**Barnsley College**

**Annual Equality and Diversity Report**

**2015/16**

# *“I speak not for myself but for those without voice... those who have fought for their rights... their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated”*

# Malala Yousafzai

**INTRODUCTION**

Barnsley College is a vibrant and dynamic place that seeks to meet its statutory duties in a creative and forthright manner. The College creates an environment of respect and understanding, where everyone is an individual with unique needs and skills.

This report seeks to provide assurance that equality and diversity at Barnsley College in 2015/16 has been a priority, permeating everything that we do, improving the lives of our students and not just existing in the liminal world of good intentions.

**OUR PUBLIC SECTOR DUTIES**

The *Equality Act (2010)* is one of the most important pieces of UK legislation in that it seeks not just to limit behaviours (Eliminate) but to drive positive change (Advance, Foster.) It does this through the conferment of a statutory duty to:

* Eliminate unlawful discrimination
* Advance equality of opportunity
* Foster good relations

The scope of the legal framework places the following ‘Protected Characteristics’ at the forefront of our duty of care

* Age
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion or belief
* Sexual orientation
* Disability.
* Gender.

**Leadership and Management**The College’s strong commitment to equality and diversity starts with the Senior Leadership Team, a member of which chairs the Equality & Diversity Strategy Group.

The Equality and Diversity Strategy Group monitors the progress of the Single Equality Scheme and the associated action plan.

* The link governor for equality and diversity completes a link visit with key staff twice a year to ensure the college is meeting its statutory duties. A report is then presented to the Board of Governors.
* The Senior Management Team lead the setting and monitoring of college targets in relation to equality and diversity.
* All departments have an equality and diversity action plan which is monitored through college performance review.
* The Vice Principal Quality ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
* All policy holders are required to conduct an Equality Impact Assessment (EIA) on all policies to ensure that no groups are disproportionality affected by any college policy.
* The College has an Advanced Practitioner specifically dedicated to Equality and Diversity

The 2015-16 Cohort

4,412 part time learners (851 16-18, 3,501 19+)

4,854 full time learners (4,060 16-18, 774 19+)

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

**Narrowing performance gaps**The College has highly effective mechanisms in place to monitor emerging gaps in performance for different groups of learners. Progress towards narrowing gaps is monitored through the college’s performance monitoring process on a quarterly basis and a departmental action plan is drawn up to address any emerging issues.

The college monitors the success, retention and achievement of learners with protected characteristics. It also monitors the following groups that might not fall under the obligations of the Equality Act (2010) but are deemed to be key indicators of equality ‘fault lines’

* Learners in receipt of Additional Learning Support.
* Learners in receipt of Learner Support Fund.
* Learners in receipt of Free School Meals.

## Areas of Focus for 2015/16

In general, significant overall performance gaps are rarely sustained, due the rigorous monitoring and subsequent actions provided by the Performance Review Process. Based on the analysis of college data from 2014-15 the focus was on narrowing gaps in performance for the following groups in 2015/16:

* Success rates of 16-18 visually impaired learners. These improved from 54.2% to 88.2%.
* Success rates of 16-18 learners who have a disability affecting mobility. These improved from 77.4% to 89.5%.
* Success rates of 16-18 learners who declared medical conditions such as epilepsy and asthma. These improved from 73% to 85.4%.

For the 2015-16 academic year all learners declaring these disabilities were placed on department risk registers. This triggered increased interventions and support from tutorial teams and ensured that the gaps were closed. These significant improvements demonstrate the impact of targeted actions.

**Areas of Focus for 2016-17**

The performance of learners in 2015-16 has created the following areas of focus for this subsequent academic year;

* The performance of 19+ males (79.6%, 19+ females 83.9%)

* The performance of learners with ‘Other Medical Condition’ on apprenticeships. The gap is small but close monitoring in 2016/17 will be required.

For all learners there is no significant gap between ‘non-white British’ learners and ‘white British’ learners. The former perform above national averages for almost all ethnic groups.

There is no significant gap in the performance of learners who declare learning difficulty/disability as compared with those who do not.

 **Learners**Capturing ‘learner voice’ and gathering feedback from learners is central to the college’s aim of placing learner views at the heart of the college’s decision making.

Ways in which we listens to learners:

* Course Representatives
* Departmental Representatives
* Learner Forums
* ‘You Said, We Did’
* Student Union Committee
* Student Governors
* Learner Surveys

According to the **Learner Exit Survey 2015-16**:

* 99% of learners feel safe at the college (The sector average is 88%).
* 96% of learners say that their teachers treat them fairly and equally (The sector average is 87%).
* 98% of learners think the college has a positive learning culture (The sector average is 85%).

Fairness, a positive environment, feeling safe and being treated equally are all key facets of an inclusive culture that meets both statutory duties and the desires of our learners. It is clear from our learners that we are continuing to foster that culture.

**Equality and Diversity, visible and valued**

All students in all departments complete an equality and diversity induction in term one.

