Equality and Diversity Report
2015-2016

1. EQUALITY AND DIVERSITY REPORT 2015

1.1 Introduction

Reaseheath College is fully committed to the promotion of equality of opportunity and ensures that all students, staff and visitors feel welcomed, valued, safe, included and respected within the community.

In supporting the corporate vision of ensuring that equality and diversity is at the heart of all College strategy, policy making, planning and training HR continue to develop and promote the implementation of policies and procedures that comply with equality and diversity legislative requirements and best practice standards, train and brief staff in equality and diversity and provide strategic business partnership support.

1.2 The Equality Duty

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

Compliance with the duty should result in:

- Better-informed decision making and policy development
- A clearer understanding of the needs of service users, resulting in better quality services which meet varied needs
- More effective targeting of policy, resources and the use of regulatory powers
- Better results and greater confidence in, and satisfaction with, public services
- A more effective use of talent in the workforce
- A reduction in instances of discrimination and resulting claims

1.3   Specific Duties

There are two sets of requirements in the specific duties:

- The first set requires public authorities to **publish information** to demonstrate compliance
- The second requires the preparation and **publication of equality objectives** which it thinks it should achieve to do any of the things mentioned in the general equality duty (equality objective).

1.4   What Information should be published.

Equality information and equality objectives should be published so it is accessible to the public. This can be within another published document.

The regulations also specify that the published information must include, in particular, information relating to persons who share a protected characteristic who are:

- Its employees (for listed authorities who employ 150 or more staff),
- Other persons affected by its policies and practices (for example, service users

This report contains the information published by the College and is available to the public in the "About" section of the college website.

2.   EQUALITY AND DIVERSITY IN THE LEARNING COMMUNITY

The College Equality of Opportunities Policy enshrines a commitment from the College to promoting equality of opportunity and access to education and training for all its clients, and staff.   The College community is geographically dispersed with around half of FE funded learners originating from outside of Cheshire and Warrington. The College is committed to taking positive action to ensure that awareness of opportunities and the opportunities themselves are available to the whole community it serves. The College strives to prepare all its students to live and work in increasingly diverse communities.

An annual Action Plan includes sections that deal with specific areas and defines the action which the College is committed to.

These areas include: Race
Gender reassignment
Disability, including learner disabilities
Age
Sex and Sexual Orientation
Religion
Marriage and civil partnership,
Pregnancy and maternity
Religion or belief
Disadvantaged wards

2.1.1 The Learning Community - Race and Ethnicity Profile

The population of Cheshire contains a very small proportion of non-white ethnic groups when compared with the rest of England in general, however there has been growth since the census of 2001. National Census data from 2011 shows Cheshire West and Chester has 2.6% non-white residents and Cheshire East has 3.2% compared to the England and Wales figure of 14% and the North West of England figure of 9.8%. The majority of the population of non-white ethnic groups within the North West are Asian/Asian British.

Both Cheshire West and Chester and Cheshire East have a lower proportion of non-white ethnic groups than the North West and England and Wales. A Polish community has developed and has expanding in the Crewe area, which has impacted on college recruitment. There has been a growth in White Other within Cheshire East to 2.5% from 0.01% in 2001. The most common non-British Isles countries for residents to have been born in are Poland and India.

Around half the College students originate from the Cheshire area; consequently the percentage of minority ethnic groups reflected in the student population is small. College analysis of ethnic diversity on full-time and part-time programmes in 2014 indicates that this stands at just under 4%, which compares with that found within the Specialist Land-based Sector in England. Data on the attached tables show some variations between groups of learners with 2% BAME students recruited onto FE programmes, compared to 7% onto HE and 1% onto work based learning. The college continues to actively depict ethnically diverse learners on its promotional materials. Many of the BAME students come from the food industry both for HE and full cost courses.

An analysis of learner performance is undertaken for long level FE qualifications and the success rate of BAME learners equals that of other groups. BAME learners' performance is at least as good as performance of other learners.

