



Equality, Diversity & Inclusion Annual Report 2022-2023



Executive Summary

- The College places a high priority on Equality, Diversity and Inclusion.
- 2022-23 saw a strong focus on EDI in College, with a new EDI coordinator, EDI Teaching and Learning Group, thriving student groups and some very successful, joyful, celebratory events.
- Staff and student EDI audits confirmed that the College is an inclusive and welcoming place, and gave us some ideas for areas to develop further.
- Participation and outcomes of most minority groups are strong. Our student body is more diverse than the local community as a whole.
- We are working hard to create a more diverse body of staff, although our extremely strong retention means there is very low staff turnover, with few opportunities to recruit staff belonging to minority groups.

Statement of Commitment

The College is a diverse, international and multicultural community, and promoting, celebrating and valuing diversity and ensuring equality, is at the heart of all we do. We continue to work together to create an inclusive learning environment in which everyone is valued as an individual, has an equal opportunity to participate, and is treated with dignity, fairness and respect, based solely on merits, abilities and potential.

Equality of opportunity is everybody's right, and is a central aim of the College for all staff, students, governors and other stakeholders. The Equality and Human Rights Commission describes equality as: 'Ensuring that every individual has an equal opportunity to make the most of their lives and talents.' In other words, equality means ensuring everyone has equal opportunities, receives fair, non-discriminatory treatment and the support they need to fulfil their potential.

We are aware that there are many barriers to true equality, and that individuals may be disadvantaged because of their race, age, sex, gender, religion or belief (including lack of belief), disability or sexual orientation. The College is also mindful of the socio-economic, cultural, psychological and experiential factors which can affect our students, including those who are looked after, or who are carers themselves. In addition to the implementation of policies, we continue to take positive College-wide action to tackle the particular disadvantage, or different needs of certain students, by targeting resources and putting in place additionality, or bespoke provision to support all our students.

Our Shared Values encompass our determination to ensure that all members of the College have an equal opportunity to maximize their potential, are valued equally and are treated with respect. We seek to ensure that in respect of both employment and education, all are provided in an environment in which diversity is valued. Every member of the College community has a responsibility for promoting **Our Shared Values** in all aspects of College life.

The College recognises the importance of the active promotion of fundamental British values in all we do. The values of democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs, are complemented by **Our Shared Values**. We actively celebrate, value and promote diversity, advancing equality and eliminating unlawful

prejudice, harassment, victimisation and discrimination. The College is opposed to discrimination of any form, and is committed to the protection of its members from such unlawful activity.

This commitment to equality, diversity and inclusion underpins and influences all areas of College life:

- We will ensure that our recruitment and admissions policies encourage applications from under-represented sectors of the local community.
- We will ensure that our practices actively foster access to the College and support all our students to attain successful outcomes and progress to higher education or employment commensurate with their ambitions, interests and abilities.
- We will monitor the engagement and achievement of minority and minoritized groups of both staff and students within the College community, including, but not limited to, all those with protected characteristics.
- We will identify, analyse and seek to address any gaps or disparities. We understand the potential impact of economic disadvantage on educational and employment opportunities.
- We will work to redress inequality, seeking to improve the life chances of young people from under-represented and disadvantaged groups in our community and promote social mobility, by providing our students with opportunities to gain additional skills and experience, alongside the opportunity to achieve high quality, relevant qualifications.
- We will develop further our partnerships other education providers, employers, safeguarding partners and community groups and we will play a full and active role in our local community.
- We will continue to liaise closely with local schools to ensure those from under-represented and disadvantaged groups in our community achieve fair access to our services.
- We will ensure that the College website and other communications are accessible and inclusive in nature.
- The College will continue to work with community partners in a full and active way to ensure it plays its part in achieving the broad objectives of the local community. These will include (but not exclusively) such issues as climate change, sustainability, safety, freedom of speech and inclusivity.
- Within College, we will strengthen mechanisms to promote equality, diversity and inclusion, creating new staff and student groups to champion these issues across the College.

- The College's **Statement of Commitment** and **Our Shared Values** were produced in partnership with the Staff EDI Working Group, the Student EDI Committee, the EDI Steering Group, and the Student Council.

Supported by the following documents:

- Disability Statement
- Equality and Diversity Policy
- Emotional Wellbeing and Mental Health
- Harmful Sexual Behaviour
- Health and Wellbeing Statement
- HR Strategic Plan
- **Our Shared Values**
- Protection from Bullying and Harassment Policy

EDI evident in:

- Annual Pastoral Report
- Departmental SARs
- College Strategic Priorities
- Human Resources Strategic Plan
- Contributions to the staff and student handbooks
- Whole College SAR
- INSET programme and whole staff training
- Teaching & Learning SAR
- Termly and annual reports on Bullying and Harassment and Harmful Sexual Behaviour

Our Shared Values

Inclusion

Diversity is not only valued at our College, but also celebrated and promoted. We seek to ensure that individuals understand differences in others, and that activities and opportunities are adjusted to ensure equality of access for all groups.

