

EQUALITY AND DIVERSITY –ANNUAL REPORT 2016/17

INTRODUCTION

Equality is about treating everyone fairly with equal dignity, regardless of their particular characteristics of age, disability, gender, ethnicity, religion/belief, sexual orientation, gender identity, marital status or pregnancy & maternity. As a publically-funded organisation, the college has a legal duty to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This annual report is a critical appraisal of the current progress of the college towards the aspirations of the college's core values.

Stanmore College's Vision

Our vision is to ensure that all students will develop the skills and knowledge they need to achieve qualifications and progress into higher-level courses or employment.

All students and staff will enjoy their time and be proud of being members of the college.

Key aspects of our vision include:

Our core values

Stanmore College calls on its staff and students to actively promote these ten values which reflect the aspirations of the College, the community and the country:

- *Welcoming* *putting stakeholders and students first*
- *Inclusive* *an accessible working environment valuing everyone*
- *Supportive* *to all students, staff and the community*
- *Recognition* *from stakeholders, students, staff and the community*
- *Growth* *investing in our facilities and achieving growth*
- *Collaboration* *working in partnership*
- *Openness* *to listen to students and staff*
- *Aspirational* *for staff and students to achieve our goals*
- *Commitment* *to hard work*
- *Value for money* *ensure resources are used cost-effectively and efficiently.*

Stanmore College has a Single Equality Scheme, updated annually, that aims to:

- ensure equality of access to all potential students.
- ensure that all students enjoy equal access in terms of curriculum, assessment, support services and resources.
- ensure that discrimination, harassment and victimisation are not tolerated under any circumstances.
- work towards a staff team that reflects and complements our communities and clients.
- ensure that all members of staff understand the significance of equality of opportunity and know how to implement it in their work.
- ensure that effective systems for the monitoring and evaluation of equal opportunities are in place.
- comply with all current equalities legislation including the Equality Act 2010

This report covers:

1. Student Numbers
2. Participation by different groups of students-enrolment
3. Narrowing the achievement gap-Success by different groups of students
4. E&D within teaching and learning
5. Impact assessment of policies, procedures and practices
6. Promotion of Equality and Diversity outside the classroom
7. Anti-harassment and anti-bullying measures
8. Analysis of staff profile
9. Progress on equality objectives
10. Progress on the 2016/17 action plan
11. Recommendations for the 2017 / 18 Action Plan

1. Student Numbers:

The three-year trends of enrolment numbers for 16-18 and 19+ at the college are shown below. The decreases in numbers from 2014/15 are due to the closure of the A level provision which typically brought 3 subject enrolments per student. In 2015/16 only A2 levels remained and in 2016/17 there were no AS or A2 enrolments,

Business, Sport & Creative Arts	2014/2015	2015/2016	2016/2017
	Enrolments	Enrolments	Enrolments
Art & Media	238	139	124
Business	430	201	172
Sports	526	293	237
Performing Arts	57	22	0
Grand Total	1251	655	533

Care, Beauty & Humanities	2014/2015	2015/2016	2016/2017
	Enrolments	Enrolments	Enrolments
Beauty	43	56	0
Childcare	176	77	88
English	616	495	500
Health & Social Care	132	105	100
Skills for Life	551	1082	709
Social Science	116	50	0
Workskills	0	45	0
Grand Total	1634	1910	1397

Science, Technology, Engineering & Media	2014/2015	2015/2016	2016/2017
	Enrolments	Enrolments	Enrolments
Accounting	64	54	52
Science Access	11	41	77
Engineering	88	48	46
Information Technology	148	63	157
Mathematics	821	721	537

Science Academic (GCSE Study)	194	81	94
Vocational Science	154	72	91
Grand Total	1480	1080	1054

Employer Community & Business Development	2014/2015	2015/2016	2016/2017
	Enrolments	Enrolments	Enrolments
Employer Engagement	1219	275	373
Grand Total	1219	275	373

Partnership (Sub-Contracting)	2014/2015	2015/2016	2016/2017
	Enrolments	Enrolments	Enrolments
Sub-Contractors	555	342	650
Grand Total	555	342	650

2. Participation by different groups of learners-enrolment by age and ethnicity

North London, where our learners are primarily drawn from, has a particularly diverse population in terms of ethnic heritage. In the 2011 census ([Office for National Statistics \(2012\)](#)) the London Borough of Harrow had 63.8% of its population from the BME (Black and Minority Ethnic) communities. This diversity continues to be reflected in our student profile, and has not altered significantly as enrolments have changed.

