Equality, Diversity and Inclusivity Annual Report

2017-18

1   Equality and Diversity Report 2017-18

1.1   Introduction

Reaseheath College is fully committed to the promotion of equality of opportunity and ensures that all students, staff and visitors feel welcomed, valued, safe, included and respected within the community.

In supporting the corporate vision of ensuring that equality and diversity is at the heart of all College strategy, policy making, planning and training, Human Resources (HR) continue to develop and promote the implementation of policies and procedures that comply with equality and diversity legislative requirements and best practice standards, train and brief staff in equality and diversity and provide strategic business partnership support.

1.2   The Equality Duty

Section 149 of the Equality Act 2010 states that a public authority must in the exercise of its function have due regard to the need to:

(a)   **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act.

(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.

The broad aim of the general equality duty is to integrate consideration of the advancement of equality into the day-to-day business of all bodies subject to the duty.

The general equality duty is intended to accelerate progress towards equality for all, by placing a responsibility on bodies subject to the duty to consider how they can work to tackle systemic discrimination and disadvantage affecting people with particular protected characteristics.

Compliance with the duty should result in:

- Better-informed decision making and policy development.
- A clearer understanding of the needs of service users, resulting in better quality services which meet varied needs.
- More effective targeting of policy, resources and the use of regulatory powers.
- Better results and greater confidence in, and satisfaction with, public services.
- A more effective use of talent in the workforce.
- A reduction in instances of discrimination and resulting claims.
- Agreed **College Equality Objectives** that will allow the meeting of the duty.
- The College will also commit to **publish information** in order to demonstrate compliance.

2. College Performance 2017-18

E&D Objective/KPI for 2017 - 2018	Actions	Final Position
1 Consolidation and enhancement of teaching toolkit designed to integrate E&D topics into lessons, creating opportunities to discuss contemporary issues in a vocationally relevant way. **(Advance equality of opportunity - PSED)**	Established Continual Professional Development (CPD) programme which ensures opportunities to develop and discuss E&D in lessons are maximised. Further development in planning and delivery in the classroom using the new Learning Indicators and strengthening of the PRIDE values in Teaching, Learning and Assessment. Improved identification and dissemination of good E&D practice through an increased frequency of learning walks. Additional E&D resources used to further enhance the teachers' toolkit.	**Achieved** Additional E&D lesson delivered to all new staff accessing Award in Education & Training. 2 x CPD sessions delivered to x Strong & Developing Practitioners including E&D. 1 x session delivered as part of the Certificate in Education & Training to aid teachers to better meet individual needs. 120 Learning Walks conducted in Term 1, providing feedback to staff. 48 Paired Formative Observations undertaken in Term 1, providing feedback to teachers. On-line micro-CPD module developed and rolled out to all teaching staff to aid updating of existing staff.

2 Maximise opportunities to develop and promote E&D throughout the College and with external stakeholders. **(Foster good relations - PSED)**	College literature and promotional material that facilitates inclusive recruitment and promotion of College E&D values. Identify core E&D themes that will be promoted during the year by the Student Association, Support and Curriculum departments. Ensuring themes are relevant to the College PRIDE values and Wellbeing themes. Develop, share and reward best practice throughout the College.	**Mostly Achieved** The sub group have met and suggested topics for promotion during the remainder of the academic year. This was tested with students in the meeting. Other relevant data is currently being sourced for promotion. A wide range of E&D topics and cultural events have been promoted throughout the year via the College BeReady programme and through cross college initiatives. Further opportunities to develop E&D and more effective College coverage are planned for 2018/2019.
3 Deliver CPD to all staff that promotes best practice and reinforces minimum standards in E&D, safeguarding and Prevent. **(Eliminate unlawful discrimination - PSED)** **(Foster good relations - PSED)**	Staff being up to date and confident with the latest policy and legislative requirements covered under the Equality Act and Keeping Children Safe in Education Act. Review, update and maintain staff CPD on safeguarding and Prevent (including the use of external experts) in order to ensure all staff are fully briefed on their responsibilities. Continue development of College campus critical incident procedures.	**Achieved** Training on Safer Recruitment delivered to managers during January 2018. Gathering details of safe places for each curriculum area / department. H&S Manager planning further drill. 'Let's Talk About Race' guidance incorporated into Corporate Induction Quiz. College-wide training implemented in July and August/September 2018 focussing on key safeguarding topics including Prevent, County Lines and British Values.

