

## **Draft Report**

## **Equality and Diversity Annual Report, 2015-16**



## 1 Introduction

Weston College was praised for its commitment and approach to Equality and Diversity during the 2013 Ofsted inspection. The Equality & Diversity priority for 2015-16 continued the improvement of equality practice within the learner journey, roles and responsibilities of staff and to improve the performance of groups that under achieve.

Work during 2015-16 has continued to raise the standard of equality practice and improved the consistency of delivery within the curriculum. This approach is measured against the Common Inspection Framework. The College continues to work towards outstanding practice.

## 2 College Ethos

| <b>Yourself</b>   | <b>Other people</b>                               |
|---|---|
| ✓ We make and support healthy choices   | ✓ We treat everyone fairly                        |
| ✓ We ask for help when we need it   | ✓ We listen to each other                         |
| ✓ We report any harassment or bullying  | ✓ We celebrate our diversity                      |
| ✓ We challenge inappropriate behaviours   | ✓ We promote equality                             |
| ✓ We contribute positively  | ✓ We are inclusive and friendly                   |
| ✓ We communicate our needs  | ✓ We think about the impact of what we say and do |
| ✓ We tell people when they've got it right  | ✓ We offer help when we can                       |
| ✓ We give constructive feedback when people get it wrong                            |   |
| ✓ We accept help when we need it  |   |
| ✓ We are ambitious for ourselves  |   |
| <b>The opportunity to learn</b>   | <b>The environment</b>                            |
| ✓ We aim to achieve our full potential  | ✓ We are a safe place                             |
| ✓ We attend punctually  | ✓ We keep college property clean and tidy         |
| ✓ We complete our work on time  | ✓ We aim to make all the College accessible       |
| ✓ We notify the college when we can't attend  | ✓ We support college policies                     |
| ✓ We switch off mobile phones during lessons, meetings and whilst using the library | ✓ We dress appropriately                          |
|   | ✓ We use technology appropriately                 |
|   | ✓ We eat and drink in designated areas            |

Weston College is a place of learning with a shared purpose of 'Creating Brighter Futures'. We aim to create a secure and welcoming environment for all members of our community. So that everyone can enjoy learning to achieve their full potential, Weston College expects all staff, students and visitors to maintain our culture of RESPECT.



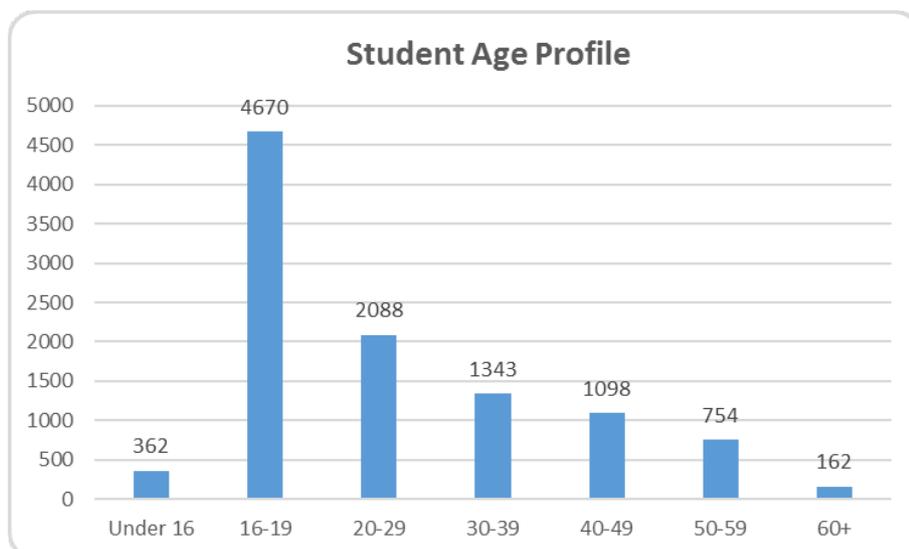
### 3 Key Targets and Achievements

Every year the College reviews and sets targets to improve the equality of opportunity for students. The targets and progress for 2015/16 are listed below.

