

**EVERYONE
BELONGS**



City of Bristol College

SINGLE EQUALITY SCHEME

2022/23 - 2027/28



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Introduction

At City of Bristol College

***We believe that
EVERYONE BELONGS***

We strive to ensure that the College is a welcoming environment for students, colleagues, partners and the wider communities we serve. We are on a journey to ensure that Equity, Diversity & Inclusion (ED&I) underpins everything we do.



Purpose

This Single Equality Scheme provides a strategic overview of City of Bristol College's performance and key actions in relation to Equality, Diversity and Inclusion (ED&I) legislation since the last published report and sets out our ambitions for 2024/25 and beyond.

We actively work to advance ED&I and eliminate any form of discrimination in line with college policies and procedures and in compliance with the Equality Act 2010 and all relevant legal requirements.¹

As part of our requirement to meet the Public Sector Equality Duty we have due regard to:

- ▶ Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- ▶ Advance Equality of opportunity between people who share a protected characteristic and those who do not
- ▶ Foster good relations between people who share a protected characteristic and those who do not.

This report forms part of our published record to show how we:

- ▶ Demonstrate compliance with the general equality duty
- ▶ Share our equality objectives

Detailed information regarding progress against our annual objectives can be found in the ED&I Annual Report 2022/23 and related procedures.

Statement of Intent

- ▶ We are committed to meeting, and where possible exceeding, legal and statutory ED&I requirements
- ▶ We seek to ensure that City of Bristol College is a place where 'Everyone Belongs.'

¹Sex Discrimination Act 1975, Employment Equality (Sex Discrimination) Regulations 2005, Employment Rights Act 1996 (The Public Interest Disclosure Act 1988 (PIDA) amended the 1996 Employment Rights Act), Employment Act 2002, Equal Pay Act 1970, Human Rights Act 1998, Race Relations (Amendment) Act 2000, The Disability Discrimination Act 1995 (Amended) Regulations 2003, The Equality Act 2010 (Specific Duties) Regulations 2011, The Special Education Needs and Disability Act 2001, Rehabilitation of Offenders Act 1974 and Protection from Harassment Act 1997

Progress since the last Single Equality Scheme

Since the last published Single Equality Scheme, we have been on a significant quality and financial improvement journey and, in January 2023, were awarded Ofsted GOOD.

The Ofsted report recognised the diversity of the College and the positive culture which has been established:

"Staff and students collectively create a culture where students and apprentices can be themselves. As a result, students and apprentices are respectful and value the diverse and inclusive college population."

Demographic

CoBC Students

The College intake reflects the diverse communities we serve positively, attracting students from a wide range of ethnic groups. The gender of our students reflects a broadly balanced split between female and male students overall but the majority of our apprentices are male (68% in 2022/23) and only 12% of Apprentices in 2022/23 were from a Global Majority background.

Since the last report in 19/20, achievement for all students is generally similar across the board in all demographics but we had identified gaps for students in the following areas:

- ▶ High Needs (22/23: 83.2% (0.3pp less than overall achievement))
- ▶ 16-18 Care Leavers: (22/23: 83.5% vs 83.2 in 19/20)
- ▶ 19+ Caribbean female (22/23: 91.3% which is an increase of 8.9pp since 19/20 and 2pp higher than the overall adult average)
- ▶ 16-18 Bangladeshi students (22/23: 90% achievement vs 64.3% in 19/20)



5 Progress

The EDI group, under the leadership of the Exec Champion for EDI, are updating priorities for the next reporting period. Data is currently being reviewed to consider suspensions, exclusions and withdrawals, particularly for young people with SEND and Global Majority students in proportion to their peers. The college has placed significant emphasis and actions to address attendance issues, and we are currently reviewing data by student demographics.

The High Needs Group meet fortnightly to consider key actions to address disproportionality in SEND, reviewing achievement rates by those with an Education Health and Care Plan (EHCP) against those who do not, reviewing and improving careers information and guidance for students with SEND, and analysing destinations and progression pathways.



93.3% of students responded positively in the student survey to the question: "The College promotes equality, diversity and inclusion."



