Equality, Diversity and Inclusivity Annual Report 2021/22

Our commitment to Equality, Diversity, and Inclusion.

Contents

Introduction

Reaseheath College is fully committed to equality, diversity, and inclusion in all our activities within the College and wider community. We are committed to advancing our duties as set out in the Equality Act 2010 and the Public Sector Equality Duty to promote equality of opportunity, eliminate discrimination, and foster good relations between different groups. We are committed to ensuring that equality, diversity, and inclusion (EDI) is at the heart of all College life, embedded into everything we do, and this is reflected in our vision, values, and strategic plan.

We believe that the broadest experiences and perceptions are needed to help us create, design, and deliver innovative education, and we strive to create a welcoming working and learning environment which enables everyone to bring their whole self into the college environment and positively contribute.

Equality, Diversity, and Inclusion are the responsibility of the whole Reaseheath family, and we are committed to developing and implementing good practice and removing barriers to progression and achievement.

We welcome feedback and input and the sharing of lived experiences to ensure that our College continues to listen, learn, take action and improve.

Marcus Clinton

Reaseheath's Strategic Plan and its approach to Equality, Diversity & Inclusion

Our Mission

Industry Focused, Career Ready

Our Vision

Our vision is to be the leading specialist land-based college in the UK and the preferred place to learn, work and progress.   To deliver an inclusive offer facilitating appropriate progression for everyone whilst placing our students and staff at the heart of our college.

Our PRIDE Values

Our values are core to everything that we do and are the foundation of all College led activity.

Our Strategic Plan

Our 5-year strategic plan sets out our journey to achieve our vision and brings to life our 5 strategic priorities centred around our offer, our people, our environment, our employers and our processes and systems . These are underpinned by our 5 guiding principles of excellence, leading edge, sustainability, relevance, and financial strength.

OUR STRATEGIC PLAN

Industry Focused, Career Ready

Our People

The College's People priority clearly places Equality, Diversity, and Inclusion at the forefront of its agenda, with a commitment to creating and delivering a clear action plan to drive and embed change, informed by the views, feedback, and lived experiences of its students and staff.

Our approach to Equality, Diversity, and Inclusion

We embrace our Equality duty as a public body and are committed to driving change and moving towards equality for all.
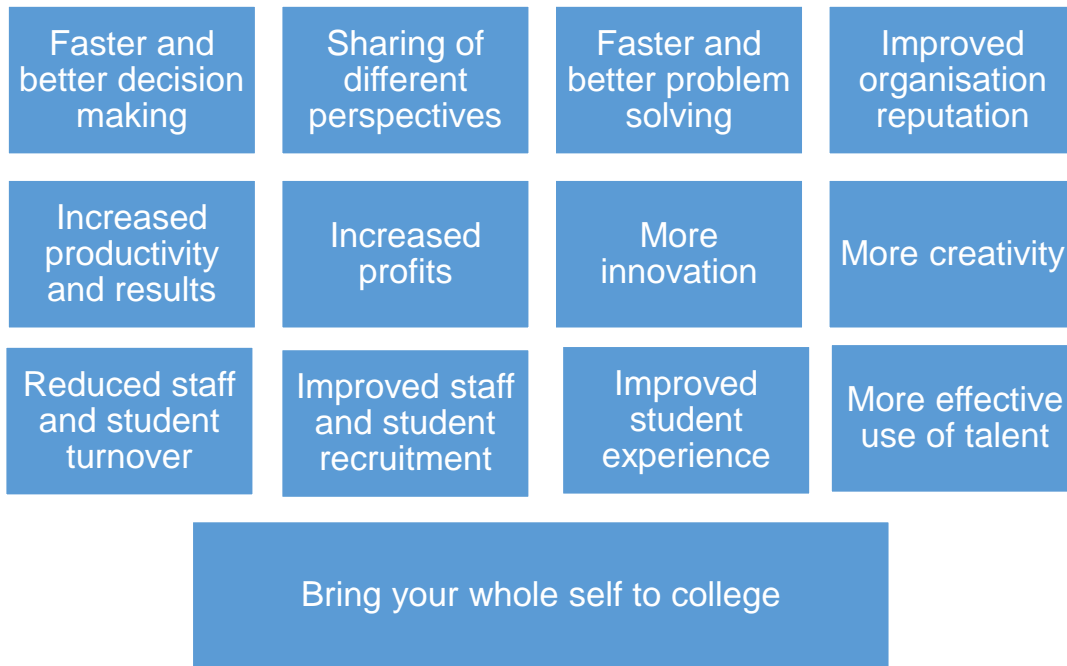
Section 149 of the Equality Act 2010 states that a public authority must in the exercise of its function have due regard to the need to:

(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.

In addition, there are immeasurable business benefits to increased diversity within an organisation which cannot be ignored.

Faster and better decision making	Sharing of different perspectives	Faster and better problem solving	Improved organisation reputation
Increased productivity and results	Increased profits	More innovation	More creativity
Reduced staff and student turnover	Improved staff and student recruitment	Improved student experience	More effective use of talent

Bring your whole self to college

By taking a positive and proactive approach to the equality duty, we can deliver these and more.

We are committed to:

- continuing to publish this annual report with information on our journey
- continuing to assess and consult on the content of new policies introduced
- training staff on both the general and specific duties and widening their EDI knowledge
- undertaking regular monitoring, consultation, and review of our action plan against our equality objectives
- continuing to monitor and report on inclusion information through consulting and involving people
- improving our data capture and analysis to help us identify any gaps or disadvantage and taking steps to address these
- implementing the Prevent Duty alongside our Equality Act obligations
- engaging widely with groups who can help us to broaden our experiences and understanding and input into our decision making

Building and embedding inclusion – leading cultural change

Our Equality, Diversity & Inclusion Committee

We have an Equality, Diversity, and Inclusion Committee to oversee our work in this area and deliver our action plan.

Chair of the committee sits with the Director of People & Culture and EDI fits within the People agenda and Strategic Plan. Membership is through request ensuring members have the skills, experience, and passion to drive EDI forward. Interest is welcomed from all areas of the College to improve representation across protected characteristics and other groups. To achieve positive change and ensure that EDI is embedded into everyday College life, the committee meets regularly and acts as an action group as well as a committee.

The Terms of Reference have been reviewed and continue to focus on delivering our obligations under the Equality Act and Public Sector Equality duty.