| Equality Objective   | Status               |
|--|----------------------|
| Ensure E&D is consistently embedded in teaching, learning and assessment practice  | Significant Progress |
| Create a learning culture of 'Respect'   | Significant Progress |
| Provide high quality training and learning opportunities for all students  | Significant Progress |
| Enable all staff to understand their roles and responsibilities in relation to equality and diversity  | Significant Progress |
| Achieve high success rates, excellent progress and effective progression by all students   | Significant Progress |
| Enable all learners to access learning facilities, resources and support   | Significant Progress |
| Effectively impact assess the work of the College and take appropriate and reasonable action where necessary   | Progress             |
| Ensure student activities allow all students to explore personal, social and ethical issues that prepares students to actively participate in modern British society | Progress             |

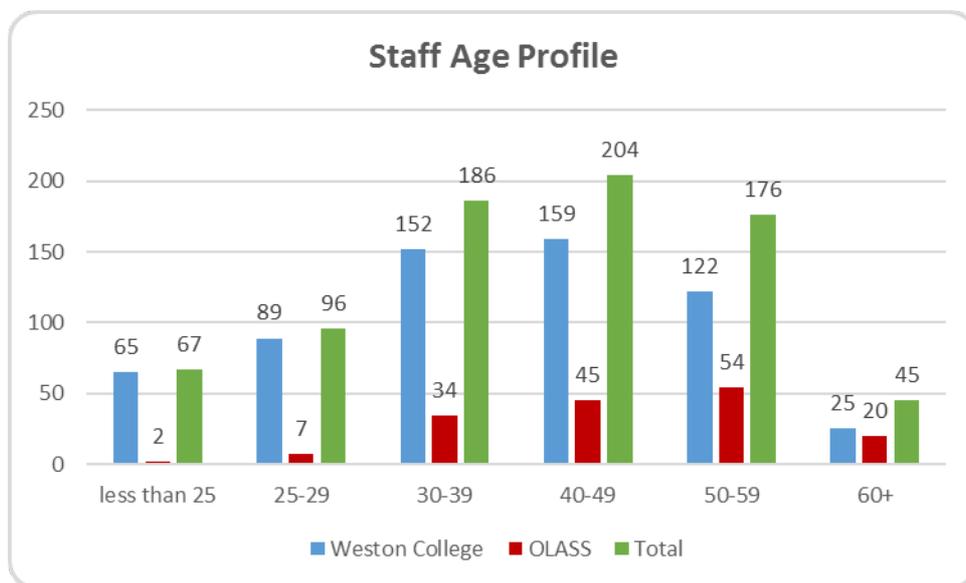
### 4 Age

In 2015-16 the student age profile was between 11 and 76 years. The graph below illustrates the distribution of the age groups. 16-19 students represent 44.6% of the student population.





College staffing numbers are 774 split Weston College (612) and OLASS (162).



