TAMESIDE COLLEGE

EQUALITY DIVERSITY AND INCLUSION

ANNUAL REPORT - JUNE 2024

TARGET CULTURE OUTSTANDING
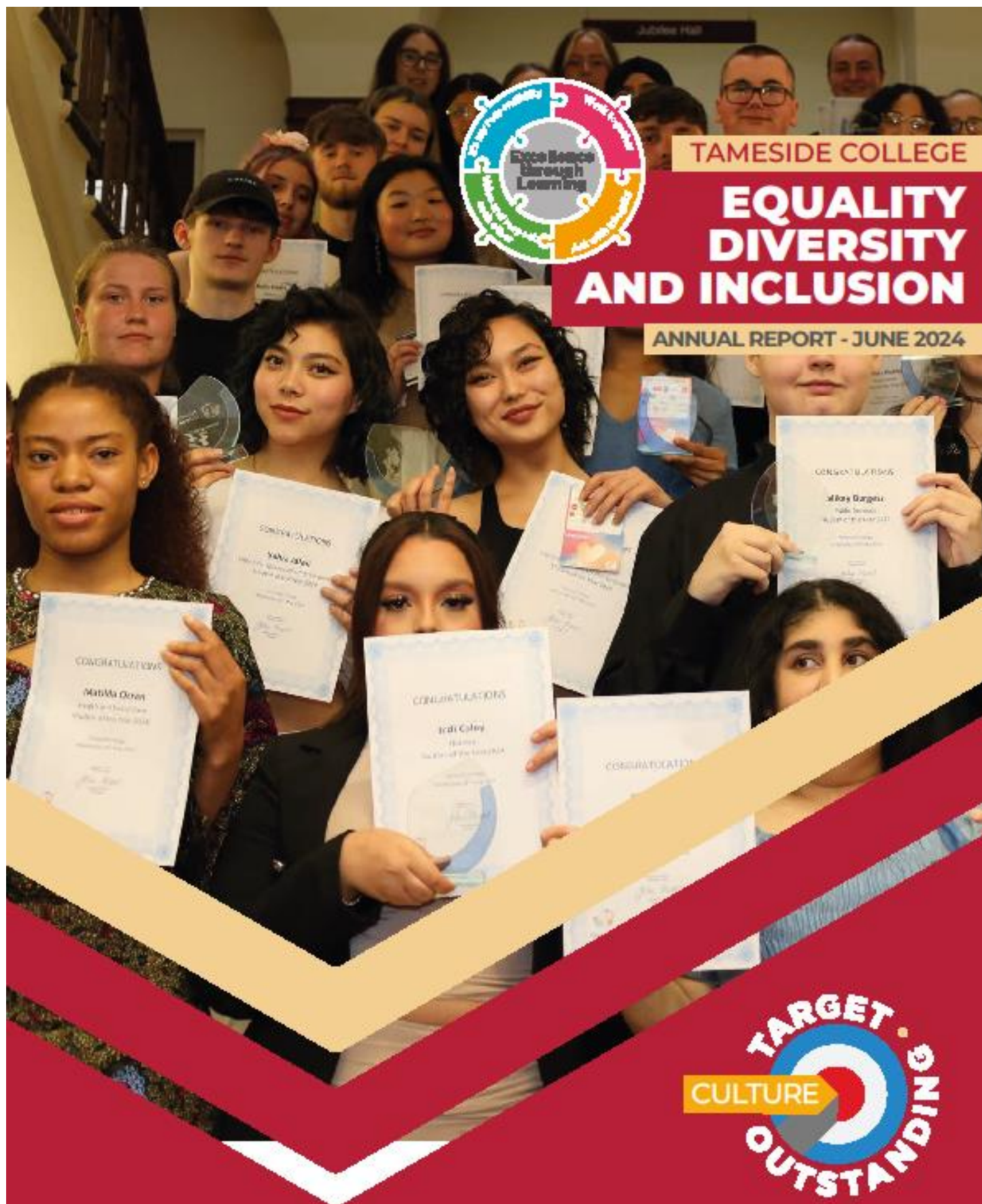
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Introduction

Under the Equality Act 2010, the college has a statutory and moral duty as an employer and education provider to ensure that everything we do reflects our absolute commitment to positively promote and support equality, diversity and inclusion. Our EDI Policy and supporting strategies evidence our aspiration to provide the best possible experience for all staff, students and stakeholders and take all reasonable measures to protect everyone from any form of discrimination. This report provides a summary overview of the impact of our EDI Policy and strategies. The college celebrates and actively promotes a culture of diversity and inclusivity and through our mission statement we state that: *'Tameside College will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.'*

Valuing Diversity

Tameside College welcomes people from all sections of the community. In all aspects of college life, we aim to create a culture that positively promotes and ensures there is equality, diversity and inclusion for all potential and existing students and staff. We consider this in everything we do, and pursue policies and establish practices which are non-discriminatory. We seek to provide fair treatment for potential and existing staff and students and to value diversity. Tameside College strives to ensure it successfully delivers programmes to a diverse community of students. We take great pride in advising and supporting each individual student to ensure they are able to achieve their own aspirations. Similarly, we are wholly committed to ensure staff are supported to reach their potential and that staff and students are treated with dignity and respect as a result of the College Value and Behaviours that they have determined. Equality, diversity and inclusivity is at the heart of everything we do. Expectations of our staff and students are high and we strive to be the best in everything we do. We believe in excellence and that attending college is about more than achieving a qualification, important though that is. That is why we aim to give every person the opportunity to develop their full potential, personally and academically, in a supportive and friendly environment. The 'Value and Respect Each Other' value (see below) was developed by students, staff and governors to clearly outline the expected behaviours that will ensure we have the right culture in College.