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4 Drive effective stakeholder engagement, consult and promote equality of opportunity and diversity. **(Advance equality of opportunity - PSED)**	Inclusion in staff and student rewards and recognition. Internal communications are used effectively to promote best practice in E&D. Further develop meaningful communication and feedback from external stakeholders resulting in the sharing and learning of best practice across industry. Commitment to reducing gaps in gender pay levels across the organisation. Utilise governor expertise in developing the College's approach to staff inclusion and E&D policies.	**Achieved** Gender pay reporting has been completed and is ready to be published. Clear set of commitments to reduce gender pay disparity. Regular good practice items shared via Principal's Blog, Espresso College magazine, Tutor Briefing and email. Karol Bailey, Governor, has agreed to join the E&D Focus Group.
5 Narrow achievement gaps for disadvantaged learners to below the national average. Including learners who are 19+, Male/female and those with/without LLDD. **(Advance equality of opportunity - PSED)**	Review and refine 19+ curriculum strategy in order to maximise opportunities for successful achievement. Ensure frequent monitoring of KPIs with ownership and accountability demonstrated by Curriculum Leadership. Introduce in-year dashboard to enhance visibility and early intervention. Ensure effective support of at risk groups through good use of College tutorial and support systems. Further development of the College's wellbeing and learning support resources to maximise inclusive learning opportunities. Effective use of internal and external data reports to ensure targeted intervention.	**Mostly Achieved** 19+ QAR has improved significantly to 84% rising over 3 years from 73%. This brings 19+ learners closely in line with the National Average. The College Wellbeing, Learning Support and Student Services departments have undergone continued development and investment, allowing them to continue to meet the need of the student population and reduce barriers to learning. As a result, the College retention continues to rise year-on-year, including within at-risk groups, to well above national averages. Achievement gaps between learners with and without LLDD have reduced significantly to within 3% points and compares positively to national averages.

3.10 FE Widening Participation Achievement Rates (inc Eng & Maths)

| Category | 17/18 | | | | | |
| | 16-18 | | | 19+ | | |
	Starts	Achievement %	National Average Achievement	Starts	Achievement %	National Average Achievement
Female	2763	93.16%	82%	219	80.34%	83%
Male	2428	85.42%	80%	195	87.83%	87%
Other	190	89.19%	81%	28	96.00%	80%
White British	5001	89.57%	81%	386	83.33%	88%
Disability/Learning Difficulty	1988	87.67%	80%	161	82.67%	82%
Non Disability/No Learning Difficulty	3203	90.74%	85%	253	85.25%	86%
Free School Meal NO	4785	89.81%		414	84.20%	
Free School Meal YES	406	86.55%		0	0.00%	

SEND Learners (EHCP)

Category	Starts	Achievement Rate	Positive Progression
EHCP - All	118	100%	97%
High needs only (6K+)	58	100%	95%

EHCP Progression 2017-18

High Needs Progression 2017-18
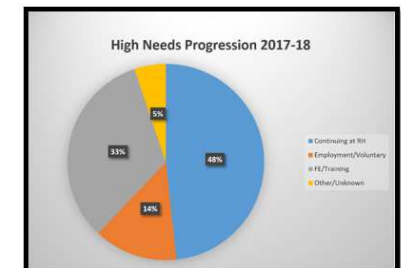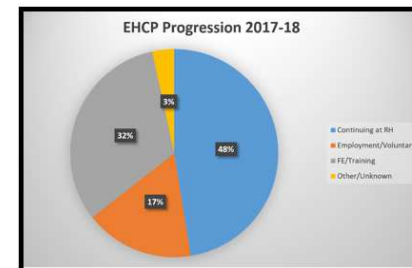
3   College Equality Objectives 2018-2019

