

### **Equality Act 2010 - how we fulfil our first specific equality duty**

Under the Equality Act 2010, public bodies, of which the College is one, have both general duties and specific equality duties.

The **general duties** are to have due regard in decision-making to:

1. Eliminate discrimination
2. Advance equality of opportunity, and
3. Foster good relations between people from different protected groups

The **specific duties** are:

- i. To publish relevant, proportionate information showing compliance with the Equality Duty by 31<sup>st</sup> January 2012, and subsequently at intervals no greater than one year from the last publication.
- ii. To prepare and publicly publish at least one specific and measurable objective that the College thinks it should achieve to meet any of the three aims of the equality duty by 6<sup>th</sup> April 2012 and at subsequent intervals no greater than four years.

This report satisfies the College's first specific duty by providing **examples** of how the College meets the general duties. It updates the report first published in January 2012 and updated in January 2013, January 2014, January 2015, January 2016, 2017 and 2018.

Below are recent examples of how LMH meets its public sector equality duty in relation to the protected characteristics covered by the Equality Act.

#### **1. Policy Development and Review**

The College has an Equal Opportunities Policy, updated in 2019, which is published on our website <http://www.lmh.ox.ac.uk/>, and copies are issued to all new employees and casual workers, as well as being included in student handbooks. Governing Body and all its main committees consider the duty to promote equality in the development of policies and procedures at all levels. The College has an established Equality Committee, a subcommittee of Governing Body. It is responsible for advising Governing Body on the development, implementation, monitoring, prioritisation and review of policies, procedures and practice to support the College's Equal Opportunities Policy in relation to staff, students, visitors and others closely associated with the College. The Committee meets at least annually and its members are:

- Principal (chair)
- Treasurer
- Vice Principal
- Senior Tutor
- Tutor for Graduates
- Domestic Bursar
- HR Manager
- 2 representatives from JCR
- 2 representatives from MCR and
- 2 staff representatives.

The College reviews annually its policy on harassment and its Code of Conduct on Professional Relationships, for both the academic staff and support staff, and ensures that copies are available on the College intranet.

A set of College Values for support staff, including Fairness (covering equality) are widely referred to on a regular basis. For example, they are used during recruitment, appraisal and for recognising the achievements of staff.

## 2. Student Education and Support/Welfare

Accommodation Committee checks annually that its procedures for allocating student accommodation meet the requirements of the Equal Opportunities Policy.

Grants & Bursaries Committee checks annually to ensure that its procedures for distributing bursaries, scholarships and hardship funds meet the requirements of the Equal Opportunities Policy.

Welfare Committee reviews its provision of student pastoral support and welfare services annually to ensure that these are equally accessible to all members of the College community.

### Specific examples:

1. Several graduate students have roles providing peer support; these roles are intended to assist ethnic minorities, among others. There is also a Male Welfare Officer and a Female Welfare Officer for graduate students; a Male Welfare Officer and a Female Welfare Officer for undergraduate students; a JCR Equality Committee comprising officers for: Faiths and Beliefs, International Students, LGBTQA, Women, Trans, Disabilities, Social Backgrounds, Foundation Year and BME; and an Equalities Representative and an LGBTQIA+ representative for graduate students.
2. The College has a Welfare Fellow and two Welfare co-ordinators, to improve the accessibility and effectiveness of the support offered.
3. The University's Counselling service is free and available to all students.
4. During exams, Jewish students are able to defer Saturday exams to a Sunday. Exams during Ramadan are scheduled to assist those fasting.
5. The College hosted Grand Iftaars during Ramadan in 2017, 2018, 2019 and 2020 (virtually) to encourage discussion and awareness of different religions.
6. The College hosted another formal event for the OU Jewish Society after they asked to return to the college in 2019
7. The College has a Study Skills Centre to help students who need assistance in this area.
8. The annual Equality Week for students and other College members took place in early 2020.
9. The College has raised the 'Rainbow Flag' at the request of undergraduate and graduate students annually in February since 2012.
10. Accommodation request forms are issued to students to ask if they have any special needs or requests.
11. Catering provide halal and vegan options for every meal and vegetarian Wednesdays have been introduced. Most other special dietary requirements are also accommodated. Formal student meals are offered with the choice of a no-alcohol table.
12. LMH hosted a 2 day training session for college chefs to plan and deliver menus suitable for students from a range of countries and religious backgrounds in September 2019.
13. A staff member has a new role as Disability Support and Undergraduate Student Co-ordinator to ensure that students have access to the appropriate academic support, especially those whose disabilities might require specific adjustments/arrangements.

## 3. Staff Recruitment, Selection and Support/Welfare

Finance Committee reviews the College's procedures for the recruitment, selection and support/welfare of College administrative staff every three years in order to ensure these procedures meet the requirements of the Equal Opportunities Policy; Academic Policy Committee similarly reviews its procedures for academic staff every three years.