6 Progress

CoBC Employees

Our staff population is in line with gender norms for the sector (64% female). We have seen an increase in the number of female managers and our gender pay gap has reduced from a mean of 12.8% in 2021 to a mean of 9.6% in 2022. This remains well below the latest published comparison data for 2021 averages for the education Sector of 17.7% and the 2021 UK national average of 14.7% for all employees (Gender pay gap in the UK - Office for National Statistics (ons.gov.uk)).

Whilst 9% of our employees have declared a disability, and we are a Disability Confident Employer, a significant portion of our employees have 'not declared.' We continue to encourage staff to update their sensitive information in our employee self-service system across all protected characteristics to provide us with benchmark data, to analyse gaps and to measure the impact of our ED&I activities.

80% of staff say that equality of opportunity is embedded into the community of the college in a recent staff survey.

More detailed statistical information can be found in the College's annual ED&I report and other published information.

Working in Partnership

We recognise that to make significant positive ED&I changes we need to work in partnership in the City, the region and beyond. Since the publication of our last Single Equality Scheme we have continued to work with a wide range of partners including:

- ▶ Bristol Women's Commission
- ▶ Bristol Women in Business
- ▶ A range of Bristol City Council partnerships including race equality in education
- ▶ Bristol Future Talent
- ▶ Bristol Pride

The College is a disability confident organisation

The College is a real living wage employer and is accredited with the West of England Good Employment Charter

We are a College of Sanctuary and take an active role in Bristol as part of City of Sanctuary



7 Progress

Single Equality Objectives -last published scheme	Progress made since publication	Forward look 2023/24 onwards
<p>Policy Management & Planning</p> <p>Ensure that the College meets the requirements of the Equality Act 2010.</p> <p>Demonstrate leadership for Equality and Diversity. Ensure that all stakeholders including employer-based learning providers/ suppliers and subcontractors share our commitment to E&D. Improve the promotion and celebration of ED&I across the College.</p> <p>Create Targets to ensure that CoBC works towards creating a positive and improving experience for ALL.</p>	<p>Governor link for ED&I</p> <p>Executive Champion role for ED&I</p> <p>ED&I Steering group established and meeting regularly</p> <p>Raised profile of ED&I internally</p> <p>ED&I embedded in current strategic plan as an underpinning theme</p>	<p>Further embedding of ED&I through the new strategic plan</p> <p>Revised and refreshed policy documents</p> <p>Audit of activity to be undertaken to provide baselines</p> <p>Budget and resources will be allocated to undertake the audit and provide steer and support for addressing ED&I gaps</p> <p>Detailed action plan to monitor actions to our goal with clear deadlines and accountabilities</p>
<p>Student Experience</p> <p>Involve Students in the promotion of E&D across the college including utilising and developing Student Voice mechanisms.</p> <p>Ensure that all additional activity e.g. recruitment, induction, enrichment and tutorials complies with ED&I legislation and college commitment to inclusion.</p> <p>Ensure all students of any Faith or none are supported in exploring their spirituality and that there are no barriers associated with the practice of faith.</p> <p>Ensure all students with health and welfare issues including mental health concerns are supported to achieve their potential.</p>	<p>Improved student voice in place and improved reporting mechanisms</p> <p>ED&I representatives on the refreshed student council - LGBTQ+ communities, black and ethnic minority groups, and students with an identified learning need or disability</p> <p>Additional social and cultural events through curriculum and tutorial activity</p> <p>Achievement and progression data monitored and areas for improvement (plus action plans) are included in the College quality improvement plan</p> <p>Produced a Mental Health Strategy</p>	<p>Continue to identify and take appropriate action, where required, to close attainment gaps where these arise</p> <p>Review of the support we offer for people of all faiths and none</p> <p>Produce a revised Mental Health Strategy to meet the needs of students and employees</p> <p>Further develop the tutorial and personal development curriculum to reflect changes in ED&I, to be responsive to local/national/ global issues and continue to develop wellbeing and culture of belonging.</p> <p>Continue to improve our careers offer to further support entry into or through the workplace for those who face barriers.</p>

