EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT – JUNE 2023

Introduction

Under the Equality Act 2010, the college has a statutory and moral duty as an employer and education provider to ensure that everything we do reflects our absolute commitment to positively promote and support equality, diversity and inclusion. Our EDI Policy and supporting strategies evidence our aspiration to provide the best possible experience for all staff, students and stakeholders and take all reasonable measures to protect everyone from any form of discrimination. This report provides a summary overview of the impact of our EDI Policy and strategies. The college celebrates and actively promotes a culture of diversity and inclusivity and through our mission statement we state that: *'Tameside College will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.'*

Valuing Diversity

Tameside College welcomes people from all sections of the community. In all aspects of college life, we aim to create a culture that positively promotes and ensures there is equality, diversity and inclusion for all potential and existing students and staff. We consider this in everything we do, and pursue policies and establish practices which are non-discriminatory. We seek to provide fair treatment for potential and existing staff and students and to value diversity. Tameside College strives to ensure it successfully delivers programmes to a diverse community of students. We take great pride in advising and supporting each individual student to ensure they are able to achieve their own aspirations. Similarly, we are wholly committed to ensure staff are supported to reach their potential and that staff and students are treated with dignity and respect as a result of the College Value and Behaviours that they have determined. Equality, diversity and inclusivity is at the heart of everything we do. Expectations of our staff and students are high and we strive to be the best in everything we do. We believe in excellence and that attending college is about more than achieving a qualification, important though that is. That is why we aim to give every person the opportunity to develop their full potential, personally and academically, in a supportive and friendly environment. The 'Value and Respect Each Other' value (see below) was developed by students, staff and governors to clearly outline the expected behaviours that will ensure we have the right culture in College.

	Leaders and Staff state they will:	Students state they will:
Value and respect each other	• recognise and reward excellent performance and behaviour • create a safe, inclusive and productive environment • treat everyone fairly, with dignity and mutual respect • appreciate the needs of others • promote well-being and achieve a healthy work life balance	• be respectful, polite and courteous to everyone • encourage, praise and support each other • appreciate that the needs of others may be different to your own • be tolerant, listen and be open to the views and opinions of others • respect and positively contribute to the upkeep of their learning and wider College environment

We also recognise that our ability to meet these diverse needs is improved by having a diverse workforce which generally reflects the local population and which has the skills and understanding to achieve our service objectives. We commit ourselves to valuing diversity within our workforce.

We will strive to become an organisation that:

• Accepts that everyone has a right to their distinctive and diverse identities
• Has a workforce generally reflecting the population we serve
• Understands how valuing diversity can improve our ability to deliver better services and so reduce disadvantage
• Provides services which are responsive to the diverse needs of different individuals and communities
• Provides all employees with the training and development they need to enable them to achieve the College's goals
• Provides a supportive, open environment where all employees and students have the opportunity to reach their highest potential

Key Priorities and Impact Measures

We aim to ensure that equality and diversity themes are embedded throughout the curriculum and the College complies with all applicable legislation. Our key priorities and impact measures for the three years from 2022 are:

- No significant performance gaps between different student groups.
- Maintain an inclusive culture which positively values equality and diversity. Within this culture, staff and student behaviours will reflect those collectively agreed under the 'Value and Respect Each Other' and other values.
- EDI is considered in the development and implementation of all strategies, policies and processes and that impact is evaluated.
- EDI is embedded into our curriculum and services
- Our student and staff mix reflects the communities it serves