	Leaders and Staff state they will:	Students state they will:
Value and respect each other	• recognise and reward excellent performance and behaviour • create a safe, inclusive and productive environment • treat everyone fairly, with dignity and mutual respect • appreciate the needs of others • promote well-being and achieve a healthy work life balance	• be respectful, polite and courteous to everyone • encourage, praise and support each other • appreciate that the needs of others may be different to your own • be tolerant, listen and be open to the views and opinions of others • respect and positively contribute to the upkeep of their learning and wider College environment

We also recognise that our ability to meet these diverse needs is improved by having a diverse workforce which generally reflects the local population and which has the skills and understanding to achieve our service objectives. We commit ourselves to valuing diversity within our workforce.
We will strive to become an organisation that:
• Accepts that everyone has a right to their distinctive and diverse identities
• Has a workforce generally reflecting the population we serve
• Understands how valuing diversity can improve our ability to deliver better services and so reduce disadvantage
• Provides services which are responsive to the diverse needs of different individuals and communities
• Provides all employees with the training and development they need to enable them to achieve the College's goals
• Provides a supportive, open environment where all employees and students have the opportunity to reach their highest potential

Key Priorities and Impact Measures

We aim to ensure that equality and diversity themes are embedded throughout the curriculum and the College complies with all applicable legislation. Our key priorities and impact measures for the three years from 2022 are:

- No significant performance gaps between different student groups.
- Maintain an inclusive culture which positively values equality and diversity. Within this culture, staff and student behaviours will reflect those collectively agreed under the 'Value and Respect Each Other' and other values.
- EDI is considered in the development and implementation of all strategies, policies and processes and that impact is evaluated.
- EDI is embedded into our curriculum and services
- Our student and staff mix reflects the communities it serves

In order to achieve this, the College's Equality, Diversity and Inclusion Group will oversee the promotion of positive actions needed to achieve these priorities. They will be supported by the Senior Leadership Team and Governors, who will also ensure that relevant staff and learner related impact data is evaluated.
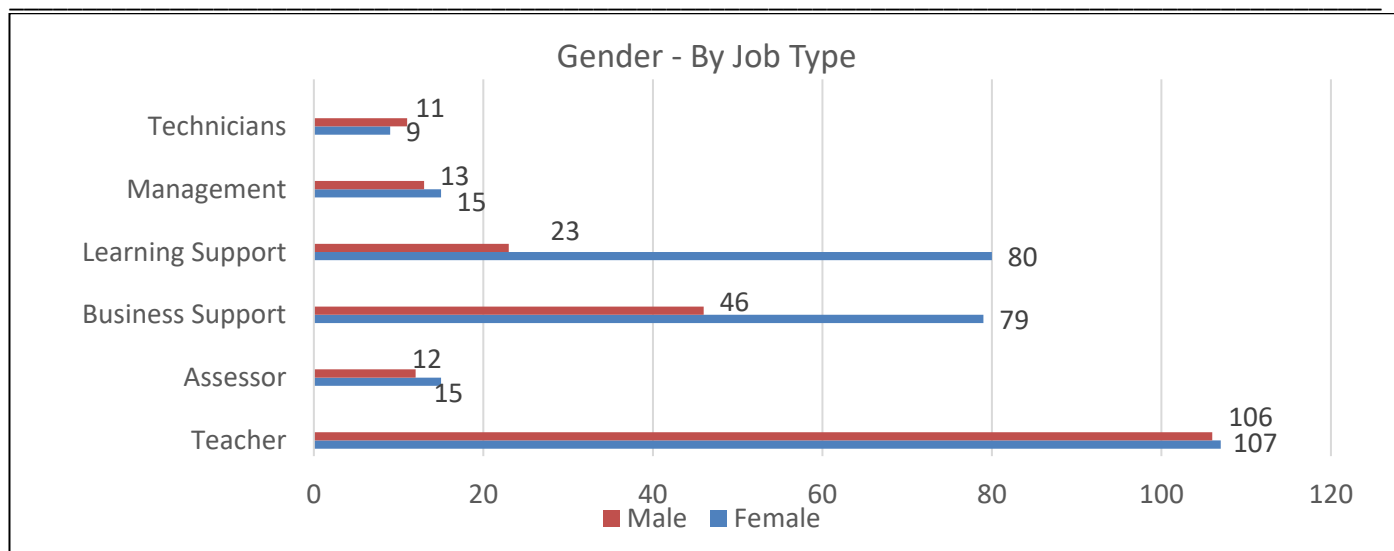
Age and Gender

Data is obtained as part of the recruitment and selection process. In 2023/24, the number of staff increased significantly from 454 (2022/23) to 516. This increase of 62 staff aligns to the ongoing growth in student numbers, particularly of 16-18 study programme students.

Female		Male		There is no significant change in the gender profile of staff since last year. In 2023/24, 59% are female and 41% are male. This compares to 61% and 39% respectively in 2022/23.
305	59%	211	41%	

The age distribution is within normal expectations. In 2023/24, 48% of staff are 45+ years old or older, with 23% being 55+. This is a slight change compared to 2022/23, when 50%+ of staff were 45+ years old or older, with 25% being 55+. Whilst there are no EDI implications, SLT are aware of the need for succession planning in particular areas of the College. This is critical considering the current workforce recruitment and retention challenges within the sector, particularly as a high percentage of these are in hard to recruit to jobs, e.g. teaching, assessors and student support.

