

ANNUAL EQUALITIES REPORT

1 Introduction from the Chair of Governors

Thank you for your interest in our Equality and Diversity Annual Report for 2017/18. In publishing this report the College is complying with one of the duties in the Equality Act but more importantly, we're enthusiastically sharing our approach to inclusion.

South and City College Birmingham is committed to going beyond simple compliance with equality law; indeed, we have made equality and diversity one of our key objectives. We aim to provide a welcoming and accessible working and learning environment that meets the needs of all our learners and communities, and we celebrate the progress, achievement and destinations of all. I am proud of the positive feedback we regularly receive from our students, clients and partners in this regard. In fact, in our recent Ofsted inspection, the College was commended for promoting an inclusive culture. The inspectors specifically commented that *'the college is a welcoming environment and students from different backgrounds work well together'*.

This report highlights our key achievements but also areas in which we will seek to take further action; we hope you enjoy reading it. We welcome your comments and any ideas as to how we can make further improvements. These can be made by email to equality@sccb.ac.uk

Clive Henderson
Chair of Governors

Meeting the General Equality Duty

2.1 Eliminating Discrimination, Harassment and Victimisation

- 2.1.1 At South & City College Birmingham we are firmly committed to promoting and embedding equality, diversity and inclusion for all of our students, staff, governors, employers, visitors and contractors throughout the organisation's work and activities. We are learner focused and have high aspirations for all of our students and staff. We strive to go beyond statutory obligations and integrate equality and diversity in all that we do.
- 2.1.2 We have a range of policies and procedures designed to eliminate discrimination, harassment and victimisation. Our student disciplinary policy is effectively used to manage student behaviour and support students to take responsibility for their actions, minimising opportunities for discrimination, harassment or victimisation of any kind.

2.2 Fostering Good Relations

- 2.2.1 The College has a long community-based history and our values are very much rooted in helping our local communities. In their most recent inspection, Ofsted recognised that: *'Senior leaders and managers promote an inclusive culture. They accept all students, regardless of their starting points and provide them with good support to meet their goals and aspirations. The college is a welcoming environment and students from different backgrounds work well together. They treat each other with respect and are prepared well for living in modern Britain.'*

We exist for the benefit of local people and to play an important part in the regeneration of Birmingham and the wider Midlands economy. The College has extensive links across the city including being a patron of the Greater Birmingham and Solihull Chamber of Commerce and being represented at the board level at the Local Enterprise Partnership, CSR City, City's Prevent Steering Group and more. This means that we are fully informed of the major issues affecting our area and we can participate in the development of action plans to ensure they benefit our students and community cohesion.

- 2.2.2 Our commitment to foster good relations starts with listening to the views of our stakeholders. There is a collaborative and consistent approach to gathering learner feedback across the College with a wide variety of mechanisms in place from course level to strategic level. This includes formal meetings with Learner Voice student representatives, as well as regular satisfaction surveys, 'Compliments and Complaints' cards, Principal's Question Time, Vocaleyes (a digital forum where students can rate and debate subjects and issues) etc. In addition, various services (e.g. estates, IT, catering etc) across the college seek additional feedback to improve their customer service. External organisations, such as awarding bodies, HEIs, Matrix and The Customer Service Excellence Standard have validated that we have robust and proactive mechanisms in place and actively respond to learners' feedback.

2.2.3 The College has a programme of religious and cultural events that are well supported by the curriculum and enrichment teams, helping us maintain a tolerant and inclusive culture that fosters good relations. The College publishes an annual E&D calendar, which is embedded into teaching and learning. This year the students got involved in celebrating Black History Month, Christmas, Eid Ul Adha, Diwali, Chinese New Year, St Patrick's Day, Remembrance Day, International Women's Day, Gypsy Roma and Travellers' Month and more.