In order to achieve this, the College's Equality, Diversity and Inclusion Group will oversee the promotion of positive actions needed to achieve these priorities. They will be supported by the Senior Leadership Team and Governors, who will also ensure that relevant staff and learner related impact data is evaluated.
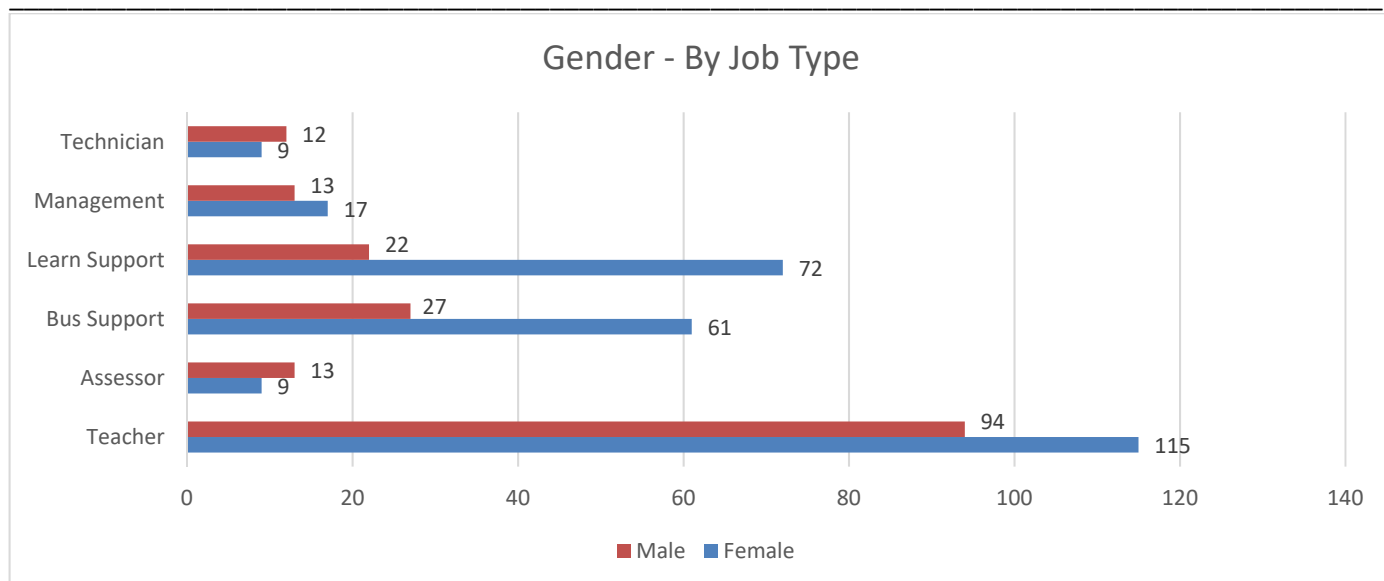
Age and Gender

Data is obtained as part of the recruitment and selection process. In 2021/22, there were 435 staff in the College. This has increased by 19 in 2022/23 to 454 which aligns to the ongoing growth in student numbers, particularly of 16-18 study programme students.

Female		Male		There is no significant change in the gender profile of staff since 2021/22, with 61% being female and 39% being male. This compares to 60% and 40% respectively in 2021/22.
	Female		Male	
283	61%	181	39%	

The age distribution is within normal expectations. 50% of staff are 45+ years old, with 22% being 55+. Whilst there are no EDI implications, SLT are aware of the need for succession planning in particular areas of the College. This is critical considering the current workforce recruitment and retention challenges within the sector, particularly as a high percentage of these are in hard to recruit to jobs, e.g. teaching, assessors and student support.

Gender by Age Range													
	18 - 24		25 - 34		35 - 44		45 - 54		55 - 64		65 +		Grand Total (Gender)	
Female	16	64%	60	65%	76	68%	71	60%	55	53%	5	42%	283	61%
Male	9	36%	33	35%	36	32%	47	40%	49	47%	7	58%	181	39%
Grand Total (Age)	25		93		112		118		104		12		464	
	5%		20%		24%		25%		22%		3%			

The following graph shows the staffing gender split by job type. The number of males and females in each job type is relatively similar, other than for Learning Support and Business Support roles.

Gender - By Job Type

Job Type	Male	Female
Technician	12	9
Management	13	17
Learn Support	22	72
Bus Support	27	61
Assessor	13	9
Teacher	94	115

The annual Gender Pay Gap Report has been published on the College web-site as required. The report indicates that there is no significant pay gap and that we are confident that the small pay gap does not stem from paying men and women differently for the same or equivalent work.

The table below shows the performance of students by qualification starts, by age and gender of student. At 83.5%, the 16-18 achievement rate has declined on the previous two years, however it has returned to pre COVID levels. This reflects the national trend and post COVID challenges we have faced in the sector, particularly with 16-18 students. These challenges are also reflected in the slight decline in 16-18 attendance rates. At 88%, the achievement rate for 19+ students remains similar to previous years. This means there is a slight gap of 4.5% between the achievement rates. There is no difference between the achievement rates of male and female learners.

Age and Gender	Achievement Rates			
	18/19	19/20	20/21	21/22
16-18	85%	89%	91%	83.5%
19+	89%	87%	89%	88%
F	87%	89%	90%	85%
M	86%	88%	91%	85%

Curriculum management consider the quality of promotion of EDI within the curriculum. A number of examples relating to gender have been evidenced. For example, the Scheme of Work to the right provides an example of attention being made to positively promoting the rising roles of females within Construction. Public Services teachers positively promote gender and other protected characteristics in various public services jobs. However, a small number of improvements have identified, for example in Engineering the need to drive the promotion of females in STEM.

Scheme of Work

Unit 201, Principles. Topic 1.3, 4.2,	importance of **protecting the above** and that telecoms will not form part of initial service supply to new dwellings. Investigate environmental factors of site investigation, i.e. **ground survey, land contamination, greenfield and brownfield sites**, need for awareness of methane gas.