Respect

We respect the right of individuals to choose, and to hold, differing beliefs, identities, and faiths. We ensure that all individuals and groups are valued and treated fairly and with respect, and expect all members of the College community to act with integrity in recognising and respecting individuals' differences. We actively promote the importance of respecting our environment.

Openness

We are committed to cultivating a learning culture which is open-minded and dynamic, and positively encourage the exploration of controversy, providing opportunities to explore equality issues and celebrate diversity through the curriculum, student groups, societies and cross-college events.

Support

We ensure that all members of our community are encouraged and supported with equal opportunity to achieve their full potential, and make reasonable adjustments where needed and where possible. We celebrate everyone's achievements, and actively promote the development of self-knowledge, self-esteem and self-confidence.

Resilience

We strive to create a learning and working environment which develops resilience and critical awareness, enabling our students to learn how to positively tackle obstacles that arise, manage stress and uncertainty, and achieve positive outcomes.

Listening

Staff and governors are committed to listening to, and valuing, each individual. In the spirit of democracy, we proactively listen to, and use the student and staff voice, to advance policy and practice.

Global citizenship

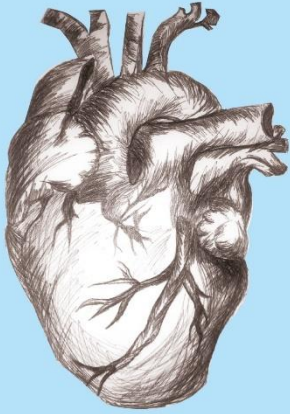
We recognise the importance of appreciating international differences, and the interconnectedness of people, societies and environments around the globe. We actively promote understanding of human rights, gender equality, global citizenship, cultural diversity, a culture of peace and non-violence and the sustainable development of our world.

Curiosity

We value curiosity and the desire to ask questions and seek answers. Curiosity enables us all to pursue and acquire new knowledge, skills, and ways of understanding the world and ourselves.

Empathy

We recognise that empathy is the cornerstone of being part of a community, where treating one another with compassion and understanding unites us, regardless of our differences and fosters belonging.



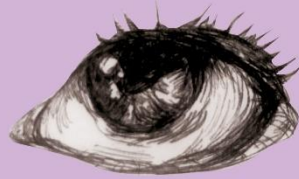
Be empathetic



Be respectful



Design and Illustration
by Josie Fletcher



Be curious



Be an active listener



Be a global citizen

Our Shared Values



Be supportive



Be inclusive



Be open-minded



Be resilient

2022-23: Summary of EDI Achievements and Developments

This part of the report focuses on students but the broad objectives will relate to the whole community (see also **Human Resources Strategic Plan 2022-23** for detail related specifically to staff).

The College has placed a high priority on Equality, Diversity and Inclusivity this year, in line with the priorities articulated in the **3-5 year Strategic Plan** and will continue to be supported by the creation of a lead link governor for Equality and Diversity during 2023-24. The newly appointed College EDI Coordinator has been very proactive in initiating new staff and student groups, disseminating a huge number of resources, arranging staff training, organising events and investigating data, and gaps in data.

The College continues to be a highly inclusive and supportive learning and teaching environment, fostering equality and respect for all, an approach which we aim to make evident to our students, staff, parents/carers, visitors, local communities and Ofsted.

2022-23: Whole College Initiatives

In 2022-23, the **Staff EDI Working Group** was established and met half-termly, focusing on initiatives such as the drafting of the Student and Staff EDI surveys, plus the Our Shared Values work. Two sessions involved participation in FLAIR panel-discussion webinars i) advancing anti-racism in education, and ii) dealing with racist incidents in Schools. FLAIR is a London based organisation who work with schools to break down barriers to racial equity.

The **Student EDI Working Group** was also established and met termly, focusing primarily on the Our Shared Values work, content for the Pride Month/LGBTQ+ History Month tutorials and the Arts, Culture and Diversity enrichment Week. In September 2023, the Student EDI Working Group will become the (student) **EDI Committee** to ensure the EDI voice is heard and represented on the College Council. The newly formed **EDI Student Committee**, and Trans Group, plus the well-established student groups: Culture Committee, Inclusive Feminist Group, and LGBTQ+ Group continue to function as focus groups for students to discuss / generate ideas / suggestions for the College Council, Tutorial resources, staff training etc.

Whole College EDI INSET was sourced, planned and delivered by Hannah Wilson and Adrian McLean from Diverse Educators on the morning of 12th June 2023. It focused on improving EDI consciousness, confidence and competence and was attended by the majority of College teaching and operational staff.