The College reviews and updates its own Equality Objectives on an annual basis, taking into consideration the requirements of the 2010 Equality Act as well as external and internal drivers. The 2018/2019 Equality Objectives are as follows;

Eliminate unlawful discrimination

- Deliver high quality training to all staff that promotes best practice and reinforces minimum standards thus ensuring the highest levels of safeguarding and compliance (including to the Prevent agenda).

- Ensure the College values of People, Responsibility, Integrity, Diversity and Excellence are promoted and reinforced with staff, students and visitors.

Advance equality of opportunity

- Promote equality and diversity of opportunity through high quality teaching and learning.

- Recognise and celebrate best practice in equality and diversity.

- Enhance the opportunity for success for those from disadvantaged and minority populations.

Foster good relations

- Maximise opportunities to embed equality and diversity in lessons and through College wide initiatives, events and campaigns.

4   College Equality Action Plan 2018-2019

Objective	Actions	What will success look like?
1 Build and enhance teaching and learning CPD in order to maximise the positive promotion of EDI topics and the College PRIDE values throughout the curriculum **Lead Group – AM/CP/JB** **(Advance equality of opportunity - PSED)**	**CPD:** Develop a progressive package of EDI CPD for teachers. Conduct CPD with Lesson Observation Team to standardise. Offer Individual/Departmental CPD for EDI-related topics. Maintain visibility of EDI in Lesson Observations, ITT, Tried & Tested & Induction. **Promote:** SSS – Spot it, Seize it, Share it! Link with QSC to identify & enhance topics & questions in BeReady.	90% of teachers have completed EDI CPD packages. To ensure that % lesson observations demonstrate strong/outstanding practice (PRIDE). At least 1 EDI CPD session has been delivered to each department. Monthly EDI surgery is accessed. Promotion to be visible: Newsletter/minutes of meetings/Tutor Briefing. 70% of students have passed the relevant EDI BeReady questions.

2 Maximise opportunities to develop and promote EDI throughout the College and with external stakeholders including the successful development of a range of Student Association-led projects and initiatives and the regular celebration of good practice through College and Social Media. **Lead Group – LN/RJ/DC/TW** **(Foster good relations - PSED)**	Promote EDI through Student Association activities and promotions, social stands and events. Investigate and implement more interactive tools which can measure improved learning. Develop a BeReady HE package to ensure all HE students have access to valuable EDI and wider resources. Improve accessibility of College activities to promote active engagement by all. Develop an EDI calendar for the College, and promote and celebrate EDI events across College. Engage with Curriculum Course Managers and course representatives to utilise social media to drive EDI challenges across the College in line with the EDI calendar. Develop and publish the EDI poster, accompanied by a physical EDI tree which can tour the College and engage with staff and students in how they are approaching EDI in their areas.	Record and increase the numbers of students and staff actively engaged in events, and measure learning via interactive questioning. Liaise with marketing to positively promote. BeReady HE package in place for next academic year. Record and increase the numbers of students and staff engaging in College activities, in partnership with Wellbeing. Publish calendar and promote nine events throughout the year to raise awareness. Deliver at least nine events and record numbers of staff and students engaging to raise awareness and educate, captured and promoted via Marketing. Growth of the tree to represent activity that is happening across College. Promotion via Marketing.

