

ANNUAL EQUALITIES REPORT

1 Introduction from the Chair of Governors

Thank you for your interest in our Equality and Diversity Annual Report for 2019/2020. In publishing this report the College is complying with one of the duties in the Equality Act but more importantly, we are 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 strategic 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.

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

2 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 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 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. 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 representation at the Employment and Skills Board of Greater Birmingham and Solihull Local Enterprise Partnership, Colleges West Midlands, CSR (Corporate Social Responsibility) City, City's Prevent Steering group, being a patron of the Greater Birmingham Chamber of Commerce and more.

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, 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, Remembrance Day, International Women's Day and more. Unfortunately, after the lockdown many activities planned needed to be cancelled.

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.
- The College has a good reputation for supporting students with additional needs and disabilities. Every year the College hosts a SEN conference for school SENCOs.
- A Level students at Bournville College set up a 'Youth against poverty' organisation, collecting clothes and blankets for the homeless.
- Supported Learning students litter picked around the surrounding area of Bournville College and further afield, receiving positive media coverage.
- Our ESOL students at Handsworth and Golden Hillock campuses participated in workshops funded by Celebrating Sanctuary, exploring ideas about communities and cultures through art. Golden Hillock students took this a step further, working with the local Bosnian community, to display their work in Bosnia House.
- International Day of Women and Girls in Science during LGBT History Month was celebrated by inviting Dr Clara Barker from Oxford University to speak to our engineering and science students.
- Apache Indian Music Academy, based at our Handsworth Campus, received national media coverage on BBC One Show when Fleur East visited to find out more about the project, designed to help young people with music and life skills whilst encouraging pride in the community and celebrating diversity.
- During the lockdown, our catering department distributed surplus food supplies to the NHS, local care homes, charities and the homeless.
- International Women's Day was a big celebration across all campuses, with students having a go at a host of workshops, seminars and fun activities at both Bordesley and Golden Hillock campuses. Digbeth campus hosted a female-only live music event whilst Bournville College opened its doors to over 30 female pupils from local schools interested in careers in science, technology, engineering and maths.
- Fashion students joined a campaign by a local company and a mosque to make medical grade scrubs for the NHS staff during the lockdown.
- Environmental studies students used their time during the lockdown to write letters to residents in local care homes to help them cope with loneliness as well as aid intergenerational conversation.

- The College also set up a Study Hub on our website to help local school students and college applicants access study materials and get a head start on their college studies
- Students and staff participated in a variety of fundraising activities for different charitable causes, including Cure Leukaemia, Breast Cancer, British Heart Foundation, Cancer Research, Macmillan, Children in Need, World Aids Charity and more.

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.

2.3.3 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.
- Deputy Principal is a founding member of the national Black FE Leaders Group that was established following the Black Lives Matter campaign during the summer. The group worked on a 10 point 'call to action' plan which seeks to actively promote an anti-racist agenda in the FE sector as well amongst all the other key stakeholders. The open letter addressed to the Prime Minister and the Secretary of State for Education was published in the Guardian and FE Week and is attached at Appendix 1.
- We offer regular training to staff including mandatory E&D and safeguarding updates.
- Our students participated in a film which hopes to inspire young people to stop knife crime, as part of a youth led project in partnership with a local primary school, organised by an award winning artist and human rights activist, Salma Zulfikar.
- Childcare, Sociology and 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.

3 Students

3.1 Demographic Profile

3.1.1 Birmingham is an area of high economic and social deprivation and is ranked 6th most deprived of the 317 local authorities in England. 41% of the city's population live in deprived neighbourhoods. 54% 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 in 2019/20. This is a similar pattern to the previous year.

Headcount	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
Pre 16	133	148	0	0	281	1.5%
16-18	3,816	1,213	178	30	5,237	28.7%
19-21	739	1,064	233	142	2,178	12.0%
22-24	200	789	101	62	1,152	6.3%
24+	735	8,190	248	195	9,368	51.4%
Total	5,623	11,404	760	429	18,216	

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	2017/18	2017/18 %	2018/19	2018/19%	2019/20	2019/20
Female	9,761	46.2%	9,457	46.1%	8,659	47.5%
Male	11,344	53.8%	11,055	53.9%	9,557	52.5%
Total	21,105		20,512		18,216	

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 overleaf. 62% of our students are from Black and Ethnic Minority Groups, which is 4% up on last year.

