



Equality, Diversity and Inclusivity Annual Report 2020/21



Our commitment to Equality, Diversity and Inclusion.

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Introduction

Reaseheath College is fully committed to equality, diversity and inclusion in all our activities within the College and wider community. We are committed to advancing our duties as set out in the Equality Act 2010 and the Public Sector Equality Duty to promote equality of opportunity, eliminate discrimination and foster good relations between different groups. We are committed to ensuring that equality, diversity and inclusion (EDI) is at the heart of all College life, embedded into everything we do, and this is reflected in our vision, values and strategic plan.

We believe that the broadest experiences and perceptions are needed to help us create, design and deliver innovative education, and we strive to create a welcoming working and learning environment which enables everyone to bring their whole self into the college environment and positively contribute.

Equality, Diversity and Inclusion are the responsibility of the whole Reaseheath family and we are committed to developing and implementing good practice and removing barriers to progression and achievement.

We welcome feedback and input and the sharing of lived experiences to ensure that our College continues to listen, learn, take action and improve.

Marcus Clinton

Reaseheath's Strategic Plan and its approach to Equality, Diversity & Inclusion

Our Mission

Industry Focused, Career Ready

Our Vision

Our vision is to be the leading specialist land-based college in the UK and the preferred place to learn, work and progress. To deliver an inclusive offer facilitating appropriate progression for everyone whilst placing our students and staff at the heart of our college.

Our PRIDE Values

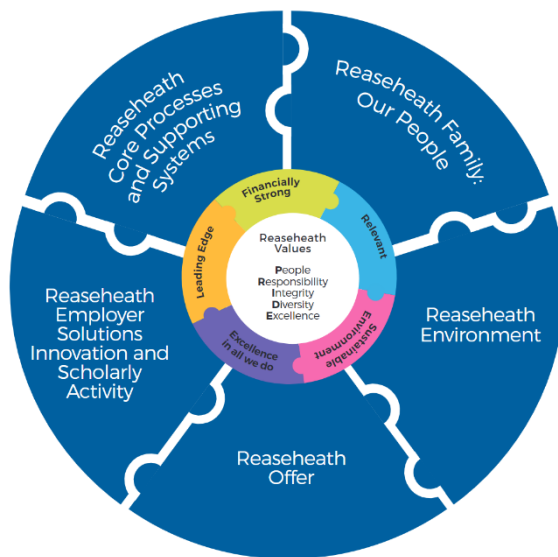
Our values are core to everything that we do and are the foundation of all College led activity.



Our Strategic Plan

Our 5-year strategic plan sets out our journey to achieve our vision and brings to life our 5 strategic priorities centred around our offer, our people, our environment, our employers and our processes and systems. These are underpinned by our 5 guiding principles of excellence, leading edge, sustainability, relevance and financial strength.

**OUR
STRATEGIC PLAN**



Industry Focused, Career Ready

Our People

The College’s People priority clearly places Equality, Diversity and Inclusion at the forefront of its agenda, with a commitment to creating and delivering a clear action plan to drive and embed change, informed by the views, feedback and lived experiences of its students and staff.

Our approach to Equality, Diversity and Inclusion

We embrace our Equality duty as a public body and are committed to driving change and moving towards equality for all.

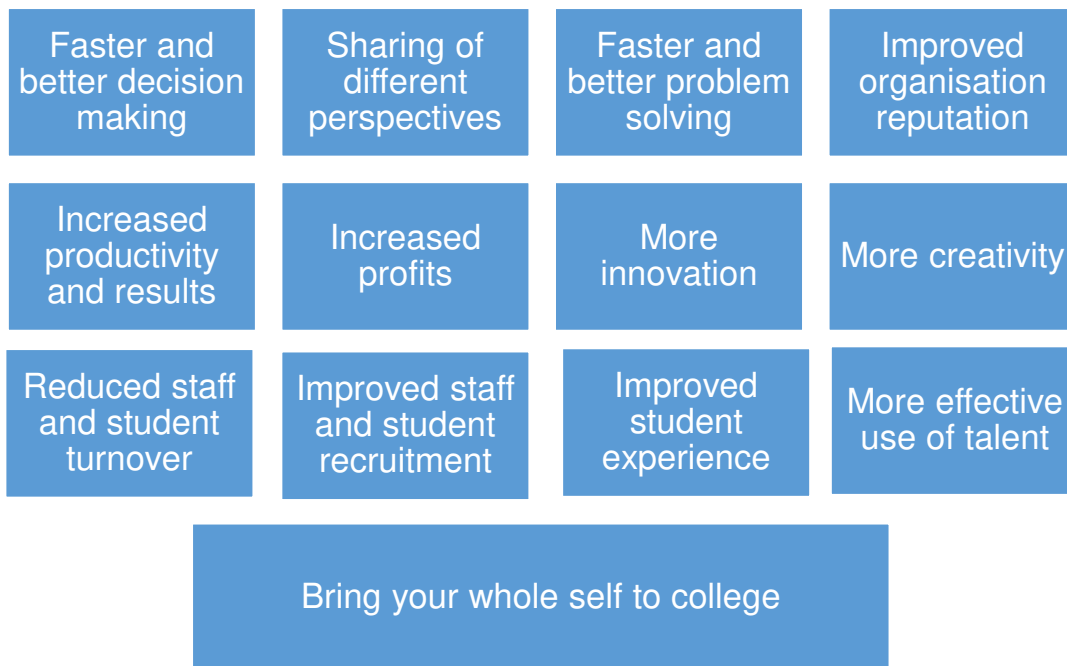
Section 149 of the Equality Act 2010 states that a public authority must in the exercise of its function have due regard to the need to:

- (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.

In addition, there are immeasurable business benefits to increased diversity within an organisation which cannot be ignored.



By taking a positive and proactive approach to the equality duty, we can deliver these and more.