Our EDI objectives – 2021/22

We reviewed our EDI objectives at the start of this academic year and retained the objectives that we set last year focused on a return to basics and a re-examination of our foundations. Our EDI objectives for the next academic year are designed to review, rebuild, and relaunch the foundations upon which our approach to EDI will be built by:

- Actively increasing representation from protected characteristic groups across the EDI Committee and wider decision-making groups
- Undertaking a wider and more in-depth review of the College, with professional support, seeking feedback on all aspects of EDI to assist in identifying where priority areas for action are
- Introducing and promoting wider engagement activities both internally and externally with EDI and community networks, to encourage a wider appreciation of lived experiences both within the college and beyond
- Taking positive action to improve reporting rates amongst the workforce, explaining why supplying data will improve diversity and the wider business
- Examining and improving our data collection to provide meaningful reports by protected characteristic groups and intersectionality, which give insight into the College and enable us to identify areas for improvement
- Reviewing our approach to Equality Impact Assessments and cascading this and accompanying training through the college for new and reviewed policies and activities
- Maximising the accessibility of our campus, website, language, technology, and approach for our learners
- Tackling our gender pay gap
- Driving HE Access and Participation and sharing good practice across FE
- Utilising every opportunity to celebrate diversity and inclusion
- Taking opportunities to start brave conversations around diversity and inclusion within the workplace and learning environment.

We have continued to make progress against these objectives; however, the bureaucracy of our statutory data collection categories has hampered some of the work we wish to do on data collection, and further work is needed around changing more formal processes to facilitate more accurate recording.

Actively increasing representation
With the appointment of the Diversity & Inclusion Manager and more promotion of EDI across the College, we have seen more interest from staff and students from underrepresented groups wanting to join or support the activity of the Committee.   Further work still needs to be done in this area and consideration of splitting the Committee into dedicated workstreams to enable greater engagement but a manageable size of committee. Staff and students have been actively supporting the Diversity & Inclusion Manager around key calendar events such as promotion of Black History month, Pridefest, mental health, menopause awareness etc..
Review with professional support
The Committee has engaged with several professional bodies for support. John Dyer, Jeff Greenidge from AOC, and EDIUK have all worked with us in some capacity this year. However, the committee has not found a framework that it feels fits with its aims in terms of cultural change activities. Further work will be done this year on finding an organisation to support us in undertaking a cultural audit of the college as a useful starting point for targeted objectives. Nigel Lund, North-West Prevent Co-ordinator, delivered an update to the College Management team on latest developments around the Prevent agenda both nationally and regionally, to support our Prevent action plan.

Wider engagement activities
Committee members have continued to attend and contribute to online events run by EDIUK and Landex. We have joined the Landex EDI group to share best practice across landbased colleges. The Principal and Vice Principal have accessed both resources and the network established by the FE Black Leaders group (via ETF). The Committee has started to build relationships with some external groups such as Motherwell around the menopause and women's health and will continue to build relations with local community groups. The Diversity & Inclusion manager attended the AELP (Apprenticeships professional body) EDI summit, using it as a forum for networking and benchmarking.

Positive action to improve reporting rates
The HR team have improved the gathering of EDI data as part of the onboarding process, to assist in the improvement of reporting rates. The alignment of data categories between the HR system and the MIS systems are still proving difficult due to the limitations of the ILR. Work has been done to create additional fields within front office reporting systems to support students who have changed their birth names, but there is still difficulty when it comes to statutory ILR fields and HMRC fields for staff in this area.

Improved reporting on EDI and intersectionality
No further work has been done in this area due to the current restrictions on data reporting within our systems. Further work on dashboards will be developed working with the Business Intelligence team around data field restrictions.

Equality impact assessments
A session is planned for 29 November for the College Management Team on Equality Impact Assessments to educate managers on why it is important, what data needs collecting and how to start thinking differently when approaching a review or the development of a new policy or process.

Accessibility
The committee continues to influence campus development where it can and ensure that inclusion is considered in the first steps of proposed development. This is still an area that requires more work as we do more campus configuration work funded from the SDF and other bids. The website is compliant and accessibility statements have been completed and the accessibility symbol is in use on the site. Accessibility statements are in place for college intranets and the library team have linked the accessibility statements for the E-resources that the College uses to the library sections of the college websites for both FE and HE. The digital technologists and teaching and learning coaches continue to promote the accessibility aids available to staff within the College's IT systems and how to integrate these into lessons to support both staff and students.

Gender pay gap
Whilst action has been taken to promote our vacancies wider and highlight the range of flexibility we can offer to different genders, the COVID pandemic followed by the significant increase in vacancies across the country has made this particularly difficult, given the current marketplace and labour market pressures. With increasing levels of turnover and the pressure of the cost of living and recession, the pressure on the lower salary levels which are predominately female in the college is significant.

Access and participation plan

In 21/22, UCR has continued to make steady progress towards achieving the targets and outcomes set within its approved Access and Participation Plan (APP). Work around staff awareness continued, and the operational steering group continued in their role of monitoring and guiding the work around access and participation. This is set against a background of national change, with frequent changes to the Secretary of State for Education, and Minister for Universities. Early in the academic year, the UK government issued new guidelines to the Office for Students (OfS), requesting a review and refresh of their approach to ensuring equality of opportunity amongst the Higher Education Sector. Work has begun to formulate plans to address those new OfS priorities, and towards the end of the academic year 21/22, UCR was asked to submit a variation to its approved APP, outlining at a broad level how it intended to meet these new priorities.

UCR's bursary offer has been another area of focus throughout 21/22, and further work was carried out to review and revise the bursary offer to students.
Our strategic measure around outreach has seen much progress throughout 21/22 through collaboration work with Higher Horizons, continuing the work started in the previous year. The Wild Rumpus programme enabled us to engage with a range of students from underrepresented groups, including Black and Asian students, as well as those from Gypsy Roma traveller communities. Through Higher Horizons, we were also able to contribute to the Creating a Sustainable Life on Earth project, which considered how we can produce food in a more sustainable and less damaging way. Cheshire and Warrington LEP also partnered with the college for the Future Farming programme, and UCR were also involved in the Farm urban project with students from across the Northwest of England. All this activity helps to raise awareness of UCR and aspiration within underrepresented groups, showcasing a range of otherwise unseen career pathways in an exciting and important industry.

Celebrate and start brave conversations

The new Diversity & Inclusion Manager has been very visible in promoting EDI and encouraging conversations around a range of related topics. She has delivered training sessions to the College Management Team, Aspire cohort, new teachers on their teacher training courses, and curriculum teams and students. The focus has been very much on the creation of an inclusive workplace and educational environment and moving from a deficit model to a social model of inclusion. Feedback has been positive and growing numbers of staff and students have been coming back to the Diversity & Inclusion Manager for further discussion, signposting, and resources.

We continue to deliver training sessions for staff around Unconscious Bias and an Introduction to EDI and going forward these will be more closely linked and utilise scenarios. The Diversity & Inclusion Manager has also taken over the Corporate Induction input around EDI, with a real focus on creating safe discussion spaces.

The EDI staff conference was well received, and work is ongoing on the You Said, We Did feedback from staff. This formed a strong basis for raising awareness which the Diversity & Inclusion Manager has then built upon in creating more focus on conversation, sharing lived experiences, and taking brave steps to change or challenge behaviour.