Students will investigate personnel involved with site investigation i.e.
- Local authority records.
- Site drawings.
- Utility company record.
- Walk over survey, desktop study & ground investigation.

Students to also investigate various roles within construction, consider highlighting findings of promoting and rising roles of females in construction: https://www.ccscheme.org.uk/
https://women-into-construction.org/
https://www.goconstruct.org/why-choose-construction/diversity-in-construction/women-in-construction/

The College was highly successful in winning various awards in the Greater Manchester Skills Competitions. Highlight of the competitions was the construction category, which was hosted and won by College. Top prize winners included; Hope Pelling in carpentry and joinery and Ellie Mansfield in painting and decorating. The picture to the right shows Hope receiving her certificate and prize.

Sexual Orientation

The table below indicates that 413 (89%) staff identify as Heterosexual. 11 (2%) staff identify as Gay / Lesbian, these being teachers / assessors (5), business support staff (5) and a manager. In 2022/23 the number of staff who answered 'Prefer not to say' reduced from 31 to 27 and the unknowns reduced from 15 to 5, improving the reporting of the profile of staff. Of the 31 staff who responded that they 'prefer not to say', 16 are female and 11 are male indicating there is no significant difference in the response by gender. In regard to job role, the majority who responded 'prefer not to say' were teachers (18).

Sexual Orientation by Gender	Female		Male		Grand Total	
Bisexual	5	1%	1	0%	6	1%
Gay / Lesbian	5	1%	6	1%	11	2%
Heterosexual	253	55%	160	34%	413	89%
Prefer not to say	16	3%	11	2%	27	6%
Unknown	2	0%	3	1%	5	1%
Other	2	0%	0	0%	2	0%
Grand Total	283		181		464	

The College positively promote and celebrate LGTBQ+ activity. For example, Students in L1 mechanical courses helped to create an inclusivity themed noticeboard related to LGBTQ+. This is currently on permanent display on the ATC 3rd floor corridor for all students to view. This helps to inform students on diversity and helps them to develop their own understanding of the subject. Students Services organised cross College events. For example, the picture to the left was taken following the Football v Homophobia month, our two College teams played against each other and took the opportunity to collectively send a message that football should be safe, inclusive and welcoming for everyone

Hospitality, catering and bakery students raised over £120 for LGBTQ+ causes by hosting a LGBTQ+ history month themed evening in the college's Restaurant. The event was hosted in aid of the Albert Kennedy Trust. The charity supports LGBTQ+ young people who are at risk of becoming or are homeless by providing emergency accommodation, support finding a job or training. The event included a menu designed by students to represent the pride flag. Bakery students also created a pride flag themed cake, which was auctioned as part of the evening. A percentage of money made from the event will now be donated to the charity. LGBTQ+ history month highlights the contribution that LGBTQ+ people have made to society and helps to raise awareness of issues that they face. The students did an amazing job with this event, working on it from start to finish and raising such a fantastic amount of money.

Disability

In regard to having a disability, 97% of staff responded either 'Yes' or 'No'. 10 staff (2%) responded that they 'prefer not to say' and 5 (1%) are 'unknown'. This is the fullest response from staff reported to date. The following table indicates that 59 (13%) staff have declared that they have a disability. The age range profile below indicates these are relatively evenly spread across the four age ranges between 25 – 34 to 55 – 64 year olds.

Disability by Age								
	0 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	**Grand Total**	
Yes	4	16	13	9	14	3	59	13%
No	21	71	94	107	88	9	390	84%
Not known	0	2	2	1	0	0	5	1%
Prefer not to say	0	4	3	1	2	0	10	2%
Grand Total	25	89	109	117	102	12	464	