We are committed to:

- continuing to publish this annual report with information on our journey
- continuing to assess and consult on the content of new policies introduced
- training staff on both the general and specific duties and widening their EDI knowledge
- undertaking regular monitoring, consultation and review of our action plan against our equality objectives
- continuing to monitor and report on inclusion information through consulting and involving people
- improving our data capture and analysis to help us identify any gaps or disadvantage and taking steps to address these
- implementing the Prevent Duty alongside our Equality Act obligations
- engaging widely with groups who can help us to broaden our experiences and understanding and input into our decision making

Building and embedding inclusion – leading cultural change

We asked our students –



Our Equality, Diversity & Inclusion Committee

We have an Equality, Diversity and Inclusion Committee to oversee our work in this area and deliver our action plan.

Chair of the committee sits with the Director of People & Culture and EDI fits within the People agenda and Strategic Plan. Membership is through application ensuring members have the skills, experience and passion to drive EDI forward. Applications are welcomed from all areas of the College to improve representation across protected characteristics and other groups. To achieve positive change and ensure that EDI is embedded into everyday College life, the committee meets regularly and acts as an action group as well as a committee.

The Terms of Reference have been reviewed and continue to focus on delivering our obligations under the Equality Act and Public Sector Equality duty.

Our EDI objectives – 2020/21

We have created positive change against these objectives by:

- successfully helping to close the gap between disadvantaged students
- embedding opportunities to explore EDI into our teacher training, staff induction and our assessment of teaching
- creating resources and lifting the awareness of all staff through continued training,
- delivering staff safeguarding and prevent updates
- engaging with our student association to celebrate diversity, educate others and promote our PRIDE values through our annual Pridefest celebration and wider student society activity

- continuing to promote and open up channels of communication for staff and students through Your Views Matter, See it Say it and engaging with Staff Voice and Student Association and representatives.

We reviewed our EDI objectives at the start of this academic year and retained the objectives that we set last year focused around a return to basics and a re-examination of our foundations. Our EDI objectives for the next 2 academic years are designed to review, rebuild and relaunch the foundations upon which our approach to EDI will be built by:

- Actively increasing representation from protected characteristic groups across the EDI Committee and wider decision-making groups
- Undertaking a wider and more in-depth review of the College, with professional support, seeking feedback on all aspects of EDI to assist in identifying where priority areas for action are
- Introducing and promoting wider engagement activities such as reverse mentoring, affinity groups, allyship and engagement with external EDI and community networks, to encourage a wider appreciation of lived experiences both within the college and beyond
- Taking positive action to improve reporting rates amongst the workforce, explaining why supplying data will improve diversity and the wider business
- Examining and improving our data collection to provide meaningful reports by protected characteristic groups and intersectionality, which give insight into the College and enable us to identify areas for improvement
- Reviewing our approach to Equality Impact Assessments and cascading this and accompanying training through the college for new and reviewed policies and activities
- Maximising the accessibility of our campus, website, language, technology and approach for our learners
- Tackling our gender pay gap
- Driving HE Access and Participation and sharing good practice across FE
- Utilising every opportunity to celebrate diversity and inclusion
- Taking opportunities to start brave conversations around diversity and inclusion within the workplace and learning environment.

We have started to make some progress against these objectives; however we have been hampered dramatically by the COVID pandemic and the inability to meet on site and drive some of the face to face engagement activities that we wanted to do.

Actively increasing representation

Whilst our representation from protected characteristic groups across the EDI Committee and other decision making groups remains small, we have welcomed new members and encouraged a variety of viewpoints. There is still work to do here around creating a cultural shift to encourage wider representation, but closer working with the Student Association and key staff will help this.

Review with professional support

The EDI committee reviewed the approach that it wanted to take to driving EDI across College and engaged with a number of different consultants and advisory bodies to seek support in progressing this. The committee very much felt that John Dyer was able to offer an approach aligned to the college objectives and that a future partnership would be welcomed. John is a highly experienced

and well-respected diversity professional and was Director of Credibility, a learning and development consultancy focusing on Diversity and Inclusion, and Director for the Centre for Workplace Harmony a conflict resolution and workplace support consultancy. He was part of a Cabinet Office Advisory Committee on Race Equality and Diversity issues and is an experienced Diversity, Inclusion and Innovation trainer. John has been commissioned to deliver a number of smaller workshops for Governors, Executive, College Management Team and the EDI Committee around inclusive leadership, and owning, promoting and supporting inclusion from the top down.

Wider engagement activities

Unfortunately, the wider engagement activities planned by the committee were not progressed due to the COVID pandemic and the inability to drive face to face engagement across campus. However, the committee have continued to engage remotely with wider EDI networks and attend online events run by EDUK and AOC and other bodies, sharing learning and ideas. The committee has reached out to Landex with a proposal to create an EDI group across landbased colleges to share good practice and work together to address landbased stereotypes and promote inclusion; which has been warmly received. Contact has also been made with Wigan and Leigh College to share ideas and learn from their experiences of driving the inclusion agenda.

Positive action to improve reporting rates

The HR Team are leading a project to review and improve the HR & Payroll system, which will include a review of data sets held. The committee have reviewed ONS and other data sets used for EDI collection and arrived at an agreed list of EDI data sets and appropriate language to use on both staff and student systems. This has been shared with the Head of MIS and Head of HR & Payroll and work is now underway to support them in incorporating these data sets into the college systems. Some restrictions on system fields may inhibit the full list of data sets being included, but the committee continues to work with both teams to ensure comparable fields are in place to improve reporting and comparisons. Once in place the committee will work to encourage staff and student engagement with data collection and regular updating.

Improved reporting on EDI and intersectionality

A basic EDI student dashboard has been built by MIS and an EDI business objects report for iTrent has been written. Further work is required once the shared data sets are agreed with the MIS and HR teams. This will allow further data manipulation to inform our view of the college demographic and enable more intersectionality reporting.