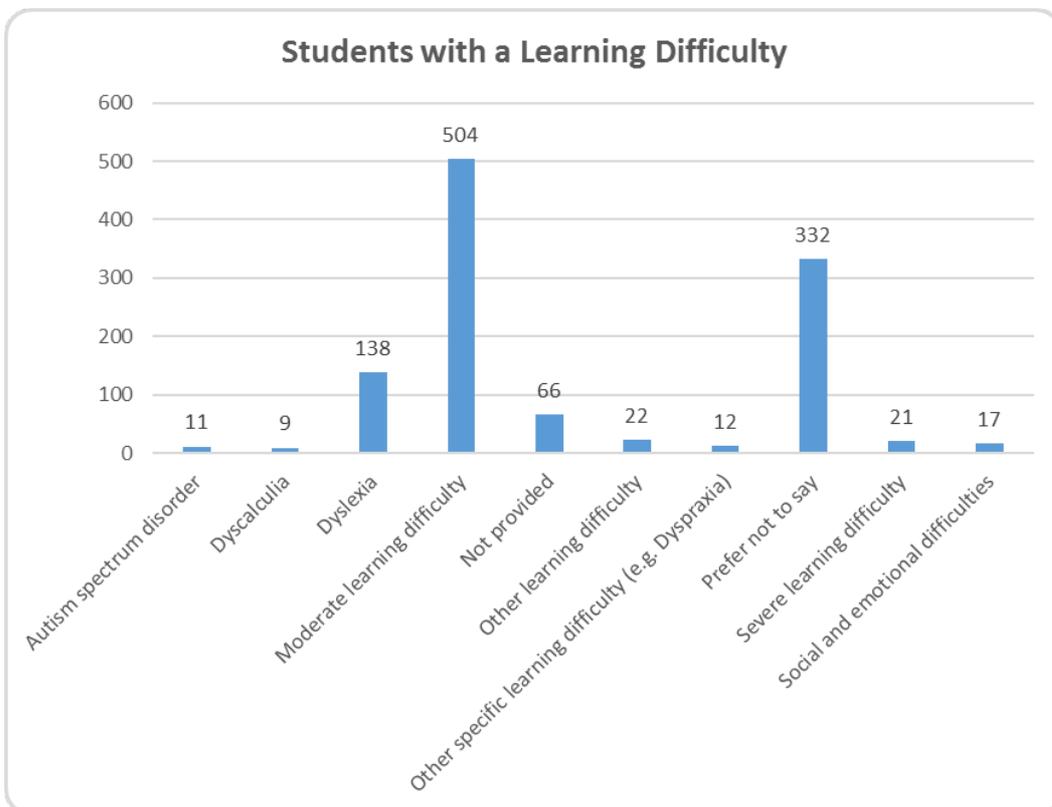
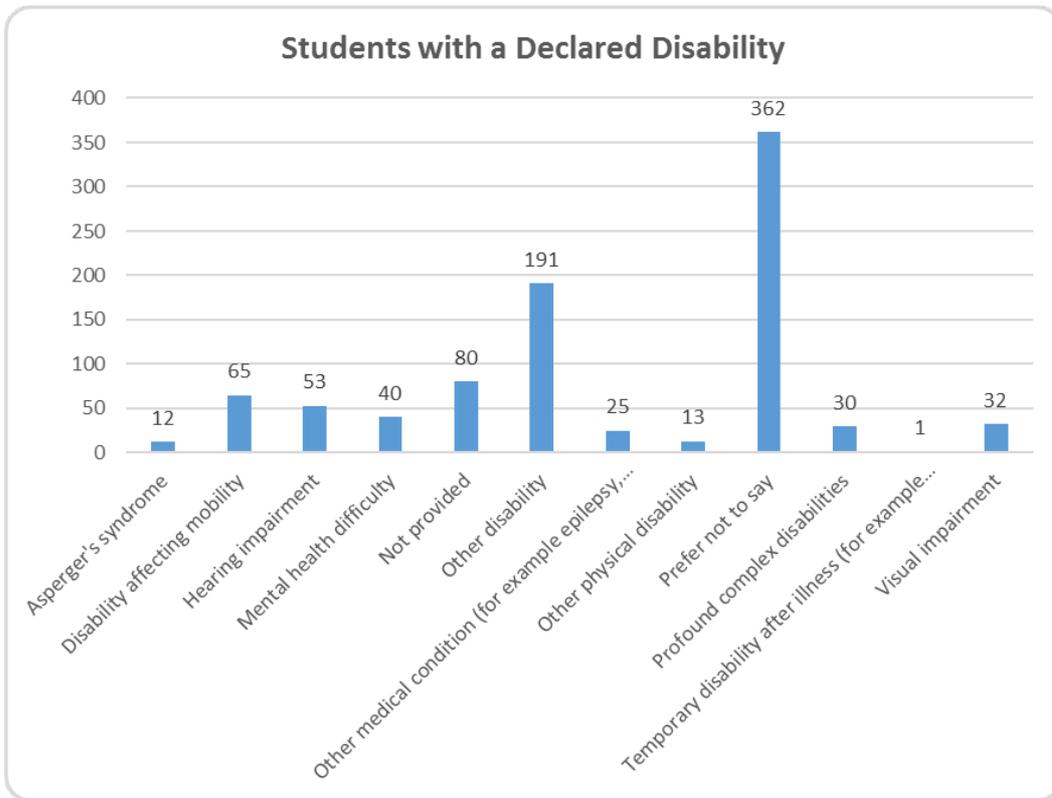
## 5 Disability

The provision for students with High Needs is outstanding. A range of individualised high quality programmes are in place, enabling students with learning disabilities and difficulties (LDD) to progress towards further learning, employment and/or independent living. For example, the proportion of LDD students progressing to employment or work based training has increased from 10% in 2013/14 to 19.7% in 2015/16. This significantly exceeds the national average of 6%.