Cross college events to promote equality and diversity have been led by all departments and comprehensively address all aspects of the Equality and Diversity landscape.

Equality and Diversity is well embedded into the curriculum with excellent levels of promotion.

Moodle is updated to share examples of good practice and all resources from themed days are shared across college.

The Advanced Practitioner for Equality and Diversity uploads, on a daily basis, information to Buzz that can be used with learners and provides a monthly newsletter with links to cultural events.

## Examples of Equality and Diversity in action

* **Curriculum:** staff created a shopping bag of resources to share good practice in developing learners’ awareness of British Values. This concept was then used well by learners at Wigfield Farm where they created their own British Value bags to demonstrate theirunderstanding of Equality
* **Student Support:** Work with the College’s LGBTQ+ Forum on identity and profile resulted in the renaming of the forum. It is now known as Sexuality and Gender Awareness Forum (SAGA) and it delivered tutorials across the college to raise awareness of gender and sexuality issues
* **College Facilities:** The ‘Prayer Room’ was redesignated as a multi-faith and contemplation space called ‘The Haven’
* **Community:** The Hair, Beauty and Catering Department led the college’s demonstration of tolerance with an ‘Anti- Bullying Christmas Tree’ with messages of hope and support as decorations.
* **People:** A number of students and staff throughout the college have been supported to ‘transition’ genders. Specifically, the IT team received a 2015-16 staff award for their support of a team member transitioning from female to male.
* **Partners:**Sports and Public Services students organised a Boccia tournament held for children with disabilities in a local school

**Partnership Work**Barnsley College works in partnership with all of the statutory agencies across Barnsley and with a number of third sector agencies including;

* Lesbian Gay Bisexual & Transgender Forum - supporting events such as LGBT History Month and Gay Pride.
* Barnsley Equality and Diversity Lead Officer’s Group – strategic equality and diversity group across statutory agencies that influences and coordinates equality work across services in Barnsley.
* Barnsley Together Forum.
* Multi-Agency Panel Against Hate Crime - reviewing and monitoring hate crime incidents across Barnsley.
* Prevent – A panel dealing with the statutory duty on Extremism.
* Deaf Engagement – ensuring equal access and service for the deaf community.
* Royal British Legion
* NHS Barnsley.

**Staffing**

***“Genuine equality means not treating everyone the same, but attending equally to everyone’s different needs.”***[**Terry Eagleton**](https://www.goodreads.com/author/show/10283.Terry_Eagleton)

**Staffing and Human Resources**The table below shows how the college staff profile compares with the sector average and the local Barnsley area.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **BaME (%)** | **White (%)** | **Male (%)** | **Female (%)** | **Disability (%)** |
| **College** | 2.5 | 97.5 | 38.4 | 61.6 | 4.6 |
| **Barnsley** | 3.9 | 96.1 | 49.1 | 50.9 | 3.3 |
| **FE Average** | 12.3 | 87.7 | 36.6 | 63.4 | 3.6 |
| **College Governing Body** | 6 | 94 | 72 | 28 | 0 |

The college’s BaME staff cohort has increased by 0.1% since 2014-15. The College is therefore marginally less diverse than Barnsley and significantly less diverse than the sector average.

The representation of BaME Governors remained static, although above the Barnsley average for BaME, whilst the Governor’s gender representation remains persistently below the College and that of the borough.

The College recognises the need to further increase the diversity of its staff and governors. Barnsley College’s employment policies and practices support the Single Equality Scheme duties by removing barriers in recruitment, selection and training processes. College policies are family friendly and go beyond statutory duties.

Training that is delivered to recruiting managers includes specific references to the *Equality Act (2010)* and avoiding discrimination throughout the process. Examples of direct, indirect, associative and perceptive discrimination are discussed and highlighted.  The college’s commitment to equality and diversity is publicised on all recruitment materials.

Equality and diversity information that is provided by candidates is not available to shortlisting managers and can only be viewed by Human Resources (HR). At shortlisting stage, names of candidates are removed to prevent any possibility of discrimination.

The college has been reassessed and awarded ‘Disability Two Ticks’ status which is reviewed every year. This includes a commitment to interview any disabled candidate who meets the minimum essential criteria. This is monitored by HR and shortlisting managers are advised accordingly.

Candidates invited to interview are asked if any adjustments are required to support and enable them to attend. Medical information is not requested until an offer of employment has been made.

All new staff must complete an online equality and diversity training module before they commence employment. Staff must also attend the induction programme where there is a dedicated mandatory equality and diversity session.

To further support and promote equality and diversity, the SES has been circulated to all staff and in the most recent staff survey 99% of staff said they were aware of the scheme. There are also specific equality and diversity questions in the staff survey.

Barnsley College is an outstanding College with an outstanding approach to, and application of, its statutory duties. There is always work to be done and there will be no ‘resting on laurels, due to the rigouros processes and high ambitions embodied by our approach to fairness, dignity and advancement for all.