



# Reaseheath College

## Annual Equality, Diversity and Inclusion Report 2024/25

### **Forward**

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

*At Reaseheath College we are committed to developing and implementing good practice and removing barriers to progression and achievement.*

*This annual report highlights our areas of focus and progress towards inclusion, as well as areas that require further work and improvement. Most importantly, the report demonstrates our commitment to transparency on our journey towards inclusion for our staff, learners and stakeholders.*

*We welcome feedback and input and the sharing of lived experiences to ensure that our college continues to listen, learn, act, and improve.'*

**Marcus Clinton MEd, BSc (Hons) PGCE**

**Principal and CEO**

## **Executive Summary**

This report outlines the ongoing work to promote equality, diversity, and inclusion (EDI) at the college.

This year saw a change in focus on EDI with the disaggregation of a centralised EDI management role, to create a cross-college approach to EDI, involving Exec oversight, focused activity within the curriculum, plus learner enrichment activities.

In addition, the college invested in the role of Education Partnership Manager to enable the college to provide outreach activities to promote the college as a diverse, inclusive and exciting place to study within the wider community, regionally and nationally.

The EDI Committee met twice during the year 2024/25, and activity was focused on tracking progress against actions and establishing four working groups to move outstanding actions forward.

In relation to staff, the College continues to hold Disability Confident and Mindful Employer status, and this year saw the development and publication of the College Menopause Policy and activities have taken place to support the launch, and the work associated with supporting employees experiencing perimenopause and menopause. The College has also enhanced its staff benefits range with a fully comprehensive employee assistance programme, offering a package of support and guidance to employees.

With a wide-ranging inclusive curriculum on offer, and learner support firmly in place, the college continues to enhance student life and offer a full range of activities to its residential and non-residential student body.

Progress has been made in improving visual representation across campus and within marketing materials to enhance the college's reputation as an inclusive institution.

*Reflecting on the recent celebration of diversity and inclusion in November 2025, Vanessa Rhodes, Executive Director of People and Culture, said: "Unity Week has shown how powerful it is when our community comes together. The sense of connection across campus has been fantastic; from the small moments to the bigger events, you could see our PRIDE values being lived in real time." #ReaseheathUnity*

## **Commitment**

Reaseheath College is fully committed to equality, diversity, and inclusion in all its activities within the College and wider community.

The college actively welcomes people from all walks of life, and we are dedicated to fostering an inclusive space where differences are celebrated and every voice matters.

The college is committed to advancing its 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.

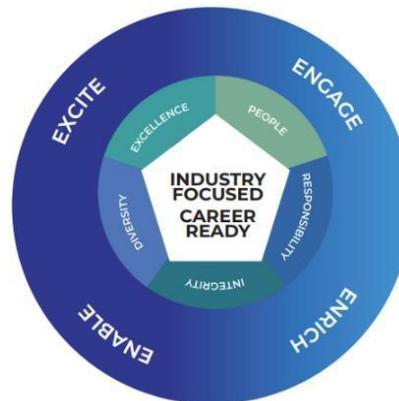
Equality, Diversity, and Inclusion (EDI) is at the heart of all College life, and this is reflected in the college's vision, values, and strategic plan.

## **Strategic Plan 2024-27**

The college's strategic plan sets out the journey to achieving our vision and brings to life the **4 strategic priorities: Excite, Engage, Enrich and Enable**.

The college carries this out through its work with Industry Skills Boards, Local Skills Improvement Plans, and key national strategies such as Food, Sustainability, Agriculture, Industry Skills, processes and practices which support local, regional and national economies are Digital Skills, Career Ready Behaviours, Sustainability and Environment, Food Security and STEM.

The College places Equality, Diversity, and Inclusion at the forefront of this work, 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 learners and staff.



### PRIDE Values

**People:** We will work together in a safe and secure environment with a positive approach to our own and others' health and wellbeing. We will respect democracy and individual liberty, recognising the valuable contribution each person can make to society.

**Responsibility:** We will be responsible for our own actions and decisions while making a positive contribution to community cohesion and pride. We will demonstrate environmental sustainability through our behaviour.