2019/20 Headcount	Classroom Full Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	525	1,777	16	28	2,346	12.9%
Arab	338	740	4	20	1,102	6.0%
Bangladeshi	227	541	6	17	791	4.3%
Caribbean	311	449	24	28	812	4.5%
Chinese	21	60	1	2	84	0.5%
Gypsy/Irish Traveller	10	10	0	0	20	0.1%
Indian	123	261	24	12	420	2.3%
Irish	24	48	3	4	79	0.4%
Other Asian	247	758	7	19	1,031	5.7%
Other Black	76	158	1	6	241	1.3%
Other Mixed	119	219	5	6	349	1.9%
Other White	248	633	15	31	927	5.1%
Other	75	328	0	2	405	2.3%
Not Provided	78	587	31	7	703	3.9%
Pakistani	1,495	1,566	55	89	3,205	17.6%
White/Asian	85	128	8	10	231	1.3%
White/Black African	40	149	0	0	189	1.0%
White/Black Caribbean	186	233	22	8	449	2.5%
White British	1,395	2,759	538	140	4,832	26.5%
Total	5,623	11,404	760	429	18,216	

3.1.5 A total of 2,602 students declared a learning difficulty/disability, which is 14.3% of total student population, same as 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	1,181	1,287	63	642	2,593	14.2%
No LLDD	4,301	9,563	653	360	14,877	81.7%
Not known	141	554	44	7	746	4.1%
Total	5,623	11,404	760	429	18,216	

3.1.6 73% of students declared themselves as heterosexual, with a further 26% opting not to disclose or unknown, making our known LGB community account for only 1% of our students, compared to 2% nationally (2016 data). There are three times more bisexual students (264) compared to gay men (85) and two and half times more than gay women (106).

3.1.7 There are 176 students who disclose their gender identity to be different to the sex they assumed to be at birth. This is 0.6% of our students.

3.1.8 53% of students who declared their religion are Muslim, with Christians as the next largest category (19%), followed by no religion (12%).

3.2 Achievement rates

3.2.1 The overall achievement rate for 19/20 is 67.3%. There is a significant gap between 16-18 year olds and 19+ year old students. This is a reversed situation from previous years. The lockdown in March has had a significant impact on our students' achievement rates across the college, especially for adult students, who were not able to complete their exams.

Age Group	2017/18		2018/19		2019/20	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
16-18	12,676	79.0%	12,051	75.2%	10,521	74.4%
19+	25,627	89.4%	23,590	88.7%	21,000	63.7%
Total:	38,303	86.0%	35,641	84.2%	31,521	67.3%

3.2.2 This year there is no achievement gap between female and male students.

Gender	2017/18		2018/19		2019/20	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Female	19,133	86.3%	18,447	85.5%	17,391	66.6%
Male	19,170	85.6%	17,194	82.8%	14,130	68.0%
Total:	38,303	86.0%	35,641	84.2%	31,521	67.3%

3.2.3 With regards to ethnicity, this year there is an achievement gap for African students (-6%) and White and Black African students (-8.6%). Caribbean, White and Pakistani students all outperformed their college counterparts by 6% or above this year.

Ethnicity*	2017/18		2018/19		2019/20	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Arab	1,931	88.2%	2,109	86.7%	2,019	66.2%
African	5,974	86.9%	5,664	85.8%	5,253	61.3%
Any Other Asian background	2,086	88.0%	2,316	85.6%	2,153	60.6%
Any Other Black / African/ Caribbean background	691	85.7%	577	83.5%	496	62.9%
Any other ethnic group	2,266	85.0%	1,485	85.3%	945	58.6%
Any Other Mixed / Multiple ethnic background	368	78.8%	488	80.1%	620	64.4%
Any Other White Background	1,815	87.7%	1,820	85.3%	1,753	62.7%
Bangladeshi	1,856	87.1%	2,027	88.3%	1,838	65.8%
Caribbean	1,561	81.8%	1,274	81.8%	1,133	72.8%
Chinese	195	93.8%	177	92.1%	154	68.8%
English/Welsh/Scottish/ Northern Irish/British	9,561	86.9%	7,678	84.2%	5,587	72.4%
Indian	1,031	89.5%	936	87.3%	744	71.0%
Not Provided	302	87.1%	615	82.6%	1,118	64.1%
Pakistani	6,996	84.0%	6,948	81.1%	6,247	73.3%
White and Asian	342	83.0%	341	78.9%	339	71.4%
White and Black African	270	83.3%	314	83.1%	424	58.7%
White and Black Caribbean	863	78.4%	711	78.5%	577	67.8%
Total	38,303	86.0%	35,641	84.2%	31,521	67.3%

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

3.2.6 It is encouraging to see that students with learning difficulties and disabilities outperform students without. Similarly, students who receive additional learning support perform better than those who do not by 9.2%. The strategies that we put in place last year to support these students are clearly paying dividends.