Equality impact assessments

The EDI committee has received training on equality impact assessments by EDUK and has since met to review two policies. The approach will start to be rolled out to be used with each policy review or new policy. This area needs to be supported by improved data reporting to provide evidence of potential impact of policy usage. With improved data, we will start to be able to identify any areas of impact which can then be addressed.

Accessibility

The committee still continues to influence campus development where it can and ensure that inclusion is considered. This is still an area for development as we do more campus configuration work funded from the SDF and other bids. The website is now compliant and accessibility statements have been completed and the accessibility symbol is in use on the site. Accessibility

statements are being developed for the college intranets and the library team have linked the accessibility statements for the E-resources that the College uses to the library sections of the college websites for both FE and HE. The digital technologists and teaching and learning coaches continue to promote the accessibility aids available to staff within the College's IT systems and how to integrate these into lessons to support both staff and students.

Gender pay gap

Whilst action has been taken to promote our vacancies wider and highlight the range of flexibility we can offer to different genders, the COVID pandemic followed by the significant increase in vacancies across the country has made this particularly difficult, given the marketplace and competition for our roles has changed. With increasing levels of vacancies and the impact of a further increase in national minimum wage and living wage, the pressure on the lower salary levels which are predominately female in the college is significant.

Access and participation plan

We have made excellent progress against a number of the Strategic Measures in our Access and Participation plan within UCR. Staff sessions have been held within UCR to revisit the aims, outcomes, target/monitoring groups and lifecycle stages of the plan to drive ownership, responsibility and awareness of inclusive practices. Our approach to Personal Academic Tutors (PATs) will be changing within the plan and proposals to change the UCR's bursary offer have been tabled and are being considered by the Dean of Higher Education. Work has been done to develop new curriculum offers which have the potential to be more attractive to underrepresented groups. We also conducted an accessibility audit involving staff and students with recommendations being fed into the wider estates strategy.

The Office for Students (OfS) monitoring return feedback was positive however some points have been identified by the OfS which will necessitate the creation of a new Access and Participation Plan for submission in January 2022, which was expected.

Celebrate and start brave conversations

The committee have promoted specific EDI related events and discussions throughout the year through Be Ready and engaged with some national celebration days. Emily Jewell co-ordinated the college's activities around Black History month, preparing materials, reading lists and film lists. She organised a talk from Councillor Jackie Taylor around her family's story and the barriers and challenges she has faced, shared poetry written by our students, and organised a wear red day to Show Racism the Red Card. Other awareness days supported were Children in Need, Mental Health Awareness Day, International Men's Day, International Women's Day etc

The Student Association delivered a fantastic online conference around LGBTQPA+ which was well attended and recorded so staff and students could re-engage. Our student representative last year Eden-Jeremy Southerden delivered a very impactful session for staff at the development day in September with Cath Pilsbury (CAM Foundation and committee member) on 'LGBT+ getting the language right'. Feedback from staff was really positive and hearing lived experiences from our students was very powerful. We recorded the session and have shared it on the Sharepoint site for others to watch.

BeReady presentations were arranged around Windrush, George Floyd and Black Lives Matter, Antbullying, Modern Slavery and child sexual exploitation, British Values & PRIDE Values, Gambling, and EDI. We also hosted an online carols service. Speakers have visited the college to speak to students around mental health and self-esteem.

Sue continues to deliver training sessions for staff around Unconscious Bias and an Introduction to EDI and has run 11 of each last year. The agreement for the next staff conference to be themed around inclusion will offer a platform to promote this exploration and celebration of themes further and prompt staff and students to help shape our further direction.

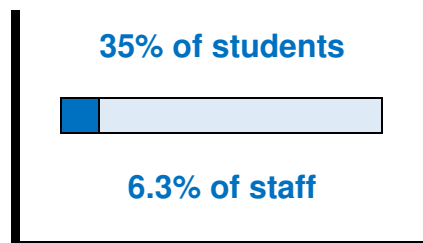
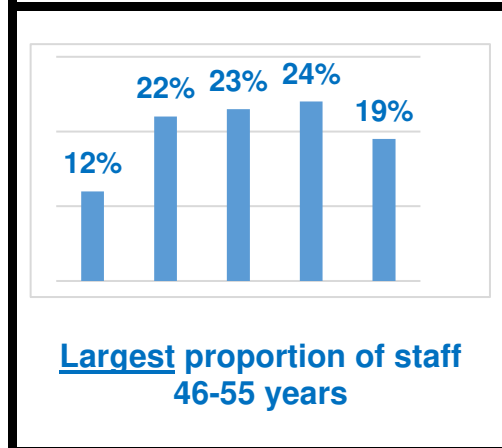
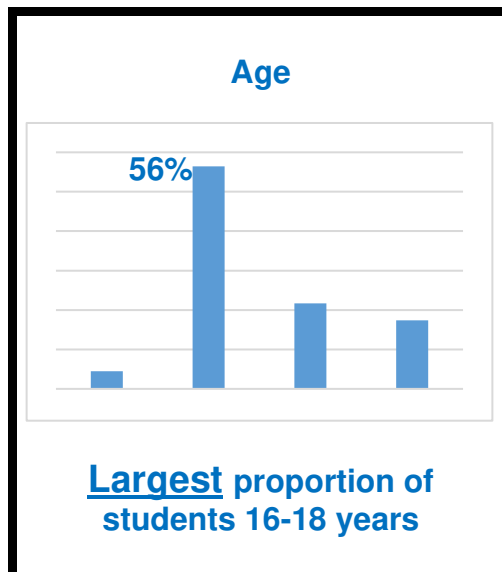
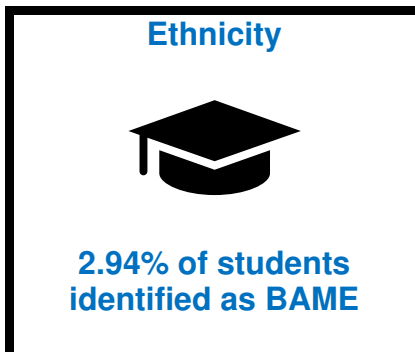
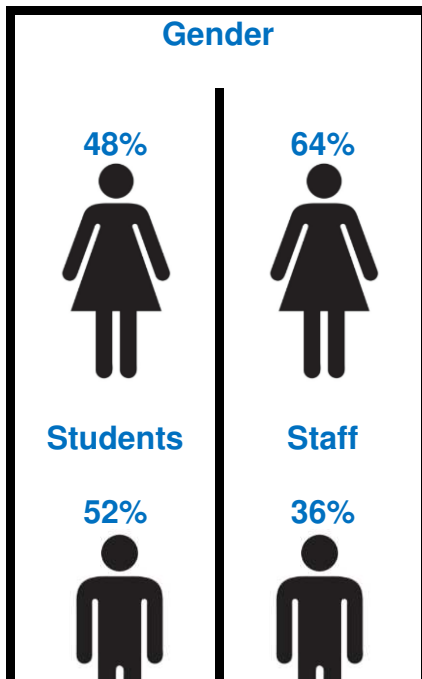
Inclusion Conference – 24 January 2022