The following graph indicates that the highest percentage of staff with disabilities are teachers (56%), followed by business support staff (17%) and learning support staff (24%). These figures are reflective of our staffing ratios by job role (ie we employ many more teachers and assessors than business support staff).
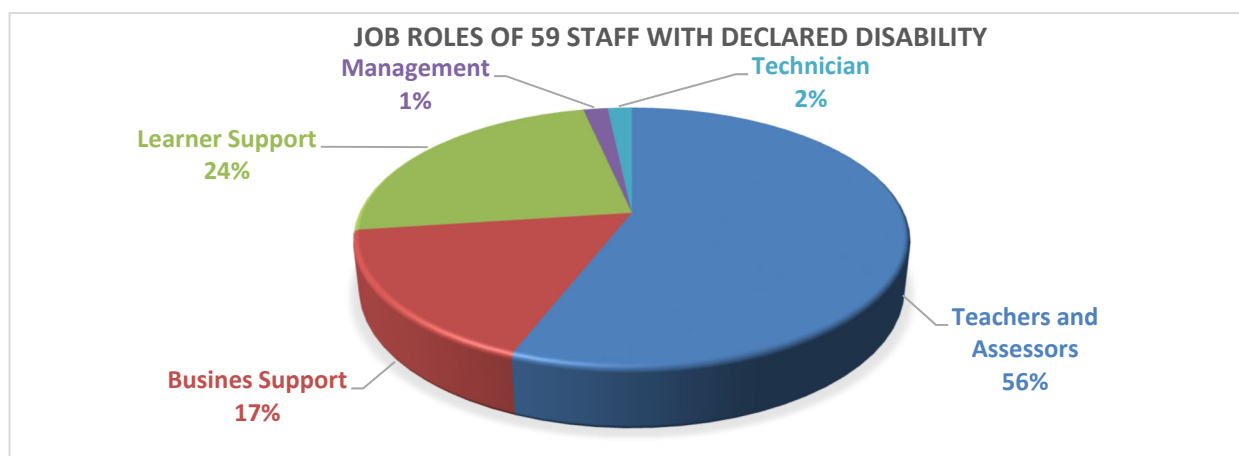
The following table provides an overview of student achievement rates for students with a disability or learning difficulty and for those who receive ALS. There are no significant differences when comparing the achievement rates

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for students with a disability or learning difficulty against the overall College achievement rates and for students who receive ALS against those who do not.

	Achievement Rates			
	18/19	**19/20**	**20/21**	**21/22**
Has Learning Difficulty / Disability	85%	88%	92%	84%
Has No Learning Difficulty / Disability	87%	89%	90%	86%
Not Receiving ALS	86%	89%	90%	85%
Receiving ALS	90%	90%	91%	85%

Daniel Holden won our Springboard Learner of the Year Award. Daniel has worked hard and has achieved everything he set out to do this, including developing the skills needed to progress on the next steps in his journey.

Daniel has worked really hard this year, meeting his EHCP outcomes to develop skills in social communication, focus his attention and trying to regulate his emotions effectively. He has put in great effort on his qualification work and will achieve well this year. Daniel has integrated into college life confidently, and is happy to make friends across the campus. He has joined in with all trips enthusiastically, pushing his own boundaries and trying new things. We are very proud of Dan and all the hard work he has done. He has a great future ahead of him and we are looking forward to following hi progress as he continues to develop his knowledge and skills.

Effective support is given to learners to enable them to succeed, with this support. Learners with severe or complex learning difficulties and disabilities gain new skills and are able to recognise how they have developed independence which in turn supports their progression. In Aspirations A (our specialist provision), the 28 learners with severe or complex learning difficulties and / or disabilities gained new skills and were able to recognise how they have developed independence which in turn supports their progression. 11 learners have continued their development within Aspirations A, 8 have progressed to improve their independence and employability skills in Aspirations B (next steps), 8 went to access community provision, 6 progressed with Active Tameside. In Aspirations B, of the 28 learners 20 continued to complete the next stage of the provision (18 of these moving from independence to an employability pathway), 3 progressed to Supported Internship, 1 to supported living, 1 gained employment, 2 went to Works4U provision and 1 progressed to a FE College. Of the 22 learners on the Supported Internship programme, 2 went into employment with Tameside Hospital, 5 with Active Tameside, 2 into other employment and 4 progressed into voluntary work.

In 2021/22, 82 learners came to us on mainstream courses with an EHCP, 12 of these being high needs learners. 102 came to Aspirations including 12 on our Springboard provision and 22 on Internships. 70 of these were high needs (Aspirations A&B). Since 2017/18, the number of EHCP learners has grown from 145 to 184. Most noticeable is the increase in learners with EHCP's who are not high needs which has increased steadily from 62 in 2017/18 to 102 in 2021/22. 56% of EHCP learners are not high needs. The increase in non-high needs EHCP learners in mainstream curriculum, from 44 in 2017/18 to 69 in 2021/22, has presented challenges with regards to providing support for all SEND learners (including those without an EHCP) without additional funding. Certain curriculum areas prove more popular to SEND learners e.g. Food studies, Construction, Animal Care, and Health and Social Care and Creative. However, we recruit learners across the whole curriculum and at all levels. In 2021/22, the overall achievement rate for EHCP learners was 80% (3.5% lower the 83.5% overall 16-18 rate), pass rate is 91% (3% lower than the overall 16-18 rate), retention is 88% (the same as the overall 16-18 rate). When excluding English and Maths qualifications, the achievement rate of EHCP learners is 90% (pass is 98%, retention 92%). This is above the overall 16-18 achievement rate (excluding English and Maths qualifications) of 87% (pass rate 96%, retention 90%).