	2017/18		2018/19		2019/20	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Learners with a learning difficulty and/or disability and/or health problem	5,764	84.0%	5,766	82.8%	5,382	74.8%
Learners with no learning difficulty and/or disability and/or health problem	31,337	86.5%	28,896	84.7%	25,015	65.6%
No information provided	1,202	82.8%	979	77.6%	1,124	67.1%
Total:	38,303	86.0%	35,641	84.2%	31,521	67.3%

3.2.6 With regards to physical disability, students who have reported Asperger's Syndrome, hearing impairment, disability affecting mobility or multiple disabilities perform significantly better than other students. It is also positive news that there is no achievement gap for students with mental health difficulties.

Disability*	2017/18		2018/19		2019/20	
	Starts	Success	Starts	Success	Starts	Success
Asperger's Syndrome	208	76.9%	229	83.0%	196	84.2%
Disability Affecting Mobility	258	92.6%	197	86.8%	143	73.4%
Hearing Impairment	269	82.2%	253	87.7%	209	70.3%
Mental Health difficulty	549	79.6%	490	78.4%	411	66.9%
Multiple Disabilities	176	88.1%	193	89.1%	142	83.1%
N/A	324	87.7%	403	81.1%	366	76.0%
No Disability	33,947	86.3%	31,456	84.4%	27,461	66.6%
Not known/Information not provided	1,338	82.8%	1,268	78.9%	1,551	68.7%
Other	233	77.3%	187	81.8%	184	75.0%
Other Medical Condition (e.g. Epilepsy, Asthma, Diabetes)	599	85.8%	557	87.3%	548	72.1%
Visual Impairment	219	88.1%	239	91.6%	178	69.7%
Total :	38,303	86.0%	35,641	84.2%	31,521	67.3%

3.2.7 With regards to learning difficulties, students with severe and moderate learning difficulties, autism or other learning difficulties perform significantly better than other students. We are also pleased to report that there is no achievement gap for students with dyslexia.

Learning Difficulty*	2017/18		2018/19		2019/20	
	Starts	Success	Starts	Success	Starts	Success
Autism Spectrum Disorder	550	83.1%	666	82.1%	760	78.8%
Dyslexia	1,082	83.3%	859	76.1%	544	67.3%
Moderate Learning Difficulty	1,198	83.4%	1,204	86.0%	1,019	80.5%
Multiple Learning Difficulties	81	87.7%	101	81.2%	102	82.4%
N/A	324	87.7%	403	81.1%	366	76.0%
No Learning Difficulty	33,085	86.3%	30,420	84.7%	26,394	65.8%
Not known/Information not provided	1,338	82.8%	1,268	78.9%	1,551	68.7%
Other	175	81.1%	213	85.0%	254	83.9%
Other Specific Learning Difficulty	194	80.4%	283	75.3%	331	73.7%
Severe Learning Difficulty	225	88.4%	197	93.4%	180	87.8%
Total :	38,303	86.0%	35,641	84.2%	31,521	67.3%

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

3.2.7 With regards to sexual orientation, bisexual students outperform their heterosexual counterparts (+6.1%) and there is no gap for students identifying with being gay woman / lesbian (+1.2%). There are too few male gay students to suggest any meaningful data.

3.2.8. With regards to gender reassignment, there is no gap for 176 transgender students (+0.2%).

4 Our Governors

4.1. The Corporation takes equality and diversity very seriously and actively promotes diversity in its own membership. At the end of 2019/20, the Corporation had a representation of 35% of its membership from Black and Minority Ethnic groups and 35% of its membership was female whilst 10% declared disability and 10% identified as LGBT.