2.2.4 Fostering good relations also extends to the communities we serve and this is another area where the College has a very strong reputation. Listed below are just a few examples:

- Golden Hillock campus is a women-only centre, meeting the needs of the local area with over 900 students on ESOL, childcare and care courses.
- Hall Green campus is home to an Ofsted Grade 1 nursery, which welcomes children of students and staff at the College.
- Digbeth Campus opens its doors every year for St Patrick's Day parade, welcoming the crowds by providing entertainment and refreshments.
- Zafran Mohammed, has won over 15 awards in recognition of his charity 'All4Youth' which helps disadvantaged young people in the Birmingham Area. Many of these young people have gone on to become students at the College. Zafran recently added the British Empire Medal awarded on behalf of the Queen to his accolade of awards.
- The College has a good reputation for supporting students with additional needs and disabilities. This year the College hosted an event to bring school SENCOs and promote courses for students with specialist needs and disabilities, in addition to offering tasters to potential students interested in studying ESOL and supported learning programmes.
- A Level students at Bournville College set up a 'Youth Against Poverty' organisation, collecting clothes and blankets for the homeless.
- Our sports students from Bournville College are volunteering and coaching the Under 7s football team at Bournville Football Club.

2.3 Advancing Equality of Opportunity

2.3.1 Our strong commitment to equality and diversity as well as respect for all, is fundamental to our mission. In fact, one of our key values is to continue to advance equality, diversity and inclusion in everything we do.

2.3.2. Ofsted recently commented that: *'Teachers and staff embrace the breadth of diversity within the student population. Students develop an in-depth understanding of equality of opportunity and cultural diversity. For example, in adult programmes teachers draw on students' diverse backgrounds to deepen their understanding about forced marriage, gender and sexual orientation.'*

2.3.3 We recognise the need not to be complacent and to continue to implement and develop our practices, within a culture where diversity is one of the key values. Some examples of our commitment to advancing equality of opportunity include:

- Advancing equality of opportunity is embedded into curriculum delivery. Our tutorials are very much focused on E&D not only on sessions around this subject but also promotions of events throughout the year. The tutorials also tackle issues such as homophobia, bullying, online safety, gang culture, immigration, etc.
- ESOL and A Level History students have had visits from Remembering Srebrenica charity, learning the lessons from Bosnian genocide and its relevance to the multi-ethnic modern society today.
- Supported Learning students at Handsworth Campus took part in a disability development football course facilitated by Aston Villa Football Club.
- Sports students are working with the Black and Asian Coach Association which gives opportunity to young coaches to work alongside England's national teams. The team have also signed up to the Asian Sports Foundation to support the development of Black and Ethnic Minority Coaches.
- We offer regular training to staff including mandatory E&D and safeguarding updates.
- We have taken part in the West Midlands Inclusive Skills competitions and we're pleased that one of our IT students won, which means he will be competing in the national competition at the NEC in November. The aim of the initiative is to give students with disabilities an opportunity to participate in industry standard competitions.
- Supported Learning students litter picked around the surrounding area of Bournville College, resulting in positive feedback from local residents.
- ESOL students from Golden Hillock Women's Only Centre worked with supported learning and construction students to improve the outdoor space at the Golden Hillock campus. They have also held an international cuisine event, cooking for students at the centre and sharing their recipes.
- The College is using information technology extensively to advance equality of opportunity whilst supporting all students, for example by promoting supportive and assistive learning technologies, enabling personal accessibility settings on our Virtual Learning Environment, using Google and Microsoft Classrooms and blended learning methodologies to allow students to engage with lessons outside of classroom hours, etc.

3 Students

3.1 Demographic Profile

- 3.1.1 Birmingham is an area of high economic and social deprivation and is ranked 13th most deprived of the 326 local authorities in England. 41% of the city's population live in deprived neighbourhoods. Similarly, 37% of children in Birmingham are defined as being in poverty, which is well above the UK rate of 25%. 58% of our students come from the top 10% most deprived wards in England.

3.1.2 The table below summarises our student cohort by age. The data shows that over 50% of our students are aged 24+, which is 2% up on the previous two years. The percentage of our 16-18 cohort has remained the same for the last three years.