2.2 The Learning Community – Gender Profile

The attached table illustrates the current data in respect to gender according to areas of College activity:
- For HE work the College recruits more females than males, 68% against 32%
- For FE work the College recruits more males than females, 53% against 47%
- For Apprenticeships work 87% of the learners are male
- For Schools work 73% of the learners are male
- For Full Cost work the College recruits more females than males, 51% against 49%

2.3 The Learning Community – Disability Profile

The College encourages all learners to confidentially declare any disability or learning difficulty to enable appropriate support to be offered. Most students choose to declare a disability or learning difficulty and in September 2015 34% of our learners have identified themselves as having one or both, this is an increase on 2014 of 8 percentage points.

Reaseheath College is a particularly large site; the College has been proactive in its response to ensure that the campus can be accessed by all, and the recent capital investment in modern buildings has made a positive impact on accessibility. The strategy adopted by the College is based on providing accessibility to areas that are commonly used by learners. This is identified in a student centred approach to Risk Assessments. The assessment process involves the participation of the vocational specialist and the student in identifying what needs to be put in place for the individual. The Risk

Assessment is based on curriculum and awarding body requirements. The process takes into account the rigour of the qualification and any limiting factors associated with the individual student's condition.

Applicants to courses are asked to divulge the nature and extent of any disabilities and impairments in order that proper account can be taken of their needs. When disabilities are evident an assessment of need is undertaken so that reasonable adjustments can be made to accommodate those needs. A significant array of equipment and expertise is available as a result of experience gained in the past few years, and the aim of the college is to provide an environment that supports all properly qualified and able applicants to successfully complete programmes of study, irrespective of physical disabilities and impairments.

As a result of the excellent support given to learners who specify they have a learning difficulty or disability their success on programme is very high and in 2014/15 the success rate for this population of learners exceeded that of learners with no specified learning difficulty or disability 91% compared to 88%.

2.4   The Learning Community – Age Profile

The learning community at Reaseheath is very diverse, catering for a wide range of vocational and leisure interests. In 2015 for FE programmes there has been a further reduction in 19+ year old students to 17% which reflects the funding restrictions placed on adult students in the FE Sector. Much of the work has transferred to full cost activity where all learners are 19+.

Within the learning community, the College has a wide range of age groups represented. There are particular features which define the management of those aged 16 to 18 linked to Safeguarding. This provides particular challenges to the College within the pastoral management of students and in particular when they are in College residence where closer levels of supervision are required. An Ofsted Inspection in 2013 confirms the outstanding care and support provided to residential learners and that all standards were met. The College reviews arrangements in place to meet the requirements for under-18 learners through its response to Safeguarding and where an annual self-assessment is undertaken against national standards.

The needs of students in relation to recreational zones between different age ranges is evident and the College has defined different areas for rest, relaxation and study which are not designed to exclude any group, but tend to attract one or other so that some differentiation can occur through natural selection by individuals. There is a separate HE centre and an under 18 recreational area. The College has a positive view of recruiting mature students and operates an "Access to HE" programme to support older students in entering HE.

The College noted that in 2014/15 students over the age of 19 on FE courses had success rates approximately 7% lower than the 16-18 group. This will be closely monitored in 2015/16 and actions have been identified to improve the 19+ success rate.

2.5   The Learning Community – Sexual Orientation

The College has a health promotion and student counselling service which has information available to young people regarding sexual orientation which is a particularly significant issue for them in the period of adolescence. The college takes a positive view of assisting people to establish and be able to express their sexual identity and literature and advice is available to students in an open and also a confidential way.

The College is committed to continuing to make advice available to the learning community and in particular to assisting students to be able to express their sexual identity freely and

without any persecution. The College's commitment to students is presented in the values of the College and specifically states that the College will not under any circumstances tolerate inappropriate behaviour and / or harassment of any member of its community.

2.6   The Learning Community – Religion and Beliefs

The College continues to provide facilities for religious gatherings and has a College Chaplain. It makes clear to all new students that if anyone wants to initiate a religious group or organisation that they will be assisted in this task by the College, provided this does not infringe legal considerations or result in alienation or danger to others.