16-18	2014-2015	2014-2015 as % of student population	2015-2016	2015-2016 as % of student population	2016-2017	2016-2017 as % of student population
African	411	12%	316	12%	129	14%
Arab	136	4%	157	6%	77	8%
Bangladeshi	43	1%	22	1%	9	1%
Caribbean	231	7%	189	7%	39	4%
Chinese	8	0%	8	0%	4	0%
Eng/Wel/Sco/Nth I/Brit	535	16%	324	13%	82	9%
Gypsy/Irish Traveller	0	0%	2	0%	0	0
Indian	379	11%	273	11%	149	17%
Irish	22	1%	14	1%	7	1%
Pakistani	183	6%	125	5%	61	6%
White/Asian	54	2%	55	2%	14	1%
White & Black African	41	1%	52	2%	13	1%
White & Black Caribbean	157	5%	94	4%	26	3%
Any other Asian background	360	11%	297	12%	128	14%
Any other Black/African/Caribbean	126	4%	159	6%	65	7%
Any other Mixed/multiple ethnic background	83	3%	44	2%	13	1%

Any other White background	261	8%	249	10%	89	9%
Any other ethnic background	130	4%	50	2%	37	4%
Not known/not provided	151	5%	109	4%	0	0%
Grand Total	3311	100%	2539	100%	942	100%

For 16-18 year olds, the relative proportion of student enrolments from individual ethnic heritage groups has not changed by more than 3% for any group, other than: the 'English, Scottish, Welsh, Northern Ireland, British' group which is now, relatively, 7 percentage points smaller than in 2014-15; and the 'Indian' group which is now, relatively, 6 percentage points larger than in 2014-15.

19+	2014-2015	2014-2015		2015-2016		2016-2017	
		as % of student population	2015-2016	as % of student population	2016-2017	as % of student population	2016-2017
African	236	8%	129	7%	240	19%	
Arab	151	5%	102	6%	105	8%	
Bangladeshi	30	1%	18	1%	22	2%	
Caribbean	136	5%	69	4%	28	2%	
Chinese	7	0%	5	0%	3	0%	
Eng/Wel/Sco/Nth I/Brit	479	16%	129	7%	116	9%	
Indian	249	9%	101	6%	146	11%	
Irish	40	1%	9	1%	4	0%	
Pakistani	90	3%	49	3%	73	6%	
White/Asian	29	1%	16	1%	9	1%	
White & Black African	48	2%	38	2%	18	1%	
White & Black Caribbean	58	2%	28	2%	11	1%	
Any other Asian background	442	15%	339	20%	178	14%	
Any other Black/African/Caribbean	86	3%	47	3%	17	1%	
Any other Mixed/multiple ethnic background	46	2%	15	1%	12	1%	
Any other White background	636	22%	546	32%	263	21%	
Any other ethnic background	113	4%	65	4%	44	3%	
Not known/not provided	51	2%	24	1%	1	0%	
Grand Total	2928	100%	1729	100%	1290	100%	

For adult learners (19+), the relative proportion of the 'African' ethnic heritage group has increased by 12 percentage points, and the relative proportion of the 'Indian' ethnic heritage group has increased by 5 percentage points. Whereas the 'Any other Asian background' group is now, relatively, 6 percentage points smaller, and the 'Any other White' background 11 percentage points smaller than in 2014-15.

This diversity at 19+ is due to the increased provision for ESOL classes.

