

Equality and Diversity

Annual Report, 2014-15



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 2014-15 to continue 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 2014-15 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

| Yourself | Other people |
|---|---|
| √ 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 | |
| The opportunity to | The environment |
| √ We aim to achieve our full | √ We are a safe place |
| √ We attend punctually | √ We keep college property |
| √ We complete our work on time | √ We aim to make all the |
| √ We notify the college when we | √ We support college policies |
| √ We switch off mobile phones during lessons, meetings and whilst using the library | √ We dress appropriately |
| | √ We use technology |
| | √ 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.

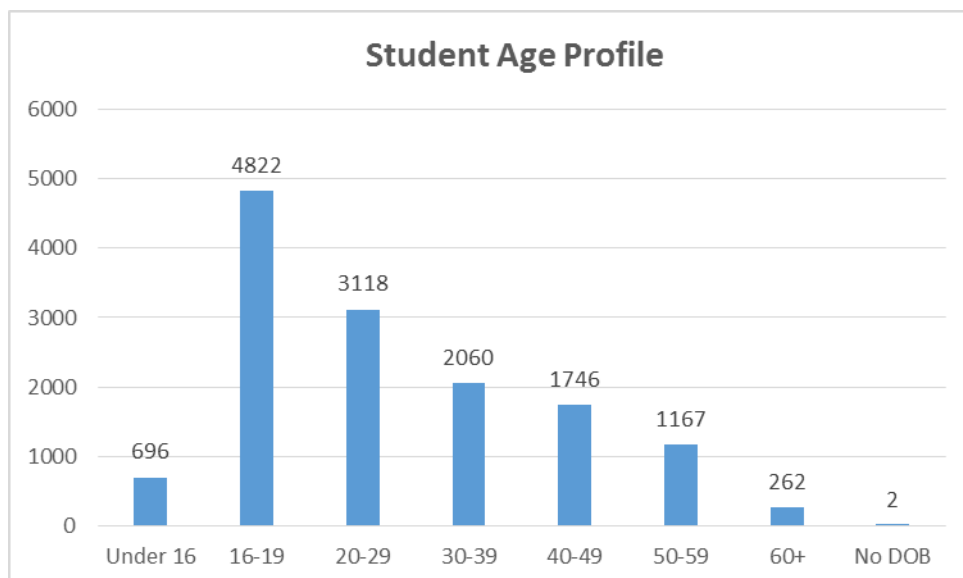
3 Key Targets and Achievements

Every year the College reviews and sets targets to improve the equality of opportunity for students. The targets for 2013-16 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 |
| Enable all staff to understand their roles and responsibilities in relation to culture and faith | Progress |

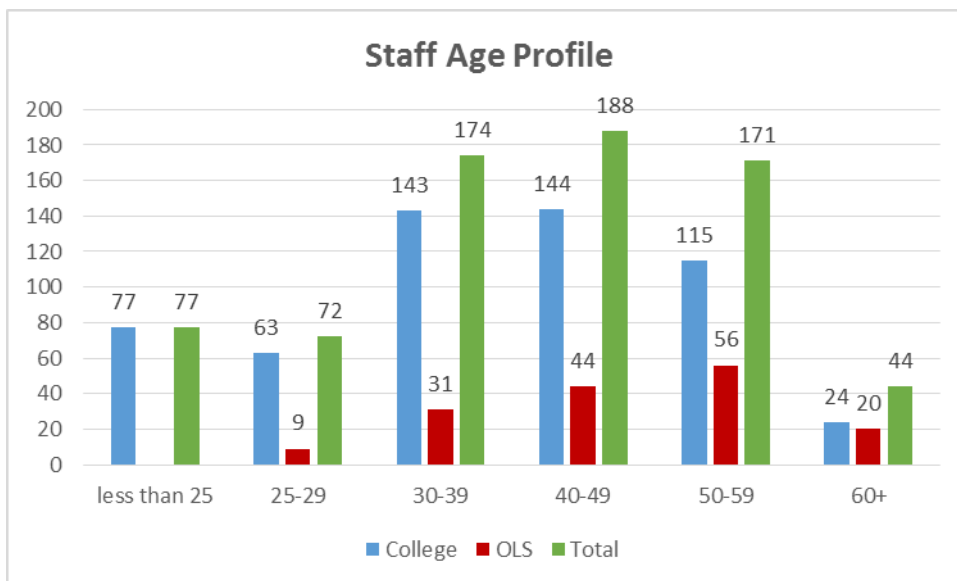
4 Age

In 2014-15 the student age profile was between 10 and 79 years. The graph below illustrates the distribution of the age groups. 16-19 students represent 34.7% of the student population.