Gender by Age Range													
	18 - 24		25 - 34		35 - 44		45 - 54		55 - 64		65 +		Total	
Female	21	55%	68	64%	78	62%	77	60%	56	53%	5	38%	305	59%
Male	17	45%	38	36%	47	38%	52	40%	49	47%	8	62%	211	41%
Grand Total (Age)	38 7%		106 21%		125 24 %		129 25 %		105 20%		13 3%		516	

The following graph shows the staffing gender split by job type. The number of males and females in each job type is relatively similar, other than for Learning Support and Business Support roles.

Gender - By Job Type

Job Type	Male	Female
Technicians	11	9
Management	13	15
Learning Support	23	80
Business Support	46	79
Assessor	12	15
Teacher	106	107

The annual Gender Pay Gap Report has been published on the College web-site as required. The report indicates that there is no significant pay gap and that we are confident that the small pay gap does not stem from paying men and women differently for the same or equivalent work. The table below shows the performance of students by qualification starts, by age and gender of student. At 84.5%, the 16-18 achievement rate has improved (+1%) on the previous years, returning to pre COVID levels. This reflects the national trend and post COVID challenges we have faced in the sector, particularly with 16-18 students. These challenges are also reflected in the slight decline in 16-18 attendance rates. At 88%, the achievement rate for 19+ students remains similar to previous years. This means there is a slight gap of 3.5% between the achievement rates. There is no difference between the achievement rates of male and female learners.

Age and Gender	Achievement Rates				
	18/19	19/20	20/21	21/22	22/23
16-18	85.2%	89.4%	91.3%	83.5%	84.5%
19+	88.6%	87.4%	88.4%	88.0%	88.0%
F	86.8%	89.2%	89.6%	85.1%	86.0%
M	86.2%	88.1%	91.1%	85.2%	85.3%

We also helped celebrate International Women's Day! Thank you to all staff who helped us celebrate women's achievements as we continue to inspire inclusion!

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The College celebrated International Women's Day on March 8th with a theme of 'inspiring inclusion'. Staff and students participated by posing with a heart symbol for social media. The College Principal shared her inspiration from women in her career, emphasising mentorship. Student support officer Miriam Nicola highlighted Malala Yousafzai's influence and advised young women to promote inclusivity, develop skills, and support each other. As an example of supporting activities in the curriculum, Travel and Tourism students created posters to celebrate the roles of inspirational women in the Travel & Tourism Industry. The learners also tackled conversations to break down barriers and stereotypical viewpoints. In Computing the work of females in technical roles was celebrated with female students attending the Rio Ferdinand Foundation Digital Workshops which were focused in promoting females in Computing roles. In Automotive, students enjoyed a visit from the Stephanie Wilson Astbury, who between 1977 and 1979 was the first female to be trained at Tameside Automotive, to promote gender equality. Stephanie visited was a guest speaker and held a follow up Q&A session. This increased awareness of gender equality in the area. This was supported by various related promotions in the area.

Tameside College hosted its largest 'Greenpower Challenge' to inspire young engineers. Pupils from eight local schools built and raced electric kit cars over two days, with many different prizes being won in various categories. The event, promoting STEM careers, saw participation from Audenshaw School, Denton Community College, Droylsden Academy, Fairfield High School for Girls, Greater Academy Ashton, Mossley Hollins High School, St Thomas More School, and West Hill School. Staff praised the event's growth and impact on students' interest in STEM fields. This year included the competitions first all female team from Fairfield High School.

Tameside College hosted a 'girls into computing' event for Rayner Stephens High School students to explore digital and technology careers. Organized with the National Centre for Computing Education (NCCE), industry experts from companies like Seek Social and SES Engineering shared their experiences. Students created sustainable city projects using computer science. With female computing students doubling since 2019, the event aimed to change industry stereotypes. Paul Howarth of NCCE praised the engagement and creativity shown by the participants.

Sexual Orientation

The table below indicates that 446 (86.4%) staff identify as Heterosexual. 13 (2.5%) staff identify as Gay / Lesbian, these being teachers / assessors (7), business support staff (3), learning support (2) and a manager. In 2023/24 the number of staff who answered 'Prefer not to say' reduced from 37 to 25 and the unknowns increased from 5 to 21. Of the 31 staff who responded that they 'prefer not to say', 14 are female and 11 are male indicating there is no significant difference in the response by gender. In regard to job role, the majority who responded 'prefer not to say' were teachers (15). HR are reviewing unknowns to try and reduce their number.

| SO by Gender	Female		Male		Grand Total	
Bisexual	9	1.7%	1	0.2%	10	1.9%
Gay / Lesbian	5	1.0%	8	1.6%	13	2.5%
Heterosexual	269	52.1%	177	34.3%	446	86.4%
Prefer not to say	14	2.7%	11	2.1%	25	4.8%
Unknown	7	1.4%	14	2.7%	21	4.1%
Other	1	0.2%	0	0.0%	1	0.2%

Case Study

Student X struggles with social anxiety and confidence. After expressing feelings of isolation due to feeling different, their learning support worker suggested they might benefit from the LGBTQI+ group. Although Student X is an elective mute in college, the group has had a significant impact, helping them become comfortable enough to engage in conversations and interact confidently with peers. Student X has shared that they are forbidden from discussing LGBTQI+ topics at home and face strong discouragement from their guardian.

During 2023/24 LGBTQI+ groups were successfully created at Beaufort Road and at C6/T1. Led by students services staff, groups of students had the opportunity to meet with each other, discuss their experiences, access internal and external support and create a support network to enhance their experience at College. Feedback from the groups indicates they have been successful in achieving the aim of providing a safe space and peer support. It has been clear to see the growth in confidence and self-esteem of the students and the encouragement they have given each other. Activities have ranged from playing board games, quizzes, art and craft and discussions on various topics. They have welcomed external guests like LGBTQ Outloud, Manchester Proud Trust, Talking Therapies, Kooth and YouThink. They have also designed their own posters to promote the group across the College, using the theme they agreed of 'TamePride'. They developed their own rules, priorities and activities through group discussion. They have positively contributed to LGBT History Month and contributed to content for tutorials.

