

ANNUAL EQUALITIES REPORT

1 Introduction from the Chair of Governors

Thank you for your interest in our Equality and Diversity Annual Report for 2018/19. 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 last 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 Chamber of Commerce and being represented at the board level at 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 surveys that are published externally (FE Choices, NSS), regular internal surveys for FE and HE students, campus meetings with Learner Voice student representatives, 'Compliments and Complaints' cards, Principal's Question Time and more. 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.

2.2.4 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, Dyslexia Awareness Week, Christmas, Eid Ul Adha, Diwali, LGBT History month, Chinese New Year, St Patrick's Day, Remembrance Day, International Women's Day, Gypsy Roma and Travellers' Month, Pride Month and more.

2.2.5 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.
- Handsworth campus is a key partner in Soho Road Bid and annual Diwali celebrations
- Digbeth Campus opens its doors every year for St Patrick's Day parade, welcoming the crowds by providing entertainment and refreshments.
- 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
- The College hosted a special screening of Blind Dave Heeley's film 'Seven Days' for our business community
- A Level students at Bournville College set up a 'Youth against poverty' organisation, collecting clothes and blankets for the homeless
- Our work with the homeless has expanded this year to include hosting a conference on the homelessness as well as regular Soup Kitchen events at our Digbeth campus
- Supported Learning students litter picked around the surrounding area of Bournville College and further afield, resulting in positive feedback from local residents
- Students at Digbeth campus had an opportunity to hear from members of the LGBT community in Birmingham as part of two events celebrating diversity
- Students and staff participated in a variety of fundraising activities for different charitable causes, including Cure Leukaemia, Marie Curie, Red Cross, Macmillan, Children in Need and more.
- The College, in partnership with Access to Education, hosted a school links transition event for parents and young people with autism spectrum disorder.

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.
- Over 200 ESOL students received talks from a Bosnian war survivor, learning the lessons from Bosnian genocide and its relevance to the multi-ethnic modern society today.
- We offer regular training to staff including mandatory E&D and safeguarding updates.
- ESOL students from Golden Hillock Women's Only Centre worked with an international artist and activist Salma Zulfikar to create a piece of artwork to promote peace and inclusion. The students also attended a workshop at the central library ran by Salma.
- ESOL students at Handsworth enjoyed an African drumming workshop as part of diversity awareness.
- As part of Mental Health Awareness Week, students at Bournville College attended workshops on coping with stress by Healthy Minds.
- BTEC Sport students participated in the inclusive sports day at the University of Worcester.

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 overleaf summarises our student cohort by age. The data shows that 51% of our students are aged 24+, which is 1% up on the previous year. 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	107	234	0	0	341	1.7%
16-18	4,142	1,477	194	27	5,840	28.5%
19-21	769	1,254	282	183	2,488	12.1%
22-24	209	935	102	61	1,307	6.4%
24+	796	9,228	313	191	10,528	51.3%
Total	6,023	13,128	891	462	20,504	

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. Female students are underrepresented in those areas which are, traditionally, more male dominated.

Gender	2016/17	2016/17 %	2017/18	2017/18 %	2018/19	2018/19%
Female	9,621	46.1%	9,755	46.2%	2,507	46.1%
Male	11,269	53.9%	11,340	53.8%	3,516	53.9%
Total	20,890		21,095		6,023	

3.1.4 Birmingham is an ethnically diverse city, with 58% of the population from a White background and a further 27% Asian, 9% Black, 5 % Mixed and 1% other 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. 58% of our students are from Black and Ethnic Minority Groups, which is 2% up on last year.