College staffing numbers are 726 split Weston College (566) and OLASS (160).



5 Disability

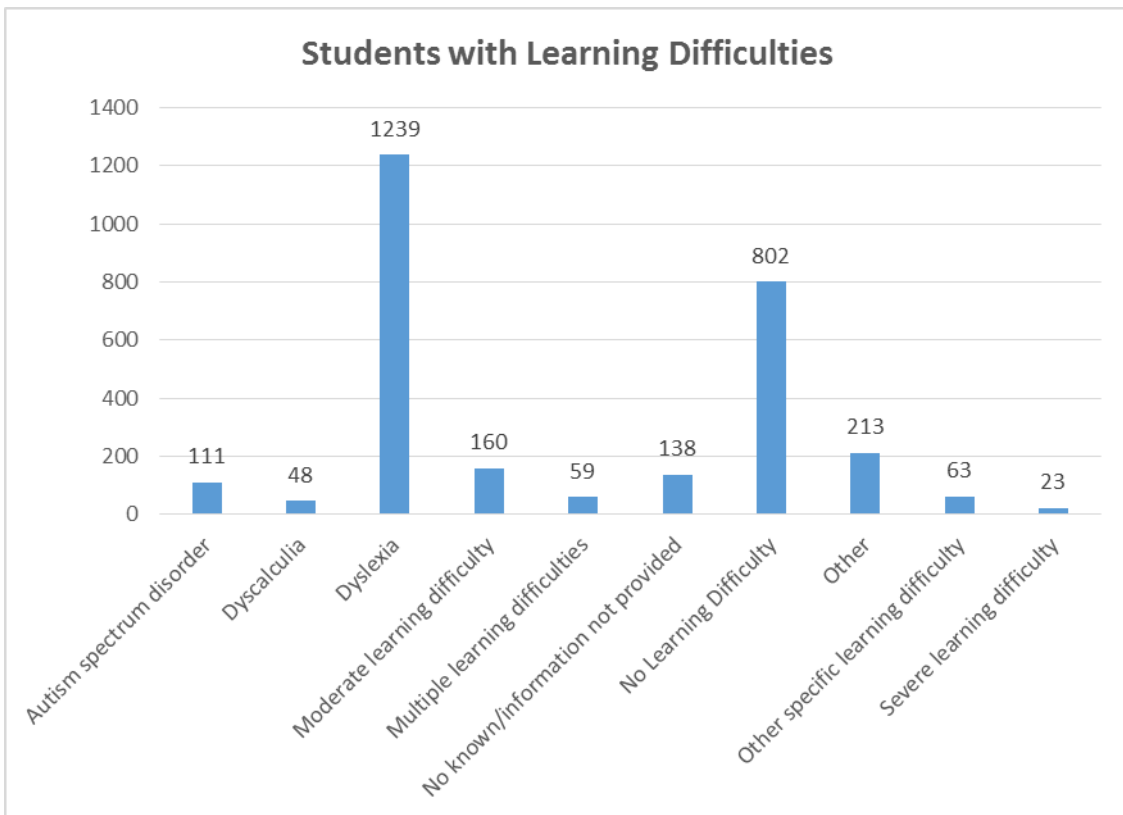
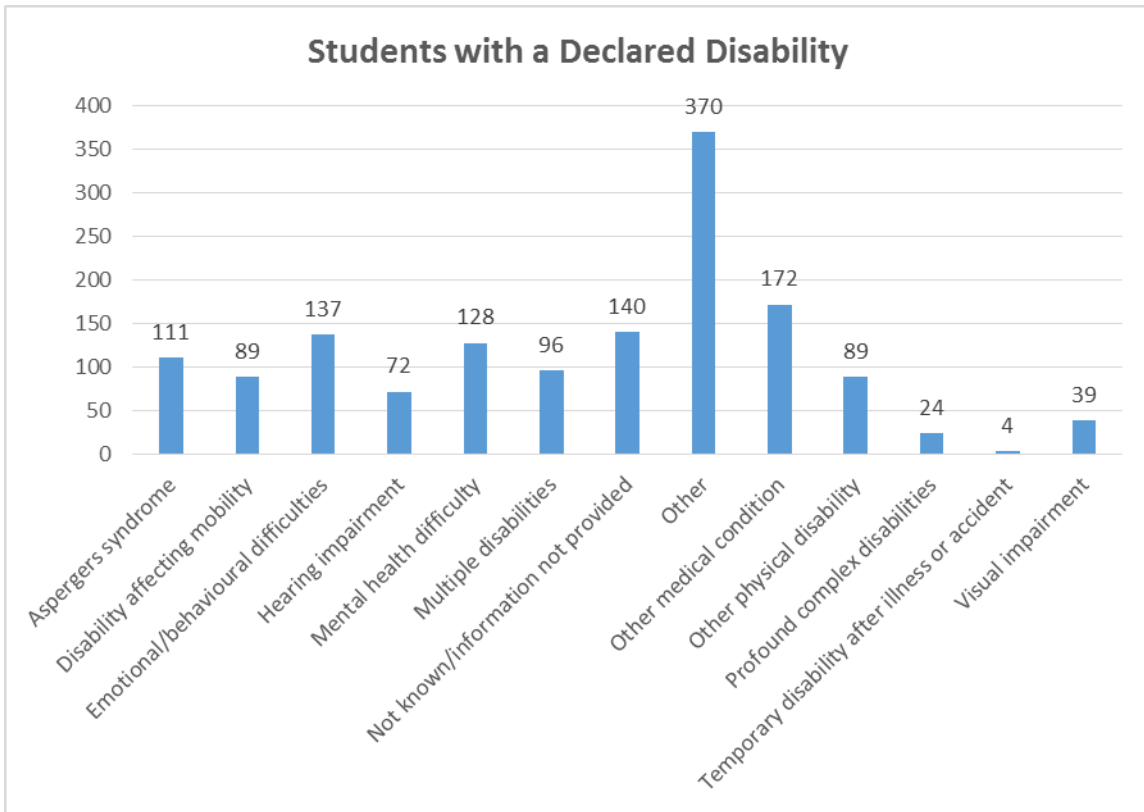
Support for students at the College is excellent. Comprehensive arrangements exist to ensure that the individual needs of students who require additional learning support are effective and timely. 728 students across the college received additional learning support in 2014/15 an increase of 8% on 2013/14.

