



Equality and Diversity Report Sept 2017- December 2018

1. Recommendation

That the report is received.

Please note that the EDI report brings together information already presented to Governors in other reports (e.g. Safeguarding, Student Outcomes, Destinations).

In line with other public bodies we are required to publish a brief yearly EDI report and summary of EDI objectives on the college website. The objectives for 2016-2020 were presented to governors in 2016 and were discussed in detail with Angie Pears the governor with specific remit for EDI based on her professional role outside of college. **This report is based on the EDI report published on the website.**

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 demonstrates the College's compliance with the Public Sector Equality Duty and 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 September 2017 – December 2018 demonstrating a proactive approach to embedding equality, diversity and inclusion in every aspect of college life. As a college we took the decision a few years ago to move from an approach that had an EDI working group overseeing EDI activities within college to a totally embedded approach wherein all teachers, tutors and managers are tasked with ensuring EDI is actively promoted in their areas. This integrated rather than 'bolt on' approach works well for us as a college, and ensures that the focus is very much on supporting the individual (student or staff member), taking into account their specific circumstances and working with them to ensure best possible outcomes.

Evidently underpinning this work is the statistical analysis of retention and achievement of groups of students by particular characteristics; gender, ability bands, (economic) disadvantaged students, disability (learning difficulties, mental and physical health), Ethnic heritage, looked after children and young carers. All staff and tutors are fully aware of which students belong to the various categories, which categories are deemed to be more at risk in terms of retention and achievement (based on previous year's performance data) and also the cumulative impact in terms of risk for students that fall into two or more of the 'at risk' categories.

Section B provides an overview of Equality Objectives for the years 2016-2020 with an update of progress for 2017-2018.

**The College's Policy statement relating to EDI.
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.

Section A

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 are organised by the Student Executive working with Bilborough Extra. 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) have worked with relevant student bodies to facilitate events such as Mental Health Awareness week and national anti-bullying events and other events including network events for Looked After Children support. We invite external representatives of a wide variety of outside organisations to hold 'stalls' in the reception area and refectory to support and inform students on a wide range of EDI related themes. The student support team also oversees an internal food bank to support those students living independently.

Bilborough Extra Activities

The 'Bilborough Xtra' 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 societies 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. New societies in the past year have included the Feminist Society, Vegan Society, Afro-Caribbean and Korean Societies. All of these are outward facing and invite participants from across the college community. Activities such as Henna Painting, Sign Language, Amnesty International and Debating Society are a few examples of the many activities undertaken last year. From taking part in Bilborough Xtra activities and clubs students learn to respect one another's opinions and support local charities. Last year the Bilborough Xtra ran a number of charity events that were organised by students for local hospices, clothing banks and Cancer Research. A large part of the Sri Lanka residential trip required students to fund raise and when in Sri Lanka support local communities. For the final stage of

the NCS programme our students took part in fund raising events as a requirement for them to graduate.

Careers and Work Experience

The Careers and Work Experience Coordinators organise a wide range of activities to encourage participation of underrepresented groups including girls in engineering, an alumni programme of talks, involvement in Sutton Trust activities and other widening participation activities. The following schemes represent just a few of the activities which happen on an annual basis to support widening participation in higher education

Ambition Nottingham: the college collaborates with the University of Nottingham to advertise the Ambition Scheme to students from disadvantaged backgrounds. The scheme supports students throughout their time at college and aims to raise aspirations. Students take part in varied support sessions including 1-1's, sample lectures, masterclasses, trips.

Pathways to Law and Pathways to STEM schemes (also promoted by the University of Nottingham) are for students from disadvantaged backgrounds. The schemes support students throughout their time at college and aim to raise aspirations and knowledge for students aspiring to a careers in these areas. The schemes include varied opportunities, support and work experience

The University of Sheffield 'Discover' and widening access scheme is again aimed at students from disadvantaged backgrounds. This includes career focused opportunities such as Discover Social Sciences, Discover Arts and Humanities, Discover STEM and their Outreach and Access to Medicine Scheme.

The Sutton Trust USA scheme is designed for students from disadvantaged backgrounds who are aiming to apply to university in the USA. The college advertises the scheme from November onward and actively informs and supports students with their application.