The College supported 502 High Needs students from five different local authorities. The College has outstanding resources to support learners Learning Difficulties and Disabilities (LDD). For example, in 2015/16 the College opened a new Sensory Learning Base for students with profound and complex learning difficulties.

Excellent transition programmes have been developed to ensure LDD students experience a seamless move from school to college. LDD Specialist Practitioners, collaborative partnerships with local schools, specialist provision, National Star College and other organisations ensure that LDD students settle quickly and effectively into their new environment.

The following graphs demonstrate the wide variety of declared learning difficulties and disabilities effectively supported by the college.



Retention, achievement and progression outcomes for students in receipt of learning support is equal to those who do not receive support.

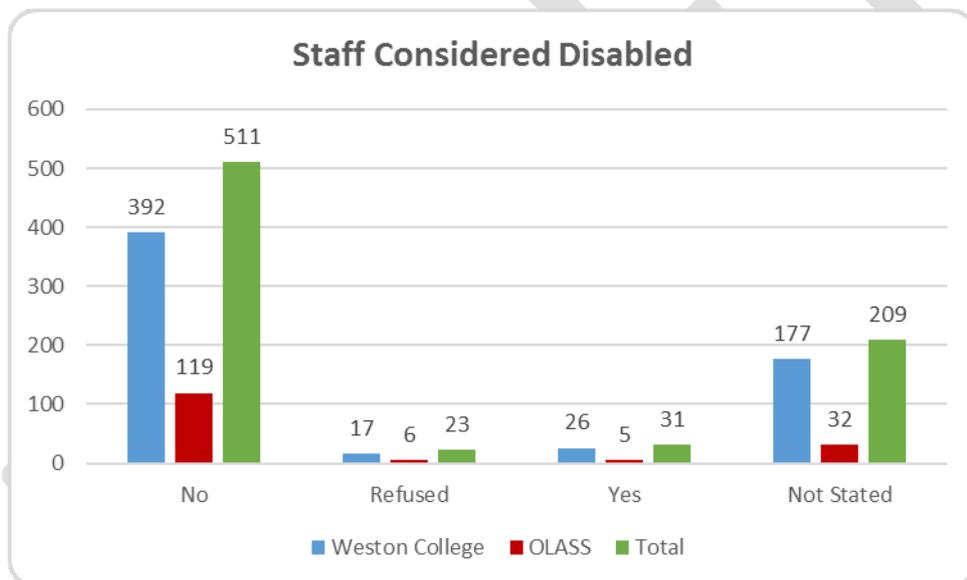
The ALS team provide high quality individualised support programmes through an innovative Specialist Support Model. Following participation in an Ofsted review on special educational needs and disabilities, the College

has received local and national recognition for this, regularly delivering training and support for Colleges both nationally and regionally.

A well-established link programme with the three special schools within North Somerset enables young people with complex and severe learning difficulties in years 10 to 13 to attend college on a part time basis. This programme has been vital in the transition process from school to college and has helped identify students whose individual support needs can be met locally at the College. 100% of students on the link provision successfully transitioned in to College in 2015/16.

Working in partnership with the local authority, the College has also developed an effective transition programme for Pre-16 LDD students, many of whom were not previously accessing education. This 'Early College Transfer' programme has been transformational for six people with very complex needs whose needs could not be met by the Local Authority. All six students have progressed onto full time specialist programmes at the College for 2016/17.

The College offers specialised support for learners on the autism spectrum through its residential training facility 'Weston Bay'. The facility is meeting an increasing demand for training, which includes a residential element to develop independent living, social skills and employability skills alongside the learner's programme of study. More than 120 learner's accessed the facility and the specialist training that it offers in 2015/16, an increase of 28%. Strategically, the College is considering how it can expand the resource to meet demand. This could include the opening of a second 'Weston Bay' in the future within North Somerset or Bristol.

