant and effective.

The information and training you provide should be in a form that is easy to understand. Everyone working for you should know what they are expected to do.



# HEALTH & SAFETY

## First Aid

You must have first-aid arrangements in your workplace.

You are responsible for making sure that your employees receive prompt attention if they are taken ill or are injured at work.

Accidents and illness can happen at any time and first aid can save lives and prevent minor injuries from becoming major ones.

Your arrangements will depend on the particular circumstances in your workplace and you need to assess what your first-aid needs are.

As a minimum, you must have:

- A suitably stocked first-aid box
- An appointed person to take charge of first-aid arrangements
- Information for all employees giving details of first-aid arrangements

You must decide that you need a first-aider. This is someone who has been trained by an approved organisation and holds a qualification in first-aid at work or emergency first aid at work.

## Tools & Equipment

If you are an employer and you provide equipment for use, from hand tools and ladders to electrical power tools and larger plant.

You need to demonstrate that you have arrangements in place to make sure they are maintained in a safe condition.

## Involving Staff

You have to consult your employees on health and safety.

This does not need to be complicated. You can do this by listening and talking to them about:

- Health and Safety and the work they do
- How risks are controlled
- The best ways of providing information and training

Consultation is a two-way process, allowing staff to raise concerns and influence decisions on the management of health and safety.

Your employees are often the best people to understand risks in the workplace and involving them in making decisions shows them that you take their health and safety seriously.

In a very small business, you might choose to consult your employees directly.

Alternatively, you might consult through a health and safety representative, chosen by your employees or selected by a trade union.

## Young Workers

In health and safety law, a young person is anyone under 18.

As an employer, in addition to your health and safety responsibilities to all your employees, you are responsible for ensuring a young person is not exposed to risk due to:

- Lack of experience
- Being unaware of existing or potential risks
- Lack of maturity

You should be aware that students and trainees on work experience are regarded in health and safety law as employees. You must provide them with the same health, safety and welfare protection as other employees.

## Coronavirus (COVID-19)

As Work placement provider you must (so far as is reasonably practicable) ensure that you provide a 'Covid Safe' workplace for our students. You should follow any government or industry related guidance in relation to Coronavirus control measures. You should have carried out a Coronavirus risk assessment for your activities and environment. If you have any concerns or queries you must bring them to the attention of the college as soon as possible.

# HEALTH & SAFETY RESOURCES FOR WORK PLACEMENT PROVIDERS

## **Guidance for Placement providers**

<http://www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm>

## **Guidance for the placement provider or employer regarding young people responsibilities**

<http://www.hse.gov.uk/youngpeople/law/index.htm>

## **Guidance - Young people and work experience**

<http://www.hse.gov.uk/pubns/indg364.pdf>  
<http://www.acas.org.uk/index.aspx?articleid=3603>

## **Health and Safety Law poster and leaflets**

<http://www.hse.gov.uk/pubns/books/lawPoster.htm>

## **General Health and Safety guidance for businesses (HSE Guide INDG449 Health and Safety made simple)**

<http://www.hse.gov.uk/simple-health-safety/index.htm>  
<http://www.hse.gov.uk/pubns/indg449.pdf>

## **HSE guidance to help businesses with their Health and Safety Policy**

<http://www.hse.gov.uk/simple-health-safety/write.htm>  
<http://www.hse.gov.uk/toolbox/managing/writing.htm>

## **HSE guidance for risk assessment**

<http://www.hse.gov.uk/pubns/indg163.pdf>  
<http://www.hse.gov.uk/pubns/priced/hsg268.pdf>

## **First Aid at Work**

<http://www.hse.gov.uk/firstaid/>

## **Reporting accidents and incidents including RIDDOR**

<http://www.hse.gov.uk/pubns/indg453.pdf>

## **Induction of staff - ACAS guide**

[http://www.acas.org.uk/media/pdf/r/b/Starting\\_staff\\_-\\_induction\\_Nov.pdf](http://www.acas.org.uk/media/pdf/r/b/Starting_staff_-_induction_Nov.pdf)

## **Employing Younger workers - ACAS guide**

[http://www.acas.org.uk/media/pdf/O/i/Employing\\_younger\\_workers\\_Nov.pdf](http://www.acas.org.uk/media/pdf/O/i/Employing_younger_workers_Nov.pdf)

## **Health and Safety Training and Induction**

<http://www.hse.gov.uk/simple-health-safety/provide.htm>

<http://www.hse.gov.uk/pubns/indg345.pdf>

<http://www.hse.gov.uk/toolbox/managing/providing.htm>

## **Personal Protective Equipment (PPE)**

<http://www.hse.gov.uk/toolbox/ppe.htm>  
<http://www.hse.gov.uk/pubns/indg174.pdf>

## **Provision of Welfare facilities**

<http://www.hse.gov.uk/pubns/indg293.pdf>

## **Fire Safety and Fire Risk Assessment**

(Excellent industry specific guidance publications available through the second link)

<http://www.hse.gov.uk/toolbox/fire.htm>

<https://www.gov.uk/workplace-fire-safety-your-responsibilities>

## **Hazardous substances (COSHH)**

<http://www.hse.gov.uk/pubns/indg136.pdf>

## **Manual Handling**

<http://www.hse.gov.uk/msd/manualhandling.htm>  
<http://www.hse.gov.uk/pubns/indg143>

## **Working at Height**

<http://www.hse.gov.uk/toolbox/height.htm>  
<http://www.hse.gov.uk/pubns/indg401.pdf>