**Integrity:** We will demonstrate honesty, integrity and ethical standards in everything we do. We will respect the rule of law and act fairly in the best interests of all.

**Diversity:** We will actively promote equality; recognise, respect, promote and celebrate diversity and individual difference and strive to create an inclusive environment. We will challenge behaviour or views which discriminate against others.

**Excellence:** We will challenge ourselves to strive for the highest standards of quality and behaviour by adopting a supportive self-critical approach in pursuit of excellence. We will always aim to be the best that we can be.

### Legal Obligation

Section 149 of the Equality Act 2010 states that a public authority must have due regard to the need to:

1. **Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Act.**
2. **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
3. **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The Equality Duty 2010 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 disadvantages, affecting people with protected characteristics.

The College recognises its responsibilities to have 'due regard' to Section 149 and the Equality Act 2010 and embraces the wider benefits of an increased diverse and inclusive workforce and community.

### **Equality, Diversity and Inclusion (EDI) Committee**

The EDI Committee met twice in 2024/25. The Committee reviewed its Terms of Reference and welcomed new committee members.

The Committee is comprised of: -

**Chair & Co-ordinator: Executive Director of People and Culture  
EDI Link College Governor  
Staff Voice Representative  
Staff Representatives  
Student Representatives  
Assistant Principal, Performance and Progress**

**Optional attendance: Vice Principal, Finance & Resources**

Matters arising from the EDI Committee are shared with the Board of Governors, the Executive Team and Staff Voice and the minutes are published on SharePoint.

### **EDI Committee Responsibilities**

- leading the college strategy, development, review and implementation of EDI and reporting progress to the Finance and General Purposes Committee (Board of Governors)
- identifying and recommending best practice in relation to EDI
- ensuring that the College remains legally compliant in relation to current UK Equality Legislation
- providing guidance and advice in relation to the promotion, implementation and monitoring of policies and practices in relation to EDI
- identifying and promoting opportunities to widen participation and promote education and social inclusion.

- identifying and promoting accessibility for all
- identifying and engaging with external stakeholders, community groups, sector groups and EDI experts to ensure the College remains informed of current EDI issues, shares best practice and builds an effective advisory and support network
- developing, updating and providing tailored EDI training and development opportunities and resources
- developing approaches to improve learner participation, outcomes by closing gaps and promoting opportunities for all learners.

### **EDI Working Groups**

EDI Working Groups have been established to:

- drive progress against EDI strategy and objectives
- deliver identified workstreams from the action plan
- broaden involvement and representation across the College
- actively promote and engage with EDI initiatives

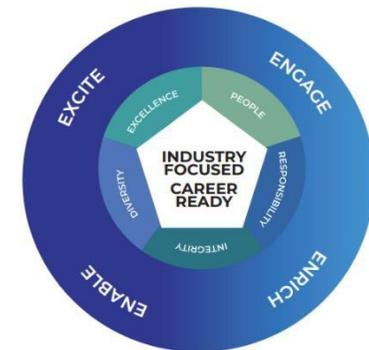
### **The 4 EDI Working groups focusing on the 4 E's in the College's Strategic Plan 2024-27**

**Excite** – Resources Awareness and Engagement

**Enrich** – Equality Impact Assessment

**Engage** – Accessibility

**Enable** – Data Access and Use



### **Enrichment Activities for Learners**

During 2024/25, alongside their study programme, learners took part in enrichment activities that prepared them to be 'career focused and industry ready'. Learners have developed their understanding of mental, physical and emotional health, and how to protect themselves from radicalisation and extremist views, and to understand healthy relationships and online safety. Learners also developed their understanding of British values, diversity, and respect for all citizens, especially those with protected characteristics, so that they can apply this in their learning, work and interactions with others (see Appendix 1 Enrichment and Student Life).

The college welcomed the following speakers to talk to learners on a wide range of topics: -

- Cheshire Police - safe choices, drugs, knife crime
- Change Grow Live - drugs, vapes, festival safety
- Art of Brilliance - Life by Design, The Power of Words
- Inner Drive - Mastery Mindset
- Think, Drive, Survive
- Loudspeaker
- Unloc

Also, learners attended: -

- UCAS Discovery Fair, Manchester
- UCAS Discovery Fair, Liverpool
- National Apprenticeship Show

In addition, the college ran a well-attended and very well received '**Student Conference**' on **5<sup>th</sup> February 2024**.