Levels of satisfaction with the additional support provided are high. 98% of students felt that the learning support they received directly contributed to their success on their course. Of the students who progressed onto further learning at the end of their course 91% felt that this would not have been possible without the support that was provided and that learning support was a contributing factor in raising both their self-confidence and ambition for the future.

The College is nationally recognised for its commitment to equality of opportunity for all its students and is clearly articulated through its commitment, support and care provided to students with learning difficulties and disabilities.

In 2014-15, 10% of students declared they had a disability with 14% of the student population declaring they had a learning difficulty.

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.

Excellent transition programmes have been developed to ensure LDD students experience a seamless



move from school to college. LDD Transition Co-ordinators along with outstanding partnerships with the local schools, specialist colleges, National Autistic Society and other organisations help to ensure that LDD students settle quickly and effectively into their new environment.

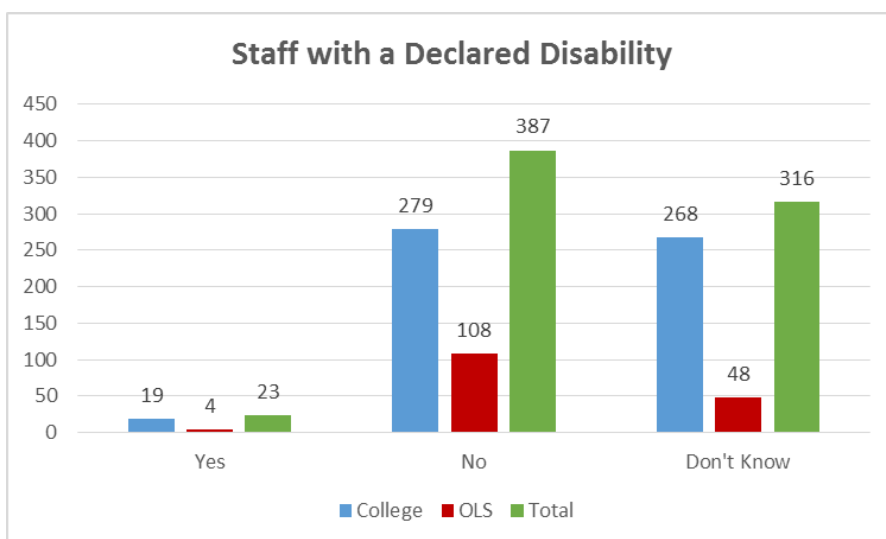
An established link programme with the three special schools within North Somerset enables young people with complex and severe learning difficulties in year 10, 11, 12 and 13 to attend college. This programme has been vital in the transition process from school to college and has helped identify students whose individual support needs can be met locally at the College. 100% of students on the link provision successfully transitioned in to College in 2014/15.