Inclusion Conference – 24 January 2022

The 'Equality, Diversity, Inclusion: Changing Culture and Action – Be Yourself' staff conference was held on 24 January 2022 with positive feedback. Key speakers included: Jeff
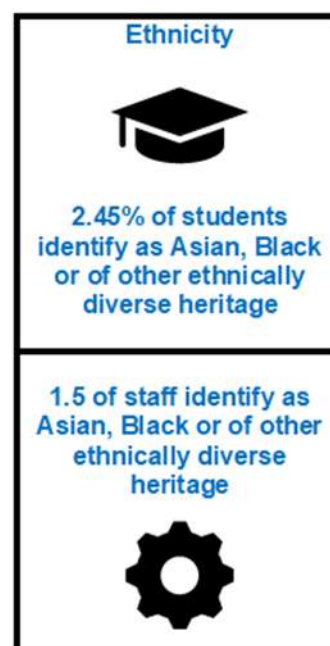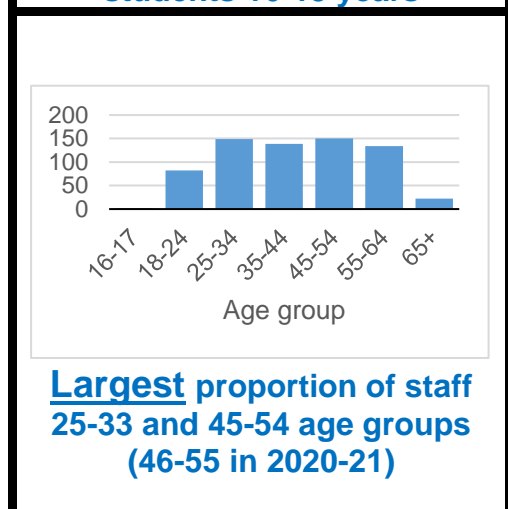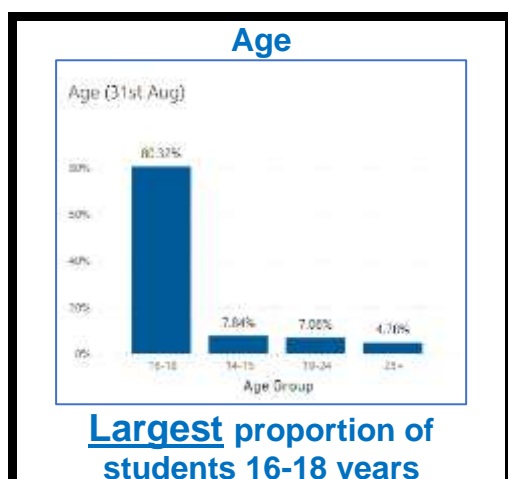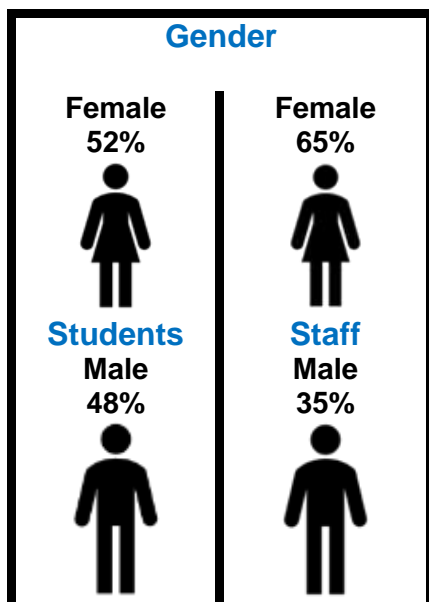
Greenidge, Diversity Director for the Association of Colleges (AOC), Sir Lee Pearson, 14 times Paralympic gold medallist in para-equestrianism, and Ellisha Soames, EDI Co-ordinator and Consultant talking about incorporating black history into the curriculum.

Breakout groups looked at a range of topics: SEND inclusion, neurodiversity and autism, anti-racism, getting language right around gender, access and participation, digital tools and accessibility, action to feel safe (Cheshire Police), The Girls Network, inclusive leadership. There was also group work around identifying key areas for development to input into the formation of an EDI strategy.
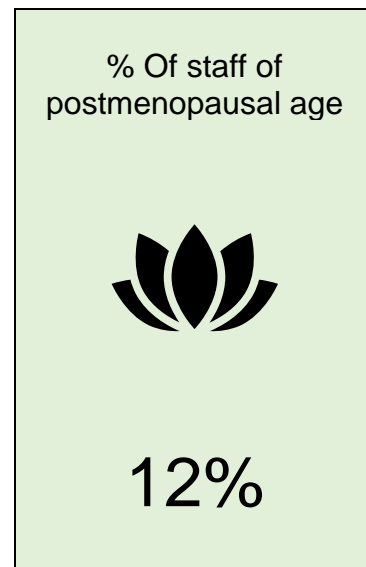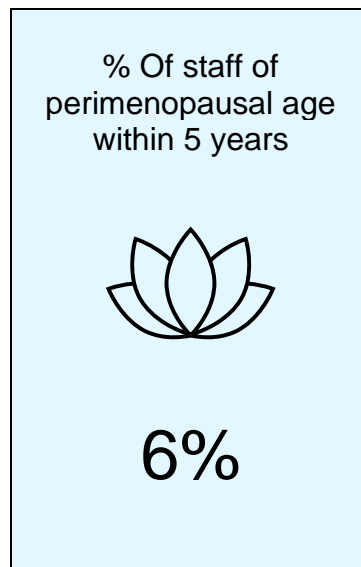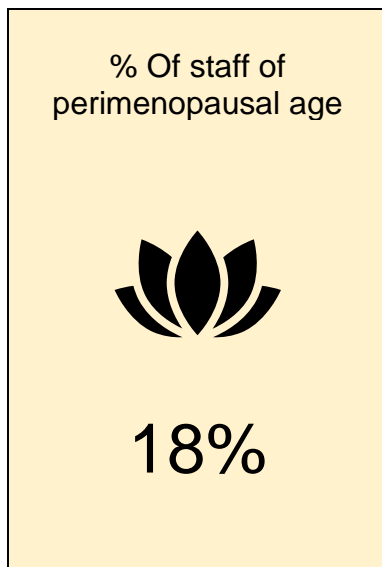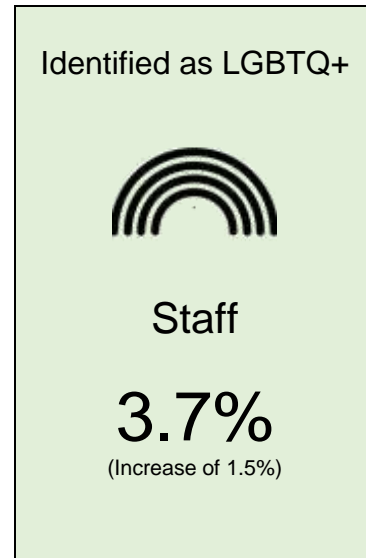
Analysis of the feedback and the construction of a 'You Said, We Did' summary is ongoing.