In June/July 2023, the EDI Coordinator designed and coordinated the completion of staff and student EDI audits. The process was 'overseen' by Hannah Wilson of Diverse Educators who also acted as professional consultant to review results and summaries were shared with the EDI Steering Group, staff body, governors and both the EDI Student Committee and EDI Staff Working Group.

The newly appointed EDI Lead Practitioner/EDI Coordinator ran four EDI Teaching and Learning Community sessions attended by a wide range of teaching staff, and ran a *Diversity in the Curriculum* workshop at CENBASE in June 2023. The EDI Coordinator/LP also generated a comprehensive set of subject focused EDI Padlets to support the academic

departments in their review of EDI, plus a broader EDI Padlet for all staff – both teaching and operational.

Throughout 2022-23, the EDI Coordinator was very proactive in liaising with local community groups and organisations e.g. Community 360 and The OutHouse, plus ongoing liaison with EDI Coordinators in the CENBASE group of sixth form colleges.

The expanded Arts Culture and Diversity Festival held during 10th to the 17th July, featured activities held every day with visiting speakers, workshops, exhibitions and events taking place in different departments and venues over the six days to embrace and champion diversity and inclusion e.g. Background Bob's visit to unveil student artwork; a drag workshop run by The OutHouse; student fashion show; the festival itself on the grassy knoll, plus academics and professionals visiting various Departments to work with students in lessons e.g. English; Visual Art, Media Studies; Photography; Sociology; Performing Arts; Philosophy and Religious Studies; Sport and PE and Maths.

A full review was conducted to improve reporting arrangements for EDI documentation on College website: full strategy and report; Harmful Sexual Behaviour and Bullying and Harassment reports completed and shared appropriately. Full report and presentation to governors, March 2023.

2022-23 Outcomes for students in minority and disadvantaged groups

For analysis of the achievements of the whole cohort, please see College SAR. This report focuses on comparisons between the achievement of different groups of students.

Value Added A level results comparisons

The following comparative value-added (VA) data is taken from the "Six Dimensions" Report, produced by the SFCA, and relates to average A level grades. If one group has a score which is 0.1 higher than another, that would mean that 1 in 10 A levels achieved by that group would be a grade higher than A levels achieved by the other group, and 9 in 10 grades would be the same, relative to expectations. Expectations are based on prior achievement at GCSE. Analysis of 2023 A level results shows:

- Females have very slightly lower VA achievement than males (a difference of 0.05) This is consistent with the national pattern, as males tend to underachieve at GCSE.
- Students from ethnic minorities have very slightly lower VA achievement than white students (a difference of 0.07).
- Achievements of specific ethnic minority groups differ, with students of Asian and mixed heritage performing very slightly better than white students in value added terms, and Black, Chinese and other ethnic background students performing worse. Our 9 students of Chinese background underperformed significantly, and this was not in line with national trends. However, this is, of course, a very small cohort. We will monitor these groups to determine whether this is a temporary dip or a trend.
- Students receiving free College meals achieve similar outcomes to those who do not (-0.04) but students whose postcode put them in the bottom income quartile do significantly worse (-0.1, compared to the cohort as a whole). The disparity in A-level

outcomes will be tackled via the College's renewed focus on stretch and challenge (see 2023-24 QIP objective 1).

2022-23: Participation and outcomes – protected characteristics, other groups and performance measures

Gender

The trend towards more females (56%) and fewer males (44%) enrolling at College continued, in line with national trends. Female students are more likely to opt for academic education post-16 whereas male students achieve lower GCSE results and favour technical and vocational options.

Ethnicity

15% of the cohort (605 students) were Ethnic Minority, which compares favourably with local demographics. According to the most recent census in 2021, the population in the city of Colchester (192,424) is predominantly White (87%), with Ethnic Minorities representing the remaining 13% of the population. The population in Tendring, where we have five 'in area' feeder schools, is predominantly White (96.2%), with Ethnic Minorities representing the remaining 3.8% of the population. In England more broadly, 81% of the population is White, 10% are Asian, 4% are Black, 3% Mixed Heritage and 2% Other ethnic background.

Socio-economic factors

Given the location of the College, seventy miles from London and in a relatively affluent county in the South East of the country, where the 2018 average income was in line with the average nationwide income, it is unsurprising that 60% of our students sit in the lower or upper middle-income quartile. However, the College draws from in excess of 100 schools over a radius of approximately 70 miles and that reflect vastly differently socio-economic communities. Essex is a large county, with pockets of both extreme wealth and poverty. The 2020 data from the Office for National Statistics (ONS) identified South central and North east central Chelmsford as being two of the five highest-earning areas to live in Essex. In contrast central Clacton, West Clacton, East Colchester and Jaywick and St. Osyth are four of the five lowest-earning areas to live in Essex. Our anecdotal evidence would correspond, and indicates that the participation, engagement and achievement of (prospective) students from the Clacton area is severely affected by adverse social and financial circumstances. The College remembers the White, working-class and is aware of its history of academic underachievement, which it seeks to address proactively. We continue to explore ways to address this issue in a variety of ways (see development plans).