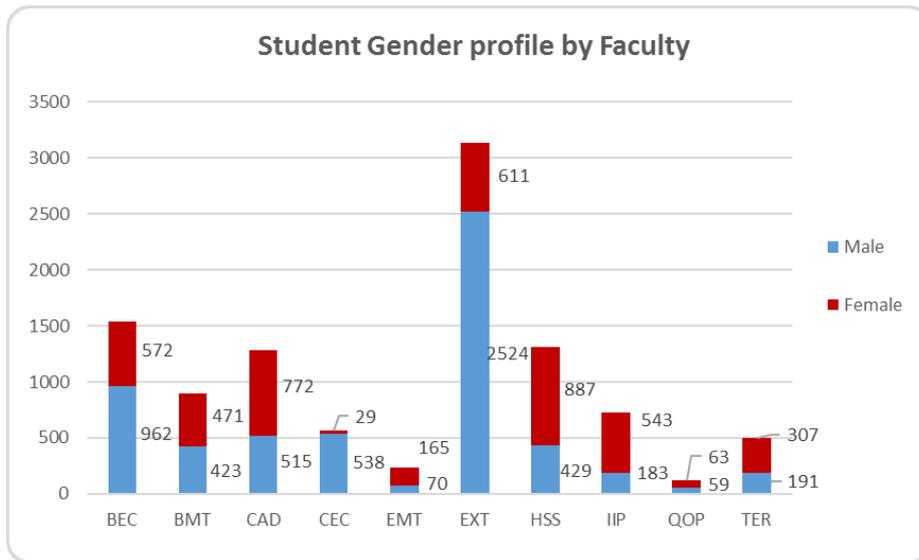


The declarations of disability for staff at the College has marginally increased to 4%. The latest information for the South West (2008/09) average for Further Education was 2.4%. The College has the 'two ticks' standard demonstrating it is positive about disabled people.

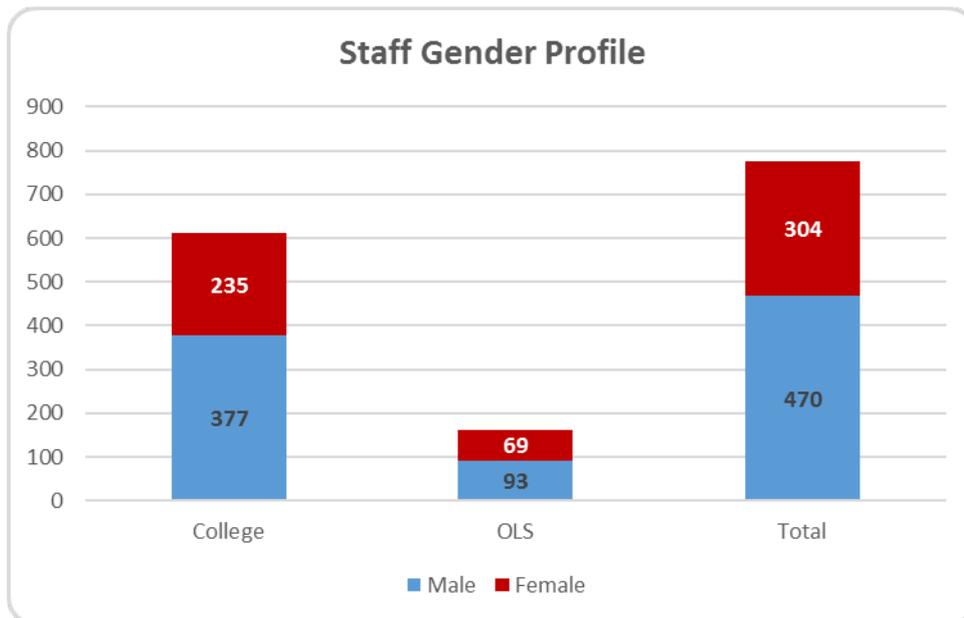
## 6 Gender

In 2015-16, the student population was made up of 58% male and 42% female – a narrower gap than 2014-15 at 63% male and 37% female. The graph below shows the gender profile by college faculties and the gender divide within faculties.