Governors by Gender	Number	%
Female	7	35
Male	13	65
Total	20	100%

Governors by Ethnicity	Number	%
Asian/Asian British / Pakistani/Indian	5	30
White - English/ Welsh/Scottish/ Northern Irish/ British	13	65
Black/Black British / Caribbean	2	5
Total	20	100%

Governors by Disability	Number	%
Disability	2	10
No disability	18	90
Total	20	100%

Governors by Sexual Orientation	Number	Percentage
Heterosexual	18	90%
Bisexual	0	0
Gay	1	5%
Lesbian	1	5%
Prefer not to say	0	0
Total	20	100%

5 **Our Staffing**

5.1 **Establishment**

5.1.1 The following data is a breakdown of staff employed by the College as at 31st July 2020.

5.1.2 The overall headcount (1,090) is made up of 673 (62%) full-time and 401 (36%) part-time staff. 38% of all staff are teachers, 39% support staff, 15% teaching support and 8% management. The number of support staff is high because all our support services are in-house (e.g. catering, security).

5.2 **Age**

The below table shows a comparison of the percentage of all staff in each age band between different academic years. We recognise that we have an ageing workforce, a valuable resource which brings a vast range of experience and life skills and needs to be nurtured. However, with that, we are aware that we need a succession plan for the future. The HR strategic plan encompasses strategies for this along with a training plan to support a more age-diverse workforce.

Age	< 25	25 to 29	30 to 39	40 to 49	50 to 59	> 59
2017/18	3.73	4.91	17.83	27.93	34.58	11.02
2018/19	2.80	4.65	17.41	27.37	35.48	12.29
2019/20	3.12	4.77	16.06	25.50	36.24	14.31

5.3 **Disability**

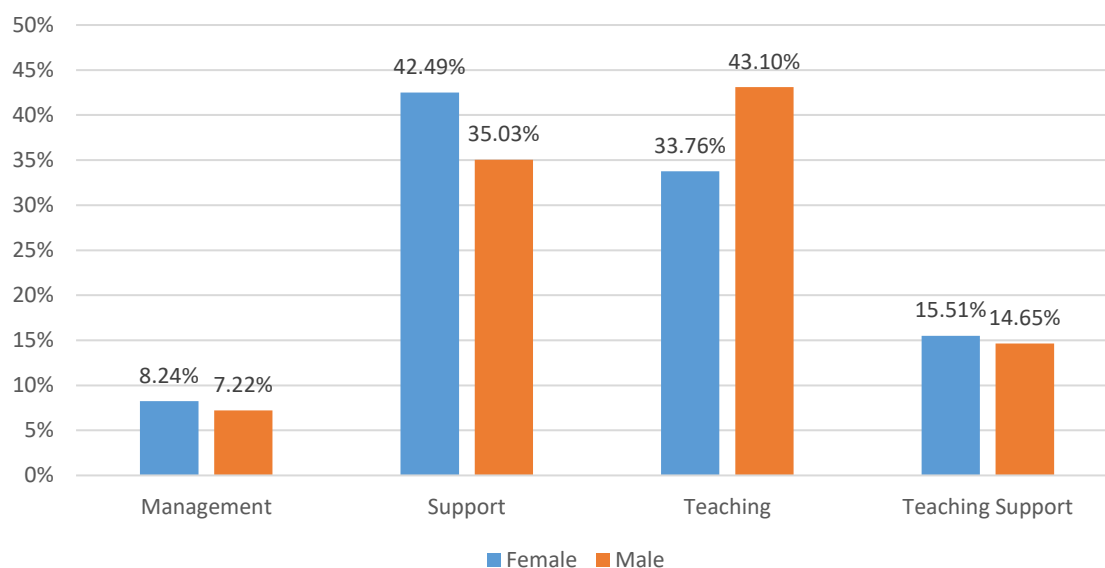
5% of staff declared a disability which is a slight increase on 2018/19. Robust processes are in place to support staff who declare a disability and in making reasonable adjustments with support from management, HR and a robust Occupational Health provider. The College holds Level 2 Disability Confident Employer status.

5.4 **Gender**

There is no change in the profile of staff by gender from last academic year. No up to date information is currently available to allow us to measure this profile against the sector.