The College provides a variety of diets for learners to address the needs of students and staff and other client groups. This includes vegetarian options and other specific dietary requests. In addition, self-catering accommodation can be made available for students who might have specific dietary requirements and would prefer to cook/prepare their own meals. The College has, as required, assisted students in the sourcing of halal meat for self-catering and would make suitable long term dietary provision for specific faiths if sufficient demand became apparent.

2.7   Disadvantaged Wards

Approximately 16% of the student 16-18 population and 35% of the 19+ student population come from disadvantaged wards (postcodes). In 2014/15 students from disadvantaged postcodes did not achieve the same levels of success as those from non-disadvantaged postcodes with 16-19 coming in 9 percentage points lower and 19+ 10 percentage points lower. This is an area of significant development and actions will be put in place to target support these learners in the future.

Overall E & D Data 15/16 as at Jan 16

Area	Gender	Count	%	Age	Count	%	Has Difficulty	%	Has Disability	%	Not White British	%
HE	Male	218	31.59	16-18	28	4.05	32	28.57	17	17.89	12	40.00
				19+	190	27.54						
	Female	472	68.41	16-18	98	14.20	80	71.43	78	82.11	18	60.00
				19+	374	54.21						
	Total	**690**			**690**		**112**		**95**		**30**	

Area	Gender	Count	%	Age	Count	%	Has Difficulty	%	Has Disability	%	Not White British	%
FE	Male	1210	52.70	16-18	1006	43.82	393	65.5	212	51.71	50	70.42
				19+	204	08.89						
	Female	1086	47.30	16-18	898	39.10	207	34.5	198	48.29	21	29.58
				19+	188	08.19						
	Total	**2296**			**2296**		**600**		**410**		**71**	

Area	Gender	Count	%	Age	Count	%	Has Difficulty	%	Has Disability	%	Not White British	%
WFD	Male	383	86.85	16-18	181	41.04	40	93.02	25	89.29	4	50.00
				19+	202	45.80						
	Female	58	13.15	16-18	24	05.44	3	6.98	3	10.71	4	50.00
				19+	34	07.72						
	Total	**441**			**441**		**43**		**28**		**8**	

Area	Gender	Count	%	Age	Count	%	Has Difficulty	%	Has Disability	%	Not White British	%
Schools	Male	173	72.69	16-18	28*	56.00	N/A	#DIV/0!	N/A	#DIV/0!	N/A	#DIV/0!
				19+	8*	16.00						
	Female	65	27.31	16-18	10*	20.00	N/A	#DIV/0!	N/A	#DIV/0!	N/A	#DIV/0!
				19+	4*	8.00						
	Total	**238**			**50**		N/A **#**		N/A **#**		N/A **#**	

Area	Gender	Count	%	Age	Count	%	Has Difficulty	%	Has Disability	%	Not White British	%
FE Full Cost	Male	112	51.38	16-18	7	03.21	2	50.0	9	45.00	3	33.33
				19+	105	48.17						
	Female	106	48.62	16-18	0	0.00	2	50.0	11	55.00	6	66.67
				19+	106	48.62						
	Total	**218**			**218**		**4**		**20**		**9**	

*Includes Foundation Schools and 16-18 and 19+ from these schools
As this data not collected for Graham Morgan's pupil it is N/A

2.8   Equality Objectives 14/15

Performance against the College's Equality and Diversity objectives for 2014 - 2015 are detailed below:

E&D Objective/KPI for 2014 - 2015	Objective – What will success look like?	Final Position
1 Achieve level success rates of level 3 19+, disadvantaged groups **(Advance equality of opportunity - PSED)**	Level 3 success rates at 86% 19+ and disadvantaged success rates to equal main stream groups	Not achieved Long course success rates for 19+ achieved a final success rate of 81+ Long course success rates of learners from disadvantaged postcodes was 69% Close monitoring and early RAG rating of learners with relevant interventions in place has resulted in improvements to date As of Dec 2015 19+ retention rates; Level 1 100% Level 2 99% Level 3 96% Learners from disadvantaged postcodes Level 1 16-18 97% Level 2 16-18 98% Level 3 16-18 97% Level 1 19+ 100% Level 2 19+ 97% Level 3 19+ 94%
2 Reduce incidents of bullying and develop a focused plan of support for Foundation services **(Foster good relations - PSED)**	Reduce incidents to 0%	All incidents reported have been closed down and the working group discussion highlighted that through raising awareness of bullying, students are more likely to feel comfortable enough to report concerns. Therefore, the proposal is to revise the reporting target to <5% from 2014-15 and work on education awareness and prompt, appropriate, action**.** The recent FE induction survey 2015 confirmed that 100% of respondents 'felt safe whilst at college'.
3 Develop a refresh programme for Cylix E-learning and review and apply improvements to the Induction programme for new starters (**Eliminate unlawful discrimination - PSED)** **(Foster good relations - PSED)**	All College staff completed Cylix e-learning with a score of above 80% and a 3 yearly refresh programme in place.	Achieved - All College staff completed Cylix e-learning with a score of above 80%. New HR L&DBP (start date 4th December) working with E-learning co-ordinator to review Cylix.

4 Increase student recruitment regarding E&D to reflect the local population **(Advance equality of opportunity - PSED)** (**Eliminate unlawful discrimination - PSED)**	An increase in the number of applications bringing the college student population more in line with our local population demographics	Achieved All promotional marketing materials, digital or printed, were created with a view to promote equality and diversity, as set out in the E&D plan. Applications from non-white British students have now increased to approx. 3% of all applications, which is above the non-white British demographic profile in Cheshire.
5 Assess performance against the 5 disability symbol commitments **(Advance equality of opportunity - PSED)** (**Eliminate unlawful discrimination - PSED)**	Complete audit of organisational performance against the 5 commitments and plan areas to improve. Share this with SPF	Task analysis has taken place with new HR team and retrospective evidence shows that this is not currently in place. Working to contact the job centre to find out what we need to do to retain it, should we wish to do so, and then we can work forward to ensure that we have the required checks in place.
6 Recommend and apply improvements to data capture for the recording of all learning disabilities and support needs for mental health **(Advance equality of opportunity - PSED)**	To be able to support all students affected by mental health issues and provide the best service for their individual needs.	Achieved.
7 Complete quality audit of E&D in curriculum schemes of work **(Advance equality of opportunity - PSED)** (**Eliminate unlawful discrimination - PSED)** **(Foster good relations – PSED)**	Lesson observations to feedback on E&D and the impact of the SOW. Programmes of learning reviewed to meet needs of individual.	Partially achieved A file of E&D evidence from curriculum areas was collected as part of Ofsted preparation. This action will be continued and refined in the 2015/16 E&D action plan

2.9   Proposed Equality Objectives 15/16

E&D Objective/KPI for 2015 - 2016	Objective – What will success look like?	Actions to date	Accountable Manager	Target Date for Completion
1 Develop a teaching toolkit designed to integrate E&D topics into lessons, creating opportunities to discuss contemporary issues in a vocationally relevant way. **(Advance equality of opportunity - PSED)**	Opportunities to embed E&D in lessons are maximised. The 'activation stage' of lesson planning includes a contemporary issue topic to create opportunities to explore E&D related topics.	Allocated Sophie Evans to lead on an FE briefing to provide staff with a 'toolkit' of how to embed E&D at the start of lessons in a vocationally relevant way. As CAM for Sport good practice was identified in this area as part of quality Review Week.	SE	June 2016
2 Maximise opportunities to embed E&D into business support initiatives. **(Foster good relations - PSED)**	Themed weeks, linked to Be-Ready, delivered by business support services e.g. canteen, library, marketing, to raise awareness of global campaigns.	Marketing to be added to the membership of the E&D working group meeting. Task and finish group being set up at next E&D working group meeting in February.	KM	September 2016
3 Deliver CPD activities to all staff on best practice E&D and the Prevent strategy. **(Eliminate unlawful discrimination - PSED)** **(Foster good relations - PSED)**	Staff being up to date with the latest policy and legislative requirements covered under the Equality Act (2010).	LW to work with new HR Learning and Development Manager to included E&D as part of the training suite being developed.	LW	July 2016