Into University: Into University is a local outreach service aimed at providing a range of support to students from disadvantaged backgrounds. IU come in to present in college every autumn term to encourage student participation and to encourage them to access their support. Examples include: work experience opportunities in their centres, revision/study skills, careers guidance, CV support, interview support, mentoring. The college arranges for IU to come in once a term to host 1-1 appointment slots for these students.

Big City, Bright Future: this is the opportunity for students from disadvantaged backgrounds to apply for a 3 week paid London Internship scheme. The end goal is fantastic but the process as a whole (even if students are unsuccessful) is incredibly beneficial in raising their aspirations and preparing students for the world of work.

The College's involvement with NCOP (National Collaborative Outreach Programme) and the high proportion of eligible students (based on postcodes) means that we have free access to **Unifrog**, a platform for students to look at career options, and also for them to record their skills and the activities they have taken part in. It covers university options and apprenticeships.

Currently 25 high-achieving widening participation students are taking place in the HE+ programme, this is across Nottingham and they have access to subject masterclasses and visits to Oxford and Cambridge to prepare them for application

We have 18 students involved in **Brightside's online mentoring project**. The majority are NCOP students and the 6-week project involves them being mentored by students or apprenticeships, and looking at options post-18. After the project is over, they have access to Brightside's resources as mentoring alumni

The Curriculum: Teaching and Learning

All schemes of work are designed to promote equality and diversity with sections highlighted where related content and activities are actively planned into sessions. Time is allocated for curriculum teams to identify and discuss best strategies to support students identified as possibly being at risk of underachieving. The college regularly analyses performance data for all its students and department Quality Improvement Plans for each subject area outline strategies in place to address gaps in performance.

Externally delivered inset took place in January 2019 in order to help us provide an even higher level of support for transgender students. Over the period of time covered by this report a variety of training sessions (internal and external) have taken place to specifically help staff in 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 on offer within college and what tutors and teachers could do to further improve the support they offer in their areas. The focus in Subject areas on promoting Bilborough Values also supports and actively promotes the EDI agenda.

Lesson observations pay attention to criteria that are directly relevant to equality, diversity and inclusion.

Lesson observation data shows that students have respect for one another with evidence showing that "behaviour is good and students learn without interruption" in 99% of lessons. (students show respect for others' ideas and views SAR 2017-2018)

Lesson observation feedback shows that 51/63 lessons observed identified that objectives related to students engaging and positively mixing with other students were 'fully met'. "Lesson content represents diversity and the values of the college" was evidenced in 45/47 lessons.

In lesson observations, the lesson content and resources used were reflective of the diversity and the values that the college seeks to promote (71% fully met). 25% of observations indicated that the resources and content were not relevant to be assessed against this criterion.

Tutorial Sessions

The tutorial programme and tutor bulletin highlight key EDI events through the year and full group sessions are dedicated to themes such as EDI awareness raising and activities related to protected EDI characteristics and positive mental health and resilience. (These have been led by the Charlie Waller Memorial Trust) Other tutorial sessions have dealt with topics such as voting, democracy, peer on peer abuse and promotion of Bilborough Values.

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 these particular groups of vulnerable students. Two Wellbeing Coaches 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. We have approximately 10 declared 'transgender' students and we asked them to feedback on their experience at college and what else we could do to support them via an on online survey in Autumn term 2018. All these aspects were commented on in more detail in the Safeguarding Report presented to Corporation in January 2019

Learning Support

The team (which includes the Learning Support Manager, Administrator and staff overseeing dedicated ALS study room sessions) continue to provide specialist 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 any member of staff 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. External assessment is arranged as required. ALS study room sessions provide extra help for students identified as having dyslexia etc and in these sessions they receive additional targeted support including use of assistive technology. In the year 2017-2018 242 students were assessed for exam access arrangements

Student Voice feedback

SPQs (student perception questionnaires) and council meeting feedback provide ongoing evidence to support OFSTED judgement from 2016 that "the college has an inclusive culture in which students with diverse identities feel welcome and safe." Students show respect and tolerance towards each other. In depth evidence was provided in the learner voice report submitted to Governors in the spring term 2018 and the Safeguarding report submitted in January 2019. Student perception surveys and tutor rep feedback provides high levels of *supporting evidence that students believe they experience a positive working environment with little discriminatory behaviour. 99% of students agree completely or mostly with the statement that the college promotes a culture of mutual respect and tolerance (Nov 2017/ May 2018).*

The Residential Accommodation draft OFSTED report of January 2019 made the following general comments about the culture and ethos of the college - "*College staff respect and promote young people's individuality*" and "*The individuality of young people is respected, promoted and celebrated. Young people can access support and advice in relation to their sexuality. The college's lesbian, gay, bisexual and transgender (LGBTQ) support group is available to all students. Other support groups include a feminism group and a veganism group. Some young people have found that these groups help them to positively affirm their identity, make friends and adapt to college life*".