2018/19 Headcount	Classroom Full Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	594	1,884	16	35	2,529	12.3%
Arab	285	806	2	13	1,106	5.4%
Bangladeshi	251	596	6	15	868	4.2%
Caribbean	292	525	32	29	878	4.3%
Indian	134	374	27	19	554	2.7%
Other Asian	259	868	7	11	1,145	5.5%
Other Black	91	176	1	6	274	1.3%
Other Mixed	108	161	4	5	278	1.4%
Other White	319	792	24	40	1,175	5.7%
Other	146	493	1	5	645	3.0%
Not Provided	61	590	34	4	689	3.4%
Pakistani	1,601	1,767	58	91	3,517	17.2%
White/Asian	85	108	7	8	208	1.0%
White/Black African	37	135	1	4	177	0.9%
White/Black Caribbean	197	260	29	19	505	2.5%
White British	1,561	3,593	642	158	5,954	29.0%
Total	6,023	13,128	891	462	20,504	

3.1.5 A total of 2,695 students declared a learning difficulty/disability, which is 13.1% of total student population, similar to last year. Same as in previous years, 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	1,175	1,402	55	63	2,695	13.1%
No LLDD	4,627	11,021	781	391	16,820	82.0%
Not known	221	705	55	8	989	4.8%
Total	6,023	13,128	891	462	20,504	

3.1.6 70% of students declared themselves as heterosexual, with a further 29% opting not to disclose or unknown, making our known LGBT community account for only 1% of our students. There is three times more bisexual students (279) compared to gay men (89) or gay women (92).

3.1.7 There are 178 students who disclose their gender identity to be different to the sex they assumed to be at birth. This is 0.5% of our students.

3.1.8. Given the age profile of our students, it is not surprising that 37% have never been married, with 30% opting not to disclose or unknown. 27% of our students are married or in civil partnership, with the remainder separated (3%), divorced (2%) or widowed (1%).

3.1.9 50% of our students are Muslim, with Christians as the next largest category (18%), followed by non-disclosed (15%).

3.2 Achievement rates

3.2.1 The overall achievement rate for 18/19 is 83%. There remains a significant gap between 16-18 year olds and 19+ year old students. The achievement rate for adult students is 88%, consistent with the national rate, however 16-18 year old students are underperforming their national counterparts by 8%.

	2016/17		2017/18		2018/19	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
16-18	13,940	75.0%	12,668	79.0%	12,071	75.1%
19+	20,141	85.8%	22,701	88.8%	21,229	87.8%
Total:	34,081	81.4%	35,369	85.3%	33,300	83.2%

3.2.2 There is a growing achievement gaps between female and male students, with females slightly outperforming males.

	2016/17		2017/18		2018/19	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Female	17,963	82.7%	18,473	86.2%	17,835	85.1%
Male	16,118	79.9%	16,896	84.3%	15,465	81.0%
Total:	34,081	81.4%	35,369	85.3%	33,300	83.2%

3.2.3 With regards to ethnicity, there is an achievement gap of 6% for White and Black Caribbean students and 5% gap for White and Asian students. Chinese students outperform their college counterparts by 8%.

Ethnicity	2016/17		2017/18		2018/19	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Arab	1,773	86.1%	1,917	88.3%	2,097	86.6%
African	5,670	83.6%	5,839	86.8%	5,573	85.6%
Any Other Asian background	1,992	86.5%	2,067	87.8%	2,292	85.0%

Any Other Black / African/ Caribbean background	616	80.4%	652	85.1%	563	82.9%
Any other ethnic group	1,858	86.5%	2,225	85.1%	1,445	84.8%
Any Other Mixed / Multiple ethnic background	313	72.2%	360	78.6%	487	79.7%
Any Other White Background	1,809	87.1%	1,726	87.5%	1,763	85.1%
Bangladeshi	1,725	84.6%	1,842	87.0%	2,006	88.0%
Caribbean	1,380	73.2%	1,296	80.4%	1,146	79.7%
Chinese	200	88.5%	195	93.9%	179	91.1%
English/Welsh/Scottish/ Northern Irish/British	7,308	75.3%	7,626	84.8%	6,052	80.3%
Indian	1,004	85.5%	929	89.2%	825	85.5%
Irish	119	74.8%	159	83.6%	115	81.7%
Not Provided	112	83.0%	262	85.9%	584	82.7%
Pakistani	6,819	83.0%	6,916	83.8%	6,859	81.0%
White and Asian	289	76.5%	318	81.8%	330	78.8%
White and Black African	206	81.6%	266	83.1%	311	83.3%
White and Black Caribbean	878	69.0%	756	76.5%	642	76.3%
Total	34,081	81.4%	35,369	85.3%	33,300	83.2%

