

Equality and Diversity Report 2016-2017

Introduction

The Equality Act 2010 introduced a new Public Sector Equality Duty which requires organisations to

- a. Publish information
- b. Set and publish equality objectives.

This annual report, produced by Bilborough College, demonstrates the College's compliance with the Public Sector Equality Duty underlines a whole college approach to Equality and Diversity. Section A of the report provides an overview of the activities that have taken place over the course of the academic year demonstrating a proactive approach to embedding equality and diversity in every aspect of college life. Section B provides a breakdown of statistics relating to both staff and students. Section C provides an overview of Equality Objectives for the years 2016-2020 with an update of progress for 2016-2017

The college is committed to

1. Equality of treatment regardless of gender, age, religion and belief, sexual orientation or disability.
2. Zero tolerance of discrimination or harassment.
3. Creating a positive and inclusive atmosphere which is welcoming, safe and supportive.
4. Making sure that we provide each individual student with the best opportunity to achieve his/her full potential, reach ambitious goals and maximize their life chances as an effective global citizen.
5. Constantly improving what we do to enhance the opportunities we provide.

Chris Bradford
Principal

The report below focuses on the academic year 2016-2017 and incorporates examination data for summer 2017.

Section A.

1. **Activities and Events.** Throughout the academic year we take the opportunity to highlight, promote and celebrate a wide range of events. Some of these like the Day of Languages is promoted by the MFL Department, whereas other events are organised by the different groups of students for example Holocaust Memorial day, Black History Month/LGBT History Month (Student Executive working with Bilborough Extra), Interfaith Week (CU and Islamic Society). The International Department takes a lead role in celebrating events like Lunar New Year and invites members of the whole college body to share in the celebrations. The Student Support team (Welfare Officer, Wellbeing coach and the Careers team) have worked with relevant student bodies to facilitate events such as World Hijab Day (Feb 2016); a review of the use of the faith room, rebranded as the Faith and mindfulness room with relevant literature; and other events including network events for LAC support, and a major college event in December 2016 with the theme of Safety and Wellbeing with many external support representatives coming into college over a week long period to promote and support EDI events eg sessions on transgender transition and feminism. The student support team also oversees an internal food bank to support those students living independently. The tutorial programme and tutor bulletin highlights key events through the year and activities such as EDI bingo as well as 'time to talk' (raising

awareness of mental health issues) which were given full group sessions within the programme.

2. **Bilborough Extra Activities (Careers, Work Experience and Enrichment).** The 'Bilborough Extra' programme supports a wide range of clubs and societies celebrating and promoting Equality, Diversity and Inclusion. There is a wide variety of student led activities within the programme; The CU and Islamic society are both very outward looking and seek to raise awareness of their faiths as well as working together to fundraise for charity. The LGBT group have invited in guest speakers, as have the Politics and Debating society. The Sport and Recreation team promoted a very successful, 'This Girl Can' Campaign to attract more girls into participating in sporting activities and this year specific activities have included the Girls football challenge run in conjunction with the FA Girls football week. Activities such as Henna Painting, Sign Language, and Debating Society are a few examples of the many activities undertaken over the college year and reported in the annual Bilborough Extra Report. The Careers and Work Experience coordinators organise a wide range of activities to encourage participation of underrepresented groups including girls in engineering, alumni programme of talks, involvement in Sutton Trust activities and other widening participation activities.
3. **Teaching, Learning and Assessment.** All schemes of work are designed to promote equality and diversity with sections highlighted where related content and activities are actively planned in to sessions. The staff development programme for the year 2015-2017 has included the following whole college inset opportunities; Christine Rose June 2016 – EDI and FBV; Supporting students- an internal inset led by the student support team specifically about addressing the needs of students with learning difficulties, health needs (mental and physical) LAC and those living independently. The sessions concentrated on the issues faced by these students, the help with offer within college and what tutors and teachers could do to further raise the support they offer in their areas. Other inset opportunities included sessions on 'closing the gaps' which identified some of the specific achievement gaps raised by results 2016 data, talked through needs and issues faced by some of these students and allowed time for curriculum teams to identify and discuss best strategies to support these students. Group dynamics identify issues and strategies for supporting students with LLDD needs. The college regularly analyses performance data for all its students and department Quality Improvement Plans for each subject area outlines strategies in place to address gaps.
4. **Student Services.** The Head of Student Support works closely with the Welfare Officer who has specific responsibility for management of bursary funds, Looked After Children, independent students and Young Carers. This adds an additional tier of support over and above that provided by personal tutors for this particular group of vulnerable students. A Wellbeing Coach works alongside the college counselling service to support students with mental health issues. The post has a clear remit to support the academic needs of students suffering from a wide range of mental health issues. The tutorial programme places a heavy emphasis on Equality and Diversity issues and whole group sessions include resilience, specific sessions on EDI, mental health awareness and LGBT awareness.
5. **Staff training in 2015-2017** has included externally-led sessions on mental health and sexuality as well as teaching and learning sessions identified in (3) above.
6. **OFSTED findings September 2016** All members of the college community, including students, teachers and support staff, collaborate very well. This has created a culture of collective endeavour that supports the progress of students.

The college has an inclusive culture in which students with diverse identities feel welcome and safe. They show respect and tolerance towards each other.

The college community celebrates its diversity very effectively. Visitors are welcomed by a wide range of interesting displays promoting respect for social difference, tolerance and

inclusivity. Students of all faiths, sexualities and ethnicities value highly the welcoming and mutually supportive atmosphere of the college.

Staff provide excellent support to help students who have learning difficulties and/or disabilities to succeed. Students are encouraged to declare additional learning needs prior to or during enrolment, or at any point during their studies. If a teacher becomes concerned that a student may have a learning difficulty, they can refer them to the additional learning support team. Additional support staff quickly assess the needs of each student and swiftly provide any necessary assistance. The college has a dedicated study room in which students who need extra help can complete work and receive specialist support, and they value this resource highly.

College staff and students promote the principles of diversity well. For example, science classrooms contain displays about prominent female scientists. The student lesbian, gay, bisexual and transgendered (LGBT) group is active and LGBT students report feeling safe, happy and secure in the college.

7. **Data Monitoring: Students.** The headline monitoring data for the college is incorporated in the college SAR and is presented to Corporation meetings on a regular basis. The data contains student numbers and enrolments against qualifications for the past three years. It also includes retention and success rates and (where relevant) ALPS Quality and Breadth value-added grades.

The schedule makes comparisons of the performance of groups of students by the following characteristics:

- Gender
- Ability bands – using GCSE scores on entry as an imperfect proxy
- Disability – using the status *in receipt of learning support* as an imperfect proxy
- Economic disadvantage – using the status *in receipt of bursary funds* as an imperfect proxy
- Ethnic Heritage Background – comparing *White British* with *Other* heritage backgrounds as a starting point. (More detailed sub-analyses underpin this.)
- Looked After Children
- Young Carers

Where relevant the three-year trend is identified and indications are given as to any gaps between the performance of particular groups and whether these are reducing or widening.

This data – along with more detailed sub-analyses which give the performance of sub-groups and performance against particular qualifications – and in-year reports, similarly configured, are the basis for review by management and governors. This allows for the identification of areas, timely improvement planning and the monitoring of the impact of action taken. All data monitoring information can be accessed by contacting Claire.bailey@bilborough.ac.uk who will provide the information

8. Data Monitoring (staff) – Contact ruth.pender@bilborough.ac.uk
9. Governing body – Contact Claire.bailey@bilborough.ac.uk