Demographics 2021/22

Headline demographics for staff and students:

Gender

Female 52%

Students
Male 48%

Female 65%

Staff
Male 35%

Disability

- No learning difficulty or disability
- Student has a learning difficulty or disability

42% of students disclose a disability

6.7% of staff disclose a disability

Age

Age (31st Aug)

Largest proportion of students 16-18 years

Age group

Largest proportion of staff 25-33 and 45-54 age groups (46-55 in 2020-21)

Ethnicity

2.45% of students identify as Asian, Black or of other ethnically diverse heritage

1.5 of staff identify as Asian, Black or of other ethnically diverse heritage

Additional demographic information:

Declared mental health condition	Declared a religion	Identified as LGBTQ+
Students	Staff	Staff
1%	**28%**	**3.7%**
(Decrease of 4%)	(Same as 20-21)	(Increase of 1.5%)

| % Of staff of perimenopausal age	% Of staff of perimenopausal age within 5 years	% Of staff of postmenopausal age
18%	**6%**	**12%**
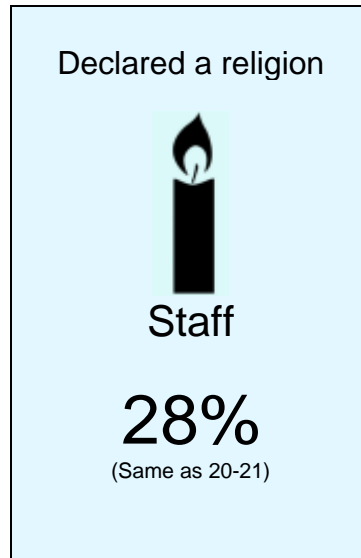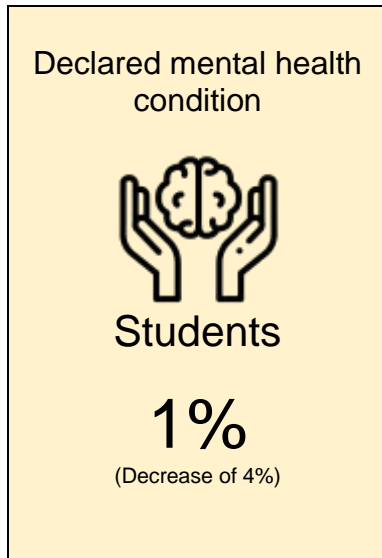
Further work on data collection: how we collect data for staff and students and the types of data collected across both groups being more aligned, has been identified as a key area of focus and development for 2022-23. Development of the college dashboard to better track gender identity will provide a more realistic picture of our student community, to better inform the development of support services. ITrent reporting currently has the functionality to allow staff to self-identify sex/gender as 'male/female/other' with a separate function to identify under 'gender reassignment'.

College Performance 2021/22

Further Education

The College has a considerable number of students declaring SEND (42% according to the dashboard, a 26% increase on 20-21) across all curriculum areas, including 200 students with EHCPs. This is a comparable picture to 2020/21; although a higher percentage of students declared a SEND need (46%) in 20/21 compared to 21/22, the number of EHCP students has increased (188 in 20/21). Approx 80% of students who studied and were funded through HNF in 21-22 accessed qualifications at or below Level 2.
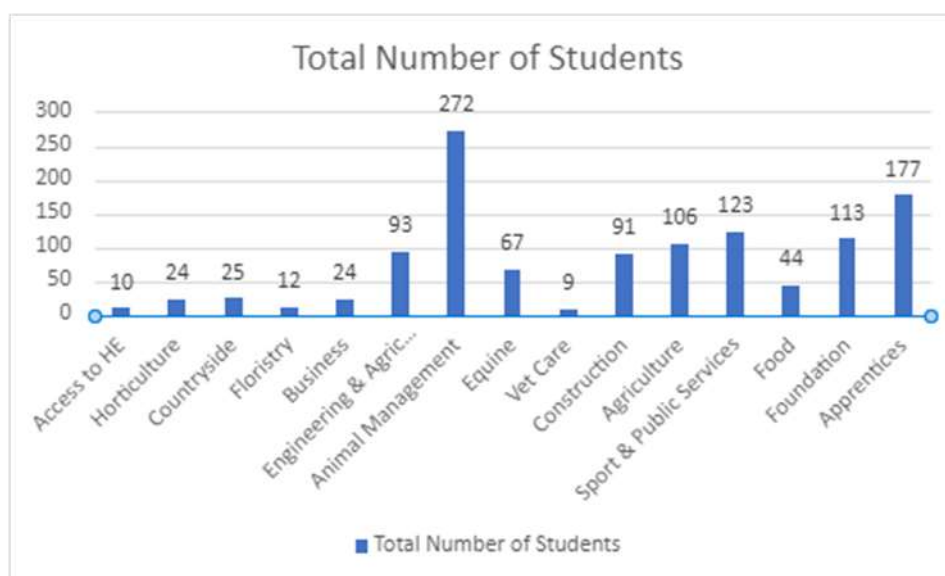

The percentage of students in England with an EHCP has increased nationally by 3.7% in 2021, compared to 2% at Reaseheath College (percentage based on those completed) and the percentage of students in England with SEND support has increased nationally by 12.2% in 2021, compared to 26% at Reaseheath, (including apprenticeships).

[Special educational needs in England, Academic Year 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)](#)

As a result, all curriculum areas are required to provide additional learning support to all classes at all levels supplemented by Exam Access Arrangements (EAA) during assessments.

In recent years the College has seen significant increases in the number of high needs funded students, those with EHCPs, and students requesting Exam Access Arrangements, although the number of EAA requests completed in 20-21 reduced by 25%, due to students declining to access agreed arrangements in exams. Teaching staff report a higher percentage of students requiring some form of support in-class, which is greater than the number of learners who disclosed a SEND need at application or interview. This reflects an emerging trend across the FE sector, particularly increasing support levels required to manage emerging behaviours in the classroom, which may or may not be considered to be linked to a traditional 'SEND' perspective and more work at the application and interview phase to 'ask the right questions' could support the move towards developing a more
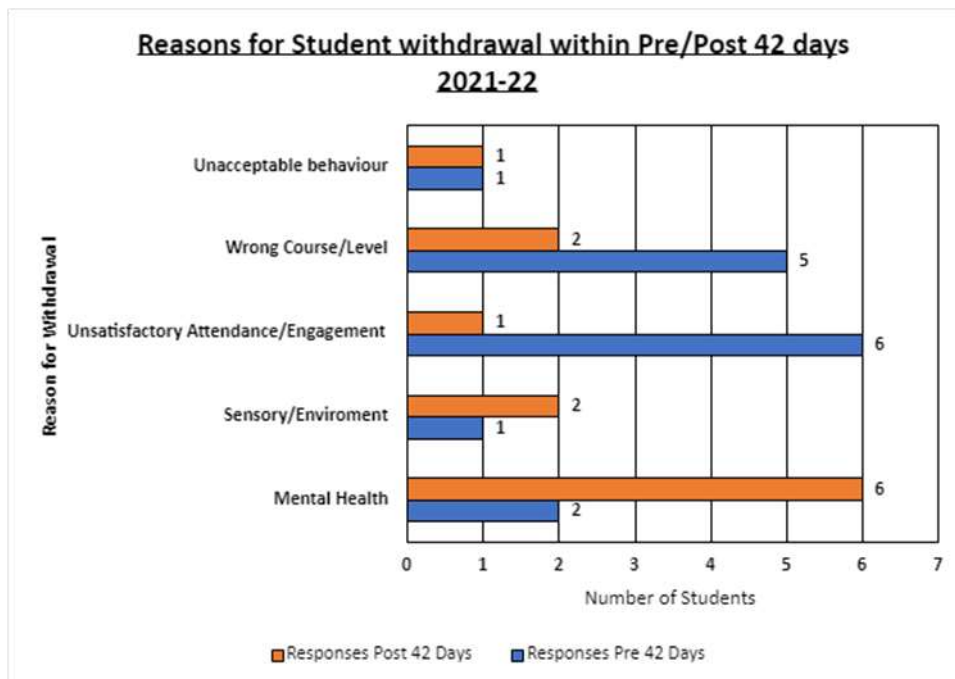
inclusive model of learning and support, rather than a deficit model (reliant on disclosure only).