Analysis of value-added destinations data shows that students at this College in receipt of a College bursary were more likely to go to university, and more likely to progress to a Sutton 30 university, in comparison to other students at the College, and nationwide.

SEND

2022-23: Learning Support Database Information:

	Number/ percentage 2020	Number/ percentage 2021	Number/ percentage 2022	Number/ percentage 2023

Students with any entry on the Learning Support database	1292 (45%)	1552 (50%)	1507 (48%)	1584 (51%)
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These figures include specific learning needs and disabilities, and all other circumstances and conditions which may have an impact on the learning journey of students, for example being a carer, living independently, having a health condition or mental health difficulty.

The College provides excellent support for students with higher level needs and has adapted practice very effectively to support the rapidly increasing number of students with learning needs relating to emotional wellbeing and mental health. The attainment of students with lower level, 'traditional' SEN is not causing concern: the raw data shows a slight difference in pass rate (95% SEN; 96.5% non-SEN) and in high grades (37.2% SEN; 44.7% non-SEN) but in value added terms, SEN students are achieving well. The disparity in prior achievement is quite large, with SEND students' average GCSE grade at just 5.3, compared to non-SEND at 6.2.

Students with high level SEND have exceptionally good outcomes: 2023 A level leavers included 12 students with HLN/EHCP. They achieved 95% A level pass rate and 36% A*-B. Notable successes include HLN/EHCP students who achieved A*AAB, AAB and AAB plus Dist*. All 12 students had positive destinations: 11 progressed to university and one secured an apprenticeship.

330 students were assessed for exam access requirements in 2022-23.

Mental Health

The number of students experiencing difficulties with their mental health has risen very steeply.

	Number/percentage 2021	Number/percentage 2022	Number/percentage 2023
Students with declared mental health/emotional wellbeing issue	567 (18.3%)	656 (21%)	937 (29%)

External provision to help students with mental health difficulties is scarce and waiting lists are long. In-College provision has been expanded, and is well received. The Tutorial programme focused on resilience and work was done to break the link between poor mental health and low attendance. Mental health professionals consistently tell us that structure and regular attendance are helpful to students who may be struggling with their mental health.

The differences in achievement between students who have difficulties with their mental health and those who do not are relatively small. The A level pass rate for students with MH is 95.6, compared with 96.4 for non-MH students; high grades stand at 40%, as compared with 45% for all students.

Vulnerable Students

'Vulnerable children' in this context are those that have a social worker, including LAC (Looked after children), PLAC (Previously looked after children), CPP (children with a Child Protection Plan) and CIN (those defined by social care as Children in Need).

There were 12 looked after/previously looked after students at College in 2022-23.

Looked after children also thrive and perform well at College, with the additional support provided by the Designated Teacher: the five A level leavers in summer 2023 all completed their qualifications and progressed to positive destinations: four secured university places and the fifth secured an apprenticeship.

Please see development plans 2023-24 for further initiatives relating to this group.

2022-23: Progression to Higher Education

Progression to university is very strong across all groups at College. 6 Dimensions data shows that more of our students progress to university, when compared with other students with similar starting points (i.e. GCSE scores) at sixth form colleges nationally. The rise in number of applications does reflect the rise in year 2 students, but the proportion of students making applications has also risen.

The proportion of students in disadvantaged and minoritized groups who progress to Higher Education is very positive. Analysis of destinations by Polar categories (used to indicate whether the student lives in an area of high or low participation in higher education) shows that our students from the lowest, Polar 1 category are just as likely to progress to university as students from the highest, Polar 5 category. The number of students who receive free College meals and progress to university is slightly above expected levels, and the number of students from Ethnic Minority backgrounds progressing to HE is well above average (6D Destinations Value Added Score: +9). See also **Pastoral Report July 2023** and **SEND November 2023 Update Report** for very positive progression and destinations of HLN students and vulnerable students, including Looked After Children.

Once at university, our students are extremely successful, with well above average retention and achievement, as is shown by our consistently excellent HESA (Higher Education Statistics Agency) data over the past 6 years. Most recent data (relating to 2022 graduates) shows the percentage of our former students achieving a first-class degree (39.0%) far exceeds the percentage for all state providers (31.6%) and also exceeds the figure for the independent sector (36.9%) The percentage of students from areas with the lowest participation rates achieving a first (33.8%) or at least a 2.1 (83.7%) again compares very favourably with the percentage for the whole of the state sector (26.5% and 75.1% respectively). Continuation rates after the first year of study are also higher than average, at 91.1%.