3 Deliver effective face-to-face and online CPD to all staff that promotes best practice and reinforces minimum standards in EDI, safeguarding (including topics focused on consent and peer-to-peer abuse) and Prevent. **Lead Group – NM/MB/BC/LW** **(Eliminate unlawful discrimination - PSED)** **(Foster good relations - PSED)**	Develop and deliver a safeguarding and PREVENT online package to all staff which covers Part A of the Keeping Children Safe in Education guidance to educate staff and ensure their understanding is tested. Develop and deliver mental health awareness and wellbeing training for all staff to build resilience and educate. Review the accessibility of our website content and literature, and develop an action plan for improvement in line with new guidance. Develop and deliver training to staff to enhance their knowledge of EDI legislation, reasonable adjustments and their responsibilities.	All staff completed the online package by end of February. All staff completed the training by 31 July. Review completed and action plan in place by end of February. Start delivery against action plan by 31 July. All staff completed the training by 31 July.
4 Drive effective stakeholder engagement, consult and promote equality of opportunity and diversity, inclusive environment and campus. **Lead Group – LW/JJ/GF/LG/JS** **(Advance equality of opportunity - PSED)**	Conduct an EDI audit for the College by 31 July, ensuring that all stakeholders have an input. Seek best practice guidance from the EDI Network to support the audit process. Investigate the National Centre for Diversity process and award as a possibility for support post-audit.	Audit completed by 31 July and all stakeholders provided with an opportunity to input. Stakeholders: staff, students, governors, employers, service users/public. Attendance at EDI working groups, advice from specialist expertise and successful audit process. Production of a formal costed proposal around future post-Audit action and support by 31 August to feed into next year's action planning.

| **5 Further narrow achievement gaps and maximise progress of students from at risk groups.**

Lead Group – MG/PS/WW

(Advance equality of opportunity - PSED) | Ensure 'Notice to Improve' and termly monitoring and support is implemented with courses that demonstrate under-performance.

Continue to raise visibility and focus on at-risk groups via the new Termly Performance Reviews and using data dashboards.

Develop FE dashboards working in collaboration with MIS.

Introduce mental health field on ProSolution to allow tracking and reporting to be more effective.

Ensure themed learning walks focus on EDI topics providing targeted feedback and intervention support to curriculum teams where needed. | Reduction in 19+ male/female achievement gap to less than 5%.

Maintain achievement gap between learners with/without LLDD of 3% or less.

A working FE dashboard that displays in-year widening participation data for access by Governors, Senior Leaders and Curriculum teams.

Reports available for achievement of learners with identified mental health support needs.

No significant differences in progression and satisfaction data when comparing at-risk/non at-risk groups. |

5. The Local Community

Reaseheath College is based in Cheshire East in the North West of the UK, although around half of its FE funded learners originate from outside of Cheshire and Warrington.

The most recent population census conducted in Cheshire East (CE) was in 2011, and key population facts include:

- A population estimate for CE of 370,127. This represents an increase of 5.2% from the 2001 Census, a larger increase than the North West (4.8%) but a smaller increase than England & Wales (7.8%).
- In 2001 the median age of usual residents was 40.6 years and in 2011 this had increased to 43.6 years. CE ranks 97th of 348 local authorities in England & Wales for median age.
- The proportion of CE residents who classed themselves as White British reduced from 96.2% to 93.6%.
- The proportion of CE residents who classed themselves as Christian reduced from 80.3% in 2001 to 68.9% in 2011, with the proportion of those having no religion almost doubling in the same period to 22.7%.
- 5.1% of CE residents were born outside the British Isles, with 2.7% born outside the EU. The most common non-British Isles countries for residents to have been born in are Poland and India.
- The proportion of adults (aged 16+) with at least level 4 qualifications (degree, NVQ level 4-5, HNC, HND, BTEC Higher level etc.) increased from 23.8% to 32.0%. The national rate is 27.2%.
- 3.0% of CE households have members for whom English is not the main language, and, in half of these households, no members have English as their main language.
- 17.5% of CE residents have a long-term health problem / disability, up from 16.8% in 2001.