4 Recognise best practice E&D at annual awards to raise the profile of an inclusive culture at Reaseheath. **(Advance equality of opportunity - PSED)**	Include an awards category for E&D as part of the end of year awards.	Discussion held with Quality Team and planned meeting with HR to take forward.	JM	July 2016
5 Improve success rates of level 3 19+, disadvantaged groups **(Advance equality of opportunity – PSED)**	Increase success rates by 7% across all ages and levels based upon 15-15 QSR data.	E&D Committee review of 14-15 data, in-year monitoring and tracking through RAG rating.	JM	August 2016

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3. EQUALITY AND DIVERSITY IN THE LEARNING COMMUNITY

3.1 Human Resources – Race and Ethnicity Profile

The College is still committed to increasing its staff mix and including employees from different ethnic backgrounds.

Unfortunately targeted advertising has not generated specific increases and this approach is now under review. Taster days and information events will continue to provide greater openness surrounding the College.

A new approach to attracting more diverse staff needs to be considered. Possibly utilising existing community links and creating new ones, may assist with promoting and advertising the College to different groups.

Table A: College – Race and Ethnicity Profile

2015/16

Year	White British	White Irish	White other	Black	Mixed Heritage	Did not specify
2014/15	94.47%	1.64%	-	0.82%	0.41%	1.86%
2015/16	96%	1%	1%	1%	0.1%	0.9%

3.2 Human Resources – Gender Profile

The following table shows the Gender profile with regard to staff employed by the College

Table B: College - Gender Profile

Year	Full/Part	MALE	FEMALE	TOTAL
2014/15	Full Time	175	206	381
	Part Time	21	69	90
	Total	196 (41.6%)	275 (58.3%)	471
2015/16	Full time	180	153	333
	Part time	31	140	171
	Total	211 (41.8%)	293 (58.2%)	504

The Executive Management Team is made up of 6. The gender balance of the Executive Management Team is 2 female (33.3%) and 4 male (66.6%). The Clerk to the Board and Head of HR also participate in Executive meetings and both are female.

3.3 Human Resources – Disability Profile

The College is committed through its recruitment and selection processes to the employment, retention, training and career development of disabled employees.

Where appropriate the College will advertise in media that is specifically aimed at supporting disabled people to obtain employment. Guidance is provided to staff on considerations when interviewing disabled candidates and how to appropriately explore reasonable adjustments to a role to enable a disabled candidate to gain employment if they are the most suitable candidate for the job.

The College has seen a rise amongst both staff and students reporting poor mental health. The College has recently advertised for a Well-Being Co-ordinator with a specialism in mental health to lead its approach to well-being across the College. There is also committed support from our professionals within Learning Support and Foundation, to help promote awareness of mental health across the College.

Data available in January 2016 evidences that 2% of staff have declared a disability.

Action: The HR team will look at the way equality data is recorded around disability, as it is unclear whether staff are updating their own sensitive information if they develop a disability whilst in employment.

3.4   Human Resources – Age Profile

The age profile of staff during the academic year 2015-2016 is shown below:

Table C – Age Profile

Year	Age Profile					
	<26	26-35	36-45	46-55	56-65	65+
2014/15	42	112	126	134	54	3
	8.9%	23.8%	26.8%	28.4%	11.5%	0.6%
2015/16	44	121	113	151	68	7
	9%	24%	22%	30%	13%	1%

Census 2011 data shows that 5% of the Cheshire East County profile population is aged 20-24 years and 8.1% is aged between 45 and 49 years. The College continues to reflect the demographics of its community. It is also encouraging to see a rise in the percentage of 65+ employees now that there is no longer a default retirement age.