This demonstrates how effectively we develop students' skills: students at this College are prepared well to become independent learners with the resilience, determination, and self-motivation to succeed in their next steps.

2022-23: Student Voice

The **EDI Student Audit** was completed by 805 students in June-July 2023.

Headline data: student self-identification

- 56% female students, 0.2% intersex students, 42% male students
- 89% students identified as cisgender
- 3.1% of students identify as being trans and 2.8% students identify as being non-binary
- 64% students identify as heterosexual, 16% identify as bisexual, 6% gay/ lesbian
- 81% students do not have a longstanding mental health condition
- 95% students do not have a longstanding physical disability
- 82% students do not identify as neurodivergent
- 93% students have English as a first language
- 85% of students do not speak more than one language fluently
- 5.7% mixed race identities, 4.6% Asian, 4.3% Black, 0.2% Gypsy, Roma Traveller
- 70% of students have no religion, 20% Christian, 2% Muslim, 2% Spiritualists

Headline data: students' experience and perception of EDI in College

- 64% students have a strong sense of belonging to the College, with only 3% disagreeing
- 68% of students agree the curriculum is diverse, with 29% who neither agree nor disagree
- Most students (93%) think the college is inclusive
- Most students (88%) feel respected by the staff
- Most students (76%) feel respected by the students
- 20% of students did not know how to raise a concern about an EDI matter and could not identify a member of staff to approach
- 5% of students said they had been treated unfavourably as a result of holding a protected characteristic, 18% neither agreed/nor disagreed

Qualitative feedback from students – affirmative

- Students feel accepted, feel like they belong and feel safe because people are kind and helpful
- Students appreciate being known, and having familiarity with staff, the 1:1 interventions such as reviews are a strength
- Students do not feel like there is a hierarchy in different identities
- Students say there is diversity, but the inclusion does not feel like it is forced
- Students are keen to co-create an inclusive culture and build a diverse community
- Students feel like they are treated like adults by their teachers
- Students feel confident in expressing who they are
- Most students who identify as trans feel accepted
- Students appreciate that the staff are supportive and friendly, encouraging positive staff-student relationships
- Students like it when staff wear identity badges to affirm their advocacy and allyship
- Students appreciate the extra-curricular opportunities for diversity in the curriculum e.g. clubs and societies, such as Friends Not Foes, sports, Diversifying Literature Book Club
- Students like that an EDI student group exists for them to participate in

- Students enjoy the cultural events and other community celebrations

Qualitative feedback from students – constructive:

- Students would like a broader discussion about EDI
- Students are keen for greater representation in the curriculum and for it to not feel like a bolt-on
- Students are keen to explore the socio-historical context/ knowledge construction to engage in critical debate
- Students want a greater commitment to, greater visibility of the LGBTQIA+ community in the college and in the curriculum
- Students would like more opportunities to celebrate diversity e.g. awareness days, events and clubs
- Students would like a wider lens on mental and health wellbeing awareness
- Students would like a greater visibility of neurodiversity
- Some students are being misgendered – the pronouns on the system vs student preference are being used inconsistently
- Some students would like staff to be more aware about different disabilities and their barriers
- Some students would like staff to be more aware about different religions, beliefs and faiths
- Students would like greater promotion of EDI activity to ensure that everyone is aware of the opportunities they can participate in
- A few students have expressed concerns that the college is too ‘woke’ and that their political views are not being taken into consideration

The Year 1 Student **Learner Satisfaction Questionnaire** comments were very positive across all aspects of EDI: equity, belonging and inclusion; SEND; wellbeing and mental health; diversity in the curriculum and additionality.

Student groups including the EDI Student Committee, Inclusive Feminist Society, LGBTQ+ group and the Culture Committee are all established and provide forums for students to share ideas, promote visible allyship and champion an inclusive culture and change. The Inclusive Feminist Society hosted a ‘Big Conversation’ about misogyny 10/11/23, which was well attended with a high degree of participation from the attendees.

We have continued to promote the mechanism to record and use preferred names established in September 2022, whilst retaining legal names as we must on College systems.

2022-23: Harmful Sexual Behaviour

The College records all instances of bullying, harassment and harmful sexual behaviour in a termly report which is shared with the safeguarding lead governor. In keeping with previous years, sexual harassment/assault is reported more frequently than other forms of bullying and harassment, and with the exception of one male student who received unsolicited explicit images, once again all alleged sexual harassment perpetrators are male and all alleged victims are female. It should be noted that the proportion of females to males at College is almost 3:2, and the majority of students are White British. Consent within relationships is the most frequent issue which is a topic which is address in our Healthy

Relationships RSE tutorials, with plans in place to review and revise the content once again, for 2023-24.