Case Study

Student Z – is a student we initially met in Student Services, often sat alone during breaks and lunchtimes. Over time, Z chose to confide in us, disclosing various personal issues he was struggling with. Recognising the need for support, we suggested he attend the LGBTQI+ Group. We informed him that several of his peers from his course were also attending. However, Z was extremely reluctant at first due to his ASD and social discomfort. Despite his initial hesitation, Z decided to attend the group meetings. For the first few weeks, he sat by himself but engaged in conversations with us, sharing aspects of his life and interests outside of college. The turning point came when other group members began to include Z in their activities, such as playing games or participating in group discussions. Gradually, Z started to open up, finding enjoyment in games and engaging in smaller group discussions. Although Z still finds it challenging to interact with people he doesn't know well, the LGBTQI+ Group has provided a regular, safe forum for him to explore his feelings and sexual identity. Witnessing Z's development has been incredibly rewarding. He has grown into a young person who is increasingly comfortable in his own skin, demonstrating significant personal growth and confidence.
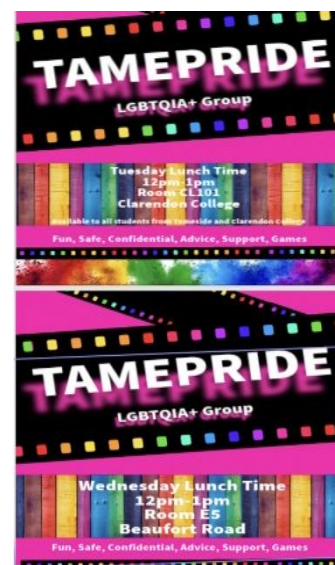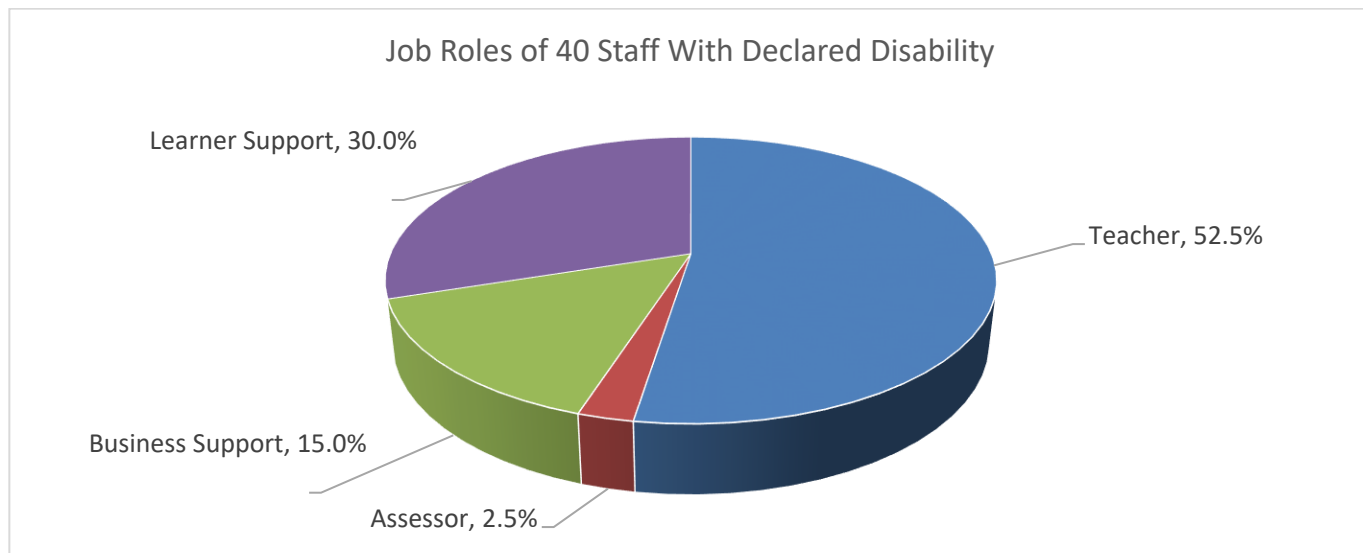
LGBT+ History Month

To celebrate LGBT+ History Month, Tameside College's restaurant launched a pride flag-inspired menu. Hospitality students created colourful dishes, while Bakery students made a pride flag cake and macarons. A portion of each meal's proceeds will be donated to the Albert Kennedy Trust to support young homeless LGBT+ individuals. Additionally, the pride cake will be auctioned for charity. Kudos to all students involved!

Disability

In regard to having a disability, 86.5% of staff responded either 'Yes' or 'No'. No staff responded that they 'prefer not to say' and 75 (14.5%) are 'unknown'. The number of 'unknowns' has increased and HR are working to reduce this number. The following table indicates that 40 (7.8%) staff have declared that they have a disability. The age range profile below indicates these are relatively evenly spread across the four age ranges between 25 – 34 to 55 – 64 year olds.

| Disability by Age								
	0 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	Grand Total	
Yes	3	9	9	9	9	1	40	7.8%
No	28	81	97	111	80	4	401	77.7%
Not known	7	16	19	9	16	8	75	14.5%
Prefer not to say	0	0	0	0	0	0	0	0.0%
Grand Total	38	106	125	129	105	13	516	

The following graph indicates that the highest percentage of staff with disabilities are teachers (52.5%), followed by business support staff (15%) and learning support staff (30%). These figures are reflective of our staffing ratios by job role (ie we employ many more teachers than other staffing groups).