In 2015-16, the college has been successful in narrowing the achievement gap between the genders. Overall the College has successfully closed the achievement gap between genders in 2015-16.



The staff gender profile is the similar to the student profile with 61% of the staff are male and 39% are female. The corporate team is split 5 male and 3 female.



## 7 Ethnicity

The proportion of the student population from a minority ethnic background is 15% for 2015-16.

| Ethnicity                                     | Students | % of Students |
|---|----------|---------------|
| English/Welsh/Scottish/N.Irish/British        | 8876     | 84.72         |
| White Other                                   | 555      | 5.30          |
| White Black Carribean                         | 133      | 1.27          |
| African                                       | 118      | 1.13          |
| Pakistani                                     | 107      | 1.02          |
| Any other Black/African/ Carribean Background | 97       | 0.93          |
| Any other Asian background                    | 72       | 0.69          |
| Carribean                                     | 71       | 0.68          |
| Not Known/Not provided                        | 64       | 0.61          |
| Other Ethnic Group                            | 64       | 0.61          |
| Any Other Mixed/multiple ethnic Background    | 61       | 0.58          |
| White and Asian                               | 55       | 0.52          |
| Indian  | 49       | 0.47          |
| White Black African                           | 36       | 0.34          |
| Irish   | 33       | 0.31          |
| Chinese                                       | 32       | 0.31          |
| Bangladeshi                                   | 30       | 0.29          |
| Gypsy or Irish Traveller                      | 12       | 0.11          |
| Arab  | 11       | 0.10          |
| Mixed White Black African                     | 1        | 0.01          |

The staff ethnicity profile is shown in the table below.

| Ethnic Origin                     |     |
|-----------------------------------|-----|
| Asian or Asian British background | 2   |
| Black or Black British background | 2   |
| Mixed                             | 9   |
| Not Stated                        | 39  |
| Other Ethnic Groups               | 1   |
| White                             | 559 |

The staff profile for ethnic profile in OLASS is shown in the table below

| Ethnic Origin                     |     |
|-----------------------------------|-----|
| Black or Black British background | 1   |
| Mixed                             | 1   |
| Not Stated                        | 24  |
| White                             | 136 |

The Human resources team continue to make robust efforts to recruit a diverse workforce.

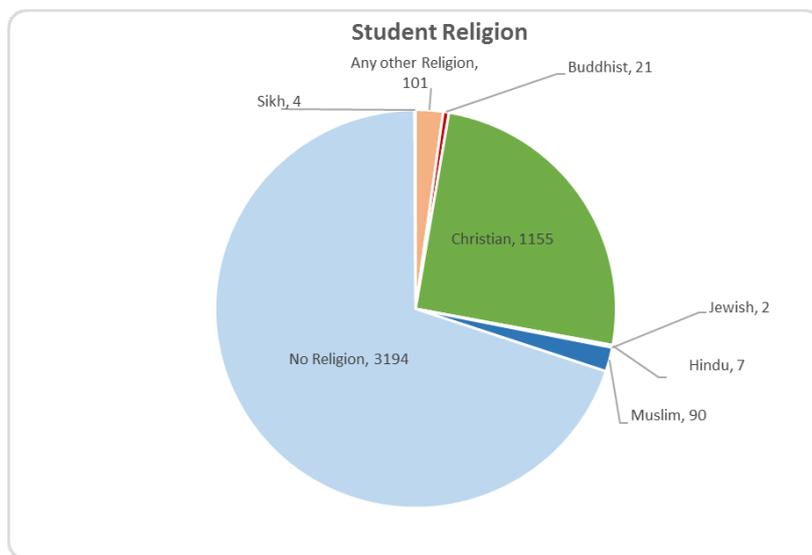


## 8 Religion and Belief

Following requests from students, the College has identified a room at each campus for quiet reflection or prayer. These rooms are available at key points throughout the day and will be increasing the availability of Quiet Rooms in 16/17.

