**Barnsley College**

**Annual Equality and Diversity Report**

**2016/17**

**“Until we get equality in education, we won't have an equal society.” -Sonia Sotomayor**

# 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 2016/17 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 leads the setting and monitoring of college targets in relation to equality and diversity.
* Equality and Diversity is monitored in performance reviews for each department.
* The Vice Principal Curriculum 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 disproportionately affected by college policy.

## Governance

The governing body has a duty to ensure that the college is compliant with its statutory duties and that appropriate, effective and meaningful policies and procedures are in place. It carries out this duty through:

* Scrutiny of data on an annual basis.
* Receiving the Equality & Diversity Annual Report.
* Ensuring that a Link Governor conducts regular monitoring visits and reports back to the Board. In 2016/17 these visits were augmented by governor attendance at the Equality and Diversity Steering Group.

## Areas of Focus for 2016-17

The performance of learners in 2015-16 created the following area of focus for the 2016-17 academic year:

* The performance of 19+ males (in 2015-16 79.6%, 19+ females 83.9%). In 2016-17 performance of both male and female 19+cohorts improved, to 91.3% and 94.1% respectively, a significant improvement for both cohorts. Although there is still a gap it is not significant.

## 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.

There are no significant performance gaps between 16-18 males (85.4%) and females (86.2%) and 19+ males (84.9%) and females (86.6%) classroom based learners.

There are no significant performance gaps between 16-18 classroom based learners declaring a disability (85.3%) and not declaring a disability (85.9%). However, there is a 3.1% positive gap between 19+ learners declaring a disability (87.8%) and not declaring a disability (84.7%).

There are gaps in performance between white and non-white for both 16-18 and 19+ classroom based learners. There is a positive 4.0% performance gap between white (85.5%) and non-white (89.5%) for 16-18 year olds and a 4.3% negative gap for 19+ white (87.0%) and non-white (82.7%), the gap can be attributed to underachievement in basic skills programmes.

There are no significant performance gaps between learners in receipt of high needs support (92.8%) and those learners not in receipt of high needs support (93.4%).

In apprenticeships there are no significant achievement gaps by age, 16-18 performance is 79.1%, 19-23 performance is 78.1% and 24+ performance is 77.9%. There are no significant performance gaps by level for our two main cohorts; intermediate performance is 78.2% and advanced is 78.2%.

There are no significant performance gaps between ethnic groups with white performance at 79.2% and non-white at 78.4%.

Achievement gaps are present in the following groups; male learners under perform at 76.3% against a female performance at 81.3%, and disabled learners under perform at 68.5% against non-disabled learners at 79.4%. These groups will be closely monitored at performance reviews during 2017-18.

The college monitors the performance of learners who are in receipt of Additional Learning Support. It is vital that we ensure that students who are in receipt of support perform at least as well as their counterparts who do not need to access it.

|  |  |  |  |
| --- | --- | --- | --- |
| Overall | Ach % | Retention % | Pass % |
| Students in receipt of ALS  | 85.1% | 91.7% | 92.8% |
| Students NOT in receipt of ALS  | 85.9% | 91.9% | 93.4% |

|  |  |  |  |
| --- | --- | --- | --- |
| 16-18 | Ach % | Retention % | Pass % |
| Students in receipt of ALS  | 85.0% | 92.9% | 91.4% |
| Students NOT in receipt of ALS  | 85.9% | 91.7% | 93.6% |

|  |  |  |  |
| --- | --- | --- | --- |
| 19+ | Ach % | Retention % | Pass % |
| Students in receipt of ALS  | 85.4% | 88.6% | 96.3% |
| Students NOT in receipt of ALS  | 86.0% | 93.2% | 92.3% |

## 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 2016-17**:

* 97% of learners feel safe at the college (the sector average is 90%).
* 93% of learners say that their teachers treat them fairly and equally (The sector average is 88%).
* 90% of learners tell us they were asked for their views (The sector average is 84%).

Fairness, being consulted, feeling safe and being treated equally are all key facets of an inclusive culture that meets both the 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.
* Every department takes responsibility for the advancement of equality and diversity through participation in the cross- college equality and diversity calendar, which is augmented by events that are coordinated centrally.

## Examples of Equality and Diversity in Action

* **Curriculum:** Students took part in Barnsley’s Remembrance Day Commemorations and combine this with tutorial work looking at the role of commemoration in today’s society. They also examine the ethnic diversity of troops in both World Wars.
* **Student Support:** Students from our **‘**Sexuality and Gender Awareness’ Forum (SAGA) delivered training to managers and staff across the college to raise awareness of gender and sexuality issues.
* **College Facilities:** Accessible toilets were badged with a rainbow to encourage users of all genders to feel included.
* **Community:** Students were encouraged to be photographed and show their support for women and girls across the globe as part of our International Women’s Day celebrations
* **People:** Our Student of The Year was selected for combining their campaigning zeal and leadership of SAGA with academic study.

**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)

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** | 3.5 | 96.5 | 38.7 | 61.3 | 5.2 |
| **Barnsley** | 3.9 | 96.1 | 49.1 | 50.9 | 3.3 |
| **FE Average\*** | 10.1 | 89.9 | 40.0 | 60.0 | 6.3 |
| **College Governing  Body** | 6 | 94 | 72 | 28 | 0 |

\*Source – ETF Workforce and SIR data 2015/16

The college’s BaME staff cohort has increased by 1% since 2015-16. The college is however still 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 rigorous processes and high ambitions embodied by our approach to fairness, dignity and advancement for all.

“Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone’s responsibility.”
Ban Ki-moon