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.

The College is seen regionally as first choice for specialist delivery and therefore, the numbers of Specialist Areas have increased to include: visual impairments, autistic spectrum conditions, deaf and hard of hearing, specific learning difficulties, emotional and behavioural difficulties, and complex learning difficulties. The College is outstanding at meeting the needs of students with complex learning difficulties and disabilities enabling them to study at their local College as opposed to a residential Independent Specialist Provider out of area.

The College offers outstanding support for students on the Autistic spectrum through its residential training facility ‘Weston Bay’. More than 100 students accessed the facility in 2014/15, an increase of 25% compared to 2013/14. Weston Bay provides students on the autistic spectrum with unique provision that includes independent living, social and employability skills. The impact is most noticeable by the parents and carers who have seen significant improvements in the self-esteem, confidence, assertiveness, decision making and specifically the transference of independent living skills to the home. 33% of students graduating from Weston Bay secured paid employment compared to a national average of 18%.

Additionally, many 16-19 LDD students have access to Weston Bay as part of their programme of study to undertake training in independent living as day, evening, overnight, weekend and on a longer term residential stay basis.



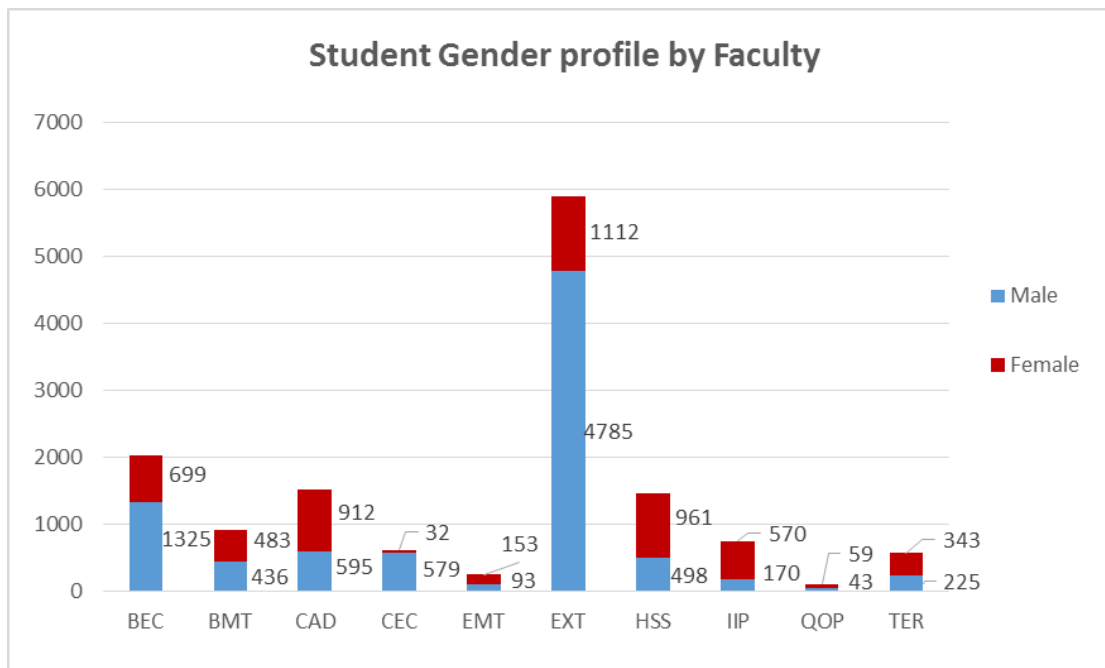


The declarations of disability for staff at the College are 3%. The latest information for the South West (2008/09) average for Further Education was 2.4%. The College has the ‘two ticks’ standard demonstrating it is positive about disabled people.

