Equality and Diversity Report Sept 2018- January 2020

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) and therefore the report doesn't seek to duplicate the detail already presented in these reports

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 the governors in 2016 and discussed in detail with Angie Pears the governor with specific remit for EDI, based on her professional role outside of college. **This report to the LGB 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.

The report provides an overview of the activities that have taken place over the course of September 2018 – February 2020 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 the retention and achievement of groups of students by particular characteristics; gender, ability bands, economic disadvantaged (pupil premium) 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 and 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.

Appendix A provides an overview of Equality Objectives for the years 2016-2020 with a final update of progress for the 4-year period.

Moving forward. The senior leadership team has a new EDI lead (Jill Hay) and over the next few months the team will be setting out EDI objectives for the next 3 years which will undoubtedly be informed by both local needs as well as the strategic aims of BFMAT.

1. **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 very 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.

2. **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 in conjunction with Arts Award students and with Bilborough Extra. Bilborough's Got Talent is a cross college event that enables all students to showcase their creative talents and celebrate diversity. A hustings was organised in early December in the light of the general election. Representatives from key parties delivered details of their manifestos and then held a Q & A session with students. A mock election was held afterwards where students could vote for their chosen party. Last year Anna Soubry also attended the college and held a Q & A session with students over Brexit and young people's right to vote.

 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.

3. **Bilborough Extra Activities**

The 'Bilborough Xtra' programme continues to support a wide range of clubs and societies celebrating and promoting Equality, Diversity and Inclusion. The wide variety of student led activities within the programme raise awareness of faiths,

cultures and different groups across the college. New societies that have started this year include, Amnesty, Help the Homeless and Friends of the Earth. All 3 of these societies have run events promoting Equality, Diversity and Inclusion. Other enrichment groups that also specifically promote EDI in college include LGBTQ, Politics Society and the Christian Union. External speakers regularly attend the societies and give talks to raise awareness of EDI. This year an interfaith week was organised between the Christian Union and the Islamic Society.

Charity events regularly take place in the college through support from enrichment. This year Help the Homeless have run fundraising events supporting local food banks and Amnesty International organised a clothing collection to support young people in crisis. The NCS programme continues to support local charities.

During the summer a group of students took part on a life changing residential trip to Nepal. Here they helped to build a kitchen for a local school at the foot of Himalayas and supplied solar powered light bulbs to children in remote villages. This year we have also signed up to P=RIOD Equality which allows young people to access free sanitary products in the college.

Bilborough Xtra continues to run a variety of activities to promote health and well-being including Yoga, free swimming classes and many other sports related enrichments. This year the college well-being coach has also offered 'Meditation for All'. This takes place at the beginning and of the day on Monday, Tuesday and Thursdays for staff and students.

4. 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. Partnering with universities such as Nottingham to increase participation with students who meet widening participation criteria. In 2017/18 we had 35 members, in 2018/19 we had 65 members.

Pathways to Law and Pathways to STEM schemes (also ran 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. Additionally, we have students on Brightside's mentoring scheme for students interested in Journalism

Realising Opportunities: widening participation students access a range of support and opportunities from some of the top universities in the country. We are partnered with the University of Loughborough and University of Leicester, but students can access support from most Russell Group Universities. The aim is to support students in achieving their aspirations for HE and beyond – i.e. mentoring, taster days, mock lectures, UCAS support. 16 students currently on the scheme this year (maximum spaces filled).

Tackling gender stereotypes such as Women in STEM, recent examples include:

Rapid Assembly Electronics Apprenticeships: partnering with Rapid Assembly to encourage all students, especially female students to apply for their apprenticeship, year 12 encouraged to apply for their work experience – Women in STEM

NTU Civil Engineering workshop with a female fourth year student: raising aspirations for students, especially girls, to consider Civil Engineering as a career – Women in STEM

Trip to the Women in Business event at University of Nottingham following International Women's Day – we are running a trip for this event, taking 15 female students who have a keen interest in entrepreneurship

Our Healthcare Careers Insight Week: aiming to introduce male students to roles that are stereotyped towards women, such as nursing

5. 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/ Departmental learning visits and Subject showcases pay attention to criteria that are directly relevant to equality, diversity and inclusion. The lesson observation process has been developed from September 2019 and individual lesson observations have been replaced with Subject Showcase events. As a result, information is gathered across subject rather than individual lesson observations. Of the 8 subject showcases completed, all partially or fully met the criteria showing how students develop employability skills and links to the world of work. These skills incorporate the Bilborough values of respect and teamwork. Both these values link to respecting peers and working with a diverse groups of student peers.