Job Roles of 40 Staff With Declared Disability

Learner Support, 30.0%
Teacher, 52.5%
Business Support, 15.0%
Assessor, 2.5%

The following table provides an overview of student achievement rates for students with a disability or learning difficulty and for those who receive ALS. There are no significant differences when comparing the achievement rates for students with a disability or learning difficulty against the overall College achievement rates and for students who receive ALS against those who do not.

	Achievement Rates				
	18/19	**19/20**	**20/21**	**21/22**	**22/23**
Has Learning Difficulty / Disability	85%	88%	92%	84%	85%
Has No Learning Difficulty / Disability	87%	89%	90%	86%	86%
Not Receiving ALS	86%	89%	90%	85%	86%
Receiving ALS	90%	90%	91%	85%	87%

In Health & Social Care, the students voted to donate all monies made to 'Behind the Curtain' which is a local SEND / high needs theatre and drama group. This enabled the project to pay its rent on the property it uses for the entire year. Creative students worked with Student Services to create various promotions for Kooth which is a free, safe and anonymous on line service that supports mental wellbeing.
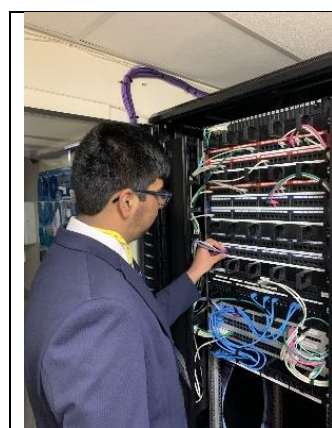
Case Study – Haseeb Hassan – L3 Dip in Computing

Haseeb faces some challenges – he has an EHCP (Autism, Social Anxiety) and travelling on Public Transport was an issue. These barriers did not stop Haseeb completing a successful Industry Placement at Audenshaw High School. Haseeb received excellent feedback from his placement supervisor including. 'Haseeb has shown excellent skills and has carried out a wide range of tasks with us. He has done the College proud'.

Effective support is given to learners to enable them to succeed, with this support. Learners with severe or complex learning difficulties and disabilities gain new skills and are able to recognise how they have developed independence which in turn supports their progression. In Aspirations A, the 25 learners with severe or complex learning difficulties and / or disabilities gained new skills and were able to recognise how they have developed independence which in turn supports their progression. 18 learners have continued their development within Aspirations A, 6 have progressed to improve their independence and employability skills in Aspirations B (next steps), 1 left early due to move to Oldham. In Aspirations B, of the 42 learners 14 continued to complete the next stage of the provision, 15 progressed to Supported Internship, 1 looking for paid employment, 1 to work at a primary special school as a TA, 2 to Level 1 Computing at T1, and 8 to adult community provision, either at Venture, or with a PA. 1 progressed to a different FE College. Of the 15 learners on the Supported Internship programme, 2 went into employment with Tameside Hospital, 7 with Active Tameside, 1 Voluntary Outcome – Allotments Together Centre, 3 progressed to Routes to Work, 1 to Derbyshire Adult provision and 1 moved out of area to Bradford.

In 2022/23, 79 learners came to us on mainstream courses with an EHCP, 9 of these being high needs learners. 88 came to us on our Aspirations specialist provision, including 5 on our Springboard provision and 14 on Internships. 66 of these were high needs. 55% of EHCP learners are not high needs. The increase in non-high needs EHCP learners in mainstream curriculum, from 44 in 2017/18 to 70 in 2022/23, has presented challenges with regards to providing support for all SEND learners (including those without an EHCP) without additional funding. Certain curriculum areas prove more popular to SEND learners e.g. Health and Social Care, Catering and Animal Care with particularly high numbers in Computing, Construction and Creative Studies. However, we recruit learners across the whole curriculum and at all levels. In 2022/23, the overall achievement rate for EHCP learners was 88%, which is +8% higher than 2021/22 and +3.5% than the overall 16-18 rate. Pass rate is 95%, which is +1% higher than the overall 16-18 rate. Retention is 92%, which is +2% higher than the overall 16-18 rate. When excluding English and Maths qualifications, the achievement rate of EHCP learners is 93% (pass is 99%, retention 93%). This is +5% above the overall 16-18 achievement rate (excluding English and Maths qualifications) of 88% (pass rate 96%, retention 91%). Of the 79

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mainstream learners who completed, 49 continued their studies at college, 8 went to another provider, 8 went into employment, 8 were referred to Positive Steps for advice on their next steps, 2 went on to university, 3 moved out of area and 2 destinations are unknown.

At 87% the achievement rate for learners declaring a learning difficulty or disability is the same as the overall College rate. Evaluation of progress against targets shows that 91% of non-EHCP students on a study programme receiving ALS improved their literacy skills and 76% improved their numeracy skills. Similarly, cognitive skills improved for 79%, concentration improved for 71%, and confidence improved for 80% of students receiving support. The needs of our SEND learners are diverse including, autism spectrum condition, dyslexia, emotional and behavioural needs and more complex medical/physical conditions. Over the last two years we have seen a significant increase in learners with SEMH needs. Where possible, these are shared with curriculum teams prior to the learners starting on their course. This can depend upon timely consultations taking place between the college and the local authorities we work with. Where possible, college staff attend year 11 reviews and conduct transition work with identified learners. Each learner with an EHCP undertakes an annual person-centred review within which progress and future aims, including developing independence and moving towards adulthood, are discussed and actions agreed. Advice and guidance is provided to reach their goals and aspirations and actions set wherever appropriate. For mainstream learners; a One Page Profile and their EHCP are uploaded to pro-monitor to ensure that all staff are aware of individual needs. ALS staff work effectively alongside curriculum teams and other support teams as well as external agencies to ensure that students with EHCP's have the best chance of remaining at college and not becoming NEET. Additional learning support for adults who require it is effective in ensuring they progress and achieve successful outcomes. Support for apprentices who require it is provided and the process for doing this continues to be developed.