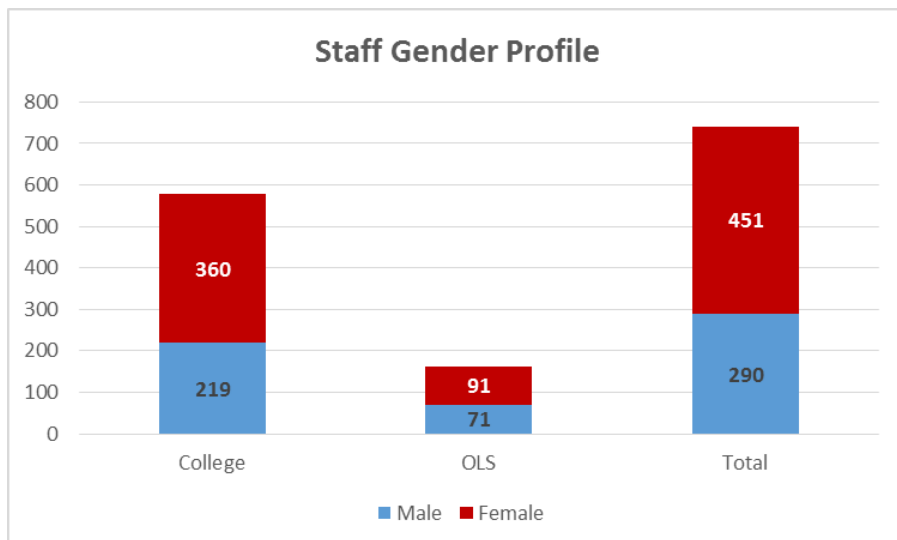
6 Gender

In 2014-15, the student population was made up of 63% male and 37% female. The graph below shows the gender profile by college faculties and the gender divide within faculties.

In 2014-15, 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 2014-15.



The staff gender profile is the opposite of the student profile with 35% of the staff are male and 65% are women. The corporate team is split 5 male and 4 female.



7 Ethnicity

The proportion of the student population from a minority ethnic background continues to increase from 12% in 2012-13 to 15% in 2014-15.

| Ethnicity | Students | % of Students |
|---|-----------------|----------------------|
| English/Welsh/Scottish/N.Irish/British | 11742 | 84.64 |
| White Other | 613 | 4.42 |
| White Black Caribbean | 217 | 1.56 |
| African | 137 | 0.99 |
| Any other Black/African/ Caribbean Background | 134 | 0.97 |
| Pakistani | 130 | 0.94 |
| Caribbean | 127 | 0.92 |
| Other Ethnic Group | 100 | 0.72 |
| Any Other Mixed/multiple ethnic Background | 78 | 0.56 |
| Irish | 74 | 0.53 |
| Not Known/Not provided | 73 | 0.53 |
| White and Asian | 66 | 0.48 |
| Any other Asian background | 65 | 0.47 |
| Indian | 54 | 0.39 |
| Unknown | 51 | 0.37 |
| Bangladeshi | 48 | 0.35 |
| White Black African | 42 | 0.3 |
| Chinese | 36 | 0.26 |
| White British | 34 | 0.25 |
| Gypsy or Irish Traveller | 31 | 0.22 |
| Arab | 15 | 0.11 |
| White British | 3 | 0.02 |
| Mixed White and Asian | 1 | 0.01 |
| Mixed White Black Caribbean | 1 | 0.01 |
| White Other | 1 | 0.01 |

The staff ethnicity profile is shown in the table below.

| Ethnic Origin | |
|-----------------------------------|------------|
| Asian or Asian British background | 1 |
| Black or Black British background | 2 |
| Mixed | 5 |
| Not Stated | 23 |
| Other Ethnic Groups | 1 |
| White | 495 |

The staff profile for ethnic profile in OLS is shown in the table below.

| Ethnic Origin | |
|-----------------------------------|------------|
| Black or Black British background | 1 |
| Not Stated | 15 |
| White | 123 |