The EDI coordinator holds student forum meetings to discuss any concerns relating to sex and gender in College. We also have a thriving student Inclusive Feminist Society which, again, discusses and reports on any areas of concern. Nevertheless, there are isolated incidents of harmful sexual behaviour in College which are reported to us.

During 2022-23, there were 6 such concerns, including sexist behaviour and touching without consent. Like all safeguarding cases, these were dealt with, logged in the termly report and detailed fully on MyConcern. 20 concerns about harmful sexual behaviour related to incidents which took place outside College and, in most cases, did not involve College students as alleged perpetrators. When there are allegations involving College students, we deal with them carefully and sensitively, taking steps to safeguard all concerned.

The majority of incidents recorded in 2022-23 occurred before the student(s) concerned joined College. A total of 102 'historic' incidents were recorded on our safeguarding database. These incidents can have an impact on mental health while at College and sometimes necessitate measures to keep students separate, for example by manual coursing.

Student focus groups show we can be confident that there are no 'unsafe' places on College site: there are no reports of opportunistic up-skirting, groping etc in College, though female students do encounter such incidents in town and on public transport. We have learned from forums and peer review that students have a higher tolerance than we would wish for inappropriate on-line behaviour: specifically, many would not think to report an 'air drop' containing a sexual image which is addressed in the 2023-24 Healthy Relationships RSE tutorials.

We explored the possibility of adopting an anonymous reporting system for students and have seen trials of two software systems. However, having canvassed students, we concluded that most students have a trusted adult they can talk to, and that there are some obvious disadvantages to anonymous reporting of safeguarding issues, including the difficulty of establishing whether the person making the disclosure is safe, and the potential inability to substantiate any allegation and take action.

2022-23: Bullying and other forms of harassment:

Safeguarding files from schools contained bullying concerns relating to 48 (2021-22: 36) of our new students. Of these cases, 7 were recorded as racist bullying (1) and 9 have been recorded as cyber-bullying (same number as 2021-22). There were 15 instances of bullying/harassment or perceived bullying, which were dealt with by Senior Tutors. The majority of both complainants and alleged perpetrators were White females, though this is to be expected as this is the largest group of students in College.

There are no trends which link bullying and other forms of harassment to protected characteristics. The reported bullying is often quite subtle, taking the form of exclusion from a friendship group, comment in group chats or disparaging looks or remarks. None of these cases involved any physical element. Almost all have been resolved informally, without recourse to the Student Disciplinary Procedure.

Incidents happening on College site are still rare. Bullying occurs very occasionally at College, but issues raised at College tend to focus on emotional consequences of previous bullying at school. The number of historic cases of both sexual violence and bullying which are raised with us directly by students, often for the first time, shows that students are confident to report problems to us.

2022-23: Equality, Diversity & Inclusion– Staff

The **EDI Staff Audit** was completed by 176 respondents in June 2023.

- **Teaching: 192 (131 responses) – 68%**
- **Support: 136 (45 responses) – 33%**

Headline data: staff self-identification

- We are a female heavy staff
- We are a cisgender dominant staff
- We have some diversity of sexual orientation in the staff
- We are a secular dominant staff - Christianity is the dominant faith
- We are a white majority staff body
- We have some staff with mental health and wellbeing needs
- We have some staff who are neurodivergent
- We have a significant number of staff who are parents/carers

Qualitative feedback from staff – affirmative

- Staff feel supported by line managers/the college when they do disclose EDI related issues at the college
- Staff feel understood and valued as individuals at the college
- Staff feel connected to colleagues and respected by colleagues at the college
- Staff feel that their views and ideas matter at the college
- Staff feel a strong sense of belonging at the college
- Staff feel confident in challenging discrimination at the college
- Staff are interested in further training to empower them to be better informed and more active in the EDI strategy
- Staff believe that the college support the students in raising concerns about EDI
- Staff feel that the college is proactive in promoting EDI

Qualitative feedback from staff – constructive:

- Staff with additional needs need to feel safe/reassured about disclosing
- Some staff do not know how the College tackles discrimination
- Staff would like to know more about how they can contribute to the EDI strategy
- Staff need to build an EDI toolkit of strategies for addressing EDI situations as they arise, including how to “call things out”
- Some staff would like more discussion about EDI in their departments
- Some staff would like further training on EDI issues

2022-23: Human Resources Report

The College continues to be committed to Equality, Diversity and Inclusivity and this commitment runs through all aspects of College work. In line with our responsibilities under our Public Sector Equality duties we continue to work to recruit talented individuals from a diverse range of backgrounds and to support and encourage all employees to progress and develop.