Students with EHCPs and HNF 2017 to 2021

EAA requests from 2017 to 2021
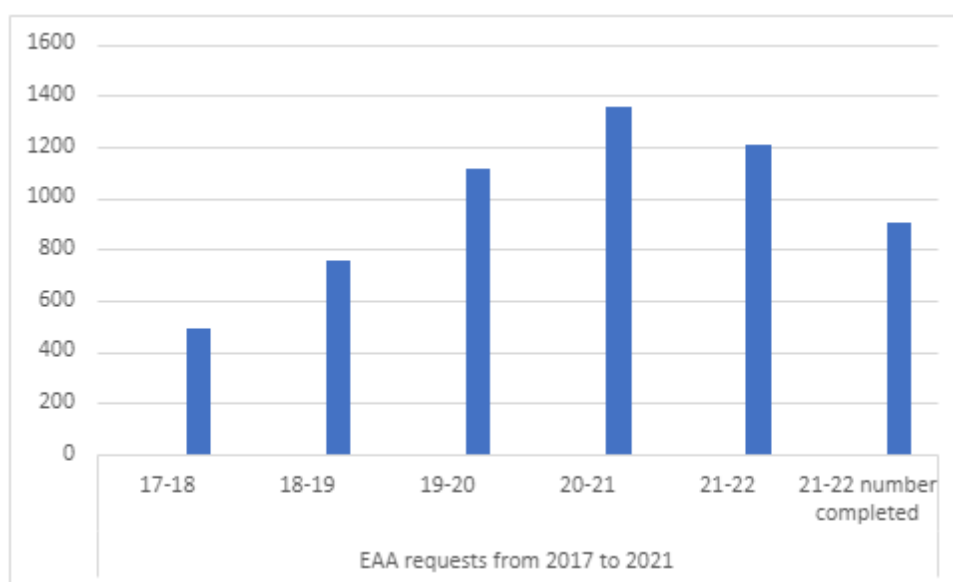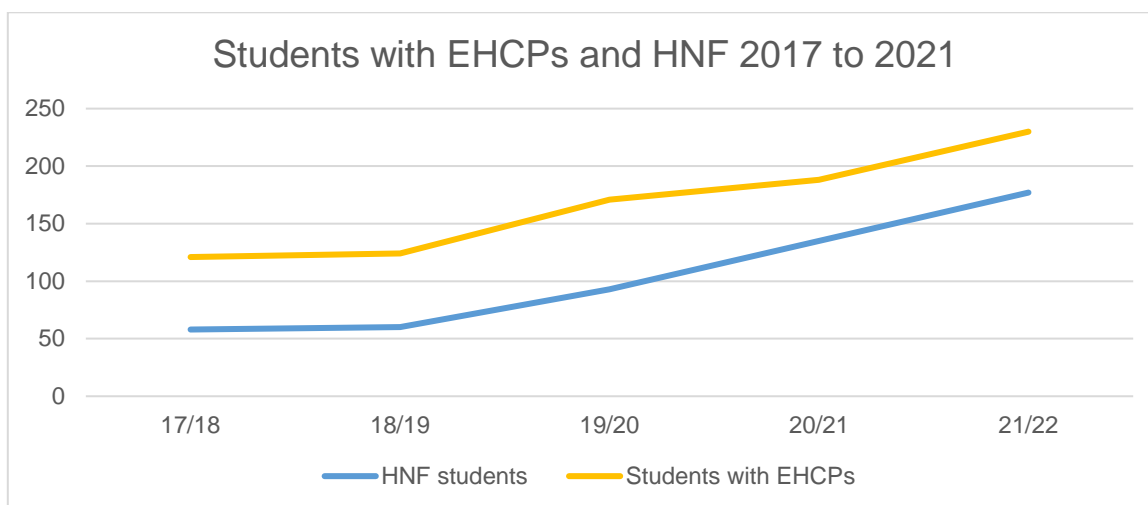
2021/22 saw the highest number of students with EHCPs, 200, to date (2% increase on 20-21).

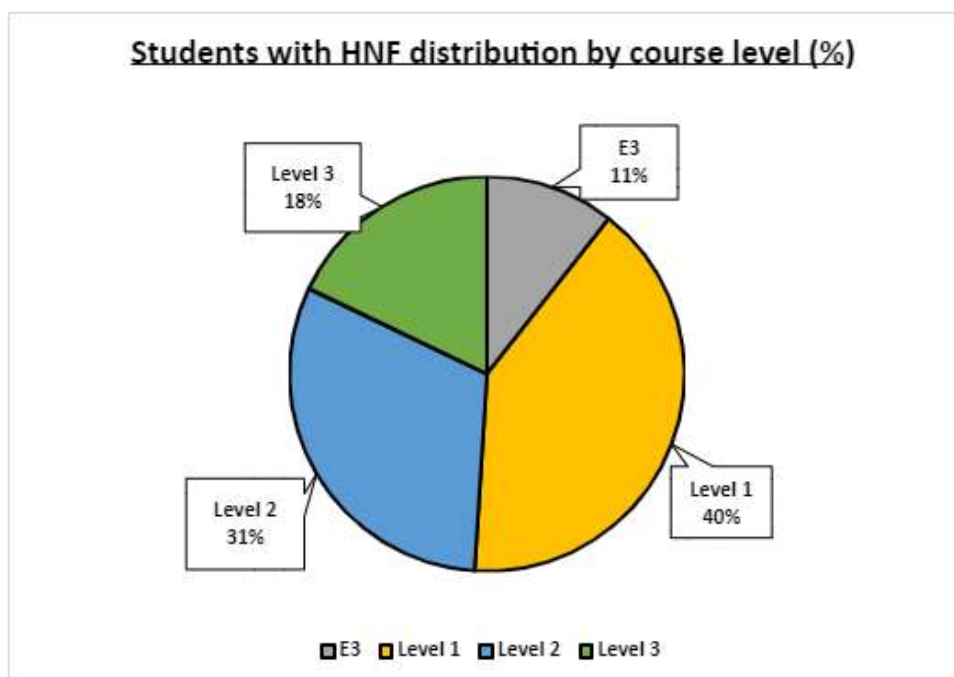- 200 students with EHCP's completed the year
- 215 EHCP reviews completed
- 43 HNF/EHCP students withdrew overall
  - ➢ 21 before 42 days
  - ➢ 22 after 42 days
- All students with EHCPs who withdrew were offered an interim/annual EHCP review.
- For the academic year of 2021-22, there was 84.23% retention overall for 19+ students: 100% of this figure who declared a support need/EHCP were retained and achieved.

