

# *EDI Annual Report*

# *Public Sector Equality Duty*

March 2024

#

TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,  
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**  
AND **COMMUNITIES** WE SERVE.

## **Introduction**

SCC Group delivers programmes to a diverse community of students and we take great pride in supporting each student to achieve their own aspirations. We have equality, diversity and inclusivity at the core of everything we do.

We have high expectations from our staff and students and work with various internal and external groups to improve our approach to equality and diversity.

All stakeholders of SCC Group are expected to help promote a positive and inclusive culture founded on our core values, which are at the heart of everything we do as we act with Respect, Integrity and Kindness.

We aim to ensure that equality, diversity and inclusivity themes are embedded throughout the curriculum and the College complies with all applicable legislation. In particular:

- No significant performance gaps between different learner groups
- Innovative training for staff
- All policies and procedures are regularly reviewed
- Further embed and develop equality, diversity and inclusion into our curriculum
- Actively promote under-represented groups across the curriculum

We also continue to ensure that our student and staff mix reflects the communities it delivers to and employs.

**Rebecca Parks**  
**Group Principal**

## **Equality & Diversity Statement – Our Vision for EDI:**

We believe that everyone has the right to live without fear of prejudice or discrimination, regardless of their identity or background, and should be enabled to reach their full potential and to make an active and positive societal contribution.

In order to achieve this the College will always:

- Tackle all forms of discrimination, harassment and victimisation and ensuring that the College remains a safe space for all.
- Champion equality of opportunity and act proactively to widen participation and inclusivity in everything that we do.
- Promote a culture of respect, integrity and kindness.
- Tackling all forms of discrimination, harassment, and victimisation and ensuring that the College remains a safe space for all

### **1. Employees:**

Our current staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process and on an annual basis staff are asked to check and amend their personal information to ensure its accuracy.

Our staff profile can be found in appendix one of this report and we feel that our staff profile represents the Salford community, but more work can be done:

- 65% females and 35% males
- Average employee age is 44.6
- 77.4% are White (67.5% are White British)
- 22 employees are 65+ years old

We provide mandatory training for all new staff as part of our Corporate Induction and in 2024 we are providing all staff with Disability Awareness and Inclusion Training. In March 2023 we held mandatory Equality, Diversity & Inclusion refresher training for all staff and in 2020/21 and 2021/22 we provided a mandatory online EDI training course on Unconscious Bias for all staff. The completion of these essential sessions is linked to our performance development review (PDR) processes and salary increases and increments. Past training has also been provided on Faith and Beliefs, Cultural Differences, Embedding E&D into the Curriculum, tackling homophobic language. A Transgender Awareness Session was provided to all staff in July 2021 and a recording from which is available for staff on an ongoing basis. This training has also been made available to governors. Feedback on the Equality, Diversity and Inclusivity training provided has been obtained and the impact assessed through on-going feedback and survey.

We have worked with particular groups such as All Faiths and None (AFAN) and Stonewall to develop the work already in place within college and enhance the skills of our staff and the experiences of our learners.

The Equality, Diversity and Inclusivity Staff Steering Group meets on a termly basis to formally review data and current practices, aiming to set targets and agree actions moving forward. In 2022 the College became a Stonewall College Champion and is also a member of the North West Equality, Diversity & Inclusion Learning Providers Network, which a member of the Steering Group now attends. Members of the Equality, Diversity and Inclusivity Steering Group have access to a range of resources through Stonewall.

From our March 2023 staff survey 89% of employees who completed the survey said they felt they were treated fairly and with dignity, which is up from 88% 2018/19 pre-pandemic levels. Furthermore, 85% confirmed that they feel that equality of opportunity is embedded within the culture of the College.

Proactively we have worked to enhance our meeting structure and provide Group Principal Briefings, whole Staff Conferences, Centre Principal / Heads of Centre briefings and New Staff Inductions. We obtain feedback from staff at all levels of the organisation and use these within our Reward and Recognition methods.

Our Human Resources Team support any concerns or grievances relating to treatment as a result of a protected characteristic and during the period from 1 January 2023 until 31 December 2023 there were two E&D related grievances. In total we dealt with 5 grievances, and there have been no disciplinary cases as a result of employees breaching our commitment to the duty. Our employment practice is that we deal robustly and sensitively with any concerns regarding protected characteristics. Equality Impact Analysis (EIA) is carried out on all our HR policies and as part of annual HR policy reviews the EIAs continue to be progressed.