Ethnicity

The table below indicates that 80% of staff are White – British, which is a slight decline of -4% since 2022/23 which indicates we have recruited more staff from ethnic groups. 15.2% of staff are from other all other ethnic groups combined. The significant majority of staff from all other ethnic groups are teachers, with a smaller number in Business Support and Learning Support. Teaching staff are by far the most diverse group of staff in relation to ethnicity. In total 25 (4.8%) staff answered 'Prefer not to say' or did not answer so are 'not known'.

Ethnicity By Job Type	Teacher	Assessor	Business Support	Learner Support	Management	Technicians	Grand Total	
Any other ethnic group	4	0	1	0	0	0	5	1.0%
Arab	1	0	0	0	0	0	1	0.2%
Bangladeshi	2	0	1	1	0	0	4	0.8%
Bl/Blk Brit African	5	0	3	3	0	0	11	2.1%
Indian	0	0	2	2	0	0	4	0.8%
Mix Any Other Mixed	1	0	0	1	0	0	2	0.4%
Mix White & Asian	3	0	2	1	0	0	6	1.2%
Mix White & Blk Caribbean	2	0	0	2	0	0	4	0.8%
Not known / Prefer not to say	6	2	11	1	3	2	25	4.8%
Pakistani	17	2	1	2	0	1	23	4.5%
UK	164	22	99	86	25	17	413	80.0%
White Any Other B/ground	6	0	2	3	0	0	11	2.1%
White Irish	2	1	3	1	0	0	7	1.4%
Grand Total	213	27	125	103	28	20	516	

The staffing profile is comparable with the most recent Tameside census data (2021) as per the table below:

Ethnicity	White	Mixed / Multiple	Asian or Asian British	Black or Black British	Other
Tameside	90.9%	1.4%	6.65%	0.08%	0.2%

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The following table shows that there are no significant gaps between the achievement of ethnic minority groups when compared to the White – British. The decline in Mixed (as a whole group) reported last year has recovered.

	Achievement Rates				
	18/19	**19/20**	**20/21**	**21/22**	**22/23**
Asian (as a whole group)	91%	87%	90%	89%	89%
Black (as a whole group)	90%	91%	89%	85%	87%
Mixed (as a whole group)	86%	87%	91%	80%	86%
Other	94%	92%	90%	91%	89%
White -British	85%	89%	91%	84%	84%
Total	87%	89%	90%	84%	85%

Community Diversity Celebrations

TACE students created a visual display of what EDI means to different people as well as in class activities like quizzes on different countries and cultures. Students also brought in foods from around the world that they'd prepared for a bake sale.

In Hair and Beauty, EDI is routinely embedded into sessions. Knowledge and skills are continuously developed in order that learners are able to adapt and tailor their practice for different skin and hair types, including clients of different ethnic groups. Type 4 dolls head, which replicate African Caribbean hair, are used to effectively to provide the skills necessary to manage this type of hair and to consider the products to be used. Teachers are encouraged to take advantage of naturally occurring opportunities to promote EDI topics. For example, carrying out intimate treatments or hair treatments in open salons and having to adapt positioning to protect religious beliefs and faiths. To help with this screens and other resources are available to ensure students can cater for all clients in all sessions.

Diwali Celebrations

As part of the Hindu celebration of Diwali, staff member Nayna Mistry brought traditional sarees and bindis into the college for students to try on, enhancing their cultural experience. Diwali symbolises the triumph of light over darkness and good over evil. Diwali's significance extends to other Indian religions, emphasizing knowledge over ignorance.

Siu Ling Wong was the TACE (ESOL) Adult Learner of the Year. Siu positively promotes all college values, attends every session on time and always completes work to a high standard. She is a great team player and enjoys working alongside others offering support throughout. She also encourages all learners to engage in group discussions and activities. This learner is not only doing ESOL, she has begun to join other courses such as sewing to develop her skills and confidence. Her English skills have increased significantly and she now feels able to support her daughter at school and engage in community activities. She loves learning about other cultures and respects different traditions and ways of living. She will be progressing on to Functional Skills course in September at Tameside College to improve her skills to enable her to follow her dreams of working in the beauty industry.

Mahak Ali was Clarendon 6th Form Student of the year. Mahak embodies excellence in every aspect of her academic journey. Mahak demonstrates unparalleled dedication in her academic pursuits. She strives for nothing short of excellence, continually surpassing expectations and inspiring others with her relentless pursuit of knowledge. She is pursuing a career in medicine, a testament to her unwavering commitment to making a difference in the world through her talents and compassion. Mahak is a role model in behaviour and attitude. She exemplifies what it means to be a model student, with outstanding attendance, punctuality, and a willingness to go above and beyond to support peers and the wider community.

Inclusion - Index of Multiple Deprivation, Safeguarding and Looked After Children

The overall achievement rate for students receiving safeguarding / pastoral support from the Student Services is 78.1%. This is +1.3% above last year, however it is -6.4% below the overall 16-18 achievement rate of 84.5%. This is primarily due to the retention rate of 85.1%, which, although an improvement of +2.8% on last year, is -6.2% below the overall 16-18 retention rate. At 6.4%, the gap between the achievement rates of students receiving safeguarding / pastoral support and the overall 16-18 continues to narrow (was 6.7% in 2021/22) and the gap in retention remains a focus for us.