Headcount	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
Pre 16	128	141	1	0	272	1.2%
16-18	4,396	1,511	274	38	6,228	29.5%
19-21	631	1,247	344	203	2,446	11.6%
22-24	182	981	144	96	1,411	6.7%
24+	680	9,440	374	208	10,738	50.9%
Total	6,017	13,320	1,137	545	21,095	

3.1.3 As can be seen from the table below, the gender split at South and City College Birmingham has been consistent for the last three years, with more male than female students. This is mainly due to large construction and motor vehicle provision, which attract high proportions of male students (95.9% across Technology and Built Environment Faculty).

Gender	2015/16	2015/16 %	2016/17	2016/17 %	2017/18	2017/18 %
Female	10,288	45.9%	9,621	46.1%	9,755	46.2%
Male	12,125	54.1%	11,269	53.9%	11,340	53.8%
Total	22,413		20,890		21,095	

3.1.4 Birmingham is an ethnically diverse city, with 43% of the population from a White background and a further 27% Asian and 18% Black background. The College has campuses in areas which have a high proportion of Black and Minority Ethnic Groups, which is evident in the ethnic mix of our students as can be seen from the table below. 56.2% of our students are from Black and Ethnic Minority Groups. This year ethnicity profile of our students is very similar to last year's intake.

2017/18 Headcount	Classroom Full Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	637	1,921	20	50	2,635	12.5%
Arab	237	742	3	21	1,008	4.8%
Bangladeshi	227	568	11	21	831	3.9%
Caribbean	271	547	47	35	906	4.3%
Chinese	16	82	1	1	100	0.5%
Gypsy/Irish Traveller	8	4	1	0	13	0.1%
Indian	146	373	44	23	589	2.8%
Irish	20	93	6	6	125	0.6%
Other Asian	231	637	8	12	889	4.2%
Other Black	90	176	2	9	278	1.3%
Other Mixed	82	119	5	6	213	1.0%
Other White	280	778	27	25	1,112	5.3%
Other	181	808	3	7	1,003	4.8%
Not Provided	29	169	9	0	207	1.0%
Pakistani	1,507	1,833	85	80	3,519	16.7%
White/Asian	77	96	12	6	191	0.9%
White/Black African	36	89	1	4	130	0.6%
White/Black Caribbean	207	289	41	26	563	2.7%
White British	1,735	3,996	811	213	6,783	32.2%
Total	6,017	13,320	1,137	545	21,095	

3.1.5 A total of 2,890 students declared a learning difficulty/disability, has been steadily rising from 12% in 2015/16 to which is 13.7% of total student population in 2017/18. Same as last year, the most common learning disabilities and difficulties include dyslexia, moderate learning difficulties, medical conditions, mental health difficulties and autism spectrum disorder.

Learning Difficulty / Disability	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
LLDD	1,138	1,589	82	75	2,890	13.7%
No LLDD	4,607	11,180	1,021	452	17,327	82.1%
Not known	272	551	34	18	878	4.2%
Total	6,017	13,320	1,137	545	21,095	

3.1.6 We are pleased to advise that we have started collecting data regarding sexual orientation, marital status, gender reassignment and religion/belief at enrolment and will be able to report on these in next year's report.

3.2 Achievement rates

3.2.1 Achievement rates have improved year on year for both 16-18 year olds and 19+ year old students. 19+ year old students continue to perform better than 16-18 year olds.

	2015/16		2016/17		2017/18*		Diff Success
	Starts	Success	Starts	Success	Starts	Success	
16-18	13,476	70.0%	13,921	75.1%	12,666	79.0%	-6.2%
19+	25,780	87.4%	20,143	85.8%	22,738	88.7%	+3.4%
Total:	39,256	81.4%	34,064	81.4%	35,404	85.2%	-

3.2.2 We are pleased to report that a very small achievement gap between female and male students has been closing since 15/16 and is currently negligible.

	2015/16		2016/17		2017/18*		Diff Success
	Starts	Success	Starts	Success	Starts	Success	
Female	19,647	82.7%	17,965	82.7%	18,500	86.1%	+9%
Male	19,609	80.1%	16,099	80.0%	16,904	84.3%	-9%
Total:	39,256	81.4%	34,064	81.4%	35,404	85.2%	-

3.2.3 There is no achievement gap between Black and Minority Ethnic (BAME) and non-BAME students, as can be seen from the table below.