## **2. Students:**

It is important that we close any performance gaps in regard to student performance. In order to do so, data must be rigorously evaluated. Staff use a range of sources to monitor and gather data to ensure that strategies are put in place to address any identified issues in a timely way. Data is reviewed through the Equality, Diversity and Inclusivity Steering group and Curriculum meetings. Work will continue to reduce the number of 'unknowns' and broaden the areas reported on such as pregnancy and maternity. Centre Principals, Heads of Centre and Heads of Curriculum have identified concerns with particular groups and events and action taken place.

### **Achievement Data -**

The achievement rate data is carefully analysed each year to identify any emerging issues.

In summary the data shows:

- The overall achievement rate for students on 16-18 education programmes for young people is 74.7%, 7% below the national provider rate. 16-18 programmes

represent around three fifths of the College's provision.

- The overall achievement rate for students on adult learning programmes is 83.6%, 3.4% below the national average.
- The 16-18 male and female achievement rates gap has closed further with a 1.4% difference in favour of male achievement, compared to 1.7% difference in 2021/22.
- The 16-18 female pass rate is 84.8%, 0.5% percentage points higher than the 16-18 male pass rate of 84.3%. The achievement difference is due to the 2.2% difference in retention rates, with male retention 89.4% and female 87.2%
- The 19+ achievement rates depict female achievement is 2.8% above male achievement. This is due to both pass rates (females 90.5% and males 89.2%) and retention rates (females 93.7% and males 92%).

In relation to the decline in achievement rates and to further close the male and female divide in achievement rates the college will:

- Refresh the attendance monitoring procedure and stage warning processes
- Monitor attendance rates between females and males
- Monitor Data Drop grades between females and males.
- Ensure an Inclusive classroom in the College's Deep Dives.
- Monitor and address student responses in the Teaching and Learning survey.
- The areas for improvement in our High-Level SAR highlight High Quality & Consistency, Outcomes, Literacy and numeracy and Inclusive Curriculum

The vast majority of Ethnic groups were above the average achievement rate of 78.5% for all ages with the exception of White, with an achievement rate of 75.5%, which is 3% below the overall achievement rate. 56.4% of the college's student profile self-identify as White English, Welsh, Scottish or Northern Irish.

15% (1545) of students identified themselves as having a learning difference. 248 students had an EHCP, 111 had High Needs, 1007 students were on Free School Meals, 30 students were young carers, 140 students were Looked After Children, 532 students were in pupil premium category.

Students who identified with either a mobility, mental health and physical disability under achieved compared to the college overall achievement rate. This will be reviewed in the College Deep Dive process, performance monitored by ALS team and relevant HODs and addressed by the College QIP.

Almost all students who have high needs achieve accredited and non-accredited qualifications and develop the necessary skills and knowledge that they need to make good progress towards achieving their goals.

7% students have student visa requirements, 28% of students reported that English was not their first language.

## Teaching Learning and Assessment Survey

March/April 2023

- 96% of students agreed they feel safe at college.
- 93% of students agreed my teacher treats us all fairly and equally.
- 1549 students completed the survey across the 5 colleges.

### Engagement Activities

As the College continues to address the significant impact on mental health that the pandemic had across all age groups and also in addition, to the extensive pastoral care required, a number of initiatives have been reaffirmed to support wellbeing and help students to actively engage with their studies. These include a comprehensive Mental Health Strategy with a robust action plan for rapid improvement, the roll out of Fika, a mental fitness app, with a variety of resources to develop resilience and self-care techniques and the successful implementation of a variety of transition activities using the Association of Colleges Mental Health fund. Further student support and enrichment is available to students and the tutorial programme includes a focus on SHINE.

In recognition of the flexibility of adult study programmes and as part of the broader college umbrella #WELLSTUDENT; the College created a tailored app to support the wellbeing, mental health and welfare of adult students in collaboration with external company UniWellbeing. This provides provide 24/7 advice, support and guidance and was launched in October 2022. This is available for students on any adult learning programme. There are clear signposts under the “SOS” function for students in crisis, to external agencies across Salford such as needing to call the emergency services, 111 or for external support regarding a range of safeguarding topics from domestic abuse to debt and housing advice. The app includes broader emotional wellbeing support and all contacts used are mirrored from the Salford City Council directory. The #WELLSTUDENT app includes an interactive chat bot that students can send messages to at any time of day and has intelligence to suggest appropriate referral contacts depending on the nature of the student's query and/or wellbeing activities promoting mindfulness. The latest update allows students the ability to create and share safety plans; these are mainly focused on models developed with Papyrus and Students against Depression (SAD) focusing on suicide prevention.

Our Student Council take ownership of raising awareness of Equality, Diversity and Inclusivity issues across all areas of the College.