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

3.2.5 It is encouraging to see that there is no significant achievement gaps for students with learning difficulties and disabilities. There are also no significant achievement gaps between those learners who received additional learning support or none. Similarly to previous years, students who do not disclose any learning difficulties or disabilities do not perform as well as their peers. Actions to increase disclosure have been included in the Equality action plan.

	2016/17		2017/18		2018/19	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Learner considers himself or herself to have a learning difficulty and/or disability	5,148	77.0%	5,519	83.5%	5,512	82.2%
Learner does not consider himself or herself to have a learning difficulty and/or disability	27,852	82.7%	28,731	85.8%	26,843	83.6%
No information provided by the learner	1,081	70.3%	1,119	81.8%	945	76.6%
Total:	34,081	81.4%	35,69	85.3%	33,300	83.2%

3.2.6 With regards to physical disability, students who have reported hearing impairment, multiple disabilities and visual impairment perform significantly better than other students. Those with mental health difficulties and unknown difficulties still have achievement gaps. It is encouraging to see that the achievement gap for students with Asperger's syndrome has significantly reduced over the last three years.

	2016/17		2017/18		2018/19	
	Starts	Success	Starts	Success	Starts	Success
Asperger's Syndrome	204	70.6%	204	76.5%	221	82.4%
Disability Affecting Mobility	207	86.5%	240	92.1%	179	85.5%
Hearing Impairment	264	81.1%	255	81.2%	231	87.9%
Mental Health difficulty	424	76.4%	508	79.7%	477	77.4%
N/A	235	69.4%	317	87.4%	397	80.9%
No Disability	30,390	82.2%	31,243	85.6%	26,309	83.3%
Not known/Information not provided	1,176	71.3%	1,255	81.9%	1,225	78.2%
Other	275	74.5%	288	76.8%	176	80.7%
Other Medical Condition (e.g. Epilepsy, Asthma, Diabetes)	476	77.7%	569	85.2%	518	86.3%
Visual Impairment	194	77.8%	205	87.3%	221	91.0%
Total :	34,081	81.4%	35,369	85.3%	33,300	83.2%

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

3.2.7 With regards to learning difficulties, the gap has widened for students with dyslexia and other learning difficulties, whilst students with severe learning difficulties perform much better than their counterparts.

	2016/17		2017/18		2018/19	
	Starts	Success	Starts	Success	Starts	Success
Autism Spectrum Disorder	523	71.9%	549	83.1%	666	82.0%
Dyslexia	858	75.2%	988	82.0%	755	73.0%
Moderate Learning Difficulty	1,231	80.3%	1,190	83.7%	1,202	86.0%
Multiple Learning Difficulties	39	79.5%	80	87.5%	101	81.2%
N/A	235	69.4%	317	87.4%	397	80.9%
No Learning Difficulty	29,496	82.3%	30,362	85.6%	28,243	83.6%
Not known/Information not provided	1,176	71.3%	1,255	81.9%	1,225	78.2%
Other	151	85.4%	174	81.0%	208	84.6%
Other Specific Learning Difficulty	204	76.5%	194	80.4%	283	75.3%
Severe Learning Difficulty	120	90.8%	225	88.4%	193	93.3%
Total :	34,081	81.4%	35,369	85.3%	33,300	83.2%

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

- 3.2.8 There are no achievement gaps by religion, with students from Sikh and Hindu religious backgrounds outperforming their peers by 6% each. Large numbers of students do not disclose their religion so this data cannot be reliably analysed.
- 3.2.9. With regards to sexual orientation, there appears to be an achievement gap for bisexual students of 11%. As the numbers of gay men and women are quite low and high for those who prefer not to disclose, this data cannot be reliably analysed.
- 3.2.10 There is no achievement gap for students whose gender identity is different from birth.