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At 85% the achievement rate for learners receiving ALS is the same as the overall College rate. The needs of our SEND learners are diverse including, autism spectrum condition, dyslexia, emotional and behavioural needs and more complex medical/physical conditions. Over the last two years we have seen a significant increase in learners with SEMH needs. Where possible, these are shared with curriculum teams prior to the learners starting on their course. This can depend upon timely consultations taking place between the college and the local authorities we work with. Where possible, college staff attend year 11 reviews and conduct transition work with identified learners. Each learner with an EHCP undertakes an annual person-centred review within which progress and future aims, including developing independence and moving towards adulthood, are discussed and actions agreed. Advice and guidance is provided to reach their goals and aspirations and actions set wherever appropriate. For mainstream learners; a One Page Profile and their EHCP are uploaded to pro-monitor to ensure that all staff are aware of individual needs. Additional learning support for adults who require it is effective in ensuring they progress and achieve successful outcomes. Support for apprentices who require it is provided and the process for doing this has been developed further in 2022/23.

Inclusion - Index of Multiple Deprivation, Safeguarding and Looked After Children

The pass rate for 16-18 safeguarded learners in 2021/22 was 93.4%, which is similar to the overall 16-18 pass rate. The retention rate however was 82.3% against a college rate of 91.1% (-8.8%). The overall achievement rate is 76.8%, which is -6.7% below the 16-18 college rate of 83.5%. Comparing this to 2018/19 (pre-COVID) the 76.8% 2021/22 achievement rate for safeguarded learners is +5.8% above the 2018/19 safeguarded learner achievement rate of 71%. This indicates that the gap has narrowed significantly from 14% to 6.7%, however a gap still remains in regard to retention for safeguarded learners.

In 2021/22 we identified 77 looked after children (LACs), an increase of 10 on 2020/21. 40 of these were Tameside authority learners (52%). The overall achievement rate for LAC's was 77%. This is -6.5% lower than the achievement rate for all 16-18 learners but is an increase of +6% on the achievement rates of LACs in 2018/19. The pass rate of 92% is slightly lower than the overall 16-18 pass rate of 94%, however at 84% retention was lower by -4%, highlighting a gap in retention for LAC learners. The retention has improved by +10% when it was 74%. The lower retention can be attributed to some of the barriers these learners face in engaging with their education. The LAC Achievement Co-ordinator role is funded for another year in partnership with the Virtual School to enable the close monitoring of the progress being made by LAC learners.

The following table indicates that 71.3% of qualifications are undertaken by students (all ages) from wards that are rated in the top 3 Index of Multiple Deprivation deciles. There are no significant gaps between the achievement rates of students in each decile, although it is noted the achievement of the 2.6% in decile 9 and 10 do perform better.

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	21-22 Leavers	21-22 Completers	21-22 Achievers	% of Leavers
1	90.3%	93.6%	**84.5%**	3,630	3,277	3,068	**38.0%**
2	89.7%	94.1%	**84.4%**	2,253	2,020	1,901	**23.6%**
3	89.8%	96.1%	**86.3%**	918	824	792	**9.6%**
4	89.9%	95.3%	**85.7%**	879	790	753	**9.2%**
5	89.4%	95.0%	**84.9%**	650	581	552	**6.8%**
6	91.3%	94.9%	**86.6%**	344	314	298	**3.6%**
7	87.0%	96.9%	**84.4%**	301	262	254	**3.2%**
8	91.4%	94.1%	**85.9%**	313	286	269	**3.3%**
9	96.8%	96.7%	**93.5%**	155	150	145	**1.6%**
10	98.0%	92.0%	**90.2%**	102	100	92	**1.1%**
Grand Total	**90.1%**	**94.4%**	**85.1%**	**9,545**	**8,604**	**8,124**	

The College also uses the cohort of learners who are on Bursary as an indicator as it is means tested and we have more learners access the bursary than identify as being eligible for Free School Meals (FSMs). At 84% the achievement rate for 16-18s on bursary is +0.5% slightly higher than of those who do not access bursary. Similarly, at 89% the achievement rate for 19+ learners accessing financial support is +4% above those who do not access financial support. At 82%, the achievement rate for learners receiving FSMs is slightly below the overall 83.5% 16-18 rate.

Ethnicity

The table below indicates that 84% of staff are White – British, which is a slight decline of 2% since 2021/22. 12% of staff are from other all other ethnic groups combined. The significant majority of staff from all other ethnic groups are teachers, with a smaller number in Business and Learning Support. Teaching staff are by far the most diverse group of staff in relation to ethnicity (14%). 93% of the management team are White British. In total 16 (3%) staff answered 'Prefer not to say' or did not answer so are 'not known'.