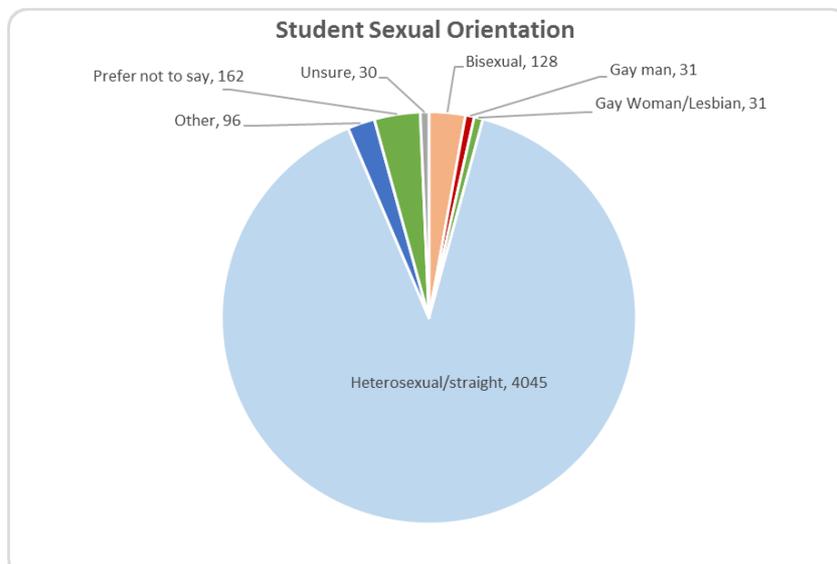
The collection of this information on faith and belief has enabled the college to ensure, where reasonably practicable adjustments are made, to meet the needs of the individual student.

The following chart presents the available information of students that disclosed information regarding their beliefs.



## 9 Sexual Orientation

The following chart presents the available information of students that disclosed information regarding their sexual orientation.



## 10 Looked After Children

The support for Looked after Children (LAC) is good. All LAC students stayed at College until the end of their programme. The majority achieved on their main study aim. 89% of LAC students had a positive progression into further learning or employment. The College holds exemplary status by Buttle for its support for LAC students.

## 11 Bullying and Harassment

The College has robust systems and processes to protect students and staff from bullying and harassment.

Students feel that the College is a safe and welcoming environment with 99% of students surveyed stated that they felt safe, and 98% reported that they felt welcomed at the College.

## 12 Safeguarding

The College prioritises the safety of learners and staff. The college is committed to raising the awareness of learners on how to stay safe and make informed choices. To enhance this priority the College has developed a PREVENT strategy through which learners will be trained to recognise their own and peer vulnerabilities of being drawn into terrorist and non-violent extremism. Participation in activities that develop learner awareness of staying safe and making informed choices continues to develop and improve.

More than 99% of learners reported that they felt safe and secure at the College or in their work placement. Learners understand how to be safe through bespoke activities that form part of their induction and tutorial programme. For example learners undertake online learning modules in Prevent, safeguarding, e-safety and health and safety. Bespoke tutorials delivered at induction include a session on 'Our Culture' which promotes respect, tolerance and behaviours that support a positive learning culture. Safety of students is further reinforced throughout their programme through cross-college theme weeks and within the curriculum delivery.

The College has a very strong e-safety policy to ensure learners are well informed of how to be safe online. Advice and information relating to e-safety is embedded into the induction process and promoted through the curriculum, VLE resources, a theme week and CollegePlus.

The College recognises that learners' understanding of safeguarding and e-safety has significantly improved following the bespoke safeguarding qualification which is integral to induction for all students. With 'Safer Internet' cross college theme week a focus in February 2016.

Led by a member of the Corporate Team procedures for safeguarding are effective and well promoted. Appropriately trained, designated Safeguarding Officers and First Response Officers are based at each campus to ensure incidents are dealt with quickly and effectively.

At the request from students, from September 2015 access barriers have been in operation at Knightstone and University Campus as well as South West Skills Campus.

## 13 Teaching Learning and Assessment

Equality and Diversity is promoted and embedded into teaching learning and assessment. While this is very good it remains an area of focus in a small minority of curriculum areas. The tutorial programme embeds equality and diversity including the promotion of events such as Internet Safety, Anti Bullying and Drink and Drug Awareness. Led by the Senior Vice Principal Curriculum and Quality the Personal Development,

Behaviour and Welfare Summit provides and oversees a comprehensive calendar of activities throughout the year.