The College's Equality of Opportunities Policy enshrines a commitment from the College to promote equality of opportunity and access to education and training for all its clients and staff. The College community is geographically dispersed with around half of FE funded learners originating from outside of Cheshire and Warrington. The College is committed to taking positive action to ensure that awareness of opportunities and the opportunities themselves are available to the whole community it serves. The College strives to prepare all of its students to live and work in increasingly diverse communities.

6 Student Demographics – Key Facts

Ethnicity

The population of Cheshire contains a very small proportion of non-white ethnic groups when compared with the rest of England in general, although there has been growth since the census of 2001. National Census data from 2011 shows Cheshire West and Chester has 2.6% non-white residents and Cheshire East has 3.2% compared to the England and Wales figure of 14% and the North West of England figure of 9.8%. Around half the College students originate from the Cheshire area; consequently, the percentage of minority ethnic groups reflected in the student population is small.

College analysis of ethnic diversity on full-time and part-time programmes in 2017/2018 indicates that this stands at approximately 3%. The College continues to actively depict ethnically diverse learners on its promotional materials. Many of the Black, Asian and Minority Ethnic Groups (BAME) students come from animal management and the food industry for FE and full cost courses.

Gender

Gender balance in the College is very even with 59% of learners male and 41% female. Within FE provision the split is similar with 52% male and 48% female, however HE programmes demonstrate significantly higher recruitment of females (72%), whilst HE male recruitment is 28%. Apprenticeship programmes recruit significantly more males (80%). Curriculum areas that generally recruit more females include Equine and Animal Management, whilst Engineering/Motor Vehicle and Agriculture recruit more males. College promotional materials and events ensure the use of positive role models from both genders to promote recruitment, with particular focus on non-traditional subjects for male/female.

Age

Within the learning community, the College has a wide range of age groups represented. The largest age group of College learners is the 19+ category with 53% of the student body falling into this category with the large majority of these learners not on FE programmes. Within HE provision, 55% of learners were 19-23.

There are particular features which define the management of those aged 16 to 18 linked to Safeguarding. This provides particular challenges to the College within the pastoral management of students and, in particular, when they are in College residence (where closer levels of supervision are required). An Ofsted Inspection in 2013 confirms the outstanding

care and support provided to residential learners and that all standards were met. The College reviews arrangements in place to meet the requirements for under-18 learners through its response to Safeguarding and where an annual self-assessment is undertaken against national standards.

The needs of students in relation to recreational zones between different age ranges is evident and the College has defined different areas for rest, relaxation and study which are not designed to exclude any group, but tend to attract one or other so that some differentiation can occur through natural selection by individuals. There is a separate HE centre and an under-18 recreational area. The College has a positive view of recruiting mature students and operates an "Access to HE" programme to support older students in entering HE.

Disability and Learning Needs

The College encourages all learners to confidentially declare any disability or learning difficulty to enable appropriate support to be offered. Most students choose to declare a disability or learning difficulty and 26% are identified in this category in 2017/18, a 6 percentage point rise on 14/15. This area of need is an increasing challenge for the College, with students on both FE and HE programmes joining us with an ever increasing complexity of learning needs. The College Learning Support Centre (LSC) services FE and Apprenticeship Provision, whilst HE is serviced by the Higher Education Support Team (HEST), with their core aim to provide an environment that supports all properly qualified and able applicants to successfully complete programmes of study, irrespective of physical disabilities and impairments.

The number of students on Education and Health Care Plans (EHC) in 2017/18 was 123 learners requiring specialist plans to ensure their learning is supported due to high needs. The College is working with over 10 local authorities at any one time to ensure high needs learners are receiving the appropriate funding and specialist support that is essential for their successful integration and progression in full time FE.