Ethnicity by Job type	Teacher		Assessor		Business Support		Learning Support		Management		Technicians		Grand Total	
Any other ethnic group	5	2%	0	0%	0	0%	0	0%	0	0%	0	0%	5	1%
Arab	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Bangladeshi	1	0%	0	0%	0	0%	1	1%	0	0%	0	0%	2	0%
Bl/Blk Brit African	3	1%	0	0%	1	1%	1	1%	0	0%	0	0%	5	1%
Indian	1	0%	0	0%	1	1%	2	2%	0	0%	0	0%	4	1%
Mix Any Other Mixed	2	1%	0	0%	0	0%	1	1%	0	0%	0	0%	3	1%
Mix White & Asian	1	0%	0	0%	1	1%	0	0%	1	3%	1	5%	4	1%
Mix White & Blk Caribbean	2	1%	0	0%	0	0%	2	2%	0	0%	0	0%	4	1%
Not known / Prefer not to say	10	5%	1	5%	0	0%	1	1%	1	3%	3	14%	16	3%
Pakistani	14	7%	1	5%	0	0%	1	1%	0	0%	0	0%	16	3%
UK	164	78%	20	91%	101	94%	81	86%	28	93%	17	81%	391	84%
White Any Other B/ground	2	1%	0	0%	1	1%	4	4%	0	0%	0	0%	7	2%
White Irish	3	1%	0	0%	3	3%	0	0%	0	0%	0	0%	6	1%
Grand Total	209		22		108		94		30		21		464	

The staffing profile is comparable with the Tameside census data (2011) as per the table below:

Ethnicity	White	Mixed / Multiple	Asian or Asian British	Black or Black British	Other
Tameside	90.92%	1.45%	6.20%	0.82%	0.61%

The following table shows that there are no significant gaps between the achievement of ethnic minority groups when compared to the White – British. The decline in Mixed (as a whole group) has been investigated and there is no specific issue identified. The 2022/23 achievement rate for this group will be closely scrutinised.

	Achievement Rates			
	18/19	**19/20**	**20/21**	**21/22**
Asian (as a whole group)	91%	87%	90%	89%
Black (as a whole group)	90%	91%	89%	85%
Mixed (as a whole group)	86%	87%	91%	80%
Other	94%	92%	90%	91%
White -British	85%	89%	91%	84%
Total	87%	89%	90%	84%

Yasmeen Zaman, a sports student at the college, has been selected by the AoC Sport (Association of Colleges) to take part in their 'Rising Leader Programme'. The programme aims to support young black, Asian and ethnic minority females to take up a career in sport or a related role by helping them to; build communication and leadership skills, motivate them to achieve and train them to plan and deliver various activities. Yasmeen combines her passion for football by playing in the college's women's team and as a volunteer coach at Manchester United Foundation. Yasmeen is the lead 'game changer' in the borough of Tameside where she inspires girls to take up football.

In Hair and Beauty, EDI is routinely embedded into sessions. Knowledge and skills are continuously developed in order that learners are able to adapt and tailor their practice for different skin and hair types, including clients of different ethnic groups. Type 4 dolls head, which replicate African Caribbean hair, are used to effectively to provide the skills necessary to manage this type of hair and to consider the products to be used. Teachers are encouraged to take advantage of naturally occurring opportunities to promote EDI topics. For example, carrying out intimate treatments or hair treatments in open salons and having to adapt positioning to protect religious beliefs and faiths. To help with this screens and other resources are available to ensure students can cater for all clients in all sessions.

Allena Anwar has studied hard at College over the last two years and has now successfully achieved her Level 3 Diploma in Beauty Therapy, is progressing to the next level of study and was awarded the Beauty Therapy Student of the Year Award.

Aleena began her learning journey at college in 2021-2022 on the level 2 Beauty Therapy Programme and progressed the following year onto the Level 3 Diploma in Beauty Therapy. On the programme she has demonstrated excellence both academically and practically. Achieving Distinctions throughout her qualifications. She is committed, driven and has demonstrated a professional approach to all of the clients in the salon. Aleena has applied and been accepted on a Level 4 qualification to study advanced skin treatments and laser.

College Values, particularly 'Value and Respect Each Other'

Staff involvement in creating the College's values and behaviours framework has been a critical factor in creating and maintaining a culture that will support the successful delivery of our People Strategy and Target Outstanding Strategy. During 2022-23 we have continued to embed the values and behaviours framework into key processes, e.g. 121s, appraisal (which was renamed 'It's My Responsibility' after that value). It has been embedded in staff feedback processes and the management team have completed a further cultural web analysis in order to measure impact. The Staff Awards have been rebranded and now align to our College Values. This has been well received by staff with nominations increasing on previous years.