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 2018/19, the Corporation had a representation of 38% of its membership from Black and Minority Ethnic groups and 33% of its membership was female whilst 10% declared disability and 10% identified as LGBT.

Governors by Gender	Number	%
Female	7	33
Male	14	67
Total	21	100%

Governors by Ethnicity	Number	%
Asian/Asian British / Pakistani/Indian	7	33
White - English/ Welsh/Scottish/ Northern Irish/ British	13	62
Black/Black British / Caribbean	1	5
Total	21	100%

Governors by Disability	Number	%
Disability	2	10
No disability	19	90
Total	21	100%

Governors by Sexual Orientation	Number	Percentage
Heterosexual	19	90%
Gay	1	5%
Lesbian	1	5%
Total	21	100%

5 **Our Staffing**

5.1 **Establishment**

5.1.1 The following data is a breakdown of staff employed by the College as at 1 September 2019.

5.1.2 The overall headcount (1,074) is made up of 673 (63%) full-time and 401 (37%) part-time staff. 37% of all staff are teachers, followed by 41% support staff, 14% teaching support and 8% management.

5.2 **Age**

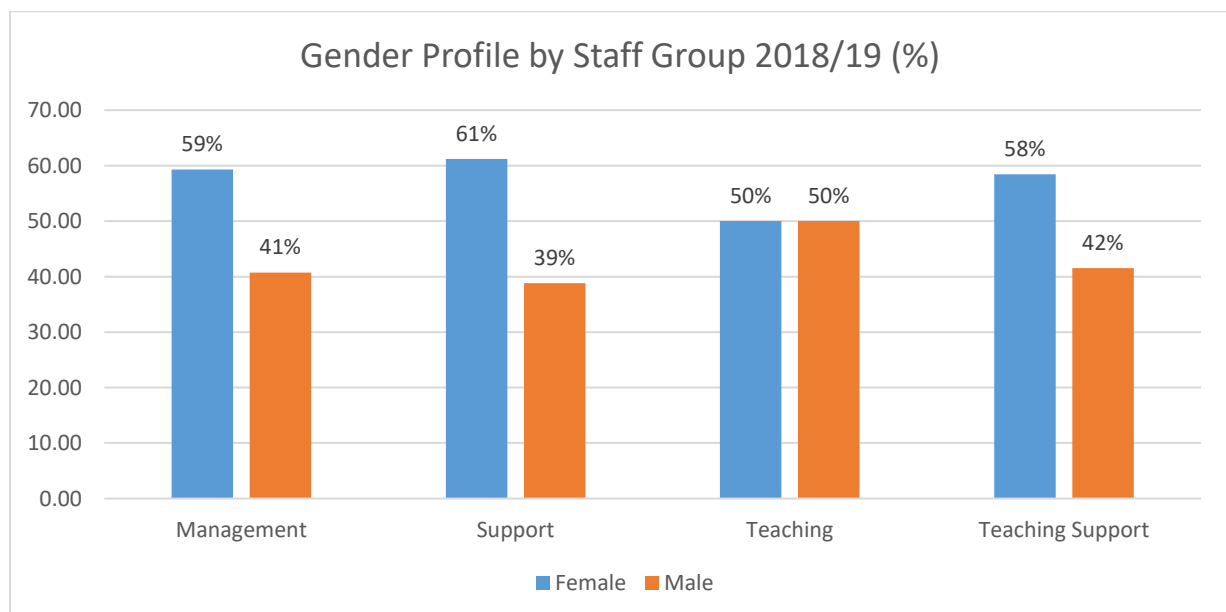
The below table shows a comparison of the percentage of all staff in each age band between different academic years.