Staff development for Equality and Diversity is comprehensive and high quality. Staff are confident reinforcing roles and responsibilities and in developing outstanding Equality and Diversity practices.

The College has excellent working relationships with community groups and uses these to advise on ways to improve.

The new anticipated Ofsted CIF will include a focus on fundamental British Values. These are:

- democracy
- the rule of law, individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Throughout 2015/16 the E&D Committee has recognised the wider remit which includes fundamental British values. Providing many opportunities for students to engage and recognise key events such as the referendum on Europe.

Staff development, curriculum planning and the wider enrichment offer will all consider how British values can be better embedded and promoted.

## 14 Promotion and Engagement

The College is very proactive in promoting and celebrating equality and diversity and tackles any unfair discrimination. There is very good promotion of diversity and the wider remit of fundamental British Values through induction, College Plus, group tutorials and theme weeks. Approaches for dealing with equality and diversity issues through the one-to-one tutorial programme are good. The tutorial programme reflects and promotes the high value the College places on equality of opportunity for all.

The College contributes to the collection of informal equality related complaints. These are recorded, facilitating the flow of information into the Reporting Hate Incidents in North Somerset project so that any regional trends are captured.

All students participate in an Equality & Diversity tutorial and equality issues are raised and discussed at every Learner Voice meeting. More than 97% of students state that they have not felt disadvantaged or excluded at Weston College because age, background, culture, disability, ethnicity, disability, gender, gender identity, religion or sexuality.

The College has a strong ethos of respect, which is framed through 'Our Culture'. The College expects learners to manage their behaviour well and proactively intervenes at an early stage. 'Our Culture' is widely promoted in the College and reinforced to learners at interview and through induction and tutorial.

Theme weeks are widely promoted with drop-ins by professionals from the ASPECT and Welfare team or local support agencies such as Alcoholics Anonymous. Events such as Black History Month, Deaf awareness, Healthy Living are supported by displays, presentations all of which are supported by curriculum teams.

The promotion of Equality and Diversity in the workplace is very good. All learners and employers are given a thorough induction that embraces Equality & Diversity policies and procedures. The College expects its sub-contractors and employers to demonstrate a high level of commitment to Equality & Diversity

## 15 Leadership and Management

The Equality & Diversity Committee is responsible for ensuring that all statutory obligations and legal requirements regarding Equality and Diversity are met. The Committee reviews and monitors the equality

objectives ensuring that they are contributing to the development of ‘best practice’ across the College. The committee has cross college representation to ensure the continuation of the College approach of giving responsibility of equality and diversity to everyone connected with the organisation.

The E&D Committee will be enhanced in 2016/17 to recognise the wider remit which includes fundamental British values.

| Committee Membership                                   |
|--|
| Senior Vice Principal – Curriculum and Quality         |
| Executive Director – MIS, Exams and Learning Resources |
| Governor with portfolio for Equality & Diversity       |
| Student Union Equality & Diversity Officer             |
| Student Union Disabilities Officer                     |
| Head of Human Resources                                |
| Head of Marketing                                      |
| Head of Quality  |
| Executive Director – Business Enterprise               |
| Head of Faculty Service Sectors                        |
| LDD Strategic Lead Curriculum                          |
| LDD Innovation and Strategic Lead                      |
| Head of Sixth Form                                     |
| Head of Student Services                               |
| Assistant Director – Academic Registry                 |
| Representative from Curriculum and Staff Quality Forum |
| College Chaplain                                       |

Weston College governors lead the way in the promotion of equality and diversity and receive regular training and information on the statutory legislation and training and development within the college.

## 16 Future Plans

The Equality Objectives are cross college objectives that have been set to drive forward equality and diversity and to meet public sector duties.

These are the key areas for development in 2016-17 and onwards:

- Annually review the Equality Objectives and associated milestones
- Further reduce and overcome the barriers to participation in education
- Enhance the use of achievement gap data to further improve outcomes for different groups of students
- Ensure that equality and diversity is embedded consistently throughout the curriculum
- Provide high quality training and learning opportunities for students and staff
- Provide high quality training and learning opportunities on digital skills and accessibility
- Refocus the E&D Committee to recognise the wider remit of Fundamental British Values