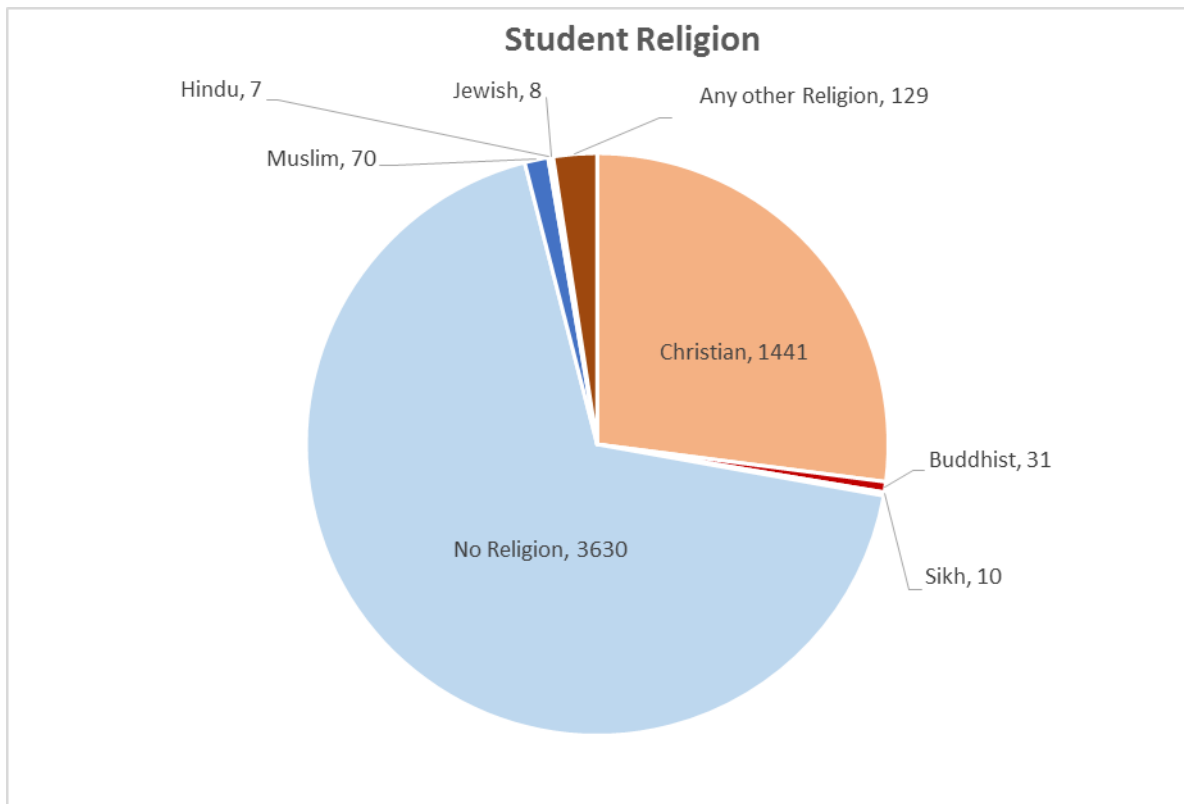
The Human resources team continue to make robust efforts to recruit a diverse workforce.

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.