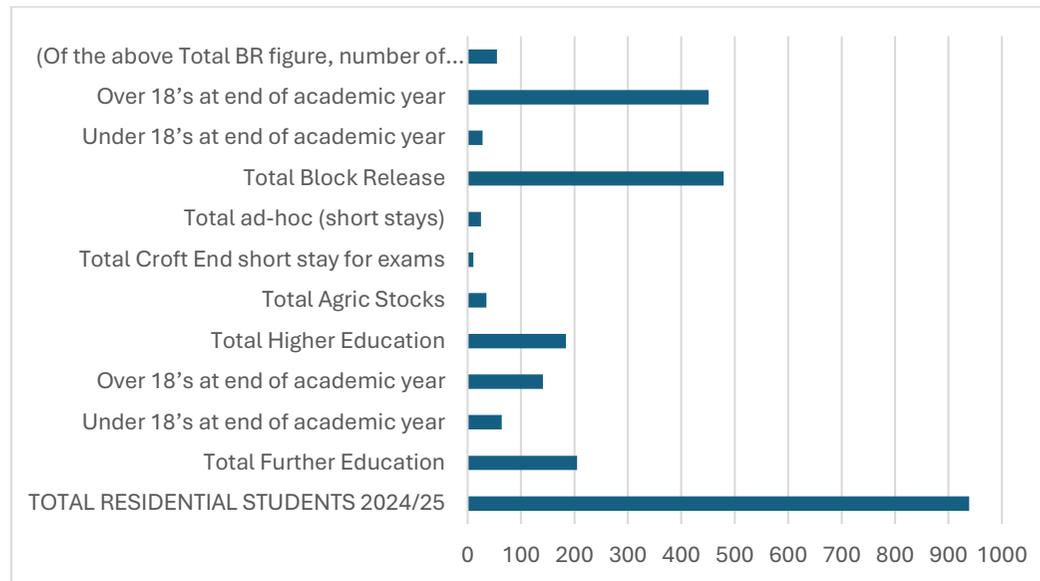
**Learner Data**

In 2024/25, 3872 learners were enrolled on programmes across Further Education (FE) Higher Education and Access to HE (HE) and Apprenticeship, including Full Cost, and Part-time programmes. 1055 learners were recorded as mature (21+years).

In FE 45% of learners were from within the Cheshire and Warrington area which was a reduction of 3% from 2023/24. The number of FE learners who studied on the doorstep (communities within -10-mile radius has increased from 25% in 2023/24 to 29% in 2024/25.

Conversely, 13% of learners on a study programme came from 50+ miles away and this is 2% less than in 2023/24. Learners come to Reaseheath College from as far away as Cornwall and County Durham. Learners who travel a distance to come to college will often opt for residential accommodation. In 2024/25, accommodation was provided to 939 learners.

**Fig. 1 Infographic: Total Residential Learners**



### **Learner Data 2024/25**

In 2024/25 the college had 3872 learners enrolled on study programmes.

**Gender** : 56% were male and 44% were female. In the last five years, male learners have increased steadily and this is up 2% overall, but this is confined to full-time course. Females continued to make up the largest proportion of part-time learners, rising by 17% in 2024/25 to 78%.

**Age** : 55% of learners were in the age range 16-18 with 20% in the 19-24 range and 19% in the over 25 range. The remainder are aged 14-15.

**Ethnicity** : 83% of learners are none BAME and 17% are BAME. This figure reduces when we consider FE students (full-time and part-time) as 96% declare that they are non BAME. This data requires further breakdown to capture ethnic origin, which is not currently recorded.

**Disability** : 36% of learners informed the college that they have a learning difficulty or a disability. This is a reduction of 4% on 23/24 data. In HE this figure is higher with 51% reporting a learning difficulty or disability.

The college collects this data at the point of entry; alongside this information the college also has data on free school meals (0.15% of learners) looked after children 1.03%, and young carers 1.08%. This data also shows that learners who have declared mental health is 9.3% overall. This does not represent what the college experiences in terms of the demand on the well-being service, but reflects those learners who have a diagnosis at the point of entry.