Staff group	Management	Support	Teaching	Teaching Support	Grand Total
Female	51	263	209	96	619
Male	34	165	203	69	471
Total	85	428	412	165	1090

Gender - Staff Group



5.5 Sexual Orientation

The disclosure rate continues to improve but it is still very low. Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual. 51.38% of staff prefer not to disclose. The College is actively working on trying to increase the disclosure rate (e.g. focus groups to understand barriers in disclosure are planned for this year).

Sexual Orientation	2017/18	2018/19	2019/20
	%	%	%
Bisexual	0.10	0.09	0.18
Gay	0.27	0.65	0.46
Heterosexual	37.76	42.27	47.61
Lesbian	0.18	0.19	0.18
Prefer not to say/Not known	61.59	56.80	51.38

5.6 Religious Beliefs

Religious belief is not known for 54.77% of staff. Whilst the disclosure level is still not high for religious belief, it has improved slightly from previous years. Similarly to sexual orientation, focus groups are planned for this year to understand barriers in disclosure for this protected characteristic.

Religion	2017/18	2018/19	2019/20
	%	%	%
Christian	17.38	18.72	20.92
Hindu	0.28	0.56	0.92
Muslim	4.64	6.70	7.61
No religion	8.37	9.50	10.83
Not specified	64.51	58.10	52.02
Other	1.36	2.33	2.58
Prefer not to say	1.92	2.23	2.75
Sikh	1.54	1.86	2.29

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% of staff are white British.

Ethnicity*	2017/18	2018/19	2019/20
	% of staff	% of staff	% of staff
Asian/Asian British-Bangladeshi	0.74	0.84	0.64
Asian/Asian British-Indian	7.39	7.73	7.43
Asian/Asian British-Pakistani	6.18	7.17	7.43
Asian/Asian British-any other Asian background	1.19	1.21	1.10
Black/African/Caribbean/Black British-African	2.09	2.32	2.48
Black/African/Caribbean/Black British-Caribbean	8.91	9.68	9.36
Black/African/Caribbean/Black British-other	2.19	1.77	1.83
Mixed/Multiple Ethnic-White and Black Caribbean	1.29	1.02	1.10
Mixed/Multiple Ethnic-Any Other Mixed Background	0.63	0.65	0.64
Other	3.77	2.88	1.65
Prefer not to say	3.36	7.08	7.89
White-Eng/Welsh/Scottish/N.Irish/British	55.18	52.99	52.02
White-Irish	1.45	1.40	1.19
White-Any Other White Background	5.63	3.26	3.49

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

The table overleaf shows percentages of staff by ethnicity within each staff group. Whilst we can see that we have a very diverse workforce, we acknowledge that we would benefit from a more diverse management team. The current situation is reflective of the merger with Bournville College, which had a predominantly White British management team.

Ethnicity 2019/20	Management	Support	Teaching	Teaching Support	Grand Total
Asian/Asian British-Bangladeshi	0.00%	0.70%	0.73%	0.61%	0.64%
Asian/Asian British-Indian	7.06%	7.24%	8.25%	6.06%	7.43%
Asian/Asian British-Pakistani	2.35%	8.64%	7.52%	6.67%	7.43%
Asian/Asian British-any other Asian background	1.18%	0.47%	1.70%	1.21%	1.10%
Black/African/Caribbean/Black British-African	2.35%	4.21%	0.97%	1.82%	2.48%
Black/African/Caribbean/Black British-Caribbean	4.71%	11.45%	8.25%	9.09%	9.36%
Black/African/Caribbean/Black British-other	2.35%	2.34%	0.73%	3.03%	1.83%
Mixed/Multiple ethnic-White and Asian	0.00%	0.70%	0.73%	0.00%	0.55%
Mixed/Multiple ethnic-White and Black African	0.00%	0.70%	0.49%	0.00%	0.46%
Mixed/Multiple ethnic-White and Black Caribbean	0.00%	1.40%	0.49%	2.42%	1.10%
Mixed/Multiple ethnic-any other Mixed background	1.18%	0.47%	0.73%	0.61%	0.64%
White-Eng/Welsh/Scottish/N.Irish/British	67.06%	41.82%	56.55%	59.39%	52.02%
White-Irish	2.35%	0.70%	1.94%	0.00%	1.19%
White-any other White background	4.71%	2.80%	4.61%	1.82%	3.49%
Other ethnic-Arab	0.00%	0.23%	0.49%	0.61%	0.37%
Other ethnic-any other ethnic group	0.00%	0.23%	0.73%	0.00%	0.37%
Prefer not to say	2.35%	14.25%	3.40%	5.45%	7.89%
Other	2.35%	1.64%	1.70%	1.21%	1.65%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%