Age	< 25	25 to 29	30 to 39	40 to 49	50 to 59	> 59
16/17	4.87	4.77	17.72	27.98	33.99	10.67
17/18	3.73	4.91	17.83	27.93	34.58	11.02
18/19	2.80	4.65	17.41	27.37	35.48	12.29

5.3 **Disability**

3.44% of staff declared having a disability which is a slight decrease on 2017/18. 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**



There is no change in the profile of staff by gender from last academic year. There is more female than male staff in management (59%), support (61%) and teaching support (58%). The gender balance of teaching staff is 50/50.

5.5 Sexual Orientation

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. 56.8% of staff prefer not to disclose. The College is actively working on trying to increase the disclosure rate for sexual orientation.

	2016/17	2017/18	2018/19
	%	%	%
Bisexual	0.10	0.10	0.09
Gay	0.41	0.27	0.65
Heterosexual	35.03	37.76	42.27
Lesbian	0.21	0.18	0.19
Prefer not to say	64.25	61.59	56.80

5.6 Religious Beliefs

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	2016/17	2017/18	2018/19
	%	%	%
Christian	13.68	17.38	18.72
Hindu	0.31	0.28	0.56
Muslim	6.53	4.64	6.70
No religion	6.42	8.37	9.50
Not specified	67.56	64.51	58.10
Other	1.45	1.36	2.33
Prefer not to say	2.38	1.92	2.23
Sikh	1.66	1.54	1.86

5.7 Ethnicity

The table below 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 52.99% of staff are white British.

Ethnicity*	2016/17	2017/18	2018/19
	% of staff	% of staff	% of staff
Asian/Asian British-Bangladeshi	1.55	0.74	0.84
Asian/Asian British-Indian	7.56	7.39	7.73
Asian/Asian British-Pakistani	7.15	6.18	7.17
Asian/Asian British-any other Asian background	1.35	1.19	1.21
Black/African/Caribbean/Black British-African	1.87	2.09	2.32
Black/African/Caribbean/Black British-Caribbean	10.05	8.91	9.68
Black/African/Caribbean/Black British-other	1.55	2.19	1.77
Mixed/Multiple Ethnic-White and Black Caribbean	1.04	1.29	1.02
Mixed/Multiple Ethnic-Any Other Mixed Background	0.62	0.63	0.65
Other	1.76	3.77	2.88
Prefer not to say	6.63	3.36	7.08
White-Eng/Welsh/Scottish/N.Irish/British	52.85	55.18	52.99
White-Irish	1.55	1.45	1.40
White-Any Other White Background	3.21	5.63	3.26

*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 senior lead for Equality and Diversity.

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	Achieved for some groups of students but not others
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. Further training planned.
4	Maximise all opportunities to promote and develop student and staff understanding of equality issues	Partially achieved. Further training planned.
5	Ensure all students and staff achieve their full potential by removing barriers to participation	Partially achieved.
6	Maintain outstanding practice with regard to safeguarding	Achieved.
7	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

7.2 New Equality objectives have been set out for the next four year period (until the end of 2023/24 academic year):

	Objective
1	Continue to narrow the achievement gaps in attainment for students, across all protected characteristics and none
2	Take every opportunity to foster a culture of dignity, respect and inclusion across the whole college community
3	Maximise opportunities to develop understanding, and celebration of equality, diversity and inclusion both within teaching, learning, assessment and beyond the classroom to all aspects of college life
4	Develop the capacity of each College team to embed equality and diversity, distinctly and within specified areas

EQUALITY AND DIVERSITY ACTION PLAN 19/20

Equality Objective 1: Continue to narrow the achievement gaps in attainment for students, across all protected characteristics and none.