The College has been working in partnership with Diverse Educators to develop a deeper understanding of diversity within the College community, identifying and addressing any gaps or barriers found. It was felt important to understand our current position with regards to diversity before developing strategies to increase diversity in line with student data. This led to the implementation of a staff and student audit which was undertaken in summer term 2023, analysis of which has given the College a starting point to build future strategy.

As part of our strategy to increase the diversity of staff employed at the college, we used a recruitment service that specialised in social media advertising campaigns. This has helped in our outreach, particularly for teacher training positions. We have also signed up to the Disability Confident, government led scheme which publicly marks our commitment to employing and supporting people with disabilities. We continue to actively reviewing recruitment and retention practices to ensure barriers to inclusion and diversity are reduced or removed, in particular to identify ways to support ethnic minority candidates and other underrepresented groups.

We have continued to monitor our ethnicity profile and work to increase staff diversity. Of 13 appointments made in 2022-23, 9 (69%) identified as White, and 4 (31%) from Other ethnic backgrounds. This is out of 139 applicants of whom 17 (12%) identified as Other ethnic background. 11 (8%) out of 139 applicants declared a disability.

In 2022-23 we continued to review reasons for departure and undertook exit interviews, informing practice to ensure we retain teaching staff to ensure excellence is not lost, and that staff can develop and progress without needing to leave the organisation. Retention rate for 22/23 year is 91% (discounting retirement = 96%). 23 internal development roles were created during 2022-23.

We have implemented a 3-stage uplift to operational staff salaries to institute some differential in salaries to ensure salaries are more competitive than previously. We have also started to market the benefits package more effectively, i.e., stress pension/ family friendly environment/ generous Annual leave/ Christmas closure etc. For operational staff, the overall retention at 88% (after retirement 93%).

The wellbeing initiatives and access to an inhouse counsellor has been of great benefit to staff and this is reflected in feedback via staff forum (18 staff supported by College counsellor in 2022-23)

Staff report feeling listened to and feel their concerns are being heard. This is evidenced by the holding of 3 polls to determine the timing of some college practices and the result of the ballot have been implemented in the College calendar and in College practices. Mental health first aid training is continuing with the intention to ensure adequate provision for staff and students (8 people trained in MHFA 2022-23). This has increased staff confidence and ability in dealing with difficult and often sensitive situations.

It is difficult to accurately provide data of staff with disabilities, as whilst we know of many working with us with conditions that would probably fall into the definition outlined in the Equality Act 2010, very few self-declare. We have an inclusive and supportive approach to staff and regularly implement adjustments to aid staff continue to work.

It is a strength of the college that we have relatively few formal disciplinary or capability or grievance procedures (1 capability; 2 ill-health capability; 2 grievances). It is our practice to build review and support into normal management behaviours with the intent to avoid the need to revert to more formal processes.

2022-23: Gender Pay Gap

The gender pay gap is defined as the difference between the mean or median hourly rate of pay that male and female employees receive. The mean pay gap is the difference between average hourly earnings of men and women. The median pay gap is the difference between the midpoints in the ranges of hourly earnings of male and female employees.

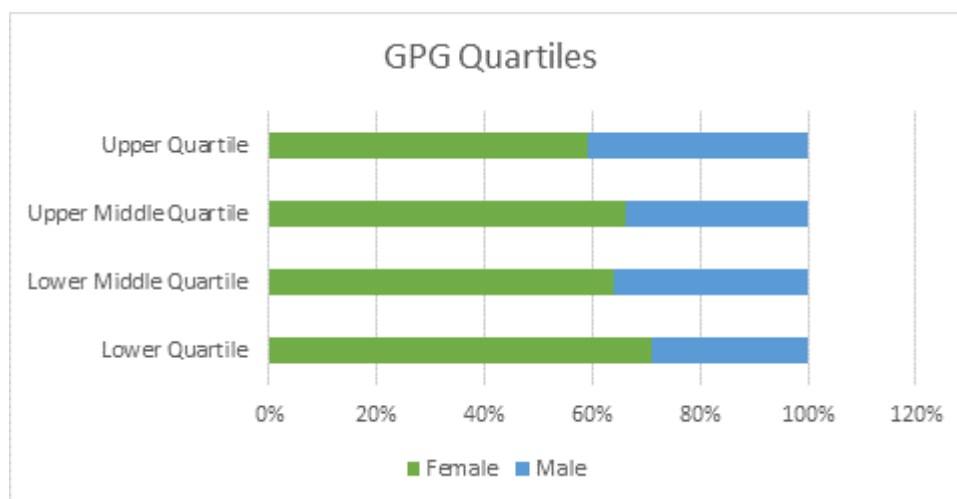
The College's Gender Pay Gap calculations as at 31st March 2023 are as follows:

Mean Gender Pay Gap	7%
Median Gender Pay Gap	11%

In comparison, the College's Gender Pay Gap calculations on 31st March 2022:

Mean Gender Pay Gap	6.2%
Median Gender Pay Gap	8.1%

This tells us that women earn 89p for every £1 that men earn when comparing median hourly pay.