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. Some examples of Equality Analyses undertaken this year are shown below:

Policy / procedure	Decisions made as a result of an equality analysis
Emergency Lockdown Procedure	No changes required
Asbestos Fibre Release	No changes required
Business Continuity and Disaster recovery	No changes required
Bomb Threat Procedure	No changes required
Return to college post lockdown	Individual risk assessments to be completed for extremely vulnerable staff Process for students and staff with hidden disabilities agreed

7 Equality Objectives

7.1 Our Equality objectives, which were set last year, are valid for the next three years (until the end of 2022/23 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 2020/21

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. Develop action plans for closing these gaps.	December 2020	Heads of School / Faculty Heads
Analyse gaps by protected characteristics regarding disciplinaries / exclusions and develop an action plan where relevant	January 2021	Faculty Heads / Assistant Principal - Student Engagement
Analyse gaps by protected characteristics regarding complaints and develop an action plan where relevant	April 2021	Exec Director Marketing & CE / MIS Director
Analyse gaps by protected characteristics regarding admissions and develop an action plan where relevant	May 2021	Exec Director Marketing & CE / MIS Director
Arrange for feedback from affected students via focus groups to identify the issues (e.g. mental health and dyslexia)	January 2021	Heads of School / Faculty Heads
Develop and implement the Mental Health First Aiders programme for both staff and students	March 2021	Exec Director Workforce Development
Record pregnancy / maternity protected characteristic to enable measurement of achievement rates	TBC	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 2021	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
Promote positive and respectful relationships	Ongoing	Assistant Principal – Student Engagement
Identify the experience of students with EHCPs and measure their satisfaction	Jan 2021	Head of Quality
Identify and report on satisfaction gaps in various learner voice surveys by protected characteristics and work with areas to develop action plans to minimise the gaps	Ongoing	Exec Director Marketing & CE
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 equality analysis processes are firmly embedded to ensure all protected characteristics are included in the college decision making	Ongoing	Exec Director Marketing & CE

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
Keep updated on any revision of FE curricula and qualifications, with regards to the importance of colonial history and its influence on society, historically and now; the impact of racism on black and white communities; the contributions made by black people to society. Reflect this in the tutorial programme	Ongoing	Deputy Principal / Faculty Heads / Assistant Principal – Student Engagement
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 2021	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	December 2020 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
<p>Deliver one CPD day focused on E&D annually, supported by further training as identified by staff</p> <p>To include</p> <ul style="list-style-type: none"> - mental health - disability - unconscious bias - positive behaviour (including managing difficult conversations) 	<p>October 2020</p> <p>June 2021</p>	<p>Exec Director Marketing & CE / Exec Director Workforce Development / Head of Quality</p>
<p>All teacher training, professional development and leadership programmes to include, as a central component, the consideration of racial equality; and for teacher training, the inclusion of anti-racist pedagogy.</p>	<p>June 2021</p>	<p>Deputy Principal / Exec Director Workforce Development</p>
<p>Organise staff focus groups to understand issues regarding disclosure for selected protected characteristics</p>	<p>Jan 2021</p>	<p>Exec Director Workforce Development</p>
<p>Ensure all staff have an E&D related target in line with achievement gaps and / or issues relevant to their area of expertise</p>	<p>February 2021</p>	<p>Exec Director Workforce Development</p>
<p>Review E&D support for staff across the college</p>	<p>December 2020</p>	<p>Exec Director Marketing & CE / Exec Director Workforce Development / Head of Quality</p>
<p>Actively encourage and improve staff disclosure rates for sexual orientation and religion</p>	<p>June 2021</p>	<p>Exec Director People Services</p>
<p>Analyse underrepresentation by different staff groups and proactively address imbalances in the diversity of leadership at all levels</p>	<p>June 2021</p>	<p>Exec Director People Services</p>
<p>Analyse underrepresentation in different steps in the recruitment process and identify any issues</p>	<p>June 2021</p>	<p>Exec Director People Services</p>
<p>Review staff recruitment and selection process to ensure it is inclusion focused</p>	<p>June 2020</p>	<p>Exec Director People Services</p>