The primary reason for HNF students withdrawing from college after 42 days was poor mental health.

Reasons for Student withdrawal within Pre/Post 42 days 2021-22

Reason for Withdrawal	Responses Post 42 Days	Responses Pre 42 Days
Unacceptable behaviour	1	1
Wrong Course/Level	2	5
Unsatisfactory Attendance/Engagement	1	6
Sensory/Enviroment	2	1
Mental Health	6	2

Number of Students

Where a student is invited to disciplinary or fitness to study meetings, the LSC attend to ensure all support avenues were explored prior to the withdrawal of a student.

156 students who completed the year were supported by High Needs Funding and studied at all levels across the College in all curriculum areas (specific course level data is reflected on the dashboard). This is a 4.5% increase on the number of HNF learners completing a programme of study at all levels compared to last year.

Students with HNF distribution by course level (%)

E3 11%
Level 1 40%
Level 2 31%
Level 3 18%

■E3 ■Level 1 ■Level 2 ■Level 3

AgeGroup	16-18				19 +			
Criteria ▲	Starts	Ret %	Pass %	Ach %	Starts	Ret %	Pass %	Ach %
Female	4759	93.80	91.82	86.13	203	84.86	85.99	72.97
Male	2628	93.08	86.09	80.13	206	92.78	92.22	85.57
White British	7095	93.62	89.55	83.84	383	89.61	89.03	79.78
Other	292	91.27	93.23	85.09	26	78.26	94.44	73.91
Disability/Learning Difficulty	3013	92.43	89.19	82.43	184	86.55	85.81	74.27
Non Disability/No Learning Difficulty	4374	94.29	90.04	84.89	225	90.87	92.06	83.65
FSM - Yes	463	92.34	88.86	82.06				
FSM - No	6924	93.61	89.75	84.02	409	88.92	89.32	79.42
High Needs Funded	280	97.09	86.14	83.64	10	100.00	87.50	87.50
NO High Needs Funded	7107	93.38	89.85	83.90	399	88.68	89.36	79.25

Widening participation achievement data for 2021-22 shows that there are few gaps between groups with protected and vulnerable characteristics. However, we are mindful of the following:

- Continuing lower retention and achievement rates for 19+ females than males

- The decline in 19+ retention and achievement overall.

- The lower retention, pass and achievement rates of 19+ non-High Needs Funded learners, which has dropped by 1% point this year

- At 16-18 retention rate of High Needs Funded learners has increased significantly this year, by 7,5% however, achievement rates have dropped for both HNF and non-HNF students (2.6% and 8.7% respectively).

We recognise that adult learners remain affected by post-pandemic effects – for example with financial, domestic, and mental health pressures having increased. Some 19+ learners were tempted to leave course for jobs, with some of them being offered significant salaries to tempt them into work. Whilst 19+ High Needs Funded learners were exceptionally well supported,

which is demonstrated in the 100% achievement rate, those in this age group without such targeted support fare less well overall.

All students participate in work experience placements and are provided with industry relevant experience to support their career progression and employability skills development. Students benefit from either independent or supported work experience offsite wherever possible.

In Pulse 3 Feedback in 2021/22, students gave positive feedback on EDI measures:
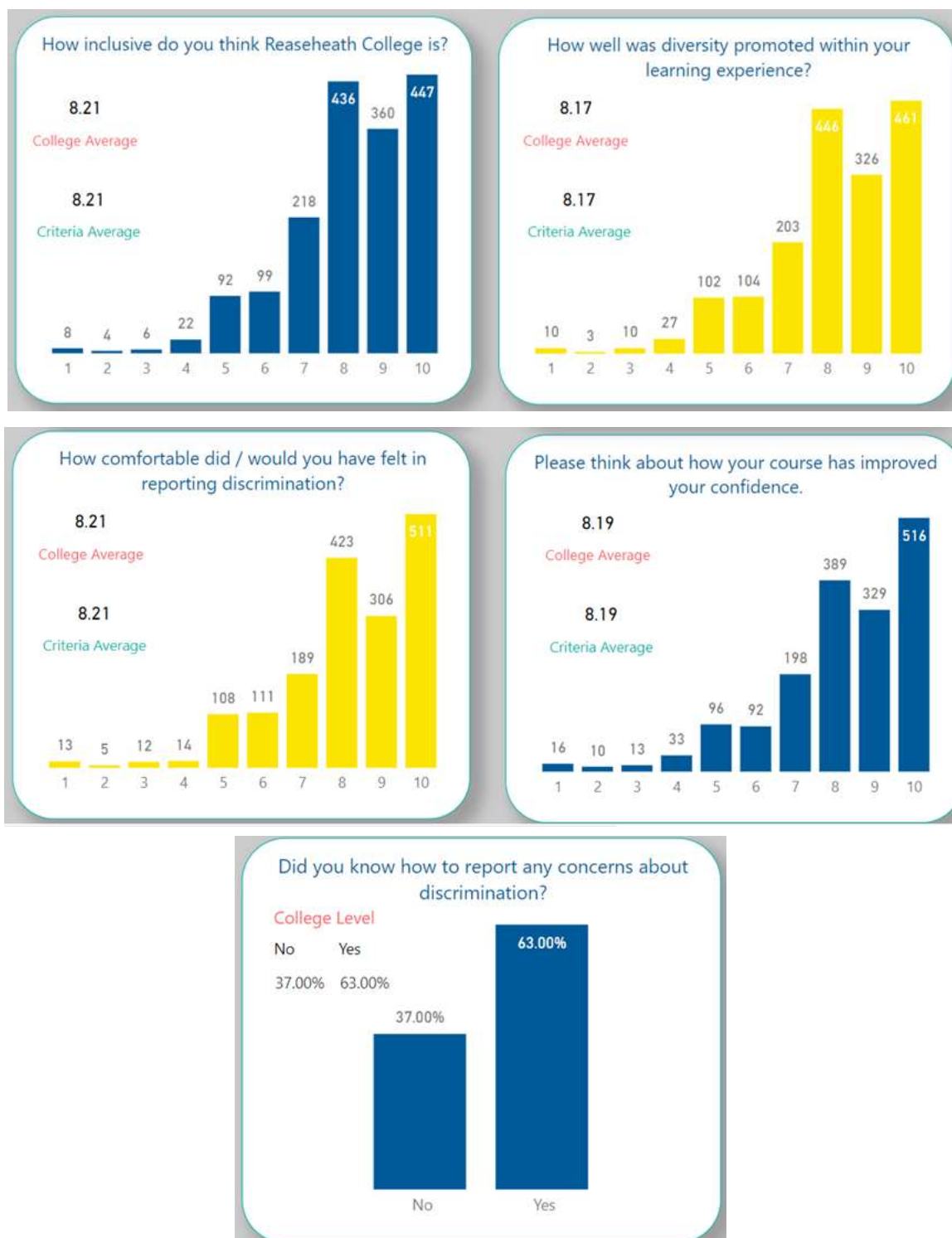
Higher Education – Access and Participation Plan Progress

Work has continued during 2020/21 around the Access and Participation Plan (APP) led through the University College Reaseheath.

