EQUALITY AND DIVERSITY REPORT 2024-2025

Our Equality and Diversity Mission Statement:

"Ensuring equality of opportunity and inclusive treatment for everyone we serve or employ, by valuing the individual and respecting differences." Equality and Diversity Mission Statement

The college has a duty to publish its objectives every four years for 2025-2029, our Champions will lead the college towards the following objectives:

- Everyone working for and studying at BCoT will promote our values of equality, diversity, and inclusion (EDI) and this will underpin all college activities.

- We will review achievement disparities between distinct groups, action support processes so that these individuals can achieve their full potential. We will provide information and guidance to colleagues to support this.

- The college will recruit and maintain a staff and student population that reflects the local and wider community.

- The college's vision and values for equality, diversity and inclusion will be communicated to all stakeholders.

- All staff will be supported through training and development to advance the college's values.

Learners also participate in useful personal development sessions, in which they gain an insight into topics such as the risks from radicalisation and extremism, equality and diversity, British values and healthy, age-appropriate relationships. (Ofsted 2023)

Equality, Diversity and Inclusion (EDI) in the Classroom

To ensure staff understand the college's expectations for equality and diversity practice and how to access resources and support has been, and continues to be, a priority. Through training days and teacher forums we ensure that we keep EDI high on the agenda.

In 2024-25, we continued to promote the link with British Values and equality and diversity across the college.   All staff completed anti-racism training. We had training on inclusivity and offered trauma and attachment training as well as Positive Behaviour Management training. Through these sessions, we helped staff to understand that all students have different starting points and see situations differently.

In our annual training, we covered Adultification, Toxic Masculinity and Kinship care. All these topics support our inclusive approach to students

Through personal development sessions students are encouraged to look at equality and diversity in different settings, for example, during Black History Month and Holocaust-themed sessions. Students are also encouraged to consider equality and diversity in the workplace, with examples including equal pay and disability rights. We also discuss respect and tolerance.

E&D Cross-College Responsibilities

The management of equality and diversity is led by the Executive Management Team (EMT) and the Head of HR.

Equality and Diversity Report 2024-2025

In 2021-22 The Unity group was established. This is a group of staff who want to advance anti-racism with staff and students across the college. With support from the Black FE Leadership group, who provided training, and a train the trainer session, we continue to deliver sessions internally. https://www.bameednetwork.com/resources/audio/unpacking-the-black-fe-leadership-group

The advancement of equality and diversity is a key priority. The Unity group share resources and key information to ensure staff and students are aware of key issues.

- **We all know what our vision is for equality and diversity**

- **All staff and learners understand the organisation's expectations** regarding equality and diversity from the outset through mandatory inductions, staff development days, teaching and learning forums and sharing through Google Classrooms.

- **We decide what to measure and ensure that we have the resources** to collect and analyse relevant data, such as: questionnaire at enrolment/induction for learners and staff, ALS intervention activities, Retention, Pass, Achievement report (RPA).

- **We all act on what the data tells us** and we inform stakeholders about our actions through the annual course and department Quality Improvement Plans (QiPs), induction, focus groups and enrichment activities, "You Said, We Did" feedback.

Supporting Individual Needs

The college provides service to learners with increasingly complex difficulties. It has a strong partnership with schools and other agencies to ensure a seamless transition for learners with disabilities or difficulties. The role of the transition manager is now embedded in the college and feeder schools are aware of the provision. The role is to support the transition into college for vulnerable students. Transition visits continue to help future students get used to the college environment and ease any potential anxiety.

We deliver an employability course, The Kings Trust and Personal and Social Development to support students who have not coped on a mainstream course. These courses have been very successful, keeping students with multiple needs in education and preventing them from becoming NEET (Not in Education, Employment or Training).

Each Education, Health and Care Plan (ECHP) or any learning needs are placed on the dashboard. This ensures all teaching and support staff can access relevant information from one central source. Progress is tracked and every learner receives the necessary support to address their individual needs, in a timely manner.

E&D Activities 2024/25

Throughout the year, events were held to promote EDI. EDI is also embedded in the curriculum with events such as Black History Month.