8 Progress

<p>Staff</p> <p>All procedures associated with recruitment, induction, promotion and progression are free from barriers for any group.</p> <p>Ensure that ED&I is embedded appropriately in all Curriculum Delivery.</p> <p>Ensure staff have the knowledge and competency in ED&I issues associated with their role.</p> <p>Ensure all staff with health and welfare issues including mental health concerns are supported to achieve their potential.</p>	<p>Improvements made to employee recruitment practices</p> <p>Staff training in ED&I established as part of mandatory induction</p> <p>Additional training provided through professional development activities</p> <p>Mental health champions in place for staff</p>	<p>Establish a regular cycle of training following induction as part of CPD</p> <p>Bespoke training to support individuals in key roles to enable them to achieve our ED&I ambitions</p>
<p>Data Collection and Analysis</p> <p>Collect and analyse all student and staff E&D data in order to drive our quality improvement plan. Ensure that all data monitored by E&D categories for both staff and students is reported and actioned where emerging trends are identified</p>	<p>Regular campaigns to encourage staff to share data to provide baseline measurements</p> <p>Gender pay gap reporting introduced</p> <p>Reviews of ED&I data by the Executive, Senior Leadership Team and Governors</p>	<p>Continue to encourage employees to provide personal data, being clear about why we are requesting the data and treating sensitive data appropriately</p> <p>Create an environment of psychological safety to enable staff and students to share their lived experiences</p> <p>Introduce ethnicity pay gap reporting</p> <p>Ensure all our ED&I activity is underpinned by evidence and measure impact</p>
<p>Environment</p> <p>Ensure that the college environment is safe and accessible to all staff and students</p>	<p>Additional prayer space added to meet need</p> <p>Gender neutral toilets introduced at all centres in addition to single sex facilities</p>	<p>Continue to open up the Estate to the communities we serve</p> <p>Use grant funding received to improve student and staff environments and reflect all needs</p> <p>Develop prayer rooms and related facilities</p> <p>Further improve disability access across the estate including through lift access and disabled toilets</p>

Looking Forward to 2024/25 and beyond

At the time of writing this report we are undertaking consultation to develop our new Strategic Plan for 2024- 2027. Our ED&I ambitions will be kept under review and updated as part of an annual cycle. Equality and Inclusion will be a core objective in our Strategic Plan:

Equity, inclusion and removing barriers to work and learning

We will deliver an inclusive and equitable educational and work environment at City of Bristol College that actively addresses and eliminates barriers hindering access to work and learning opportunities. Through proactive measures, our aim is to foster an environment where diversity is celebrated, inclusion is prioritised, and every individual feels empowered and supported in their pursuit of education and career aspirations.

We will do this by:

- ▶ Seeking to embed ED&I across all of our activities
- ▶ Undertaking a thorough ED&I audit to identify gaps, develop action plans and provide resource to address gaps at pace
- ▶ Supporting all of our employees to undertake appropriate ED&I training in order to be able to respond to the needs of students, colleagues and the wider communities we serve
- ▶ Continuing to open up the College centres to become community assets - making best use of capital spend to create a welcoming physical environment for everybody.



10 Context and Place

How we monitor ED&I

- ▶ ED&I Link Governor
- ▶ ED&I Executive Champion
- ▶ ED&I Steering Group
- ▶ Reporting to the Executive, Strategic Leadership Team and Board committees.
- ▶ Annual ED&I report for approval by the Corporation
- ▶ Statistics on application, shortlisting and recruitment by gender, age, disability and race
- ▶ Statistics associated with diversity of staff and staff turnover
- ▶ Statistics on staff progression by gender, age, disability and race
- ▶ Statistics associated with complaints, grievances, disciplinary action by gender, age, disability & race
- ▶ Gender pay gap reporting
- ▶ Data collection and analysis for students includes: Statistics associated with recruitment, retention, achievement and success by gender, age, disability, ethnicity and disadvantage
- ▶ Statistics associated with Learner Voice activity by gender, age, disability, ethnicity and disadvantage
- ▶ Statistics associated with disciplinary action and complaints and grievance by gender, age, disability, ethnicity and disadvantage

If you have any questions or comments about this report or any of the College's ED&I activities please contact: Joanne Ward, Vice Principal, Corporate Services & External Relations and ED&I Executive Champion. ✉ joanne.ward@cityofbristol.ac.uk or ☎ 0117 312 5000

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