*The action for the EDI Committee for 2025/26 is to find out more detail about learners on an 'about me' form and capture this data at point of entry. It is also incumbent on the college to provide intersectionality of the core learner data.*

### **Breakdown of Learner Achievement Data 2024/25**

Achievement on core aims for learners with identified high needs has increased by 2.58% compared to 23/24. This is because of an increase in both pass rates and retention rates. Most of these learning aims sit within the Foundation Learning department, which has currently been undergoing a curriculum review to ensure the curriculum is challenging and leads to high quality delivery of the personal development curriculum. The college carried out a full Foundation Learning curriculum review, leading to the introduction of a new curriculum offer 'Pathway to Work' which is a non-qualification study programme, focusing on the barriers learners have when accessing employment. Destinations in this area increased significantly in 24/25 to 50% compared to 27% in 2023/24.

The college has continued to close the gap between learners studying at different ages. In 2022/23, the gap between 16-18 and 19+ achievement was 3.22%. This gap has now closed to 0.02% in 2024/25. This has been part of the College's wider strategy around driving accountability for

learner performance. Better monitoring of different learner groups allows greater focus on learners at risk. As a result, achievement for learners 19+ has increased.

Learners with EHCPs achieve above their peers on core qualifications, 83.54% compared to 77.32%. However, it is important to note that the majority of learners studying with an EHCP are on 1-year programmes. Learners with an EHCP make positive progress in both GCSE Maths and English (0.17 and 0.16 respectively). This is above the national rate.

Learners with an identified disability perform below their peers, 78.97% compared to 77.16%. However, those who remain on programme pass their qualifications in line with the College average (92.66%)

The College's proportion of learners with low prior attainment is higher than both the national average and land based national average. 57% of learners enrol having already achieved a grade 4 in English. 48% of learners enrol having already achieved a grade 4 in Maths. This places the College in the bottom quartile of colleges nationally and 7% behind the average for other land-based colleges. This is a declining position, with a 10% increase in the numbers of learners without a grade 4 in the last year. Despite this, learners making progress in both GCSE English and Maths is positive and in line with national rates. Pass rates at 4-9 are above the national rate for Maths but below for English. Further consideration now needs to be given to the College's English and Maths strategy, considering aspects such as specialist delivery, intervention and group sizes

## **Apprenticeships**

**Age:** The 16-18 age group was the largest age group recruited to for apprenticeships across the college, reversing a previous a five-year trend, starts in this group represent 62% of all apprenticeship starts during the 2024/25 academic year.

**Gender:** In 2024/25, males continued to dominate the apprenticeship provision, with 82% of all apprenticeship starts during the academic year. 68% of male apprentice starts were 16-18 and 31% were 19+. However, in year, achievement rates were the same for males as females.

**Ethnicity:** The percentage of BAME apprentices has remained consistent with the previous year, at 8.15% following an increasing trend since 2019/20. Of this group there were 5.8% who also disclose a disability or learning difficulty. Achievement rates in this group increased slightly in the year by around 2%.

**Disability:** 22% of apprentice starts this academic year, shared with us that they had a disability or learning difficulty with us, a 3% decrease from 2023/24. Achievement rates for apprentices with a declared disability or learning difficulty were at 55%, an increase of 15% on the previous academic year.



### **Staff Activity in 2024/25**

The college launched a new Learner Management System in December 2024 to enable a clear and accurate record of all CPD undertaken by staff and to enable the promotion and delivery of a very wide range of on-line learning modules, to enable staff to access and accomplish learning. The college requires all new staff to undertake equality diversity and inclusion training, and all staff receive equality, diversity and inclusion updates and training during their employment with the college.

In 2024/25 this included training on: -

- Diversity and Inclusion Unconscious Bias
- Equality and Inclusion
- Bullying and Harassment
- Sexual Harassment and the Worker Protection Act
- UK Supreme Court Ruling 2025 - awareness raising

### **Policies and Support**

The college launched two new staff policies in 2024/25: -

- Menopause Policy
- Bullying and Harassment Policy (including Worker Protection Act provisions on proactively preventing Sexual Harassment).