3. Narrowing the achievement gap-Success by distinct groups of students

Achievement Rates by Age and Gender

Age	2014/15	2015-2016	2016-2017	National rate
16-18 Male	68.2%	72.2%	76.2%	80.7%
16-18 Female	78.7%	79.9%	74.1%	81.4%
19+ Male	77.9%	83.4%	95.9%	85.0%
19+ Female	84.2%	89.8%	83.4%	80.1%

The underachievement of male learners was a significant concern in the 2014/15 success rates with 16 – 18 males overall underperforming compared to female students by 10.5% points compared to female learners. This gap has now closed, and male learners are doing better than female learners. The substantial increase in achievement rates for the 19+ male learners is due to subcontracting some short course provision for predominantly male learners. This provision had very good success rates.

Achievements Rates by Age and Ethnicity

16-18

Achievement Rates by Age and Ethnicity 16-18	2014-2015	2015/2016	2016/2017	National Rate	2016-2017 as % of student population
African	75.40%	80.1%	73.8%	80.3%	14%
Arab	72.80%	63.7%	82.2%	78.8%	8%
Bangladeshi	72.10%	90.9%	87.5%	79.7%	1%
Caribbean	67.50%	65.6%	52.0%	75.2%	4%
Chinese	87.50%	100.0%	100%	88.1%	0%
Eng/Wel/Scot/Nth I/Brit	67.70%	79.6%	68.7%	78.9%	9%
Gypsy/Irish Traveller		50.0%		66.4%	0
Indian	88.40%	89.4%	85.2%	85.1%	17%
Irish	50%	71.4%	100%	74.2%	1%
Pakistani	76%	83.2%	83.7%	80.0%	6%
White/Asian	74.10%	65.5%	47.5%	78.6%	1%
White & Black African	73.20%	63.5%	70.3%	77.1%	1%
White & Black Caribbean	65%	71.3%	56.3%	73.5%	3%
Any other Asian background	75%	71.4%	78.9%	81.8%	14%
Any other Black/African/Caribbean	69.80%	69.2%	72.3%	76.7%	7%
Any other Mixed/multiple ethnic background	60.20%	75.0%	67.6%	76.6%	1%
Any other White background	71.30%	75.1%	78.7%	80.9%	9%
Any other ethnic background	58.50%	70.0%	82.6%	79.1%	4%
Not known/not provided	73.50%	67.9%	0		0%
					100%

For those groups that represent more than 5% of the college population; three have increased their relative success rate, and three have declined in success rates. Those that have increased are learners of ethnic heritage of: Arab by 19% points, Any other Asian by 6 % points, any other black by 3 % points and any other white by 3% points. Those that have

decreased are learners of ethnic heritage of: African by 6 % points, British by 11 % points, Indian by 4 % points.

19+

Achievement Rates by Age and Ethnicity 19+	2014-2015	2015/2016	2016/2017	National Rate	2016-2017 as % of student population
African	78.40%	85.3%	89.4%	82.7%	19%
Arab	85.40%	92.2%	90.1%	87.5%	8%
Bangladeshi	80%	88.9%	89.3%	88.4%	2%
Caribbean	78.70%	73.9%	61.8%	82.7%	2%
Chinese	85.70%	100.0%	100%	86.8%	0%
Eng/Wel/Scot/Nth I/Brit	79.10%	85.3%	89.8%	86.8%	9%
Indian	86.70%	95.0%	88.2%	86.8%	11%
Irish	87.50%	88.9%	100%	88.6%	0%
Pakistani	75.60%	83.7%	94.4%	85.0%	6%
White/Asian	65.50%	87.5%	50.0%	85.1%	1%
White & Black African	75%	92.1%	94.1%	81.9%	1%
White & Black Caribbean	70.70%	64.3%	61.5%	81.1%	1%
Any other Asian background	83.90%	87.9%	81.3%	84.9%	14%
Any other Black/African/Caribbean	82.60%	87.2%	80.0%	83.5%	1%
Any other Mixed/multiple ethnic background	60.90%	80.0%	81.0%	82.8%	1%
Any other White background	86%	91.8%	88.7%	87.5%	21%
Any other ethnic background	73.50%	84.6%	81.2%	84.9%	3%
Not known/not provided	90.20%	79.2%	100%	87.3%	0%
					100%

For those groups that represent more than 5% of the college population; four have increased their relative success rate, four have declined in success rates. Those that have increased are learners of ethnic heritage of : African by 4 % points, Eng/Wel/Scot/Nth I/Brit heritage by 4.5%, Pakistani by 11% points. Those that have decreased are learners of ethnic heritage of Arab by 2 % points, Indian by 7 % points, Any other Asian background by 6% points and Any other White background by 3 % points.

