Equality, Diversity and Inclusion Report Feb 2021

In line with other public bodies, we are required to publish EDI data and objectives on the college website. The EDI policy is currently under review with other colleges in the MAT to aim to bring a consistent standard across the three colleges. The specific data for Bilborough College (students, staff and governors) and objectives are appendices with this summary report.

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 EDI. It gives a summary from the past year. It is important to say that due to the impact of Covid, many of the events that would promote EDI have not happened in the usual manner.

As a college, we endeavour to embed equality, diversity and inclusion in every aspect of college life. We aim to ensure 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.

Appendix A provides an overview of the data for current students, staff and governors.

Appendix B are the Equality Objectives 2021

The College's Policy statement relating to EDI is under review as a MAT policty.

The college committed to

- Equality of treatment regardless of gender, age, religion and belief, sexual orientation or disability.
- Zero tolerance of discrimination or harassment.
- Creating a positive and inclusive atmosphere which is welcoming, safe and supportive.
- 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.
- Constantly improving what we do to enhance the opportunities we provide.

1   Activities and Events

Throughout the academic year we take the opportunity to highlight, promote and celebrate a wide range of events. In general these are organised by 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 Xtra. The Bilborough Xtra programme constitutes to support a wide range of clubs and societies celebrating and promoting EDI. Many of these raise awareness Bilborough's Got Talent is a cross college event that enables all students to showcase their creative talents and celebrate diversity.

The Student Support team (Welfare Officer, Wellbeing Coach) have worked to promote Mental Health Awareness week and national anti-bullying events and other events including network events for Looked After Children support. The 'Bilborough Xtra' programme continues to support a wide range of clubs and societies celebrating and promoting EDI. The wide variety of student led activities within the programme raise awareness of faiths, cultures and different groups. Bilborough Xtra has done an excellent job at continuing with a variety of activities, even with the Covid restrictions in place.

2   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. Many of these have still happened on a virtual basis.

3   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.

4   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.

5   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. Wellbeing Coaches works alongside the college counselling service to support students with mental health issues.

6   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.

7   Student Voice feedback

Student voice feedback is collected through SPQs, Subject Showcase Student Questionnaires, Leavers Questionnaires and Student Management Team feedback. In all cases, the feedback is overwhelming that students feel that within subject areas, and more generally in the college setting, that individuals are treated with respect and acceptance, regardless of sex, race, religion etc.

The anonymous Whisper and the ESafe system means that reports of inappropriate behaviour can be dealt with effectively by the Director of Student Support Services and another appropriate member of staff.

8   OFSTED Report Jan 2020

The findings of the short visit echoed the views of the students, stating:

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.

9   Data Monitoring: Students

See Appendix A

Monitoring of performance across key characteristic groups happens within departments and the pastoral team. Appropriate intervention is put in place to support underachievement and is monitored by staff.

10   Staffing

Staff Profile - See Appendix A

Staff Health & Wellbeing

The EDI focus for staff since March 2020 has been to support staff mental health and wellbeing during the Covid19 pandemic including the two lockdown periods whilst the majority of staff were working from home and the period of re-opening from June 2020 to December 2020. The College has continued to provide support for staff with health issues and disability through implementing recommendations made by the College's Occupational Health Provider where appropriate and provision of a counselling service for staff. In addition, the following measures have been put in place during the pandemic:

- Single-therapy sessions with one of the staff counsellors in September 2020 for those staff experiencing anxiety regarding returning to work during the Covid19 pandemic.

- A comprehensive process for individual risk assessments for both extremely clinically vulnerable (ECV) and clinically vulnerable staff. Arrangements were put in place for some ECV to remain working from home outside of the government's time period for 'shielding' ECVs.

- One-to-one meetings with staff who are experiencing poor mental health due to a range of issues (juggling childcare and work responsibilities, struggling with remote teaching, anxiety regarding Covid19 etc) and support plans put in place.

Staff-led Wellbeing Group and other activities
We have established a staff-led wellbeing group comprising of staff volunteers who have been provided with a budget to identify and coordinate wellbeing enrichment activities for staff during and beyond the Covid pandemic. A range of activities such as on-line pilates yoga, staff quizzes and a variety of staff competitions have been taking place and the group have established a dedicated TEAMs channel encouraging good news stories, sharing recipes, reading recommendations etc.

Opportunities to provide support to staff on a cross-Mat basis are being developed as part of the People Strategy Group – for example, staff across the MAT attended a menopause awareness seminar in December, with further activities planned.

Jill Hay   **Ruth Pender**
Director of Student Engagement and Progress   **Director of Student Engagement and Progress**
EDI Lead

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