	2015/16		2016/17		2017/18*		Diff Success
	Starts	Success	Starts	Success	Starts	Success	
BAME	24,915	81.6%	22,862	82.6%	23,370	85.3%	+0%
Non BAME	12,844	80.7%	9,233	77.6%	9,545	85.1%	-1%
Not Provided	348	75.0%	112	83.0%	262	85.9%	+7%
Other	1,149	86.4%	1,857	86.6%	2,227	85.0%	-2%
Total:	39,256	81.4%	34,064	81.4%	35,404	85.2%	

3.2.4 The only significant achievement gaps this year have been for Mixed White and Black Caribbean students (-8.6%) and Multiple Ethnic Group – other (-6.6%), both of which show a significant improvement from previous years. On the other hand, Chinese (7.7%) and Indian (3.7%) students have continued to perform better than the college average. This is in line with the national trends.

Ethnicity	2015/16		2016/17		2017/18*		Difference
	Starts	Success	Starts	Success	Starts	Success	With Cohort
Arab	1,563	83.5%	1,772	86.2%	1,918	88.2%	3.0%
African	6,291	84.6%	5,664	83.7%	5,842	86.7%	1.5%
Any Other Asian background	2,410	84.7%	1,992	86.5%	2,067	87.8%	2.6%
Any Other Black / African/ Caribbean background	709	79.8%	616	80.4%	654	84.9%	-3%
Any other ethnic group	1,149	86.4%	1,857	86.6%	2,227	85.0%	-2%
Any Other Mixed / Multiple ethnic background	336	71.1%	313	72.2%	360	78.6%	-6.6%
Any Other White Background	2,117	87.7%	1,808	87.1%	1,730	87.3%	2.1%
Bangladeshi	1,618	82.2%	1,724	84.7%	1,842	87.0%	1.8%
Caribbean	1,772	76.7%	1,382	73.1%	1,300	80.2%	-5.1%
Chinese	267	87.6%	200	88.5%	197	92.9%	7.7%
Indian	1,164	85.1%	1,004	85.5%	932	88.9%	3.7%
Not Provided	348	75.0%	112	83.0%	262	85.9%	.7%
Pakistani	7,163	80.5%	6,821	83.0%	6,918	83.8%	-1.4%
White and Black Caribbean	1,073	70.6%	878	69.0%	755	76.6%	-8.6%
White and Black African	267	80.5%	207	81.2%	265	83.4%	-1.8%
White and Asian	282	73.8%	289	76.5%	320	81.3%	-4.0%
White - British	10,533	79.3%	7,296	75.4%	7,635	84.7%	-5%
White - Irish	172	82.6%	119	74.8%	159	83.6%	-1.6%
Total	39,256	81.4%	34,064	81.4%	35,404	85.2%	

* Any groups of less than 100 students have been removed as the data is not meaningful.

3.2.5 The achievement gap for students with a learning difficulty or disability has reduced compared to previous years and is currently negligible, as can be seen in the table below. In fact, it is the 3% of learners who do not disclose information about their disability that have a small achievement gap of 3.2%. The College is working on improving the disclosure rate throughout the admissions process so that adequate support for students with additional needs can be put in place.

	2015/16		2016/17		2017/18		Diff
	Starts	Success	Starts	Success	Starts	Success	Success
Learner considers himself or herself to have a learning difficulty / disability / health problem	5,390	78.0%	5,147	77.0%	5,516	83.6%	-1.6%
Learner does not consider himself or herself to have a learning difficulty / disability / health problem	31,324	82.9%	27,839	82.7%	28,772	85.6%	+4.4%
No information provided by the learner	2,542	69.6%	1,078	70.5%	1,116	82.0%	-3.2%
Total :	39,256	81.4%	34,064	81.4%	35,404	85.2%	

3.2.6 With regards to physical disability, students who have reported a disability affecting mobility (6.9%), visual impairment (2.5%) and other physical disabilities (4.1%) perform significantly better than other students. Those with Asperger's syndrome (-8.7%) and mental health difficulties (-5.3%) and other disabilities (-8.5%) still have achievement gaps.