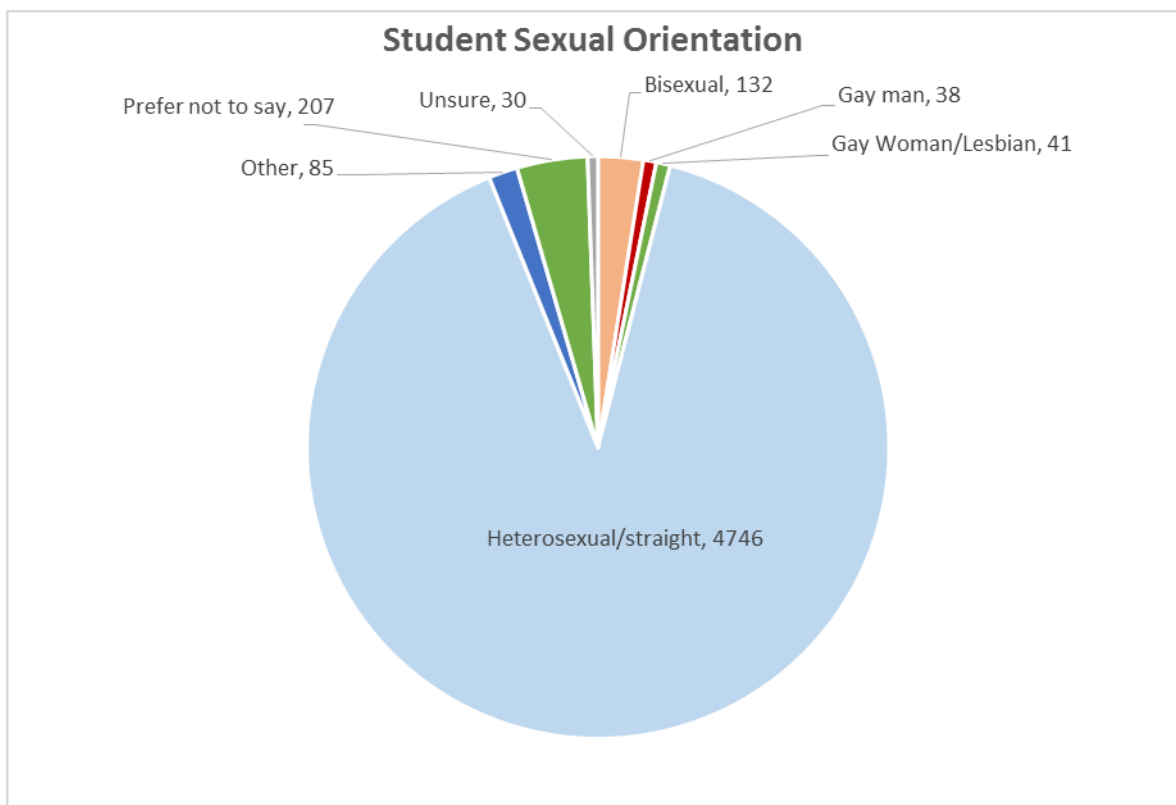
The collection of this information on faith and belief has enabled the college to ensure, where reasonably practicable adjustments are made, to meet the needs of the individual student.

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 Bullying and Harassment

The College has robust systems and processes to protect students and staff from bullying and harassment. 96.6% of students stated in 2014-15 that they felt safe at College and understood what to do if they were being bullied.

11 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 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. In 2015/16 learners will undertake PREVENT training through a bespoke tutorial and online training module. 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 LibraryPlus.

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 January 2014.

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 will be in operation at Knightstone and University Campus. Once work has completed at South West Skills Campus access control will be fully operational.

12 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. Schemes of learning, course reviews, and lesson plan paperwork include the expectations regarding equality in the curriculum. The tutorial programme embeds equality and diversity including the promotion of events such as Internet Safety, Anti Bullying and Drink and Drug Awareness. The Theme week Committee 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

The E&D Committee will be refocussed in 2015/16 to recognise the wider remit which includes fundamental British values.

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

13 Promotion and Engagement

The College is very proactive in promoting equality and diversity and tackles any unfair discrimination. There is very good promotion of diversity through induction, group tutorials and Theme weeks. The College is active in promoting and celebrating diversity. The tutorial programme reflects and promotes the high value the College places on equality of opportunity for all.

Celebrating diversity through theme weeks and a themed tutorial programme has further increase the awareness of equality of opportunity with all students.

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. Behaviour is good.

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

14 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 2015/16 to recognise the wider remit which includes fundamental British values.

| Committee Membership |
|---|
| Assistant Principal – Curriculum, Teaching and Learning |
| Executive Lead – Quality and Learning |
| Governor with portfolio for Equality & Diversity |
| Student Union Equality & Diversity Officer |
| Student Union Disabilities Officer |
| Head of HR |
| Head of Marketing |
| Head of BEC |
| Head of Faculty Service Sectors |
| LDD Strategic Lead Curriculum |
| LDD Innovation and Strategic Lead --- Support |
| Head of Faculty for Tertiary and Continuing Education |
| Strategic Lead Partnerships and Schools Liaison |
| Assistant Director – HE Quality |
| Representative from Curriculum and Staff Quality Forum |

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.

15 Future Plans

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

These are the key areas for development in 2015-16 and onwards:

- Annually review the Equality Objectives and associated milestones
- 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
- Provide high quality training and learning opportunities for staff
- Refocus the E&D Committee to recognise the wider remit of Fundamental British Values