

**Barnsley College**  
**Annual Equality and Diversity Report**  
**2020-21**

It is time...to teach young people early on that in diversity there is beauty and there is strength.”  
– **Maya Angelou**

## **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 a unique set of needs and skills.

This report seeks to provide assurance that equality and diversity at Barnsley College in 2019/20 has been a priority, permeating everything that we do, improving the lives of both our students and our staff 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 also 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.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sexual orientation.
- Disability.

## **Leadership and Management**

The college’s strong commitment to equality and diversity starts with the Senior Leadership Team. A member of SLT, currently the Deputy Principal Culture, Place and Communities 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 Deputy Principal Culture, Place and Communities ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
- All policyholders are required to conduct an Equality Impact Assessment (EIA) on all policies to ensure that no group is 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 to the Board.

### **Narrowing Performance Gaps**

Overall achievement rates for 16-18 (87.4%) and 19+ (88.5%) classroom-based learning have a 1.1% achievement gap, which is less than the national average achievement gap of 4.6%.

There are no significant overall achievement gaps between level 2 88.5% and level 3 88.1%, but there is a gap between level 1 85.2%.

There are no significant overall achievement gaps between levels for 16-18 learners, level 2 88.3% and level 3 88.4%, but there is a gap between level 1 80.3%. These achievement gaps in the main are attributed to Functional Skills programmes.

There are no significant overall achievement gaps between levels for 19+ learners, level 1 89.3% and level 2 88.9%, but there is a gap between level 3 84.1%. These achievement gaps in the main are attributed to a small number of programmes at Level 3 including AAT, Engineering Diplomas and Dog Grooming Diploma.

There is an achievement gap between 16-18 males (84.3%) and females (90.4%) and 19+ males (91.8%) and females (86.1%) in classroom-based learners. There are no significant gaps in achievement rates between 16-18 classroom-based learners declaring a disability (87.4%) and not declaring a disability (87.5%) and 19+ learners declaring a disability (87.6%) and not declaring a disability (88.8%).

There is an achievement gap of 4.5% in achievement rates between white and non-white learners. 16-18 white (87.2%) and non-white (91.7%) and a gap of 2.9% in achievement rates between 19+ white (88.9%) and non-white (86.0%).

There are no significant gaps in achievement rates between learners in receipt of high needs support and those that are not 16-18 in receipt (86.9%) and not (87.5%) and 19+ in receipt (89.6%) and not (88.5%).

In apprenticeships there are no achievement gaps by age between 16-18 performance at 59.2% and 24+ performance at 59.2%, but there is a gap between 19-23 performance at 65.2%.

There is a gap of 5.8% for the two main cohort groups; intermediate performance is 75.3% and advanced is 69.5%. There is also a significant achievement gap between apprenticeships on

frameworks (71.2%) and standards (46.9%). This is mainly the result of delayed endpoint assessments due to COVID 19.

Achievement gaps are present in the following groups of apprentices; performance of males (55.2%) and females (66.3%), performance of learners with a declared difficulty/disability/health problem at 48.1% against no difficulty/disability/health problem at 62.5%.

### **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 listen to learners:

- Course representatives.
- Departmental representatives.
- Learner forums.
- 'You Said, We Did'
- Student Union Committee.
- Student Governors.
- Learner surveys.

### **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.
- College systems are updated to share examples of good practice and all resources from themed days are shared across college.
- 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.
- All staff undertake induction training in E&D. More advanced training is offered on a regular basis.
- Specific issues are addressed in a timely manner, for example 'Me Too'.
- Every department completes an E&D Action plan.

### **EXAMPLES OF EQUALITY AND DIVERSITY IN ACTION**

- **Curriculum:** Our students participated in the Student Commission for Racial Justice, briefing government ministers on their progress.
- **Student Support:** Greater access to person centred therapeutic practice was created through new partnerships with local agencies.
- **Development:** Every department trained staff in Trauma Informed practice in preparation for the new academic year.

- **People:** Staff participated in activities that developed their understanding of assistive technology and learning support aids.

### **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 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.
- Chillypep- an agency that supports mental health.
- Community Tolerance and Respect Group, specifically for students.

### **Staffing**

4.9% of staff have declared a disability with the highest proportion being physical impairment and the lowest being mental health.

4.2% of staff are from a BME background, compared with 3.9% in Barnsley.

21.8% of staff are age 16-29, 24.3% of staff are age 30-39 with 24.5% aged 40-59. 20.7 are aged 50-59 and 8.7% are age 60 plus.

38% of staff identify as Christian with the next highest identification being Muslim at 1.2%. 53% of staff 'prefer not to say'.

77% of staff identify as Heterosexual and 21% did not disclose. 2% identify as Lesbian, Gay or Bisexual.

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 or bias.

The college has retained its '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, delivered by our Advanced Practitioner for E&D

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.

### **RECOMMENDATION**

The Governing Body is asked to approve this paper.