	2015/16		2016/17		2017/18*		Diff
	Starts	Success	Starts	Success	Starts	Success	Success
Asperger's Syndrome	132	69.7%	204	70.6%	204	76.5%	-8.7%
Disability Affecting Mobility	220	89.1%	207	86.5%	240	92.1%	+6.9%
Hearing Impairment	301	83.7%	264	81.1%	256	80.9%	-4.3%
Mental Health difficulty	373	78.0%	424	76.4%	507	79.9%	-5.3%
Multiple Disabilities	46	82.6%	97	79.4%	175	88.0%	+2.8%
No Disability	36,848	81.4%	30,376	82.2%	31,281	85.5%	+3.3%
Not provided	51	82.4%	1,173	71.4%	1,252	82.1%	-3.1%
Other	311	79.7%	275	74.5%	288	76.8%	-8.5%
Other Medical Condition (e.g. Epilepsy, Asthma, Diabetes)	483	80.7%	476	77.7%	570	85.1%	-1.1%
Other Physical Disability	112	82.1%	89	86.5%	103	89.3%	+4.1%
Visual Impairment	225	84.4%	194	77.8%	204	87.7%	+2.5%
Total :	39,256	81.4%	34,064	81.4%	35,404	85.2%	

* Any groups of less than 100 students have been removed as the data is not meaningful.

3.2.7 With regards to learning difficulties, students with severe learning difficulty perform significantly better than other students (4.4%). It is encouraging to see the achievement gaps for students with Autism Spectrum Disorder and Dyslexia closing (-2% compared to -9.5% last year and -3.4% compared to -6.1% last year respectively).

	2015/16		2016/17		2017/18*		Diff Success
	Starts	Success	Starts	Success	Starts	Success	
Autism Spectrum Disorder	571	72.2%	523	71.9%	548	83.2%	-2.0%
Dyslexia	838	76.5%	857	75.3%	990	81.8%	-3.4%
Moderate Learning Difficulty	1,301	80.9%	1,231	80.3%	1,187	83.9%	-1.3%
No Learning Difficulty	35,813	81.8%	29,483	82.3%	30,405	85.5%	+3.3%
Not provided	54	77.8%	1,173	71.4%	1,252	82.1%	-3.1%
Other	121	78.5%	151	85.4%	174	81.0%	-4.2%
Other Specific Learning Difficulty	150	74.0%	204	76.5%	194	80.4%	-4.8%
Severe Learning Difficulty	208	78.8%	120	90.8%	222	89.6%	+4.4%
Total :	39,526	81.5%	34,064	81.4%	35,404	85.2%	

* Any groups of less than 100 students have been removed as the data is not meaningful.

4 Our Governors

- 4.1 In their recent report, Ofsted commented that ‘Governors bring a wide range of appropriate experience to the board and are strong advocates of the college’s mission and values. They are fully involved in shaping the strategic direction of the college and in identifying the college’s key priorities.’
- 4.2. The Corporation takes equality and diversity very seriously and actively promotes diversity in its own membership. At the end of 2017/18, the Corporation had a representation of 40% of its membership from Black and Minority Ethnic groups and 44% of its membership was female whilst 4% declared disability.

Governors by Gender	Number	%
Female	10	44%
Male	13	56%
Total	23	

Governors by Ethnicity	Number	%
Asian/Asian British - Pakistani	7	31%
White - English/ Welsh/Scottish/ Northern Irish/ British	15	65%
Black/Black British - Caribbean	1	4%
Total	23	

Governors by Disability	Number	%
Disability	1	4%
No disability	22	96%
Total	23	

5 Our Staffing

5.1 Establishment

5.1.1 The following data is a breakdown of staff employed by the College as at 31 July 2018.

5.1.2 The overall headcount (1,099) is made up of 720 (66%) full-time and 379 (34%) part-time staff. 40% of all staff are teachers, followed by 34% support staff, 17% teaching support and 8% management.