In 2022/23 we identified 55 care experienced students. 28 of these were Tameside authority learners (51%). The overall achievement rate for LAC's was 75.8%. This is -7.7% lower than the achievement rate for all 16-18 learners. The pass rate of 95% is slightly higher than the overall 16-18 pass rate of 94%, however at 81% retention was lower by -9%, highlighting a gap in retention for care experienced learners. The lower retention can be attributed directly to attendance and the barriers these learners face in engaging with their education. The LAC Achievement Co-ordinator role is funded for another year in partnership with the Virtual School to enable the close monitoring of the progress being made by LAC learners. There is also a half termly care experienced monitoring group, chaired by the Deputy Principal – Quality and People

The following table indicates that 70% of qualifications are undertaken by students (all ages) from wards that are rated in the top 3 Index of Multiple Deprivation deciles. There are no significant gaps between the achievement rates of students in each decile, although it is noted the achievement of the 1.7% in decile 9 is slightly higher.

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	22-23 Leavers	% of Leavers
1	91.2%	93.9%	85.7%	6,468	36.1%
2	89.9%	94.5%	85.0%	4,275	23.8%
3	90.1%	95.5%	86.0%	1,775	9.9%
4	90.3%	93.8%	84.7%	1,687	9.4%
5	89.3%	95.1%	84.9%	1,306	7.3%
6	91.0%	94.0%	85.6%	699	3.9%
7	91.7%	93.2%	85.5%	642	3.6%
8	93.8%	94.3%	88.4%	560	3.1%
9	95.7%	96.6%	92.4%	304	1.7%
10	92.1%	93.0%	85.6%	216	1.2%

The College also uses the cohort of learners who are on Bursary as an indicator as it is means tested and we have more learners access the bursary than identify as being eligible for Free School Meals (FSMs). At 87% the achievement rate for 16-18s on bursary is +3% higher than of those who do not access bursary. At 86%, the achievement rate for learners receiving FSMs is higher than the overall 84.5% 16-18 rate. Similarly, at 91% the achievement rate for 19+ learners accessing financial support is +4% above those who do not access financial support.

College Values, particularly 'Value and Respect Each Other'

Staff involvement in creating the College's values and behaviours framework has been a critical factor in creating and maintaining a culture that will support the successful delivery of our People Strategy and Target Outstanding Strategy. During 2022-23 we have continued to embed the values and behaviours framework into key processes, e.g. 121s, appraisal (which was renamed 'It's My Responsibility' after that value). It has been embedded in staff feedback processes and the management team have completed a further cultural web analysis in order to measure impact. The Staff Awards have been rebranded and now align to our College Values. This has been well received by staff with nominations increasing on previous years.

371 staff completed the Staff Survey in 2023/24 compared to 340 in 2022/23. At 85%, overall satisfaction indicates an increase of +2% on last year and is +4% above national average (NA). 90% of staff are happy to be working at the college, which is an improvement of +5% on last year and +9% above NA. A significant factor contributing to these improvements are the strategies we have taken to support staff with the cost of living issues, particularly the pay award. It is important that we continue to optimise the impact our pay structures for our staff. This is also important as we need to be competitive in a challenging recruitment environment. Cultural indicators are high across the college:

- 96% are aware of the Values and Behaviours Framework. This is the same as last year and +5% above NA.
- 88% are satisfied that they are treated fairly and equally. This is an improvement of +8% and is -1% below NA.
  - The response of 88% from teachers is an improvement of 16% since last year and there is now no significant difference between job roles.
- 95% are satisfied they are treated with respect by their colleagues. This is the same as last year and is +3% above NA.
- 78% are satisfied that their feedback is valued. This is an improvement of +9% since last.
  - The response of 72% from Teachers is a significant improvement of +14% since last year.

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- 96% are satisfied that they receive help from their colleagues if needed and 93% are satisfied their area works well as a team. These are +3% and +5% above NA respectively.
- 94% are satisfied the college is a friendly place to work which is an improvement of +2% above last year and +4% above NA.
- 90% are happy to be working at the college which is an improvement of +5% on last year and +9% above NA.
- Most importantly, the reports showing results by age, sex and ethnicity indicate there are no significant differences in the responses from different groups.

Our Human Resources Team support any concerns or grievances and also oversee case management in line with our HR Policies. The detail of these cases are reported regularly to SLT and a summary overview is presented to Governors as part of the Annual HR Report. As part of this monitoring, SLT and Governors consider if there are any issues regarding our EDI Policy and Strategy. There were no issues relating to bullying, harassment or mistreatment of staff.