Achievement Rates by Age and Learning Difficulties and/or Disabilities

16-18

Achievement Rates by Age and Learning Difficulties and/or Disabilities 16-18	2014/15	2015/2016	2016/2017	National rate
LLDD-yes	609 67.2%	534 76.2%	322 70.2%	79.9%
LLDD- no	2702 73.8%	2005 74.9%	1748 76.3%	81.2%
LLDD- Unknown	0	3 33.3%	n/a	

For 16-18 year olds, the success rates of those declaring a Learning Difficulty or Disability has dropped by 7% points. and is now 6% points below the rest of the student cohort and 9% points below the national rate.

19+

Achievement Rates by Age and Learning Difficulties and/or Disabilities 19+	2014/15	2015/2016	2016/2017	National rate
LLDD-yes	376 77.9%	85 57.6%	78 79.5%	80.2%
LLDD- no	2,545 82.4%	1644 89.7%	1859 87.3%	82.5%
LLDD- Unknown	7 42.9%	n/a	n/a	

For adult learners, the success rates of those declaring a learning difficulty and/or disability have increased by more than 22% points and are now broadly in line with the national rate although 8% points below those who have not declared a learning difficulty or disability.

A further investigation is going to take place to consider the achievement rates of those who have been in receipt of support.

Achievement rates for looked after children and those in receipt of free school meals and bursaries

Free School Meals

Free School Meals 16-18	2014/15	2015/2016	2016/2017	National rate
Learner Eligible for free meals	899 81.4%	657 78.5%	807 81.8%	82.5%
Not eligible for free meals	2360 70.8%	1879 74.0%	1263 71.2%	80.0%

Free School Meals 19+	2014/15	2015/2016	2016/2017	National rate
Learner Eligible for free meals	26 73.1%	33 54.5%	17 70.6%	80.9%
Not eligible for free meals	2898 81.9%	1701 88.8%	1920 87.1%	82.4%

The participation and success rates for those eligible for free school meals and bursaries has been analysed over two years. For the 16-18 year old learners, the achievement rates of those in receipt of free school meals has risen by 3% points and is now broadly comparable with the national rate, and 10% points above those who are not eligible.

For adults, the achievement rates of those eligible for free school meals has risen by 16% points, but remains 10% points below the national rate and 17% below those who are not eligible.

The achievement of all learners on a bursary has gone up from 79% in 15/16 to 82% in 16/17, and is now broadly in line with overall college achievement rates.

4. E&D In Teaching and Learning

During induction, the College's approach to equality and diversity is explained to new learners via the Student Handbook. The induction programme includes equality and diversity activities, discussing the college approach to equality and diversity and British values and using case studies to further emphasise and develop expectations.

The promotion and embedding of equality and diversity was one of the top ten strengths seen in formal observations. Also, a clear central guide on the topics to be covered in group tutorials ensured that there were discussions of equality and diversity issues around protected characteristics through the pastoral programme as well as exploitation and embedding of opportunities within the curriculum. A good example of this work is the 'Women in STEM week'. This was a week of events including: female staff giving talks, the Principal giving a talk, a visit to the cinema for a film about female mathematicians and culminating in an offsite visit to a national womens' fayre at Southbank.

One of the key areas for further support identified by teachers and personal tutors was support in building confidence in holding difficult conversations with students on key topics around equality and diversity and promotion of British Values. This was provided through workshops with Dr Christine Rose, a sector expert on the topic, during the staff development fortnight. The January 2017 Ofsted report states that "Learners are prepared well for living and working in modern Britain. They have high standards of conduct and behaviour, they respect their peers and understand democracy well." In a large proportion of formal lesson observations, observers were able to explain clearly how they had seen equality and diversity embedded in lessons. Often teachers drew on the wide cultural and experiential mix of the student population to highlight equality and diversity themes.