There are a range of activities in tutorial designed to highlight the importance of British values and also advising young people how to stay safe. There are sessions on British Democratic Values, promoting the values of caring and being an active British citizen, individual liberty, mutual respect and tolerance etc. There are quizzes and online activities and YouTube clips that are used to stimulate discussions. All the resources are shared on CANVAS across all centres and are available for students to access.

Students and staff have showcased work during Black History Month in October 2023 and LGBT History Month in February 2024 through the use of social media, display work and guest speakers.

Curriculum is planned to develop understanding e.g., Law lessons encouraged debate for learners to develop a positive outlet for discussion of contentious issues such as the idea of justice and human rights. In PET, students looked at religion in Britain, and whether Britain is becoming more secular and ideas surrounding religious pluralism in Britain. Within English, there was a wide range of opportunities for learners to discuss issues such as: race, gender, social justice, class, democracy, and the semantics of war and the process of radicalisation. Within ESOL, British values were promoted and embedded well as this is particularly important for the multi-cultural cohort where learners originated from war torn countries and where liberty is restricted or democracy not the norm (previous cohorts included learners from Iraq, Iran, Sudan, Eritrea, Congo).

### **3. Visitors, Governors & Contractors:**

Visitors are greeted and provided with a pass when they arrive at one of our reception areas and we provide information and guidance on our values and mission to them as part of their visit to us.

Governors have received relevant reports, information and data on E, D&I, progressed through the appropriate committee meetings and meetings with the Governor responsible for EDI.

### **4. Equality Objectives & EDIMs**

Equality Objectives:

1. To create, sustain and celebrate an inspiring working and learning environment which advances equality of opportunity for everyone and fosters good relations.
2. To eliminate inequality, harassment and victimization by continuing to educate and embed a culture of understanding and acceptance of others and enforcing a zero-tolerance approach on breaches of E, D&I.
3. To identify learner and student groups with lower achievement, retention and pass rates and put processes in place to narrow gaps and exceed benchmarks.
4. To be representative of our community and seek to promote harmony and community cohesion.
5. To treat all learners, students, staff, stakeholders and visitors with dignity and respect and to build a positive external reputation with regards to our equality, diversity and inclusion measures.

### **Staff Equality & Diversity Impact Measures (4):**

	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>1</b>	Improve alignment of staff body to better reflect the Salford population and learner profiles.	By regularly reviewing and monitoring staff recruitment and selection practices and data. Considering alternative advertising methods depending on job type and level. Providing 'Unconscious Bias' training and regular recruitment and selection training for managers.	College population to more closely reflect the population of Salford as at Census 2021 e.g. 'White' staff to reduce from 86% to 82% and percentage of staff who declare a disability to increase from 13% to 21%.
<b>2</b>	Improve staff knowledge and awareness of E,D & I matters.	By providing current and topical E, D & I training as an essential part of continuous professional development.	100% of staff to complete assigned Mandatory EDI training each year.
<b>3</b>	Narrow the Gender Pay Gap	By providing opportunities for women to progress their careers via effective talent management and targeted cpd. Actively promote flexible working arrangements for higher level jobs.	Gender pay gap reduced by 1% year on year.
<b>4</b>	Improve opportunities for disabled staff.	By continuing to guarantee interviews for disabled candidates that meet the essential criteria for the role at application stage. Regularly reviewing and monitoring staff development, training and progression opportunities to ensure they are fair and equitable, and take action to address any identified equalities/barriers. Actively promote flexible working arrangements for staff who have a disability.	There will be an increased number of disabled staff in higher level positions. Progression from a Disability Confident Committed Employer to a Disability Confident Employer and then Disability Confident Leader.

**Student Equality & Diversity Impact Measures (4):**

	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>1</b>	Deliver a curriculum that promotes inclusivity and provides pathways at all levels of prior attainment	SCC Cycle/Social remit – delivery of widening participation internships, apprenticeships, bridging courses.	Improved recruitment at all levels Positive learner feedback recorded as part to of learner voice capture. Case studies, learner testimonial.
<b>2</b>	Enhance staff development opportunities linked to The inclusive Classroom ensuring positive outcomes for learners with SEND.	Deliver Inclusive Classroom Training for all staff as part of the Be Outstanding Professional Development Programme. Deliver bespoke CPD to teachers and learning support staff linked to SEND. Enhance identification and support required for learners with SEND through the Student Profile Report. Add EHCP Summary Outcomes to the Learner Profile. Routinely monitor attendance and retention of learners with SEND.	Observations in Deep Dive Process Staff CPD Feedback Positive Learning Feedback as part of learner voice capture. Teaching and Learning Survey data.
<b>3</b>	Enhance reporting of in year progress of learners with SEND through the Key Assessment Framework and Attendance and Retention monitoring processes	Providing a comprehensive Induction and initial assessment to identify gaps in learning. Enhancing Key Assessment Framework with more assessments more often to identify learners at risk more quickly. Providing targeted Intervention Support Sessions (lunch time, holidays, weekend) and increasing the bursary/ and allocation for learners on Free College Meals.	Key Assessment Monitoring and Attendance Retention Progress Monitoring.