340 staff completed the Staff Survey in 2022/23 compared to 327 in 2021/22. At 83%, although it is a slight decline o f-3% on 2021/22, it remains +1% above national average (NA). 85% of staff are happy to be working at the College, which is a decline of -7% on 2021/22, but remains +1% above NA. A significant factor contributing to these declines is the national issues regarding cost of living issues and wages. Although our pay award was accepted, we need to

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continue to optimise the impact our pay structures for our staff. This is also important as we need to be competitive in a challenging recruitment environment. Cultural indicators are high across the college:

- 96% are aware of the College Values and Behaviours Framework. This is +2% above last year and is +7 above NA.
- 95% are satisfied they are treated with respect by their colleagues. This is the same as last year and is +3% above NA.
- 80% are satisfied that they are treated fairly and equally. This is a slight decline of -4% and is -9% below NA.
  - The responses of 72% from Teachers (-7% decline from last year) indicates they are the least satisfied.
- 95% are satisfied that they receive help from their colleagues if needed and 94% are satisfied their area works well as a team. These are +1% and+9% above NA respectively.
- 92% are satisfied the college is a friendly place to work and 85% are happy to be working at the college. These responses are a decline of -3% and -7% on last year respectively and are both +1% above NA.
- Most importantly, the reports showing results by age, sex and ethnicity indicate there are no significant differences in the responses from different groups.

Our Human Resources Team support any concerns or grievances and also oversee case management in line with our HR Policies. The detail of these cases are reported regularly to SLT and a summary overview is presented to Governors. As part of this monitoring, SLT and Governors consider if there are any issues regarding our EDI Policy and Strategy. There were no issues relating to bullying, harassment or mistreatment of staff. As a result of SLT monitoring, the process for ensuring the timely implementation of any identified adaptations for staff and the monitoring of impact has been improved.

For students the College's Values and Behaviours Framework is focused on during Induction to ensure learners have self-identified the behaviours they expect from themselves and one another. 95% of students felt they are treated fairly and equally. Behaviours that underpin all five values ensure there is focus on creating an orderly and supportive environment that is conducive to learning. The tutorial programme builds on this, incorporating a wide range of topics including promoting high expectations and positive attitudes towards learning enabling the learners to gain knowledge, personal skills and attributes for both learning and employment. These topics link clearly to behaviours and attitudes and are also supported by the college Acceptable Behaviours Policy which, has ensured inappropriate or unacceptable behaviour is swiftly challenged and dealt with in a fair and appropriate manner. Furthermore, within the curriculum, tutorials and general behaviour management reference is regularly made to the behaviours and professional standards that are expected in the work place. This promotes good practice and skill development, but also ensures the potential consequences of unacceptable behaviours are considered and understood. 96% of students are satisfied that behaviour in their class is good, which is the same as 2021/22. There is a robust and well-managed approach to dealing with any challenging or inappropriate behaviour. Expectations are made clear and reinforced throughout the year. This has been more challenging due to the impact of COVID, as we have experienced more behaviour issues that can be linked to the impact of isolation and missed education as well as the ever changing social distancing rules. Any inappropriate behaviour within the classroom and the wider College environment is dealt with immediately and any action or targets required to prevent recurrence is instigated. Our behaviour management activity is closely monitored, with discrimination being a key area of focus. SLT receive a regular update on student behaviour and the governing body receive an annual report in order to monitor student behaviour and obtain a sense of the culture within the College. There have not been any significant behaviour issues related to EDI, although some of the abusive behaviour we have dealt with has contained elements of behaviour that does not adhere to our EDI Policy or College culture, e.g. language used. The main EDI related issues are use of inappropriate language or low level behavioural issues. Both are challenged well, in both the classroom and in the general College environment. Each have been acted on swiftly and appropriately, with action taken to prevent recurrence. For example, there was an incident of bullying outside of College between two sets of students from different curriculum areas. Restorative justice and well planned activity between the two curriculum areas during anti-bullying was used to successfully address the issue and prevent recurrence.

Coordinated cross College theme weeks and events ensure there is a constant focus on positively promoting and celebrating EDI themes. Events supported include EDI Week, Anti-Bullying Week, LGBTQ+ Awareness Month, Week, World Mental Health Day. Tutorial content, student services / enrichment activities and a relevant focus in curriculum content support the positive promotion of these themes. These are complemented further by other activities within curriculum and support areas, for example, Clarendon students have had Cultural Dress Day, ELF Day