Some 34 tutorials were observed during the year, focussing on the taught part of these group sessions. The overall observation profile was 85% good or better.

Regular training has taken place on equality themes within teaching and learning. In August 2016, all staff attended a training session led by Dr Christine Rose on embedding Fundamental British Values within teaching and learning and wider college practices. In July 2017 this was followed up by a further training session with Dr Christine Rose on managing difficult conversations with students around equality topics.

5. Impact assessment of policies, procedures and practices

Impact assessments of college processes and policies seeks to ensure:

- Activities of the college do not inadvertently disadvantage learners, employees or other college users
- Opportunities to promote the equality of opportunity more effectively are identified
- Managers are informed of key performance indicators relating to age, ethnicity, disability and gender.

An update training session for all policy owners has recently taken place and policy updates from now on will be accompanied by updated impact assessments.

6. Promotion of Equality and Diversity outside the Classroom

The college celebrates the diversity of its students in many ways and is proactive in eliminating discrimination. There are regular tutorial sessions and resources used to celebrate equality and diversity thus promoting culture, religion, understanding and tolerance of diverse backgrounds, the Equality Act protected characteristics and positive LGBTQ relationships.

Within the college academic calendar there are set days/weeks that national days and religious events that are celebrated. The calendar of activities to proactively celebrate key national and college events to support advancement of equality and diversity in tutorials and run by the enrichment team, is now more widely publicised to all staff via the college calendar.

7. Anti-Harassment and Anti-Bullying Measures

There are rigorous reporting and support systems in place to deal with any disclosures of bullying, abuse or harassment. These are disseminated during student induction and staff induction and training days. There are two Designated Senior persons responsible for safeguarding, along with a college counsellor and an Inclusion mentor. Tutors and senior tutors are responsible for putting in place action plans and reporting to parents where any issues arise. Ofsted February 2017, stated 'The arrangements for safeguarding are effective. .. Learners feel safe at college and in the workplace. They value the diversity of the learner body and the colleagues with whom they work. They are respectful of staff and each other, both in lessons in social spaces and at work'.

The college promotes the safeguarding of students through a number of ways including:

- The intranet site has a student guide summarising how the college promotes safeguarding
- Tutorial sessions promote safeguarding through resources, activities, discussion around specific safeguarding topics such as: radicalisation, online bullying, abuse, child sexual exploitation, gangs and homophobic behaviour
- The student handbook contains comprehensive contact details of internal and external sources of information and support for issues of abuse or bullying
- There are posters with support groups across the college and Student Services
- Plasma screens situated throughout the college transmit regular safeguarding messages

8. Complaints

The analysis of complaints has always included a review of complainants by their gender, ethnicity and whether or not they have a learning difficulty or disability. This data has now been compared to the student population to see if any particular group is over or under represented.

Male students appear to be under-represented in the complainants, with only 20% of complaints arising from our male students compared to 59% from female students.

- There are twice as many complaints from learners declaring a learning difficulty or disability compared to the previous year.
- Early Years Level 3 Yr2 – 11 joint complaints of which there were 5 with disabilities/learning difficulties – teaching and learning.
- Early Years Level 2 – 10 joint complaints of which there were 3 with disabilities/learning difficulties – timetable issues

Reviewing the ethnicity data, there is only one ethnic heritage group with a slight overrepresentation in the number of complaints. This are learners from 'white – any other white background' heritage. The 7 complaints that relate to this group have been reviewed and there is no particular pattern of concern within these.

9. Analysis of staff profile

Ethnicity

Since 2013 the proportion of staff whose ethnic heritage is 'unknown' or those who 'prefer not to say' has reduced to zero which allows for a full analysis of the staff population.