The key strategic measures are:

- **Strengthen the culture of inclusive practice through increased levels of staff awareness and training surrounding differential outcomes and implementation of interventions for disadvantaged groups**
- **Identify designated PATs within course management teams who specialise in supporting disadvantaged students**
- **Review current bursary offer with a view to re-aligning towards target groups.**
- **Investigate the potential for development of new curriculum offers attractive to underrepresented groups.**
- **Review & strengthen widening participation activity directed at groups who are underrepresented in our Higher Education student population.**
- **Development of an on-line Graduate Toolkit to support the development of graduate skills and characteristics**
- **Review and enhance our model of support for disabled students.**

Despite this landscape of change, UCR continued to progress on the approved 2020-25 APP. Work continued around improving the ethos and culture of inclusion, with the staff CPD programme being used as a vehicle to aid discussion and practical advice around becoming more inclusive. This has led to discussions around the topics of inclusion, accessibility and reasonable adjustment, and faculty staff have requested further information, advice and guidance around the needs of disabled students. Decolonising the curriculum is also becoming an increasing area of focus, and issue 3 of the UCR Scholarship and Research Journal saw the topic introduced.

UCR's bursary offer has been another area of focus throughout 21/22, and further work was carried out to review and revise the bursary offer to students. This complex work needs to ensure the financial stability of UCR, whilst having the maximum possible impact on students from underrepresented groups and is set against a national cost of living crisis and post pandemic recovery.

UCR gained approval for our BSc (Hons) Football Coaching programme, which began delivery in 2021. This programme has the potential to appeal to young males and females from low participation neighbourhoods, numbers are currently small however of those recruited were all male and over 50% of the intake originated from POLAR quintiles 1 and 2. In 2022 we were successful in approving our FdSc Sustainable Agriculture with three pathways in Dairy/Livestock and Crop Management and the BSC (Hons) Top-up Sustainable Agriculture. The FdSc Canine Clinical Behaviour and BSc (Hons) Top-up Canine Clinical Behaviour were also approved in this year and the impact these programmes will have on our target and monitoring groups is yet to be evaluated. In line with the refocused priorities outlined by John Blake (the new Director for Access and Participation) in 2022 around the development of a more diverse curriculum offer, encapsulating more diverse modes of delivery and the expansion of Higher and Degree Apprenticeship degrees, we have strengthened our offer. Not only does this broaden and diversify our offer but aligns sharply with our UCR Strategy 2020-2024. We have continued to modify and amend our programmes in readiness for further higher and degree apprenticeship development and the development of Higher Technical Qualifications (HTQs) which align with the T Levels.

Our strategic measure around outreach has seen much progress throughout 21/22. UCR has strengthened its collaborative work with Higher Horizons, continuing the work started in the previous year. The Wild Rumpus programme enabled us to engage with a range of students from underrepresented groups, including Black and Asian students, as well as those from Gypsy Roma traveller communities. Through Higher Horizons, we were also able to contribute to the Creating a Sustainable Life on Earth project, which considered how we can produce food in a more sustainable and less damaging way. Cheshire and Warrington LEP also partnered with the college for the Future Farming programme, and UCR were also involved in the Farm urban project with students from across the Northwest of England. All this activity helps to raise awareness of UCR and aspiration within underrepresented groups, showcasing a range of otherwise unseen career pathways in an exciting and important industry.

The 21/22 academic year concluded with the OfS requesting a variation to provider's approved Access and Participation Plans, taking into consideration 5 new priority areas. These new priorities will become the focus of future APPs, and at the start of the 22/23 academic year, the OfS invited providers to respond to a consultation around the future approach to ensuring equality of opportunity for those wishing to study Higher Education. The response to this exercise is expected from OfS in Spring 2023.

Due to the extent and complexity of the changes to their approach, the Office for Students did not request an annual monitoring return in 21/22 (which would have covered the 20/21 academic year). Instead, they took a risk-based approach to monitoring a provider's progress in relation to their APP and contacted those providers who they saw at risk of breaching their registration requirements. UCR was not asked to provide any further information, and therefore is not seen as a risk to the OfS.

Supporting, Celebrating, Engaging with EDI 2021/22

The College's 'Pridefest 21/22' celebration this year was delivered face-to-face for the first-time post-pandemic, and the Sharepoint pages were refreshed to celebrate our PRIDE values.

Accessibility

The Zoo continues to undergo a process of redevelopment and updates to enclosures have been constructed with larger more accessible animal houses at the Zoo to improve the experience for both students and visitors.

Our college websites are compliant with accessibility statements and the accessibility icon to guide visitors. Work continues through our learning technologist on similar accessibility across our intranet, and promotion of simple accessibility tools within our Microsoft packages to both staff and students and the wider Learning and Professional Development Team continue to embed EDI as a professional value through Teacher Training programmes.

The College Wellbeing Team includes a wide range of specialist staff and internal and external resources to ensure every learner's physical, emotional, and mental wellbeing is appropriately supported. This includes a team of Wellbeing Advisors, Wellbeing Officers, Qualified Counsellors, Sexual Health Advisors, Drugs & Alcohol Advisors via CGL Crewe, and a college Chaplain. The Wellbeing Team also offer a fantastic online, self-help resource called BeWell, which is available for all students and staff to access. BeWell hosts a range of information, help and support from a range of organisations relating to Mental Health and Wellbeing.

Learners can access support from the Wellbeing and Safeguarding teams 24/7 for any immediate physical or mental wellbeing issues. In addition, a programme of personal, social, and emotional wellbeing topics is delivered, through the BeReady Programme, to FE and HE learners throughout the year to help equip them for the challenges of life including healthy lifestyle, substance and alcohol misuse, sexual health and consent, relationships, avoiding abuse and radicalisation, and financial health.

Wellbeing also runs the following student and staff initiatives including:

-**The Pink Project** – which offers all students and staff free sanitary products should they wish to use them. Pink boxes are situated across all college areas and curriculum departments, reducing the effects of period poverty in education and workspaces (working in conjunction with Mother's Union).