Awareness raising events were run to promote these policies. Equality Impact Assessments were completed and focus group activity took place with EDI Committee and Staff Voice

The college has a full range of inclusive staff policies and regularly updates these policies in line with legislation.

The college provides absence management support and excludes triggers for disability and pregnancy related absence. It offers schemes to support access to work and provides a full occupational health service, staff benefits and a comprehensive employee assistance programme.

Staff attend development days and two of these events were held in 2024/25. One was focused on staff well-being. At the staff development day staff were reminded about expected professional standards, with full guidance on 'banter', what constitutes sexual harassment and how to deal with colleague, or student behaviours that 'cross the line'.

Teaching staff receive training about how to provide an inclusive classroom and all staff are expected to promote inclusive strategies throughout their working day. The college sets out its intention on professional and inclusive standards within its published staff 'Staff Guide'.

### **Staff Data**

The college employs **600 staff**.

**Age:** 22% of staff are within the age range 56-65. 24% are in the range 46-55. 3% of staff are over 66. This indicates that over 50% of staff are over 45. The Menopause Policy launched in 2025 addresses how the college will deal with any stigma, bias or discrimination that may occur because of the menopause. The college will consider its succession planning as part of its workforce planning in 2025/26.

**Gender:** 67% of staff are female, 43% are male. The significant proportion of females (42%) are within the perimenopausal and menopausal age range.

### **Gender Pay Gap Report 2024**

The report highlights the percentage difference between the mean hourly rate for males (£15.97) and females (£13.37), indicating a gender pay gap of 16.3%. The College has made efforts to address this gap by promoting equal opportunities through recruitment and promotions, ensuring fair treatment of all staff irrespective of gender. Reaseheath College's Median Gender Pay Gap is 4.8% in favour of males, a significant decrease from the previous year's median of 10.8% in favour of males.

**Sexual Orientation:** 75% of staff have informed the college that they are heterosexual, 3.2% are gay, 1.2% lesbian.

**Disability:** 83% are not known to be disabled, 12% are disabled and the remainder prefer not to say.

**Race:** 96% of staff are white. **Ethnicity:** 91% are English, Welsh, Scottish or northern Irish. The college does not currently employ a racially diverse workforce. This corresponds with the BAME data for students and so the student and staff population is predominantly white.

### **Conclusion**

In conclusion, during 2024/25 strides have been made in embedding EDI practices and improving inclusivity, providing continued focus, reinforcing leadership support, and supporting the necessary resource allocation.

**Appendix 1 Enrichment and Student Life Activity 2024/25**

College Theme	EDI Theme	Progress Coaches	Learner life	Chaplaincy
Developing Independence: Includes finance sexual health day to day skills, Safe driving			FE Freshers' Fair (11.09)	
			HE Freshers' Fair (19.09)	
			MacMillan Coffee Morning (27.09) (link & liaise with food)	
5 ways to wellbeing includes World Mental Health Day, #Hello Yellow, & Stoptober	Black History Month with learner life		Black History Month ((until half term)	
			Halloween Social (17.10)	
Men's Health Month: Includes Movember Alcohol Awareness Week Self Care	Anti Bullying Week (11.11-15.11) With learner life	Armistice Day (VP office organise)	Anti Bullying Week with Oddsocks campaign (11.11-15.11)	Armistice Day (11.11)
		International Men's Day (18.11) UK Parliament Week (18.11-24.11)	Children in Need (15.11)	
		World Aids Day (01.12)	St Andrew's Day (30.11)	
12 days of Reaseheath: Includes: Food bank collection from 25.11 Carol Service Winter Ball & Meal Foundation Christmas Fayre		12 Days of Reaseheath Food Bank Collection (from 25.11 for 3 weeks) Carol Service (10.12) Winter meal (12.12) Winter ball (12.12)	<b>12 Days of Reaseheath (02.12 - 17.12)</b> Food Bank Collection (from 25.11 for 3 weeks) Carol Service (10.12) Winter meal (12.12) Winter ball (12.12)	Carol Service date (10.12)