Numbers of staff by ethnicity	Number in 2015-16	Number in 2016-17	Proportion of staff population %
Asian/Asian British - Any other	7	9	5%
Asian/Asian British - Bangladeshi	4	4	2%
Asian/Asian British - Chinese	1	1	1%
Asian/Asian British - Indian	26	31	17%
Asian/Asian British - Pakistani	5	6	3%
Black/African/Caribbean/Black British - African	7	9	15%
Black/African/Caribbean/Black British - Caribbean	9	13	7%
Black/African/Caribbean/Black British - Other		2	1%
Mixed/Multiple ethnic groups - Any other	2	2	1%
Mixed/Multiple ethnic groups - White and Black African	1	1	1%
Mixed/Multiple ethnic groups - White and Black Caribbean	4	2	1%
Other ethnic group - Any other	1	0	0%
Other ethnic group - Arab	1	2	1%
White - Any other	11	17	10%
White - English/Welsh/Scottish/Northern Irish/British	72	71	40%
White - Irish	9	8	5%
Grand Total	160	178	100%

The staff profile is skewed towards those of English/Welsh/Scottish/Northern Irish/British who make up 40% of the staff mix (down from 45% in 2015/16). This is representative of the population of Harrow, however, it is less diverse than the student population.

Gender

Staff profile by gender	Numbers 2015-16		Numbers 2016-17		Percentage	
	F	M	F	M	F	M
Support	54	28	56	29	50%	44%
Academic Management	1	3	1	2	1%	3%
Teaching	42	25	46	30	41%	45%
VHL	3	4	9	5	8%	8%
Total	100	60	112	66	100%	100%

Slightly more of the female staff are employed in support staff roles (50%) than in teaching roles (41%). Whereas, the male staff are nearly equally employed in teaching roles (45%) and support staff roles (45%).

Disability

The percentage of those staff declaring a disability as a proportion of the number of staff overall is 9.6%. This compares to the FE Sector average for the proportion of staff declaring a disability of 5% (Staff Individualised Record 2014-15)

The profile of those staff declaring a disability by gender and ethnicity is:

Staff profile by disability	Numbers		Percentage
	2015-16	2016-17	By gender
Male	5	6	35
Female	9	11	65
Total	14	17	100%

Staff disability profile by ethnicity			
Asian		3	18
White		12	70
Other		2	12
Total		17	100%

We refer staff to our Occupational Health provider and they are able to refer to services such as CBT for stress/anxiety. They also recommend phased returns and reduced hours where necessary.

We provide specialist equipment such as chairs, adjustable desks, computer aides such as keyboards, mouse, voice activated software. And, for staff with more severe physical disabilities we have support workers for them for part of the working week.

Age

Staff profile by age	Up to 20	20-29	30-39	40-49	50-59	60-65	65+
Management	0	0	0	5	7	0	0
Support	0	12	16	16	29	7	0
Teaching	0	6	20	20	18	8	0
Teaching VHL	0	1	2	2	5	2	2
Total	0	19	38	43	59	17	2

Staff sickness absence

Year	Percentage of working days lost to sickness (includes both long and short term sickness)
2014/15	4.08%
2015/16	3.20%
2016/17	3.76%

FE sector average =3.84% (source: AOC survey of sickness absence in FE 2015/16)

Staff turnover

	Support	Teaching	Total
2014/15	22.1%	32.7%	27.4%
2015/16	29.2%	32.3%	30.8%
2016/17	14.4%	17.8%	16.1%

CIPD Resource and Talent planning report 2015: National average 13.6%, Public sector 10.0%

The higher teaching staff turnover in the two previous years was due partly to staff changes as the curriculum changed, including redundancies.

10. Progress on Equality Objectives

The Stanmore College Equality Objectives in 2016/17 are based on an analysis of the student cohort completing in 2014/15, and are set over four years. The progress to date on each objective is below:

- Increase the achievement rates of male learners by 4% over 4 years. **Progress: 16-18 male achievement rates have increased by 6% points, and 19+ male achievement rates by 18% points over the last two years.**