### Specific examples:

1. All support staff vacancies are advertised internally.
2. External advertisements for jobs are published to a wide audience using various media.
3. The College has trained harassment advisors who provide staff members with help, support and guidance in order to resolve any harassment issues.
4. The College has robust procedures for managing absence and providing support for staff who have any long-term health issues. Support has included providing alternative work or temporary light duties for members of staff who have been unable to return to their full range of duties.
5. The College has introduced a computerised HR system and has asked all staff to enter their equality data onto the system via the HR Portal. This will enable the College to better understand the diversity of its workforce.
6. The College has introduced a reward system for support staff called Bonusly. Awards given must be attributed to the College values: Excellence, Knowledge & Understanding, Fairness and Community.
7. The College has worked with external agencies in attempts to broaden the make-up of its workforce. This has included working with Syrian refugees to provide paid work opportunities.
8. The College continues to promote a healthy work life/balance, has promoted mental health webinars during mental health week and offers the support of an employee assistance programme.

9. The most recent Support Staff Away day focussed on the College strategy theme of Learn. All staff were invited to participate in various parallel sessions including keeping well at work and sign language.

#### **4. Undergraduate and Graduate Admissions**

The College ensures that all those involved in undergraduate and graduate admissions have received appropriate training on the implications of equality in the selection of students.

Academic Policy Committee monitors the College's undergraduate and graduate admissions procedures annually.

##### **Specific examples**

1. During the admissions process, shortlisted students who have disclosed a disability are contacted by the College to ask what adjustments they need putting in place for their visit.
  - a) Several candidates requested, and were allowed, additional reading time for pre-interview reading, in liaison with their schools.
  - b) Several candidates were provided with en-suite rooms on disability grounds.
  - c) A personal supporter was provided for students with mental health problems and Asperger's syndrome during interviews.
  - d) Information was shared where students were to interview at other colleges, to ensure that they were not disadvantaged in any of their other interviews.

#### **5. Facilities/Access/Particular Requirements**

The College continues to work to improve facilities and access for disabled students, staff, guests and visitors and to meet the particular requirements of members of these groups.

##### **Specific examples:**

##### Students

1. Students who have been offered a place by the College are initially contacted by the University's disability office regarding any disability and what, if any, special provisions they are likely to need. The College disability contact co-ordinates adjustments with the department and the disability services. Special bedrooms are available for students who are hearing impaired or mobility impaired. Two additional bedrooms for mobility impaired graduate students have been provided in the Donald Fothergill Porters' Lodge building.
  - a) Accommodation and facilities were provided for a guide dog and for a carer.
  - b) Accommodation was provided for a student with mobility problems.
  - c) Specific arrangements have been made to ensure that disabled students can have tutorials in a ground floor room.
  - d) Jewish students were allowed to amend their contractual check-in and check-out dates to suit their religious requirements.
  - e) Visual and vibrating fire alarms have been installed in bedrooms for students with hearing impairments.
2. Training workshops on Disability and Deaf Awareness have been offered to LMH students to help support LMH disabled students.
3. The College improved its wheelchair access to the Porters Lodge, the Deneke building and the Bar during the year ending 31 July 2020.

##### Staff

1. The College offers English language training at various levels to all staff who do not have English as their native language.
2. Staff were encouraged to take part in Wellness Week held in Michaelmas Term 2019 and Learning Week in Trinity Term 2020 and were given paid time off to attend various activities.

##### Conference Delegates and Alumni

1. Conference menus have been adapted to meet the specific religious needs of particular conference groups and alumni.
2. Halal and kosher options were provided for a number of formal dinners to meet guests' requirements.
3. The Chapel was made available to a Conference where the organisers wanted to be able to conduct religious services during their event.
4. Alumni visitors are always invited to make any special requests known when booking for events or accepting invitations. The College aims to ensure that all events for alumni are accessible and to accommodate special requirements as needed.
5. Guests with mobility issues have been accommodated in a specially-adapted room on several occasions.
6. Car parking spaces have been altered so that guests with particular needs can use the space that suits them best.

7. Staff hosting alumni visitors make a point of ensuring guests are able to navigate the College site (eg. events in the Simpkins Lee Theatre) and offering support wherever necessary.

#### General

1. Baby changing facilities have been put into one toilet block.
2. During September and October 2019 we installed 5 automated doors around the campus to facilitate access to key buildings for those with mobility problems, and also installed a ramp from Toynbee to provide access to the Talbot Bar.

### **6. Consultation**

The College ensures that minority staff and students are represented in existing and specifically established consultative forums and that these groups are consulted in the development and maintenance of the Equal Opportunities Policy.

The Support Staff Consultative Forum, established in 2015, continues to meet regularly. The Forum consists of representatives from all Support Staff areas and considers the views of staff on College initiatives and policy developments.

### **7. Monitoring Arrangements**

The College monitors the following processes:

- a) Staff selection, appraisal and progression
- b) Staff grievances, harassment, discipline and access to training

The College continues to ensure that the results of the following processes are subject to equal opportunities monitoring:

- a) Student admissions, progress and performance
- b) Student complaints, harassment and discipline

### **8. Publishing Arrangements**

The College publishes its Equality Policies widely; in the Handbook, on the website, via notice boards and by discussion in staff meetings. The Equality Committee reports the results of monitoring and consultation to Governing Body.

The College reviews its publications and web pages on an ongoing basis to promote access and participation among students from minority groups.

### **9. Guidance, Support, Awareness and Training**

The College annually reviews the equal opportunities training opportunities available to all of its staff, and introduces additional provision where necessary or desirable – see examples given above. The HR Manager assists in the dissemination of equal opportunities information, briefing material, guidance and advice from the University, as appropriate.

A cultural awareness event called 'World at LMH' has been held for all students and staff for several years running and has been a great success.