Reaseheath College is a particularly large site; the College has been proactive in its response to ensure that the campus can be accessed by all, and the recent capital investment in modern buildings has made a positive impact on accessibility. The strategy adopted by the College is based on providing accessibility to areas that are commonly used by learners. This is identified in a student centred approach to Risk Assessments. The assessment process involves the participation of the vocational specialist and the student in identifying what needs to be put in place for the individual. The Risk Assessment is based on curriculum and awarding body requirements. The process takes into account the rigour of the qualification and any limiting factors associated with the individual student's condition.

Disadvantaged learners

The College recruits a number of learners who would be considered disadvantaged due to socio-economic factors, including postcode of residence and eligibility for 'Free School Meals' (FSM), which is means tested on parental income. In 2017/2018 approximately 4% of learners across all provision resided in a 'disadvantaged' postcode and of this 1.35% were eligible for FSM due to parental income.

The aim of the College is to minimise any barriers that may prevent disadvantaged learners from achieving their full potential at the College. As well as the extensive learning support in place, the College also offers a range of financial support including subsidised and free travel to College, subsidised residential accommodation, learning support grants and free/subsidised meals.

Wellbeing / Sexual orientation / religious beliefs

The College Wellbeing Team includes a range of specialist staff and resources to ensure every learner's physical and mental wellbeing is supported. This includes a team of Wellbeing Advisors, Counsellors, Student Life and Safeguarding Officers and a bank of guidance and resources, including a self-help website called BeWell. Learners can access support from the Wellbeing and Safeguarding teams 24/7 for any immediate physical or mental wellbeing issues. In addition, a programme of personal, social and emotional wellbeing topics is delivered to FE and HE learners throughout the year to help equip them for the challenges of life including healthy eating, substance and alcohol abuse, sexual health and consent, avoiding abuse and radicalisation, and financial health.

The College is committed to continuing to make advice available to the learning community and, in particular, to assisting students to be able to express their sexual identity freely and without any persecution. The College's commitment to students is presented in the values of the College and specifically states that the College will not under any circumstances tolerate inappropriate behaviour and / or harassment of any member of its community.

The College continues to provide facilities for religious gatherings and has a College Chaplain. It makes clear to all new students that if anyone wants to initiate a religious group or organisation then they will be assisted in this task by the College, provided this does not infringe legal considerations or result in alienation or danger to others. A range of cultural, national and international events and festivals are also promoted throughout the College year to ensure the student body have every opportunity to engage in and understand cultural diversity and British Values.

The College provides a variety of diets for learners to address the needs of students and staff and other client groups. This includes vegetarian options and other specific dietary requests. In addition, self-catering accommodation can be made available for students who might have specific dietary requirements and would prefer to cook/prepare their own meals. The College has, as required, assisted students in the sourcing of halal meat for self-catering and would make suitable long-term dietary provision for specific faiths if sufficient demand became apparent.

7 Staff Demographics – Key Facts

Reaseheath College is committed to increasing its mix of staff and welcoming employees from different backgrounds to ensure that the College represents a diverse community.

A large proportion of staff live within the local communities of Cheshire East and Cheshire West, within easy commuting distance of the College; and in most areas the College is representative of its local population.

Key data:

Ethnicity: 2.0% of Reaseheath College's workforce is non-white which remains the same as last year's data. 0.7% of the workforce declined to specify their ethnicity when asked. The non-white percentage of the workforce consists of Asian, Black Caribbean, Black African, Black Other and Mixed heritage.

Gender: The gender split within the workforce of Reaseheath College is 61% female and 39% male. This is a slight adjustment in favour of female staff over last year's data which was 60% female and 40% male, which in turn had increased from 58% female and 42% male in the previous year.

With the resignation of 2 female members of the Executive team this year, the gender balance of the 8 members of the College Executive team is now 25% female and 75% male.

Age: The College continues to reflect the demographics of its community. It has seen a further rise in the percentage of 65+ employees.