4	Address achievement of learners who have identified as having mental health issues, which evidence suggests is linked to the ongoing residual impact of Covid.	The achievement rate for learners who identified as having mental health issues in 22/23 was 68.5%.  By increasing levels of pastoral support capacity. Increasing staff training in mental health first aid training. Developing a Student Mental Health and Wellbeing Strategy and the Shine Enrichment Tutorial Programme. Carrying out targeted interventions for specific pupils - pastoral, social emotional wellbeing. Carrying out more regular Learner Voice	Improve achievement of learners identifying as having Mental Health by 2% Learner Voice capture Teaching and Learning Surveys KPI Monitoring
5	Promote the access of additional support available to adult learners.	Include as part of induction, welcome assemblies and through class room delivery. Enhance reporting of adult learners with SEND Align approach to learning support for 16-18 and adult learners.	Increase numbers for referral Student feedback In year KPI monitoring

## Staff Data

<b>Gender</b>	Female	Male
	65%	35%

<b>Disability</b>	No	Prefer Not to Say	Yes
	72.6%	12.9%	14.5%

<b>Ethnicity</b>	White – British/Other	Not Disclosed	Prefer Not to Say	BAME
	77.4%	14%	1.85%	6.62%

<b>Age</b>	16-19	20-29	30-39	40-49	50-59	60-69	70+
	<1%	14%	21.79%	24.11%	26.28%	11.9%	1.08%

<b>Religion</b>	CoE/ Christian	No Religion	Prefer Not To Say	Roman Catholic	Muslim	Methodist	Not Specified	Other
	33%	28.28%	12%	7.26%	3.4%	<1%	11.59%	3.23%

<b>Sexuality</b>	Bi-sexual	Gay	Lesbian	Heterosexual	Prefer Not to Say/Not Specified
	1.24%	1.55%	<1%	75.43%	12.36%

## Student Data

<b>Disability</b>	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	22/22	22/23	23/24
No difficulty/disability/health problem	77%	81%	78%	91%	80%	83%	77%	82%	87%	90%	85%	84%
Has difficulty/disability/health problem	16%	17%	19%	9%	18%	14%	18%	14%	11%	8%	15.4%	15%
No information provided by the student	7%	2%	3%	0%	2%	3%	4%	4%	2%	2%	<1%	<1%

<b>Ethnicity</b>	12/13	13/14	14/15	15/16	16/17	17/18	19/20	20/21	21/22	22/23	23/24
White British	73%	72%	72%	74%	64%	63%	56%	68%	53%	56%	55%
African	5%	6%	7%	7%	12%	10%	16%	11%	16%	10%	10%
Other White	5%	5%	6%	3%	5%	5%	8%	6%	4%	9%	8%
Other	3%	4%	2%	2%	3%	3%	%	0%	4%	5%	5%
Other Asian	1%	2%	2%	2%	3%	4%	5%	4%	9%	4.5%	5%
Arab	1%	1%	2%	2%	3%	2%	2%	1%	<1%	3%	4%
Pakistani	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Other Black	2%	2%	1%	1%	1%	1%	1%	3%	6%	1.7%	5%
Black Caribbean	1%	1%	1%	1%	1%	1%	0%	0%	<1%	1.2%	5%
Not Provided	3%	1%	1%	1%	1%	2%	2%	0%	0%	1.2%	<1%
Indian	1%	1%	1%	1%	1%	0%	0%	0%	<1%	<1%	<1%
White/Asian	0%	0%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%
White/Black African	1%	1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%
Chinese	1%	1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%
Other Mixed	1%	1%	1%	1%	1%	1%	1%	1%	7%	<1%	<1%
Bangladeshi	0%	0%	0%	1%	0%	0%	0%	0%	<1%	<1%	<1%
Caribbean	1%	1%	0%	1%	1%	1%	1%	1%	1%	<1%	<1%
Irish	1%	0%	0%	0%	0%	0%	0%	0%	<1%	<1%	<1%
Gypsy/Irish Traveller	0%	0%	0%	0%	0%	0%	0%	0%	<1%	<1%	<1%

## Census Data 2021

<b>Ethnicity</b>	White	Mixed/ Multiple	Asian	Black	Other
Salford	82%	3%	6%	6%	3%
Manchester	56.8%	5.3%	20.9%	11.9%	5.1%