6. 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. Other tutorial sessions have dealt with topics such as voting, democracy, peer on peer abuse and promotion of Bilborough Values.

7. 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 an increasing number of '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 the above were commented on in more detail in the Safeguarding Report presented to Corporation in January 2019

8. Learning Support

The team (which includes the Learning Support Manager, Administrator and member of staff overseeing the 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 2018-2019 328 students were assessed for, and provided with, exam access arrangements. The increased number of students needing support in this area and also the increased in complexity of needs has led to college committing to increasing staffing in this area as from September 2020.

9. 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. 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 2018 & 2019).*

10 . OFSTED Residential Homestay Jan2019

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*".

11. Responding to concerns

If the college receives 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.

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 won't 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 – <u>it must stop now</u>. 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 destroyed.

The annual safeguarding report outlines in detail EDI issues that have been raised either through Whisper or Esafe and the immediacy in which the issues have been dealt with to the satisfaction of all concerned.

OFSTED Jan 2020 made the following comment '*The college is a welcoming and inclusive place. Learners feel safe and do not worry about bullying. They know how to report any concerns that they have and are confident that staff will take swift and appropriate action if they do'.*

12.. 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. College reports and the SAR (presented to Governors Autumn term 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.

13. 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 January 2020 is as follows:

72.25% of the College's staff are female and the higher proportion of female staff is reflected in most areas of the College - 70.19% of teaching, 75% of SLT.

The number of staff from Black and Asian minority ethnic backgrounds has increased in the last year from 9.1% to 10.73%. Staff from other ethnic groups has increased from 4.3% to 5.6%. The percentage of staff who classified as White British has reduced from 86.6% to 83.6%. We believe the reason for this change is, at least in part, due to changes to recruitment advertising methods and publications (for example, use of local radio and explicit positive action statements about the College welcoming applications from groups that are underrepresented on the staff team).

The number of staff recorded as having a disability as at January 2020 is still low at 2.2% so we believe further work is still needed to encourage staff to declare their disability status. The work of the staff wellbeing working group which will identify

ways to create an environment where staff are open in disclosing their disability status to management.

The age profile of our staff is as follows:

Age of Staff	Percentage of Staff
20-29	9.7%
30-39	26.3%
40-49	29.14%
50-59	26.86%
60+	8%

Staff well being

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. The college has good strategies in place to support staff who are feeling stressed or suffering from mental health issues. The college's confidential staff counselling service paid for by the college is very well utilised and is introducing on-site 'wellbeing supervision' sessions for staff. We are piloting the counsellor attending site for one day a month. This will be offered to front line staff that will be able to book a slot confidentiality to gain support on a particular issue.

A wellbeing working group was established in the Autumn term. The terms of reference for this group are to:
- To promote the wellbeing of all staff at College;
- To consider the issues and suggestions identified by the staff wellbeing survey;
- To identify and assist in the implementation of actions to support staff wellbeing;
- To evaluate the impact of any action/ interventions to resolve issues and promote wellbeing

Staff wellbeing Survey

We received approximately 85 completed surveys from staff. Of the 60 teachers completing the survey – 6 felt that their workload was never manageable which is of significant concern, so we know we have work to do.

The priority areas to address as evidence by the survey are:
- Marking workloads
- Pinch points in the college calendar - start of year pressures, UCAS deadlines
- Student interventions
 We received many useful ideas from staff about action that can be taken to address workload and these ideas are being used to help the wellbeing group to come up with different strategies for staff to manage their wellbeing at work.

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