Year	Age Profile					
	<26	26-35	36-45	46-55	56-65	65+
2014/15	8.9%	23.8%	26.8%	28.4%	11.5%	0.6%
2015/16	9%	24%	22%	30%	13%	1%
2016/17	8.7%	25%	22%	31%	12%	1.3%
2017/18	8.7%	25.4%	20%	30%	14.3%	1.6%

The College employs a broad and balanced range of ages with the median remaining at age 42. The College workforce at 55 years of age or over has slightly increased from 17% to 19% from last year, and 20% of the workforce is under the age of 30, compared to 17% last year.

Disability: Data collected from recruitment information indicates 2.4% of staff within the College have a declared disability. Work continues to expand staff awareness of what is considered a disability and remove any associated stigma. Staff are actively encouraged to review their personal information should they develop a disability during employment. 25% of staff declined to specify whether or not they have a disability, compared to 35% last year.

Religion: 29% of the College workforce are Christian, 14% Atheist or Agnostic and 4% other religions. In line with previous years, the largest proportion of the workforce declined to specify their religious beliefs (53%); however, this proportion is reducing slightly each year.

Sexual Orientation: 2% of the College workforce are lesbian, gay or bisexual, which is a slight decrease on last year's figure which was 2.6%. The percentage of the workforce who are heterosexual increased again from 59.2% to 63%. The percentage who declined to

specify again fell to 35%. It is encouraging that existing staff and staff joining the organisation are more comfortable sharing their sexual orientation.

Wellbeing initiatives

Wellbeing is a key area for the College and has been incorporated into the College's Strategic Plan for a number of years. A wellbeing strategy sets out the College's direction in terms of providing support, building resilience and increasing awareness. The Wellbeing team, led by a mental health specialist, has delivered support to increasing numbers of students, staff and managers. In-house counselling is now available to staff who are referred via the HR team to ensure that those in most need can access support as soon as possible. Staff development day initiatives have been delivered ranging from building resilience to alternative therapies and relaxation techniques.

The College has a Wellbeing Committee which consists of key individuals within the College. It is focused on delivering the wellbeing strategy and sharing knowledge and good practice. An information resource is currently being built on the College intranet site so that all staff can access online information and support. Information leaflets for local community resources are now in the staff room and mental health awareness training has been delivered across College.

The College has signed up to the Mental Health Charter and is also a Disability Confident Employer. It has built excellent links with local resources and is committed to supporting its staff and ensuring they feel well equipped to be able to support their students.

Equality and Diversity, Safeguarding and Prevent initiatives

All staff have received a Safeguarding update and refresher around the Keeping Children Safe in Education guidance and latest developments in this area. The Safeguarding team have received more in-depth guidance and advice to ensure they are fully up-to-date with recent developments, coupled with training around diffusing difficult situations.

The North West Prevent Lead, and the Cheshire and Manchester Counter Terrorism Units, have all helped in supporting the College with the Prevent agenda and have delivered bespoke training to key individuals within the team to ensure Prevent remains a key focus. Cheshire Constabulary counter terrorism advisors have also been supporting the College to review its critical incident protocols, understand how to manage a potential attack and educate its staff to respond appropriately in line with the Run, Hide, Tell guidance.

Equality and Diversity is still a key area of focus for the College, its EDI committee and its working group. Representation from across the whole College ensures that the widest proportion of views are considered, including our students.

Corporate Induction for all new staff includes a board game where questions are focused around College learning and Equality and Diversity information. The use of a board game removes constraints and provides a safe environment for discussing views and opinions. The Cylix e-learning package has been updated and continues to provide a good platform of basic Equality and Diversity legislation and knowledge.

A new format for Equality Impact Assessments has been introduced to ensure a wider review of potential impact is undertaken when new policies or processes are adopted. The support that is available to students who have clear, identified learning needs is outstanding and the Teaching and Learning team have been focusing on supporting the development of new teachers and using different techniques to identify specific difficulties, such as dyslexia, early and put support in place.