for Alzheimer's Awareness, Ramadan and Chinese New Year celebrations, Black History Month activities. Access students have taken the opportunity to explore and develop EDI topics in specialist subject areas. Staff in several lessons exploited opportunities to support students' learning about EDI related topics within lessons, e.g., in Education, students explored models of disability and in Social Sciences, students discussed and subsequently voted on whether there was a class system in modern Britain. Creative students have engaged in cross college themed activity. For example, in Anti-Bullying Week Animation students created themed posters, Art students created hand shaped sculptural messages and photography students created positive postcards. Media students interviewed learners and created an awareness short film and Performing Arts did a Physical exploration/devising work of the poem 'Back in the Playground Blues' by Adrian Mitchell. In addition, many Creative students are supported to use their independent choice section of their final projects to follow themes relating to mental health, identity, global and environmental awareness and culture. This work is celebrated when presented in the End of Year Shows, Performances in the Theatre and digital work displays. The Pearson Level 3 Art and Design Standards Verifier stated in her report, "The project brief 'Face your Fears' is placed in the context of designing social media posts or a media campaign for Young Minds, a mental health organisation. The theme is open to interpretation and encourages a range of creative exploration. Contextual information is included on brief to inform learners about the subject/organisation, the brief also contains an excellent range of visual examples in order to inspire learners." SV report LV3 Art & Design Pearsons. Hair and Beauty learners have a good understanding of how to work with a wide range of clients with additional needs. The open salons are available to all genders, disabilities and cultures. Innovative cultural awareness sessions are effective in developing learners' confidence in working with different groups of clients. This ensures learners can confidently work with a wide range of clients and all clients are treated with care and respect. Catering students engage in a wide range of activities to develop learners' understanding of equality, diversity and inclusion. These include supporting activities such as LGBTQ+ Awareness, EDI Week, National Autism Week, Anti-Bullying Week and Stress Awareness Week.

As a conclusion to the Values section, the following photos were taken at the recent HE Graduation and 16-18 Student Awards events. We are very proud of Ewan McDonald who has been awarded both Student of the Year – A Level: Science, Technology, Engineering & Maths (STEM) and Overall Clarendon 6th Student of the Year Award.

Ewan is arguably one of the, if not the highest achiever in the college. The results of his A Level Physics and A Level Mathematics formal assessments are tremendous, with him scoring four A*'s and two A's in each, demonstrating the amount of time, effort and seriousness he puts into his studies. Ewan is considering a career that includes the use of computer science, including the degree apprenticeship pathway – which is extremely competitive; Ewan knows this but is confident in his own ability to succeed. Ewan's attitude to study is phenomenal and that's why he has been named student of the year.

As well as celebrating achievement, the pictures also reflect our complete commitment to ensuring there is culture of diversity and inclusion within the College and that this permeates through everything we do.
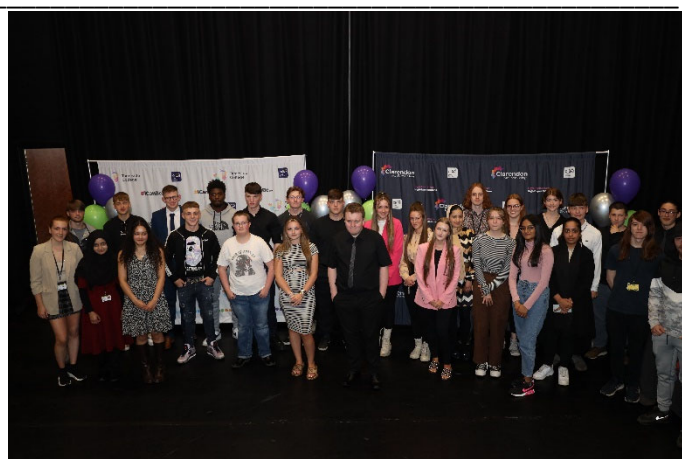
Staff Training and Development

Mandatory EDI training is provided for all new staff as part of our induction processes and this is complemented by other training and awareness raising activity throughout the year. During 2022/23 a SEND Strategy Group was formed to consider local and national policy developments in order to review our SEND strategies and develop them further to ensure we can effectively support our students in the coming years. The January Inset Day focused on developing staff awareness and understanding of SEND, including how we support students with Educational Health Care Plans (EHCPs). This has been further supported with staff briefings. A new Head of SEND post has been created to continue this work in 2023/24. The curriculum self-evaluation report and appraisal process for 2022/23 was amended to improve the evaluation of the promotion of EDI in each curriculum area and for each staff member. This has proven successful with strengths and areas for improvement identified and acted on. Where improvements are required, actions are included in the relevant improvement plan.

College Governing Body

The College's Governing Body is continually reviewing the characteristics of its members in order to ensure there is fair representation. As of 1 May 2023, there were 14 governors in post at the College and their profile is summarised in the following table:

Sex	Male = 9, Female = 5
Age Range	16 – 18 = 1, 25 to 34 = 1, 35 to 44 = 1, 45 to 54 = 3, 55 to 64 = 5, 65+ = 2
Disability	Yes = 1, No = 13
Ethnicity	White British = 11, Irish = 1, Bangladeshi = 1, Other Asian Background = 1