If we receive any report of inappropriate behaviour, we deal with it immediately. For example, in November 2018 we had reports that a student was victimising another

on social media re their sexuality. It was dealt with on an individual basis but we also sent out the following email (see below) to all staff and students so the issue became a whole college focus in that week with many staff choosing to specifically address it in lessons and tutor groups. We also consulted with the student exec and on the back of this a higher profile EDI awareness raising week in happening across college February 2019

Email to staff and students: -

*It is really unusual for me to have to send out this type of email as one of the things staff and students value about Bilborough is its culture of mutual respect and acceptance of other students' differences. Over the last few weeks we have had several instances where a **minority** of students have used social media or face-to-face contact to make hurtful and ignorant remarks about other students. Whether this is about gender, sexuality, ethnicity, religion, it should go without saying that it is **TOTALLY** unacceptable. We are dealing with the incidences that have been brought to our notice and have made it very clear that this sort of behaviour will not be tolerated. One of the things that students say about Bilborough is that they value the fact that they are accepted for who they are, they value the diversity within the college population and the opportunity to embrace differences. We will not allow this longstanding culture and these essential values to be destroyed by a few of our current students. Please can I make a big plea that as a community we stand together and don't accept anything less than a community based on mutual respect. If there are instances where abuse is taking place you should make us aware of it (let any tutor/ teacher/ member of staff in student support know, alternatively use Whisper to report an incident anonymously)*

If you are involved in this type of behaviour – it must stop now. Please also be aware that the use of social media for this type of activity is totally unacceptable and could well have long term as well as short term consequences for the perpetrator as digital footprints are never totally destroyed.

Staff training in 2017-2018

This has included externally-led sessions on mental health and sexuality as well as teaching and learning sessions identified above.

Data Monitoring: Students. The headline monitoring data for the college is incorporated in the college SAR and reports are also presented to the Governors 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 college SAR (presented to Governors Feb 2019) contains substantial detail on student progress with reference to protected characteristics.

End-year and in-year data is scrutinised at an individual student level to understand the circumstances contributing to underachievement and to identify any further intervention or changes to the way programmes are delivered that may be required. Teachers and tutors are aware of the historical performance of different groups of students and we continue a strategy of attend to the needs of all individuals and providing targeted support at every level.

Staffing

Staff Profile

The College collects and monitors equality data relating to our staff profile. Headline information relating to age, sex, ethnicity and disability as at November 2018 is as follows:

- 73.7% of the College's staff are female and the higher proportion of female staff is fairly reflected in most areas of the College - 70% of teaching, 63.3% of CMT and 60% of SLT are female.
- 86.6% of the College's staff classify themselves as White British, 9.1% BME and 4.3% 'other ethnic group.'
- Only 2.4% of staff are recorded as having a disability as at November 2018. Further work is needed in relation to encouraging staff to declare their disability status.
- The age profile of our staff is as follows:

Age of Staff	Percentage of Staff
20-29	10.4%
30-39	28.6%
40-49	29.3%
50-59	25.6%
60+	6.1%

Recruitment Monitoring

The College collects and monitors equality data relating to each stage of the College's recruitment and selection process. Whilst changes to recruitment advertising methods and publications have resulted in a slight increase in the number of BME applicants, this hasn't had a significant impact on the diversity of the staffing profile. Recruitment and selection refresher training for managers will be completed before the next 'round' of recruitment in April/ May 2019 which will include raising awareness of unconscious bias and promoting equality.

Support for Staff

The College continues to provide support for staff with health issues and disability through: - implementing recommendations made by the College's Occupational Health Provider where appropriate, provision of a counselling service for staff and resilience training. As previously advised, a staff wellbeing group will be established next half term. It should be noted that usage of the staff counselling service has increased significantly over the past two years, despite there being no significant increase in the level of *work-related* stress absence.

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Guidance and Support

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