5.2 Age

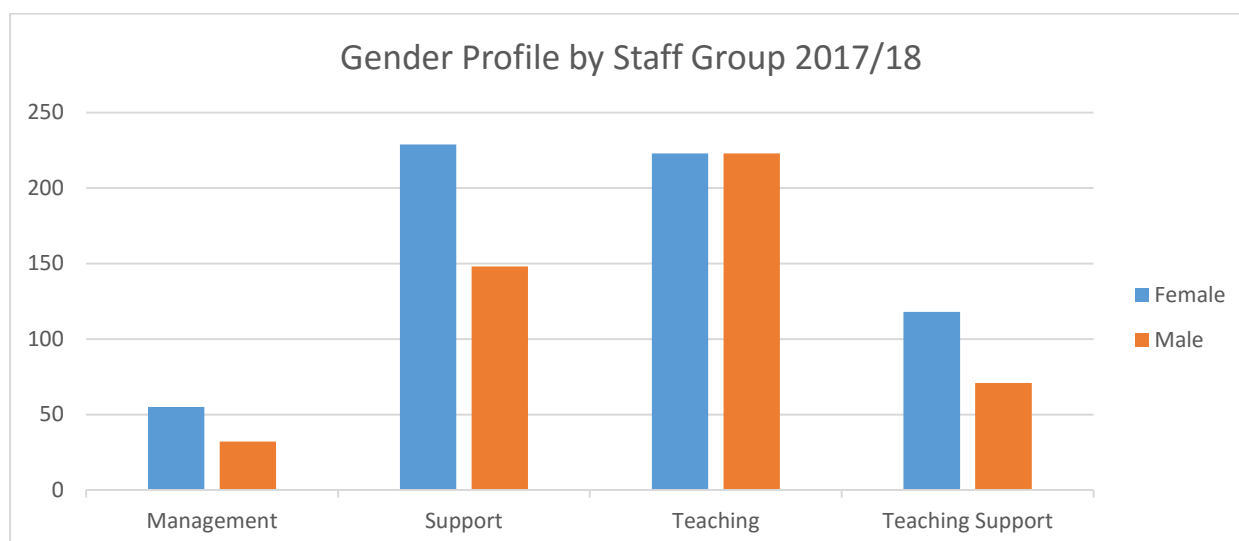
5.2.1 The below table shows a comparison of the percentage of all staff in each age band between different academic years. There has been a significant change in the age of staff with a number of leavers in the over 65 group. The College is working on a succession plan and skills analysis over the next six months.

Age	< 25	25 to 29	30 to 39	40 to 49	50 to 59	> 59
15/16	4.85	8.59	5.56	18.59	29.19	33.23
16/17	2.28	8.19	8.91	18.76	28.91	32.95
17/18	3.73	4.91	17.83	27.93	34.58	11.02

5.3 Disability

5.3.1 3.54% of staff declared having a disability which is a slight decrease on 2016/17. Robust processes are in place to support staff who declare a disability and in making reasonable adjustments with support from management, HR and a robust Occupational Health provider. The College holds Level 2 Disability Confident Employer status.

5.4 Gender Profile



5.4.1 There is no change in the profile of staff by gender from last academic year. There is more female than male staff in management (63%), support (68%) and teaching support (62%). The gender balance of teaching staff is 50/50.

5.5 Sexual Orientation

5.5.1 There has not been a significant change in the disclosure of sexual orientation and the profile of staff although the disclosure rate has increased slightly. Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual. 61% of staff prefer not to disclose. The College is actively working on trying to increase the disclosure rate for sexual orientation.

Sexual Orientation	2015/16	2016/17	2017/18
	%	%	%
Bisexual	-	0.10	0.10
Gay	0.40	0.41	0.27
Heterosexual	28.18	35.03	37.76
Lesbian	0.20	0.21	0.18
Not specified	4.44	-	-
Prefer not to say	66.77	64.25	61.59

5.6 Religious Beliefs

5.6.1 There is limited data on religious beliefs. Religious belief is not known for 66% of staff either because no information has been reported or they have specified a preference not to disclose it. Whilst the disclosure level is still not high for religious belief it is improving from previous years.