The committee is busy planning the staff inclusion conference planned for 24 January 2022, which the committee hope will act as a springboard for EDI activity across the campus and engage staff in the agenda, raising the profile, encouraging discussion and driving momentum for change. It is also hoped to extend some of the activity into the student conference later in the year.

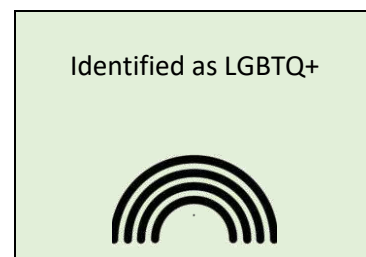
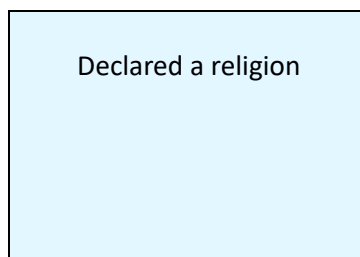
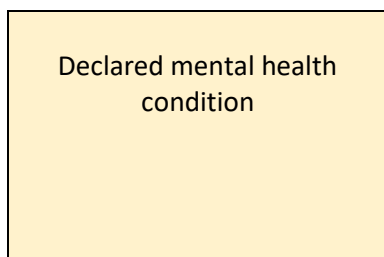
Key speakers secured so far include Jeff Greenidge, Diversity Director for AOC and ETF, and Sir Lee Pearson, 14 times Paralympic gold medallist in para-equestrianism, and John Dyer EDI consultant. We are also approaching other speakers for breakout sessions and will be encouraging our Student Association to run a session for our staff given the positive feedback from previous student led sessions.

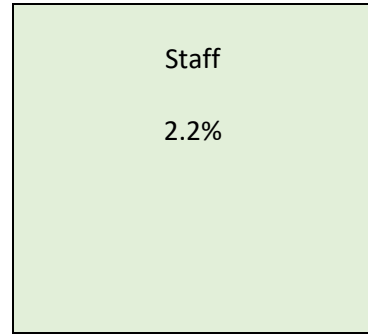
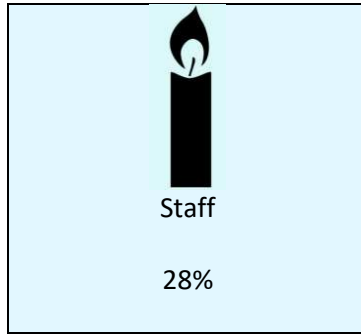
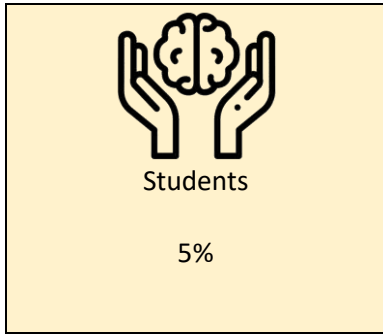
Demographics 2020/21

Headline demographics for staff and students:



Additional demographic information:

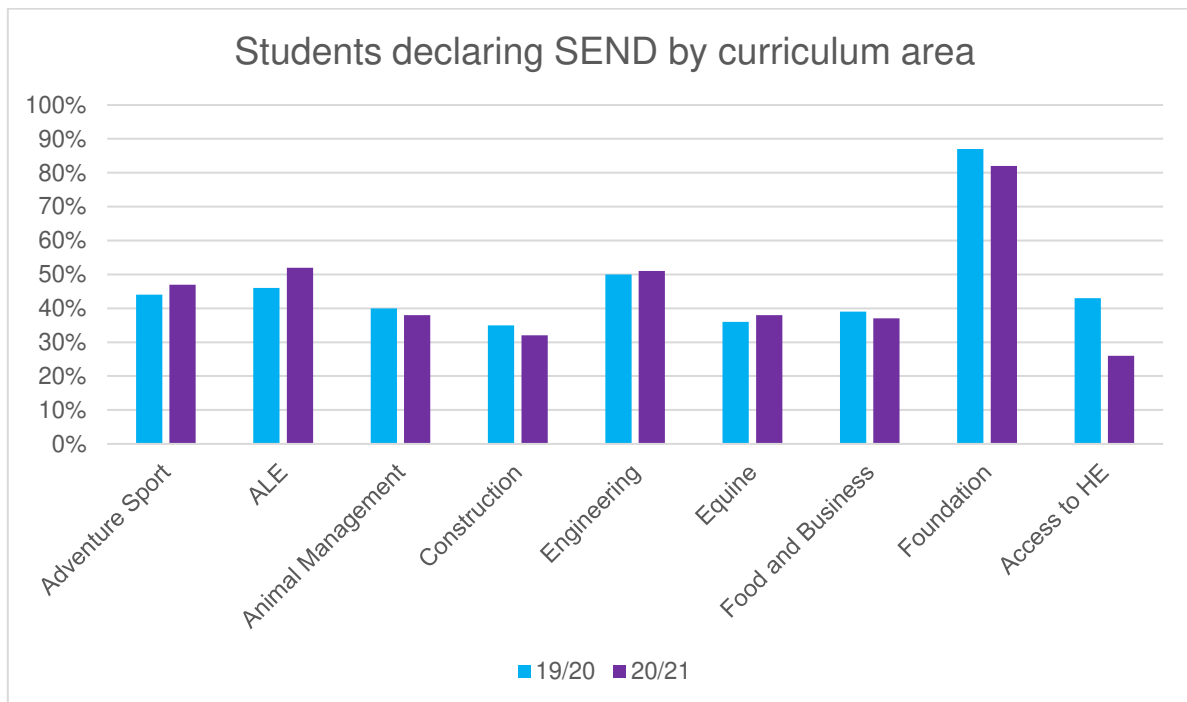




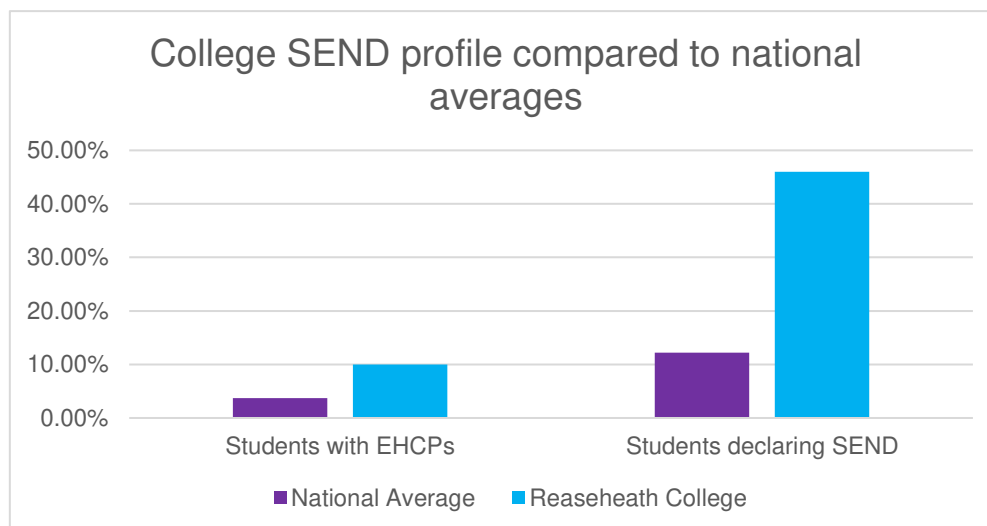
College Performance 2020/21

Further Education

The College has a considerable number of students declaring SEND (884 students = 46% according to the dashboard) across all curriculum areas including 188 students with EHCPs. This is a comparable picture to 2019/20, when 45% of students declared SEND and over 170 students had EHCPs.



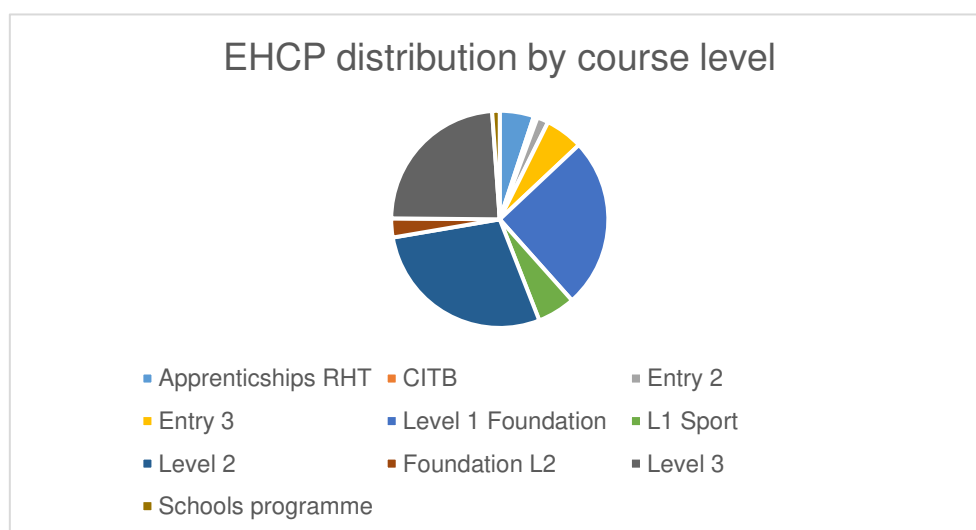
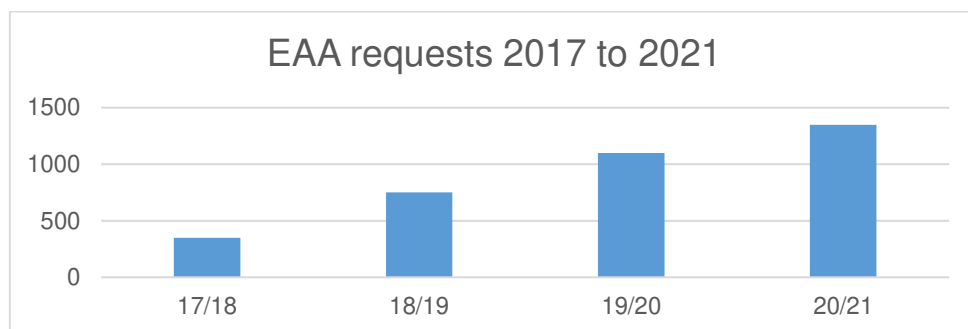
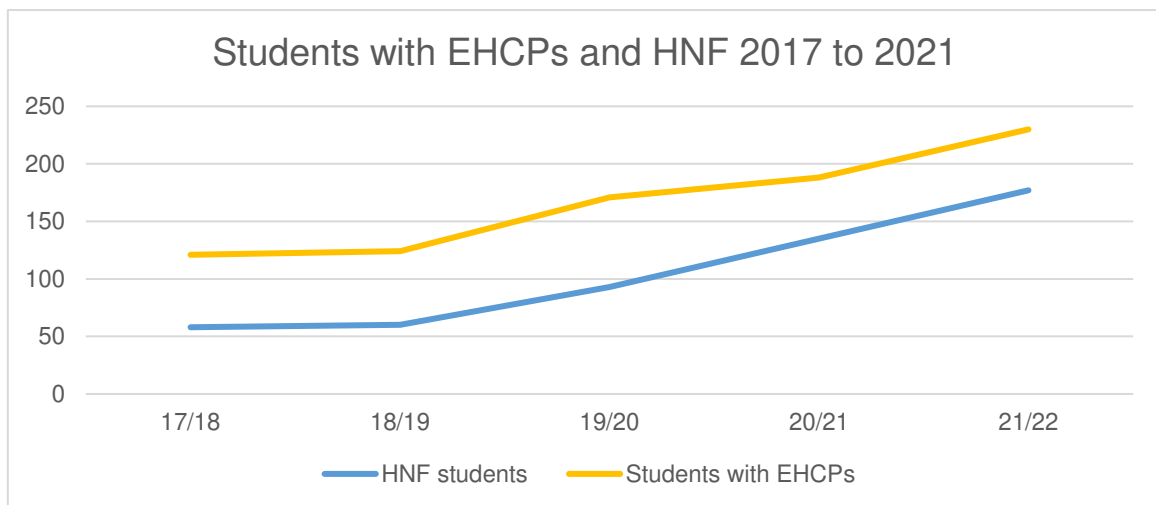
These numbers are significantly higher than the national averages:



*[*Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics.service.gov.uk) Source data is based on 0-16 pupils only*

As a result, all curriculum areas are required to provide additional learning support to all classes at all levels supplemented by Exam Access Arrangements (EAA) during assessments.

In recent years the College has seen significant increases in the number of high needs funded students, those with EHCPs, and students requesting Exam Access Arrangements.

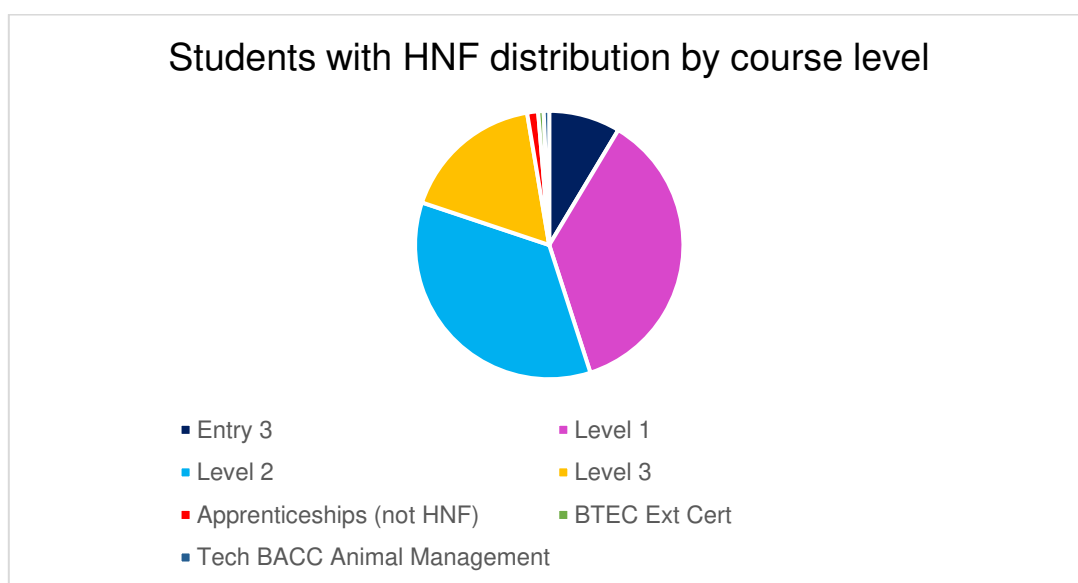


2020/21 saw the highest number of students with EHCPs, 188, to date.

- 188 students with EHCP's completed the year (2 in query awaiting results)
- 211 EHCP reviews completed
- 43 HNF/EHCP students withdrew overall
 - 21 before 42 days
 - 22 after 42 days
- All students with EHCPs who withdrew were offered an interim/annual EHCP review.

The primary reasons for HNF students withdrawing from College were poor mental health and disciplinary matters. The LSC attended all stage 2 and 3 disciplinaries and Fitness to Study meetings to ensure all support avenues were explored prior to the withdrawal of a student.

149 students who completed the year were supported by High Needs Funding and studied at all levels across the College in all curriculum areas (specific course level data is reflected on the dashboard).



- 19+ students (without EHCPs) including trainee teachers:
 - 77
 - Additional learning support was provided in agreement with the learners (this may have included additional wellbeing support)
- Apprentices: 122 identified as needing additional learning support

AgeGroup	16-18				19 +			
Criteria	Starts	Ret %	Pass %	Ach %	Starts	Ret %	Pass %	Ach %
Female	4249	96.44	97.19	93.73	222	87.21	90.05	78.54
Male	2839	94.48	95.73	90.44	211	91.94	90.72	83.41
White British	6557	95.62	96.91	92.67	400	89.17	90.40	80.60
Other	531	96.04	92.93	89.25	33	93.94	90.32	84.85
Disability/Learning Difficulty	3190	95.07	96.47	91.71	216	88.79	91.05	80.84
Non Disability/No Learning Difficulty	3898	96.14	96.73	93.00	217	90.28	89.74	81.02
FSM - Yes	410	96.33	96.70	93.15	6	100.00	83.33	83.33
FSM - No	6678	95.61	96.61	92.37	427	89.39	90.50	80.90
High Needs Funded	306	89.54	96.35	86.27	14	100.00	100.00	100.00
NO High Needs Funded	6782	95.93	96.62	92.69	419	89.18	90.03	80.29

Widening participation achievement data for 2020-21 shows that there are few gaps between groups with protected and vulnerable characteristics. However, we are mindful of the following:

- A lower retention and achievement rates for 19+ females than males;
- The decline in 19+ retention and achievement overall;
- The lower pass and achievement rates for 19+ learners in receipt of Free College Meals;
- The lower retention, pass and achievement rates of 19+ non-High Needs Funded learners; and
- At 16-18 the lower retention and achievement rate of High Needs Funded learners versus non.