Internal

Healthy Relationships		Holocaust Memorial Day (27.01) Chinese New Year (29.01)	Chinese New Year activities (wc 29.01)	
		Student Conference (05.02)	LGBT History Month (SA)	
			Valentine's Social (12.02)	
Women's Health Month		International Women's Day (08.03)	Lambing (first 2 weekends of March)	
		Sport/Comic Relief (21.03.25)	Sport/Comic Relief (21.03.25)	
			RAG Week (16.03-23.03) Spring RAG Ball (20th March) St Patrick's Day (17.03)	
Stress Awareness & Exam Prep	Stephen Lawrence Day (22.04)		St George's Day (23.04)	
Mental Health Awareness				
			Family Festival 2025 (18.05)	
Giving Back (Food Bank Collection from 26.05 - 16.06)		Food Bank Collection (26.05 - 16.06)	Food Bank Collection (26.05 - 16.06)	
	Windrush Day (22.06)		Cheshire Show (17.06 & 18.06) Summer Ball	

## **Student Life**

The college offers a wide range of student life activity

**Daytime Activities:** Includes events like *360 Yoga*, *Earth Day - Litter Picking*, and *Silent Disco Taster*.

**Societies:** Groups such as *LGBTQ+ Society*, *Wildlife and Conservation Society*, and *Craft Society*.

**Enrichment Activities:** Practical experiences like *Basic Car Checks*, *Snake Handling Experience*, and *Tractor Renovation*.

**Sports:** Options like *Basketball*, *Netball*, and *Rugby*.

**Evening Socials:** Events such as *Freshers Ball (Paint Party)*, *Halloween Ball*, and *Summer Ball*.

**Evening Activities:** Includes *Board game club*, *DJ practice*, and *Pub Quiz*

**Reaseheath College EDI Action Plan - monitored by the EDI Committee**

Aim	Target Completion Date	Actions Required
<b>Menopause Policy</b>	<b>Completed – October 2025</b>	Policy launched on 17th October 2025. Further support provided for managers and employees experiencing symptoms
<b>Policy on Mental Health and Wellbeing (Learners &amp; Staff)</b>	<b>March 2026</b>	Finalise Mental Health Charter, complete policy drafting, and launch.
<b>Equality Impact Assessment (EQiA)</b>	<b>Completed</b>	Exec reviewed EQiA; ensure all policies assessed before upload to 4Risk.
<b>Create Library of Resources and Calendar</b>	<b>February 2026</b>	Develop EDI resource hub and publish annual calendar of events.
<b>Improve Visual Representation of Diversity Around Campus</b>	<b>April 2026</b>	Work with Marketing team to implement inclusive imagery and signage.
<b>Evaluate and Develop Data Collection Approach (Including Intersectional Data)</b>	<b>June 2026</b>	Review current data systems, implement new processes for staff/learner data.to split the data
<b>Accessibility Around Campus – Working Group</b>	<b>June 2026</b>	Conduct accessibility audit and implement improvements.
<b>High Needs Review</b>	<b>Completed July 2025</b>	Completed review of high-needs provision and support strategies.
<b>Plan Festival to Celebrate PRIDE Values (becomes the Unity Festival)</b>	<b>July 2025</b>	Organize and deliver Unity festival with learner and staff engagement.
<b>Develop and Maintain Accessible Digital Environment for staff and students</b>	<b>September 2026</b>	Audit current digital platforms, implement accessibility standards, and monitor compliance.
<b>Enrichment – need to capture and interrogate the enrichment activity data to assure ourselves of impact</b>	<b>July 2026</b>	How are we doing with enrichment – what works well & less well, Student surveys and data required
<b>Develop Kitemarks Disability Confident (move to Level 2) and Mindful Employer</b>	<b>July 2026</b>	Work to increase the level of disability awareness move to level 2.

Aim	Target Completion Date	Actions Required
<b>Explore all options for increasing diversity of student cohort, using education partnership manager role and other outreach to widen participation in college</b>	<b>July 2026</b>	Outreach work, wider reach, marketing strategies.
<b>Consider positive action for staff posts to increase representation in all protected characteristics</b>	<b>July 2026</b>	Explore options of positive action and how this will work to increase diversity in staff