Religion	2015/16	2016/17	2017/18
	%	%	%
Christian	10.20	13.68	17.38
Hindu	0.20	0.31	0.28
Muslim	4.14	6.53	4.64
No religion	4.44	6.42	8.37
Not specified	76.87	67.56	64.51
Other	1.52	1.45	1.36
Prefer not to say	1.41	2.38	1.92
Sikh	1.21	1.66	1.54

5.7 Ethnicity

5.7.1 The table overleaf shows a comparison of the ethnicity profile between different academic years. According to the Education & Training Foundation the majority of FE staff are white British, across all occupational categories. This is consistent with the College's profile that shows 55% of staff are white British. The disclosure of this data is high and the number of staff who prefer not to say has decreased from last year.

Ethnicity*	2015/16	2016/17	2017/18
	% of staff	% of staff	% of staff
Asian/Asian British-Bangladeshi	1.41	1.55	0.74
Asian/Asian British-Indian	6.87	7.56	7.39
Asian/Asian British-Pakistani	6.57	7.15	6.18
Asian/Asian British-any other Asian background	1.41	1.35	1.19
Black/African/Caribbean/Black British-African	1.92	1.87	2.09
Black/African/Caribbean/Black British-Caribbean	10.10	10.05	8.91
Black/African/Caribbean/Black British-other	1.62	1.55	2.19
Mixed/Multiple Ethnic-White and Black Caribbean	1.21	1.04	1.29
Mixed/Multiple Ethnic-Any Other Mixed Background	0.30	0.62	0.63
Other	1.62	1.76	3.77
Prefer not to say	8.08	6.63	3.36
White-Eng/Welsh/Scottish/N.Irish/British	52.73	52.85	55.18
White-Irish	1.72	1.55	1.45
White-Any Other White Background	3.03	3.21	5.63

*Any ethnic group representing less than 0.5% of the overall data has been added into “Other” for reporting purposes.

6 Equality Analysis

- 6.1 Equality analysis is a way of considering the impact and effect of our planning, policies and procedures on different groups protected from discrimination by the Equality Act. We recognise the need to consider if there are any unintended consequences for some groups and also if the function or policy will be fully effective for all target groups.
- 6.2 Decisions, policies and procedures are equality analysed to ensure all meet legislative requirements. We use the information proactively to advance equality of opportunity and foster good relations. Equality analysis is conducted across a broad range of functions and is recorded, monitored and audited by the quality and enhancement team. Listed below are some examples of equality analyses conducted this year and a record of outcomes.

Equality Analysis Examples	Actions arising as a result of Equality Analysis
Safeguarding Policy	None
Improving English & Maths attendance plan	English and Maths Hubs allowing a flexible approach to support students with low attendance
GCSE Exam Preparation	Communication with parents of SLDD
The Skills Show	Wheelchair access to the storage room enabled
Progression week	Ensure that stalls are located sensibly in accessible locations Ensure signers are available
Student Disciplinary Policy	None
16-19 Learner Support Fund Policy	None

7 Equality Objectives

7.1 In September 2016, the College set its equality objectives for four years (until the end of 2019/20 academic year). The table below shows progress made:

	Objective	Progress
1	Ensure there are no achievement gaps in the level of attainment for our students	Partially achieved (see Self-Assessment Report 2017/18 for more information)
2	Continue to adopt a zero tolerance approach to discrimination, harassment and victimisation and foster a culture of respect	Partially achieved through the Positive Behaviour Strategy
3	Enable teachers to embed equality, diversity and inclusion in their teaching and learning	Partially achieved through training and measured via observations. Further training planned
4	Maximise all opportunities to promote and develop student and staff understanding of equality issues	Partially achieved through training and measured via observations. Further training planned
5	Ensure action plans are in place to identify and improve staff and student underrepresentation covering all the equality strands	Partially achieved, action plans in place for some areas
6	Ensure all students and staff achieve their full potential by removing barriers to participation	Achieved – positive trend against city demographics. Target ongoing
7	Maintain outstanding practice with regard to safeguarding	Achieved
8	Develop the equality analysis process further to ensure the interests of people with protected characteristics are considered as part of the decision making process	Achieved. Training and awareness improved, processes embedded throughout the College, number of EAs completed increased