Action	Timescales	Responsibility
Identify and analyse achievement gaps across the college, by school and campus across all protected characteristics	December 2019	Heads of School/Faculty Heads
Develop action plans for closing the above achievement gaps as part of QIP. Ensure gaps are analysed by protected characteristics for: <ul style="list-style-type: none"> - admissions - progression - destinations - grade profile - attendance - disciplinaries - complaints - exclusions 	December 2019	Heads of School/Faculty Heads/ Director – English and Maths/ Head of Quality
Arrange for feedback from affected students via focus groups to identify the issues (e.g. mental health and dyslexia)	January 2020	Heads of School/Faculty Heads
Organise focus groups for staff to identify training needed regarding E&D	January 2020	Exec Director Workforce Development
Develop a cross college E&D training programme that is relevant and targeted in line with the achievement gaps identified via appraisals	February 2020	Exec Director Workforce Development
Develop and implement the Mental Health First Aiders programme for both staff and students	March 2020	Exec Director Workforce Development
Record pregnancy/maternity protected characteristic to enable measurement of achievement rates	July 2020	MIS Director

Equality Objective 2: Take every opportunity to foster a culture of dignity, respect and inclusion across the whole College community.

Action	Timescales	Responsibility
Ensure all student processes are inclusive and certain groups are not disadvantaged (e.g. ESOL students during enrolment)	June 2020	Exec Director Marketing & CE/ MIS Director
Develop an E&D calendar of activity and ensure all identified events are celebrated	Ongoing	E&D committee members
Embed E&D into the observation process and monitor progress	Ongoing	Head of Quality
Build staff skills and confidence to promote E&D through teaching and learning and share good practice through CPD events and resources	Ongoing	Head of Quality
Ensure E&D is fully integrated into apprenticeship training from sign up, induction, progress reviews and assessment visits. Ensure that teaching, learning and assessment is appropriate for students who study remotely	Ongoing	Head of Employer Engagement
Ensure equality analysis processes are firmly embedded to ensure all protected characteristics are included in the college decision making	Ongoing	Exec Director Marketing & CE
Identify and report on satisfaction gaps in various learner voice surveys and work with areas to develop action plans to minimise the gaps	Ongoing	Exec Director Marketing & CE
Include E&DI questions in the college surveys	February 2020	Exec Director Marketing & CE
Promote positive and respectful relationships	Ongoing	Assistant Principal – Student Engagement

Equality Objective 3: Maximise opportunities to develop understanding, and celebration of equality, diversity and inclusion both within teaching, learning, assessment and beyond the classroom to all aspects of College life.

Action	Timescales	Responsibility
Ensure all students and staff have the knowledge and understanding on how to identify and respond appropriately to discrimination, harassment and victimisation including the need to report such incidents	March 2020	Assistant Principal – Student Engagement / Exec Director Workforce Development
Promote student success in underrepresented areas (e.g. women in STEM), covering all equality strands	Ongoing	Exec Director Marketing & CE
Engage with local employers to maximise opportunities for students from disadvantaged backgrounds and / or protected characteristics	Ongoing	Head of Employer Engagement
Review our enrichment programme to ensure that all students can take part and monitor participation against equality strands	October 2019 and ongoing	Director of Student Services

Equality Objective 4: Develop the capacity of each College team to embed equality and diversity, distinctly and within specified areas

Action	Timescales	Responsibility
Each college team to identify E&D actions for their area and include in their QIP/development plan	January 2020	Exec Director Marketing & CE
Ensure all staff have E&D targets and these are recorded in appraisals	July 2020	Exec Director Workforce Development
Actively encourage and improve staff disclosure rates for sexual orientation and religion	April 2020	Exec Director People Services/ Exec Director Workforce Development
Analyse underrepresentation by different steps in the recruitment process and identify any issues	January 2020	Exec Director People Services
Review staff recruitment and selection process to ensure it is inclusion focused	January 2020	Exec Director People Services