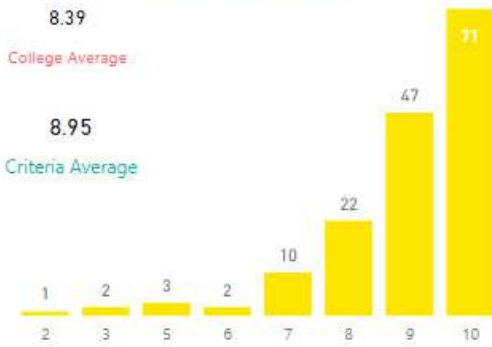
We recognise that the pandemic adversely affected many adult learners – for example with financial, domestic and mental health pressures having increased. Some 19+ learners were tempted to leave course for jobs, with some of them being offered significant salaries to tempt them into work. Whilst 19+ High Needs Funded learners were exceptionally well supported, which is demonstrated in the 100% achievement rate, those in this age group without such targeted support fared less well overall.

Remote learning during lockdown periods of the pandemic had a more significant impact on 16-18 learners with learning difficulties/disabilities (LDD) which we see reflected in the retention and achievement rates for High Needs Funded students in particular versus those not High Needs Funded.

The College worked very hard to provide a wraparound support package during lockdown offering remote 1:1 support and also providing face to face learning for those in most need, as a result of which the large majority of learners were still able to successfully achieve their qualifications.

- All students participate in work experience placements and are provided with industry relevant experience to support their career progression and employability skills development. Students benefit from either independent or supported work experience offsite wherever possible, although COVID-19 limited the work experience opportunities in 2020/21.
- Overall progression was positive with nearly 90% of learners planning to progress into further training, higher education or employment, though this was down from 96% in 2019/20, thought to be the result of employment turmoil caused by the pandemic.
- In Pulse 3 Feedback in 2020/21, students gave positive feedback on EDI measures:

How well was diversity promoted within your learning experience?



Did you know how to report any concerns about discrimination?

College Level

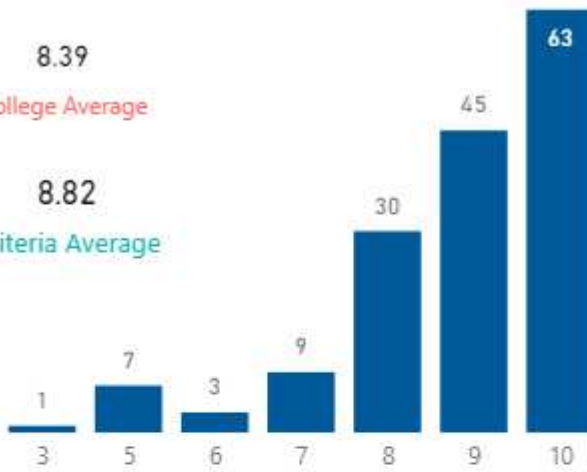
No 21.74%
Yes 78.26%



How inclusive do you think Reaseheath College is?

8.39
College Average

8.82
Criteria Average



How comfortable did / would you have felt in reporting discrimination?

8.31
College Average

8.85
Criteria Average



Higher Education – Access and Participation Plan Progress

Work has continued during 2020/21 around the Access and Participation Plan (APP) led through the University College Reaseheath.

The key strategic measures are:

- **Strengthen the culture of inclusive practice through increased levels of staff awareness and training surrounding differential outcomes and implementation of interventions for disadvantaged groups**
- **Identify designated PATs within course management teams who specialise in supporting disadvantaged students**
- **Review current bursary offer with a view to re-aligning towards target groups.**
- **Investigate the potential for development of new curriculum offers attractive to underrepresented groups.**
- **Review & strengthen widening participation activity directed at groups who are underrepresented in our Higher Education student population.**
- **Development of an on-line Graduate Toolkit to support the development of graduate skills and characteristics**
- **Review and enhance our model of support for disabled students.**

Whilst we have seen excellent progress in a number of Strategic Measures during the 2020/21 year. Staff sessions have been held within University College Reaseheath (UCR) to revisit the aims, outcomes, target/monitoring groups and lifecycle stages of the plan to drive ownership, responsibility and awareness of inclusive practices. We reviewed our approach to Personal Academic Tutors (PATs) and will be varying our plan within this area. Proposals to change the UCR's bursary offer have been tabled and are being considered by the Dean of Higher Education, and significant work has been done to develop new curriculum offers which have the potential to be more attractive to underrepresented groups.

During June 2021 three exciting and interactive days of HE Land Based outreach and Information, Advice and Guidance (IAG) were delivered in conjunction with Higher Horizons and Wild Rumpus. Work continues on progression into HE especially in underrepresented groups with progression sessions in place. The Graduate Toolkit is an area of continued focus to ensure it remains responsive to identified students' needs throughout the lifecycle.

Staff Accessibility Audit findings and recommendations have been further enhanced using feedback from the Student Accessibility Audit carried out by the Student Association and a set of recommendations are being considered to inform wider estate strategies, and will come to the EDI Committee for further discussions.