- Increase the success rates for those who consider themselves to have a learning difficulty or disability by 2% over 4 years **Progress: 16-18 achievement rates for those who have declared a learning difficulty or disability have increased by 3% points, and 19+ achievement rates for those who have declared a learning difficulty or disability have increased by 2% points over the last two years.**
- Increase the success rates for 16-18 White British learners by 1% over 4 years **Progress:16-18 White British learners success rates have risen by 1% percentage point over two years.**
- Increase the success rates for learners of mixed ethnic heritage and those of heritage other than the specific groups recorded by 3% over 4 years **Progress: For 16-18, the success rates of learners of mixed ethnic heritage has increased by 7% points and the success rates of learners of 'other' ethnic heritage groups has increased by 22 % points over 2 years. For adults, the success rates of learners of mixed ethnic heritage has increased by 21% points and the success rates of learners of 'other' ethnic heritage groups has increased by 8% points over 2 years.**
- Monitor participation and success of a wider range of learners by increasing the number of groups in the annual equality and diversity report by 2 per year over the next 4 years **Progress: success data on learners in receipt of free school meals/ bursaries is included in this report**
- Increase employee declaration rates in all categories to at least 95% Progress: - fully achieved, there were no employees who chose not to declare their age, gender, ethnicity or whether or not they had a learning difficulty or disability in 2015/16. **Progress: there are no unknowns in the staff profile data for 2015 /16 or 2016/17.**
- Increase the number of cross college learner events to promote understanding of the needs, cultures and faiths of different groups of learners **Progress: there have been limited additional cross college events that specifically promote tolerance of needs, cultures and faiths of different groups of learners**

11. Progress on action plan

Following the annual report an action plan is created to ensure that identified recommendations are taken forward. From the 2015/16 annual report, the actions put in place were:

- Ensuring that the college was compliant with the Public Sector Equality Duty and had published publicly key Equality and Diversity data and Equality objectives. **Progress: Our single equality scheme and a public facing equality and diversity report are published on our website along with the progress we are making on our equality objectives.**
- Routinely analysing E&D data at College, School and Course level to improve performance **Progress: retention, complaints and survey data are routinely analysed by equality indicators at college level. There has also been a specific focus on monitoring the success rates of male learners.**

- Ensure the College E&D group focusses on: monitoring the college progress towards achieving the college E&D objectives and the annual action plan. ***Progress: this group has been changed to Inclusion and Impact and the terms of reference and meeting schedule have been revised.***
- Review and re-issue the template for impact assessments, for both written policies and procedures, and for significant college events and changes. ***Progress: policy owners reported that they would like further training on impact assessment. This was arranged in October 2017, with a follow up workshop in December 2017. This process has created example documents. Policy owners report feeling more confident with the process and the this will now be routinely applied to all new practices and policies.***
- Actions around raising the profile of E&D by having a high profile of visibility of E&D issues across the physical environment, including an enrichment calendar of E&D celebrations and events, more physical displays in reception areas, student areas and classrooms, improving the promotion of LGBT awareness, named E&D champions for specific faiths and student groups. ***Progress: staff are aware of E&D issues and students generally feel that all groups are respected. Fundamental British Values posters and displays have been created. An enrichment calendar was agreed through the I&I group and regular displays are now taking place in the foyer.***
- Revise the student induction to include more embedding of E&D. ***Progress: the student induction was revised and contains much more emphasis on the promotion of Fundamental British values and our culture of mutual respect and tolerance. More activities around awareness of the needs of diverse groups of learners still to be embedded.***
- Ensure staff have received appropriate recent training on equality and diversity issues and what this means for their professional practice. ***Progress: Whole staff training day devoted to embedding Fundamental British Values in August 2016 and a further day on managing difficult conversations with students in July 2017.***
- Review the implementation of our duties under the PREVENT agenda. ***Progress: The Prevent action plan is up to date and is being monitored regularly at the safeguarding strategy meeting and at SLT meetings.***
- Ensuring that future E&D reports include both an analysis of the success rates of a wider range of learner groups eg those entitled to free school meals, those in receipt of the bursary and information about the staff profile. ***Progress: This report contains that analysis***

12. Recommendations for 17/18

When compiling the annual inclusion and impact action plan, the following areas are recommended to be considered:

- Annual review and update of the college equality objectives

- Further routine analysis E&D data at College, School and Course level to improve performance
- Ensuring that impact assessments, for both written policies and procedures, and for significant college events and changes are routinely created.
- Further raising the profile of E&D across the physical environment, including an enrichment calendar of E&D celebrations and events.
- A review of the embedding of E&D in our work with employers and in work based training
- Further training for curriculum leads in developing the promotion of British Values in classroom practice.