EDI is a standing agenda item at Learner Parliament. We have developed the 'Speak Up Speak Out' campaign which gives students and staff an easier way to report on offensive behaviours.

Achievement

The headline data shows that as a college we had better achievement then the national average in all areas. We improved our achievement in most areas, apart from those with a declared learning difficulty (DLD) where we remained with the same percentage as 2023-24. This in line with the national average.

While we performed better overall, we also saw some achievement gaps decreases. For gender the gap decreased to 0.9% from 2.4%. The gap between White British and other ethnicities grew to 3.8%, but the achievement of the other ethnicity group grew by 5%. The achievement gap between those with a DLD and those who do not have one grew to 5.9%. While it was in line with the national average, it as area for improvement.

The areas with the lowest achievement rate were those that declared mental health issues (71%). These students often struggle to get into college, so while we can support them one they are in college, it is difficult to provide support if they are not attending.

	22/23		23/24		24/25		
	Leavers	Ach%	Leavers	Ach%	Leavers	Ach%	**Nat Av**
Overall							
All	4,255	85.1%	4,461	85.4%	4,377	87.0%	85.2%
AGE							
16-18	2,089	83.0%	2,318	84.2%	2,621	85.2%	82.9%
19+	2,166	87.1%	2,143	86.7%	1,756	89.7%	87.4%
Achievement rate gap		**4.2%**		**2.6%**		**4.5%**	
GENDER							
Male	1,739	83.3%	1,854	86.8%	1,921	86.5%	85.0%
Female	2,516	86.3%	2,607	84.4%	2,456	87.4%	85.5%
Achievement rate gap		**3.1%**		**-2.4%**		**0.9%**	
ETHNICITY							
White British	2,766	83.2%	2,836	85.3%	2,866	86.6%	84.9%
Other Ethnicity	1,223	89.2%	1,300	85.9%	1,391	90.4%	86.0%
Achievement rate gap		**6.0%**		**0.7%**		**3.8%**	
DLD							
No	3,434	86.6%	3,541	86.2%	3,416	88.3%	86.3%
Yes	820	78.5%	917	82.4%	954	82.4%	82.5%
Achievement rate gap		**8.1%**		**3.8%**		**5.9%**	

Achievement Data by Ethnicity

Ethnicity Group									
	22/23 Leavers	22/23 Achievers	22/23	23/24 Leavers	23/24 Achievers	23/24	24/25 Leavers	24/25 Achievers	24/25	Nat Av.
White	3301	2791	84.6%	3417	2937	86.0%	3285	2859	87.0%	84.9%
Other Ethnicity	688	602	87.5%	719	598	83.2%	678	597	88.1%	86.0%
Asian / Asian British	198	170	85.9%	242	210	86.8%	252	231	91.7%	87.2%
Mixed / Multiple ethnic group	154	135	87.7%	191	159	83.2%	137	105	76.6%	83.3%

Black / African / Caribbean / Black British	170	147	86.5%	159	126	79.2%	144	132	91.7%	85.9%
Other ethnic group	166	150	90.4%	127	103	81.1%	145	129	89.0%	85.6%
Not provided	266	227	85.3%	325	275	84.6%	414	352	85.0%	83.2%
College Headline	4255	3620	85.1%	4461	3810	85.4%	4676	4095	87.6%	85.2%

Achievement Data Disability/Learning Difficulty

Achievement Data by Learner's Disability, Learning Difficulty and/or Health Problem									
	22/23 Leavers	*22/23 Achievers*	22/23	*23/24 Leavers*	*23/24 Achievers*	23/24	*24/25 Leavers*	*24/25 Achievers*	24/25
Asperger's syndrome	23	19	82.6%	19	17	89.5%	22	17	77.3%
Autism spectrum disorder	142	107	75.4%	193	164	85.0%	262	203	77.5%
Disability affecting mobility	43	37	86.0%	42	38	90.5%	53	47	88.7%
Dyscalculia	11	10	90.9%	11	10	90.9%	10	8	80.0%
Dyslexia	175	131	74.9%	189	152	80.4%	153	135	88.2%
Hearing impairment	24	22	91.7%	14	13	92.9%	21	19	90.5%
Mental health difficulty	75	56	74.7%	94	73	77.7%	91	65	71.4%
Moderate learning difficulty	57	41	71.9%	54	41	75.9%	50	40	80.0%
Other disability	26	22	84.6%	30	26	86.7%	23	21	91.3%
Other learning difficulty	20	17	85.0%	22	17	77.3%	26	18	69.2%
Other medical condition (for example epilepsy, asthma, diabetes)	123	103	83.7%	131	108	82.4%	163	145	89.0%
Other physical disability	14	13	92.9%	25	23	92.0%	21	18	85.7%
Other specific learning difficulty (e.g. Dyspraxia)	12	8	66.7%	16	13	81.3%	12	9	75.0%