For students the College's Values and Behaviours Framework is focused on during Induction to ensure learners have self-identified the behaviours they expect from themselves and one another. Of 4369 students who responded, 94% are satisfied that they are treated fairly and equally. EDI themes are a significant theme in our personal development strategies. Personal Development was considered Outstanding by Ofsted in the March inspection. Behaviours that underpin all five values ensure there is focus on creating an orderly and supportive environment that is conducive to learning. The tutorial programme builds on this, incorporating a wide range of topics including promoting high expectations and positive attitudes towards learning enabling the learners to gain knowledge, personal skills and attributes for both learning and employment. These topics link clearly to behaviours and attitudes and are also supported by the college Acceptable Behaviours Policy which, has ensured inappropriate or unacceptable behaviour is swiftly challenged and dealt with in a fair and appropriate manner. Furthermore, within the curriculum, tutorials and general behaviour management reference is regularly made to the behaviours and professional standards that are expected in the work place. This promotes good practice and skill development, but also ensures the potential consequences of unacceptable behaviours are considered and understood. 96% of students are satisfied that behaviour in their class is good, which is the same as 2022/23. There is a robust and well-managed approach to dealing with any challenging or inappropriate behaviour. Expectations are made clear and reinforced throughout the year. Behaviour management has been more challenging due to the impact of COVID, as we have experienced more behaviour issues that can be linked to the impact of isolation and missed education as well as the ever changing social distancing rules. We are also experiencing more challenging behaviour linked to an increase in support needs, particularly ADHD and autism. Support of these learners is always part of the consideration when dealing with the behaviour issues. Any inappropriate behaviour within the classroom and the wider College environment is dealt with immediately and any action or targets required to prevent recurrence is instigated. Our behaviour management activity is closely monitored, with discrimination being a key area of focus. SLT receive a regular update on student behaviour and the governing body receive an annual report in order to monitor student behaviour and obtain a sense of the culture within the College. There have not been any significant behaviour issues related to EDI, although some of the abusive behaviour we have dealt with has contained elements of behaviour that does not adhere to our EDI Policy or College culture, e.g. language used. The main EDI related issues are peer on peer sexual abuse and the use of inappropriate language or low level behavioural issues. These issues are challenged well, in both the classroom and in the general College environment. All instances have been acted on swiftly and appropriately, with action taken to prevent recurrence.

Coordinated cross College theme weeks and events ensure there is a constant focus on positively promoting and celebrating EDI themes. Events supported include EDI Week, Anti-Bullying Week, LGBTQ+ Awareness Month, Week, World Mental Health Day. Tutorial content, student services / enrichment activities and a relevant focus in curriculum content support the positive promotion of these themes.

EDI Week: 7ᵗʰ May - 10ᵗʰ May.

In the student hubs, there were stands allowing students to write what EDI means to them and attach these to either a tree or a mannequin to display their thoughts and feelings on EDI. During tutorials, a comprehensive session on Equality, Diversity, and Inclusion (EDI) was conducted, focusing on the various protected characteristics. This session delved into prevalent stereotypes and the significant challenges individuals face due to these characteristics. The discussion aimed to foster a deeper understanding among students, encouraging them to reflect on and address biases, while promoting a more inclusive and respectful environment both within the educational setting and in their future professional endeavours. The careers team developed engaging and informative displays highlighting the importance of diversity in the workplace. These exhibits featured detailed profiles of prominent figures from a variety of industries, showcasing their significant contributions and the unique challenges they faced related to their protected characteristics, such as race, gender, disability, and sexual orientation.

This Equality, Diversity, and Inclusion initiative captured the interest and admiration of students, significantly enhancing their awareness and understanding of EDI principles in careers and employment. The positive reception of this promotion not only drew widespread attention but also elevated the visibility and importance of EDI within the context of professional development, careers and workplace inclusivity. Enrichment also had some activities to support EDI week. Across the week, there was a walking football session, sit-down volleyball and female only sports sessions. In addition, all year, the LGBTQIA+ group has met weekly to discuss issues around this and support each other. These activities were complemented further by activities within curriculum for example:

- Heath and Social Care had several units and research projects across the all groups looking at how EDI characteristics influence development, affect economic outcomes and how they impact vulnerabilities to negative events (e.g. cultural impacts on FGM, abuse etc.)
- Sport students considered the current issue of transgender athletes in sports and were posed questions on this to form a constructive debate on the topic.
- A-Levels: Film and media students analysed and evaluated the representation of marginalised groups in the media. Classics students discussed gender and social class differences in ancient Greek theatre. Chemistry students identified key contributions made to science from scientists with one of the protected characteristics.
- Access to Nursing psychology classes discussed social construction of gender and adapted behaviours for 'masculine' and 'feminine' roles.

In conclusion, the pictures below show the importance of celebrating achievement, their successes, and our complete commitment to ensuring there is culture of diversity and inclusion within the College and that this permeates through everything we do.

Study Programme Award Winners – Summer 2024

Adult Award Winners – Summer 2024

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Staff Training and Development

Mandatory EDI training is provided for all new staff as part of our induction processes and this is complemented by other training and awareness raising activity throughout the year. During 2023/24 the SEND Strategy Group has led the strategic developments to account for the ever changing local and national policy to ensure we can effectively support our students in the coming years. Inset Days have focused on developing staff awareness and understanding of SEND, including how we support students with Educational Health Care Plans (EHCPs). Teachers who have high needs learners in their class have received specific support, particularly around setting targets linked to EHCPs. This has been further supported with staff briefings. A new Head of SEND post was created to lead this work. The curriculum self-evaluation report and appraisal process for 2023/24 was amended to improve the evaluation of the promotion of EDI in each curriculum area and for each staff member. This has proven successful with strengths and areas for improvement identified and acted on. Where improvements are required, actions are included in the relevant improvement plan.

College Governing Body

The College's Governing Body is continually reviewing the characteristics of its members in order to ensure there is fair representation. As of 1st May 2024, there were 16 governors in post at the College and their profile is summarised in the following table:

Sex	Male = 9, Female = 7
Age Range	16 – 18 = 1, 19 – 24 = 2, 25 to 34 = 1, 35 to 44 = 1, 45 to 54 = 4, 55 to 64 = 4, 65+ = 2
Disability	Yes = 1, No = 12, 3 = Not Known
Ethnicity	White British = 11, Pakistani = 1, Other Asian Background = 1, Caribbean = 1, Not Known = 2