There are some strategies which we have identified as requiring a more acute focus going forward and in need of further project planning with timebound actions to meet the requirements of our planned activity. Strategic measure 2 and Strategic measure 6 are areas for increased focus and activity during the next year.

The Office for Students (OfS) monitoring return feedback was positive however some points have been identified by the OfS which will necessitate the creation of a new Access and Participation Plan for submission in January 2022. This was however expected as the initial approval of our plan was set for 2 years.

Data to assess current gaps and provide year on year comparisons along with measuring the impact of designed interventions has been difficult to obtain however the APP dashboard will be

available from Reaseheath MIS in November 2021. This will be used in conjunction with data published by the OfS to facilitate the continued monitoring of gaps.

Building on the successes of the first year of the APP has been the prime focus of activities and actions during the Autumn term of 2021. Progress against targets is continually monitored and reviewed against project plan milestones which has identified areas for an enhanced focus. The APP Steering Group continues to function effectively as a mechanism for deliberation, critical evaluation, monitoring and review and is currently considering the potential risks identified by the OfS to our planned APP activity.

We continue to extend and further develop our links to other land-based providers and outreach and progression organisations in order to collaborate and share our research outputs and experiences. Further outreach and access work is planned for 2022.

The new 2021/22 HE Faculty CPD schedule extends and develops key areas of the APP namely Inclusivity, P.A.T role and responsibilities and pedagogies and continues to support a number of Strategic Measures in our plan.

Supporting, Celebrating, Engaging with EDI 2020/21



The College's 'Pridefest 20/21' celebration this year was delivered remotely, and the Sharepoint pages were refreshed to celebrate our PRIDE values. The Student Association also led a number of

activities around each value throughout the month of May to raise awareness and celebrate. There were also resources available to explore and support each value further.



Accessibility

We have also continued with our improvement of campus accessibility and installed a zebra crossing by Animal Management with clear marking. Additional pedestrian barriers have been added around the coach pick up area to extend the safe area for students waiting for buses. We have also re-laid roads and footpaths to eliminate pot holes and uneven curbs to ensure safe access around campus. The Bield Bar has been renovated and opened as an indoor coffee/social break out space for use by students.

New zoo enclosures have been constructed with larger more accessible animal houses at the Zoo to improve the experience for both students and visitors. The car park behind the Bar has been fenced and had festoon lighting and park bench seating installed to provide an external social space for students, which has also helped with managing the COVID situation.

Our college websites are now fully compliant with accessibility statements and the accessibility icon to guide visitors. We are working on similar accessibility across our intranet, and our learning technologists have been promoting simple accessibility tools within our Microsoft packages to both staff and students.



The College Wellbeing Team includes a wide range of specialist staff and resources to ensure every learner's physical, emotional, and mental wellbeing is appropriately supported. This includes a team of Wellbeing Advisors, Wellbeing Officers, Qualified Counsellors, Sexual Health Advisors, Drugs & Alcohol Advisors, a Registered Nurse and a College Chaplain. The Wellbeing Team also offer a fantastic online, self-help resource called BeWell, which is available for all students and staff to access. BeWell hosts a range of information, help and support from a range of organisations relating to Mental Health and Wellbeing.

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, through the BeReady Programme, to FE and HE learners throughout the year to help equip them for the challenges of life including healthy lifestyle, substance and alcohol

misuse, sexual health and consent, relationships, avoiding abuse and radicalisation, and financial health.

Wellbeing also run a number of student and staff initiatives including:

-The Pink Project – which offers all students and staff free sanitary products should they wish to use them. Pink boxes are situated across all college areas and curriculum departments.

-The Menopause Group – which runs monthly over Teams, is available as a support group for all staff run by the College Nurse.

-Anxiety Groups – two sessions are run weekly by the College Nurse and Wellbeing Advisor, in response to the growing number of students who are presenting with Anxiety.

-A Typicals – a weekly support group for Autism and Neurological disorders, available for all students and run by one of the College Counsellors.

-LGBTQ+ Group – run weekly to support all students in a safe and supported environment, run by one of the Wellbeing Advisors.

-ROOTED – run weekly by the College Chaplain and open to all students and staff, offering support, friendship and a safe space for discussions.

-MC Time – a weekly group run by the College Chaplain. Available to all and enables students to connect with others, and take part in activities, games and discussions.

A continuous focus this year has been offering Wellbeing support to all learners and staff as we all adjust and adapt as we come out of lockdown, and as restrictions are lifted. This has focused on reintegrating into college and social settings, continuing to build resilience, managing anxiety and poor mental health associated with the effects of Coronavirus.

The BeWell site contains a raft of information, advice and guidance for learners with links to specialist sites such as Young Minds, Mental Health Foundation, Mind, CAMHS, Charlie Waller Memorial Trust (CWMT), NHS IAPT, Visyon, Papyrus and The Samaritans. There are also links to the new wellbeing app developed by Thrive and Healthshield, along with podcasts and videos. A similar Sharepoint site has been developed for staff with relevant information, useful resources, videos and self-help material.

Our College Nurse also holds regular clinics onsite, and we the Wellbeing Team now offer wellbeing and counselling support both face to face and over Teams, dependant on staff and students preferred delivery method. Our College Chaplain holds regular sessions both remotely and face to face for individuals to explore and strengthen their faith.



Staff Updates and CPD

We have continued to provide Safeguarding and Prevent updates to staff delivered through our online Staff Development events in July and September, focusing on updates in this area such as peer on peer abuse. We also shared the Keeping Children Safe in Education part 1 updated guidance with staff.

We have continued to deliver our Introduction to EDI and Unconscious Bias training for staff online delivering 22 courses over the year, picking up new staff. Our Sharepoint Coronavirus site continues to be updated with a wealth of information for staff covering anxiety, mental health, FAQs, government guidance, dealing with self-isolation and good hygiene tips. These supported the College risk assessment, department action plans, individualised risk assessments for those staff more vulnerable, and the COVID secure measures in place.