Profound complex disabilities	2	1	50.0%	0	0		0	0	
Severe learning difficulty	0	0		1	1	100.0%	1	1	100.0%
Social and emotional difficulties	12	10	83.3%	5	3	60.0%	13	13	100.0%
Speech, Language and Communication Needs	10	8	80.0%	3	2	66.7%	2	2	100.0%
Temporary disability after illness (for example post-viral) or accident	1	1	100.0%	5	4	80.0%	0	0	
Vision impairment	12	11	91.7%	19	14	73.7%	6	6	100.0%

Human Resources

Staff

Female	301
Male	126

Age breakdown

Under 30	60
30 - 40	83
41-50	100
51 - 60	110
61 - 70	66
71-78	7

Nine staff members have declared a disability, only six staff preferred not to say.

Our race at work policy and ethnicity data can be found on the BCoT website or via the links below:
https://www.bcot.ac.uk/about-bcot/race-at-work/

Staff Development – embedding equality and diversity into the curriculum

The college promotes staff development to ensure equality and diversity (E&D) are embedded into all activities. This includes:

➢ Weekly Teacher Forums to share good practice.

➢ Induction sessions for new staff covering equality and diversity and the college's at-risk policy.

➢ Induction sessions for new managers covering recruitment and selection and absence/attendance management.

➢ Health & Safety Officer provided workplace assessments to meet individual physical needs and attended Fire Evacuation for Disabled People.

➢ Training for all staff at inset days covered safeguarding/radicalisation and British Values

➢ Prevent radicalisation awareness training for all staff.

➢ Support staff attended a variety of training events to support their work.

➢ Careers/student experience staff attended training sessions aimed at supporting learners with various needs and helping a variety of learners into work or further learning suited to them.

➢ Safeguarding training/refreshers for all staff plus specific training for safeguarding Officers.

➢ Training for readers, scribes, and invigilators in exams for maths/English exams.

Key Priorities for 2025-26

A   ETHNICITY

- To reduce the numbers of 'unknown' ethnicity data for learners to better understand ethnicity profile
- To promote recruitment opportunities for male applicants to increase applications from male candidates

B   DISABILITY

- To improve the achievement rates for specific types of disabilities to meet the college's average of 89.6%

- To have a structured support plan for all high needs learners and to ensure this is regularly reviewed

C   OTHER EQUALITY AND DIVERSITY AREAS

- To specifically target areas of lower achievement through clear 'at risk' identification using the dashboard.

- To hold training and development sessions with departments and lecturers to ensure better success rates and no disparity.

- To continue to review the Socio-Economic (SEPI) report and triangulate outcomes to ensure that all learner needs are being met to maximise success rates.

- To ensure that the Prevent agenda is raised and that we are compliant in our duty.

- To run focus groups with students who have gone into areas that traditionally are female, or male dominated (eg, females in automotive, construction, engineering and males in health and social care, and early years).

- To continue to support and review the support for students who have declared mental health difficulties as the achievement for this cohort is too low.

- To monitor the embedding of EDI across the curriculum and to support staff with training as appropriate.

D   ANTI-RACISM

- Our race at work policy and ethnicity data can be found on the BCoT website or via the links below:

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- As a college, we need to remember that it is not about the words spoken, it is about the perception of the person receiving them. Offensive words or actions should not be seen as 'banter'. The more we continue to address this the more we can change our culture in a positive way.

E. Equality, Diversity and Inclusion Strategy

EDI
Strategy_September 2