The College employs a broad and balanced range of ages with a 50-50 split around age 44. 17% of the College workforce is 55 or over and 17% of the workforce is under the age of 30.

3.5   Human Resources – Sexual Orientation Table D

Year	Sexual Orientation			
	Heterosexual	Lesbian/Gay/Bi Sexual	Declined to specify	Did not state
2014/15	33.6%	1.65%	10.35%	54.8%
2015/16	56%	2%	41.3%	0.7%

In comparison with last year's data it is really positive to see that more staff feel comfortable disclosing their sexual orientation within the organisation. Also more staff are making the decision to not specify rather than just leaving it blank on either the application or within sensitive date on iTrent.

3.6   Human Resources – Religion Table E

Year	Religion							
	Agnostic	Atheist	Buddhist	Christian - Orthodox	Christian - Protestant	Christian - Roman Catholic	Other	Not Specified
2014 /15	2.76%	3.92%	0.21%	3.1%	10.4%	2.34%	0.96%	76.5%
2015 /16	3%	8%	0.01%	6%	17%	4%	2%	59.99%

Again there are more staff feeling comfortable disclosing their religion within the organisation.

3.7   Human Resources – Equality and Diversity Staff Development and Training

There is a Cylix Equality and Diversity online module which all staff have to complete as part of their induction. This module provides the basics in terms of equality legislation and diversity awareness and offers a good platform upon which to build further training.

There have also been a range of different training and development activities, attendance at courses and conferences and networking which individual staff have pursued supported by the College.

The support that is available to students who have clear identified learning needs is outstanding and the Teaching and Learning team have been focusing on supporting the development of new teachers and using different techniques to identify specific difficulties such as dyslexia and literacy and put support in place.

3.8   Human Resources – Future Action

Equality and diversity is no longer directed by the HR team as a strand of their work, responsibility for driving Equality and Diversity has passed to the Director of Quality and Assistant Principal – Curriculum to ensure that it sits firmly in the heart of the business and can be more strongly embedded into the College culture. HR still sits on the committee and working group and will drive key strands across the business to assist this cultural shift. This move helps to raise the profile of Equality and Diversity and draws more of the staff and student body into the process of embedding and improving awareness.

The new Learning and Development Business Partner will be embedding equality and diversity considerations into all future training and development activity in a drive to make equality and diversity part of everyday College life and an automatic consideration in everything that is delivered. It is positive that there is stand-alone equality and diversity awareness and training taking place which can help to strengthen this approach.

The new Learning and Development Business Partner is also reviewing the current Corporate Induction programme and there will be a fresh emphasis on the College values running through the day with some specific equality and diversity threads throughout.

Links are being made with Foundation and Learning Skills to focus particularly on mental health awareness and poor mental health which has become much more prevalent amongst both staff and students. Greater awareness across the College, supported by our in-house experts will equip both managers and staff to discuss and create a more inclusive and open culture which is supportive of helping staff and students in improving their mental health.

The recruitment process is set to be reviewed by the new HR team and there will again be a focus on greater advice and guidance for managers around fair and objective processes.

Guidance on reasonable adjustments for disabled candidates and awareness of bias and stereotypes. The focus for successful recruitment should always be on getting the right person for the right job. This purpose should not be lost, however the College can focus on educating managers so that they are more aware of what candidates from different groups can offer.

The approach to Equality impact assessments will also be changing. Previously they have been done in isolation associated with a single policy or procedure. There will be a wider remit for Equality impact assessments going forward and we will be linking them to themes and taking a broader view. We will be looking forward but also looking backwards at how frequently policies have been used, where there have been difficulties in applying the policies, looking at links into other policies or procedures, asking the staff/students for feedback on what the policies felt like in action etc.. This will support the wider embedding and understanding of equality and diversity, but also help the College to understand its policies and their practical application.