-**The Menopause Group** – ran monthly over Teams until April 2022, as a support group for all staff run by the College Nurse. Attendance from this point dropped due to a range of reasons, including work demands, time and a feeling that the group had gone as far as it could, as examples. Plans are in place to re-launch the Menopause group in 2022, to coincide with World Menopause Day, with a interactive display at college. Exploration of training staff (of all gender identity) to become menopause champions is also a consideration.

-**Anxiety Groups** – two sessions run weekly by the College Nurse and Wellbeing Advisor, in response to the growing number of students who are presenting with Anxiety.

-**A Typicals** – a weekly support group for Autism and Neurological disorders, available for all students and run by one of the College Counsellors.

-**LGBTQ+ Group** – run weekly to support all students in a safe and supported environment, run by SA members.

-**ROOTED** – run weekly by the College Chaplain and open to all students and staff, offering support, friendship, and a safe space for discussions.

-**MC Time** – a weekly group run by the College Chaplain. Available to all and enables students to connect with others, and take part in activities, games, and discussions.

-RCUC – a weekly Reaseheath Christian Union Worship and Praise group run by the college chaplain, in a safe and supported space to support students to engage in their faith.

- Learn Korean Language – an opportunity to gain experience a new language on a 1:1 basis, via Teams, to boost confidence, wellbeing, and motivation, delivered by Rev. MC Chang

A continuous focus this year has been offering Wellbeing support to all learners and staff as we all adjust and adapt post-pandemic. This has focused on reintegrating into college and social settings, continuing to build resilience, managing anxiety and poor mental health associated with the effects of Coronavirus.

The BeWell site contains a raft of information, advice, and guidance for learners with links to specialist sites such as Young Minds, Mental Health Foundation, Mind, CAMHS, Charlie Waller Memorial Trust (CWMT), NHS IAPT, Visyon, Papyrus and The Samaritans. There are also links to the new wellbeing app developed by Thrive and Healthshield, along with podcasts and videos. A similar Sharepoint site has been developed for staff with relevant information, useful resources, videos and self-help material.

Our college Nurse also holds regular clinics onsite, and we the Wellbeing Team now offer wellbeing and counselling support both face to face and over Teams, dependant on staff and students preferred delivery method. Our college Chaplain holds regular sessions both remotely and face to face for individuals to explore and strengthen their faith.

Following the lifting of restrictions, Nantwich Community PCSO's have begun to hold regular drop-in sessions onsite, to promote safer communities and community action and strengthen positive working partnerships, promoting the opportunity for students and staff to speak to PCSOs in confidence about issues of a sensitive nature.

High Needs Learners

The Learning Skills Centre (LSC) has a team of highly skill and experience practitioners who work collaboratively across the college to design individualized transition plans and study programmes that are supportive to enable students who have declared SEND to transition, progress, and achieve their best within college and play a pivotal role in tracking and monitoring students with an EHCP and High Needs. The college attracts HNF students from across national and regional local authorities, (with the highest proportion of students being based in Cheshire East) and have continued to proceed with a social model of support to promote resilience and equality of opportunity. The LSC team offer a range of bespoke support interventions in and out of class to enable students to achieve their full potential, including 1:1 additional support session, 1:1 study skills session, additional study spaces in LWC and small group interventions. During the first full year back on campus the LSC have worked collaboratively with curriculum and wellbeing services to support the increased levels of mental health across college as we return to some level of post pandemic teaching and learning. The college continues to experience continued growth in the numbers of Looked After and Cared For/Care Leaver students. The designated LAC Lead within the LSC works in partnership to monitor and track progress of this group of learners, who are identified as particularly vulnerable.

Growth of Care Leaver's and LAC Students

Number of Students

2019-20   2020-21   2021-22

□LAC   □Care Leavers
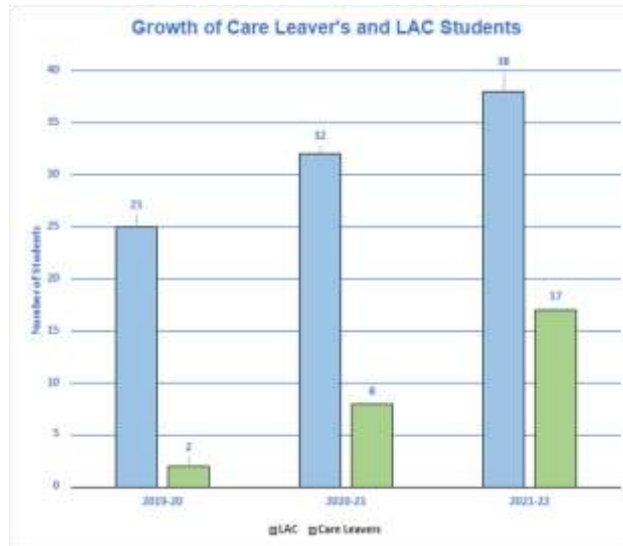
Staff Updates and CPD

We have continued to provide Safeguarding and Prevent updates to staff delivered through our online Staff Development events in July and September, focusing on updates in this area such as peer on peer abuse. We also shared the Keeping Children Safe in Education part 1 updated guidance with staff, and additional drop-in sessions were provided (considering the variety of working patterns across the workforce) to support individual staff members to access the content of the document and develop a deeper awareness of factors affecting physical and emotional safeguarding.

We have continued to deliver our Introduction to EDI and Unconscious Bias training for staff online delivering 11 courses over the year, picking up new staff. Our Sharepoint Coronavirus, BeWell, H&S and EDI sites continue to be updated with a wealth of information for staff covering anxiety, mental health, Equality, Covid FAQs & government guidance, dealing with self-isolation and good hygiene tips. Following the appointment into the Diversity & Inclusion manager role, a programme of CMT Masterclass sessions have been booked across term 1, to develop EDI awareness and the development of inclusive workspaces with middle and senior leaders. Similar sessions are being planned by the HR team for the ASPIRE programme and for Governors.

Schools and Engagement

We have also developed our onsite Forest College programme addressing the need of NEET/PRE-NEET alternative provision within Cheshire East/Shropshire local authority areas. This is supporting inclusive and alternative programmes, irrespective of age, gender, ability or disability, attainment, and background, to raise aspirations, promoting re-engagement to pupils who have become disenfranchised/disaffected and unable to remain in full or part-time compulsory education through low stakes activities. Eighty percent of our Forest College learners, who had previously been unable to access any form of mainstream education, have enrolled onto Forest College in September 2022 and enquires/tentative applications throughout the summer term suggest that demand for this provision, to promote equality of opportunity in accessing alternative education, will continue to grow in 22-23.

Our onsite KS4 programme has seen significant growth in Elective Home Educated Year 10 and Year 11 pupils accessing Reaseheath College to for their essential English and Maths qualifications alongside their vocational programme of study. We have been actively supporting pupils who are not in formal compulsory education to gain the qualifications required for entry at FE level.