**Barnsley College**

**Annual Equality, Diversity & Inclusion Report**

**2021-22**

*“Every individual matters. Every individual has a role to play. Every individual makes a difference.”*  
― **Jane Goodall**

# 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, diversity & inclusion (EDI) at Barnsley College in 2021/22 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 EDI starts with the Executive Team. A member of Executive, 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, diversity & inclusion 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, diversity & inclusion.
* Equality, diversity & inclusion 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 (EqIA) 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 & Inclusion Annual Report.
* Ensuring that a Link Governor conducts regular monitoring visits and reports to the Board.

## Narrowing Performance Gaps

There are no significant overall achievement gaps between level 2 86.7% (N/A - 85.8%) and level 3 85.8% (N/A – 82.3%), but there is a significant positive gap for level 1 92.8% (N/A – 95.9%).

There are no significant overall achievement gaps between levels for 16-18 learners, level 1 92.5% (N/A – 91.9%), level 2 84.9% (N/A – 84.3%) and level 3 86.2% (N/A – 82.5%).

There are no significant overall achievement gaps between levels for 19+ learners, level 1 92.9% (N/A – 97.1%) and level 2 89.4% (N/A – 89%), but there is a gap, albeit not significant, at level 3 80.3% (N/A – 81.8% -1.5%).

In classroom-based learners there are no significant achievement gaps between 16-18 males (87.2%) (N/A – 84.8%) and females (85.7%) (N/A – 83.5%) and 19+ males (94.7%) (N/A – 95.9%) and females (86.6%) (N/A – 90.3%) There are no significant gaps in achievement rates between 16-18 classroom-based learners declaring a disability (84.7%) and not declaring a disability (86.9%) and 19+ learners declaring a disability (92.2%) and not declaring a disability (90.5%).

There is an achievement gap of 3.4% in achievement rates between white and non-white learners. 16-18 white (86.2%) and non-white (89.6%) and a gap of 2.5% in achievement rates between 19+ white (91.5%) and non-white (89.0%).

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 (83.2%) and not (86.8%) and 19+ in receipt (89.8%) and not (91.1%).

In apprenticeships there are no achievement gaps by age against NA between 16-18 performance at 58.7% and 24+ performance at 67.9%, but there is a gap between 19-23 performance at 63%.

Achievement gaps are present in the following groups of apprentices; performance of males (56.7%) when compared to females (69.6%), performance of learners with a declared difficulty/disability/health problem at 74.4% against learners with no difficulty/disability/health problem at 61.8%.

In most cases differences in performance are spread across a wide range of curriculum areas. In areas where we can pinpoint specific action required then bespoke solutions are applied, for example in Digital Industries on a course with a number of 16-18 High Needs learners training is already underway for the staff in this area to enable them to specifically address non- neurotypical learner needs.

## 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.

## EDI Visible and Valued

* All students in all departments complete an EDI induction in term one.
* Cross college events to promote equality, diversity & inclusion comprehensively address aspects of the equality, diversity & inclusion landscape.
* EDI 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.
* All staff undertake induction training in EDI. More advanced training is offered on a regular basis. Specific issues are addressed in a timely manner; for example the use of pronouns.

## Examples of Equality, Diversity & Inclusion in action

* Students continued our participation in the Student Commission for Racial Justice.
* At Wigfield Farm students used a series of near pods to explore EDI topics. These included transgender awareness, celebrations around the world, racial literacy, autism awareness and cultural heritage.
* In Foundation Learning students tried to solve the question ‘how can we make people more conscious about unconscious bias?’ The learners did this over a half term and researched what this was and examples of this in practice. They then created a social media campaign to make people more aware of unconscious bias.
* Greater access to person centred therapeutic practice was created through new partnerships with local agencies.
* Every department has staff trained in the issues of Black Lives Matter.
* Staff participated in activities that developed their understanding of hearing loss and assistive technologies.
* Our Discover Digital Team conducted training in assistive technology such as using transcripts on recordings, Immersive Reader and changing the colour of documents that are shared with student to work on through teams such as within class notebook.

Staffing

7.9% of staff have declared a disability with the highest proportion being mental health and the lowest being physical impairment.

4% of staff are from a BME background, compared with 3.9% in Barnsley.

22.28% of staff are age 16-29, 25.16% of staff are age 30-39 with 23.4% aged 40-59, 19.9% are aged 50-59 and 9.26% are age 60 plus.

40% of staff identify as Christian with the next highest identification being Muslim at 0.9%. 50.5% of staff ‘prefer not to say’.

80% of staff identify as Heterosexual and 17.2% did not disclose. 3.8% 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, diversity & inclusion is publicised on all recruitment materials.

Equality, diversity & inclusion 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 Confident 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, diversity & inclusion training module before they commence employment. Staff must also attend the induction programme where there is a dedicated mandatory equality, diversity and inclusion session.

## Governors

Our Governing Body is 50% male and 50% female. 94% white, 6% other (or global majority) and 83% being in the age group 45+

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.