Women occupy 59% of highest paid jobs and 71% of the lowest paid. The mean gender pay gap of 7% is an increase from 2022 when our pay gap was 6.2%, but is still lower than 2021 when the gap was calculated at 9.7%. The current UK GPG is 14.9% for all employees.

This increase is explained by the proportional increase of women in our lower quartile, up to 71% from 67%, and the increase of men in the middle quartile. It is balanced by the increase

of women in the upper middle quartile where we now have 59% female, as opposed to 53% in 2022.

The ratio in the lower middle quartile remains stable. We continue to have more women than men employed (34%/66%) in the upper middle quarter but the gap has narrowed slightly from last year when we had 27% male and 73% female. We have seen an increase in female managers in our upper quartile where women now comprise 59% of the group, as opposed to 52% last year (male percentage has dropped from 48% to 41%).

The percentage of men paid at a higher rate than women is not in line with the ratio of men/women employed by the college The College workforce is 2/3 female and 1/3.

The College workforce reflects national trends and has what could be considered a traditional balance of male/female workers i.e. more females than men in the lower pay bands and more female part time workers particularly amongst administrative staff. These roles are traditionally paid at lower rates and impacts greatly on our gender pay gap.

It is also worth noting that given our relatively small size, with 320 employees, small changes in staffing can have a significant effect on our percentage changes and that unlike the national trend we have a higher proportion of female staff in the upper pay quartiles.

When comparing our GPG with other organisations it is worth noting that a significant proportion of the College workforce in the lower quartile are employed in areas that are traditionally contracted out e.g. cleaning/catering, and which may not be included in comparable institutions.

2022-23: Bonus Pay Gap as at 31st March 2023

We are also required to report on the pay gap in bonus payment. Teaching staff do not receive a bonus however support staff are entitled to apply for a performance related bonus (SSSP) of £370 (pro rata for part time staff, (subject to satisfactory appraisals) therefore the figures relate to support staff only.

Mean Bonus Pay Gap	1.33%	% of Men with Bonus	26%	27%
Median Bonus Pay Gap	6.9%	% of Women with bonus	34%	34%

2022-23: Review of Development Plans

2022-23: Equality Diversity & Inclusion Development Plan

Objective	Specific targets and actions	Review
<p>Undertake a thorough review of diversity in College, looking for 'gaps' that need to be addressed, and acknowledging strengths. The resulting report will cover both access to College and whether minority/minoritized groups are thriving at College.</p>	<p>EDI Coordinator to lead this work, interrogating already available data and seeking out creative ways to investigate gaps where data is less easy to produce (e.g. sexuality, gender identity, some 'hidden' social/economic inequalities).</p>	<p>EDI staff audit completed June 2023; EDI student audit completed July 2023, which generated a more nuanced understanding of diversity at College.</p>
<p>Adopt a more 'outward-facing' approach to EDI, engaging the wider local community.</p>	<p>Strengthen existing relationships and forge new community links focused on diversity and inclusion. EDI Coordinator has begun making links with colleagues in schools, and in FE and HE and some initiatives are underway.</p>	<p>EDI coordinator has firmly established links with: external EDI organisations; other CENBASE colleges, and HE providers. (see also EDI Annual Report updated March 2023, and QIP review June 2023).</p> <p>EDI Coordinator ran a workshop at CENBASE June 2023.</p>
<p>Adopt a more 'outward-facing' approach to EDI, engaging organisations and think tanks to inform and shape culture and practice.</p>	<p>Explore accreditation and training opportunities from external bodies e.g. Gender Action.</p>	<p>Gender Action accreditation achieved</p>
<p>Engage more staff and students in 'bottom-up' initiatives to promote EDI across the curriculum and throughout the College community.</p>	<p>EDI Lead Practitioner and Coordinator to establish diverse staff and student working groups to meet half termly and contribute to initiatives and events (e.g. students to plan activities for Pride/Black History Month).</p>	<p>EDI Staff Working Group is well established and well attended; has developed EDI commitments; students have produced materials for Black History month and Pride and contributed to the planning of the Arts, Culture and Diversity Festival.</p>

<p>The majority of teaching staff should have engaged in further EDI training, specifically around inclusive language.</p>	<p>INSET set aside for this work – both whole staff, and within departments.</p>	<p>Inset day devoted to EDI 12/6/23, morning session delivered by Diverse Educators to whole staff, followed by College EDI Coordinator briefing and staff EDI audit.</p>
<p>Diversity week – Summer – local community focus</p>	<p>Student involvement – current Year 1 and ex-students. Local organisations and stakeholders. Departments lead to initiate links, build EDI related curriculum initiatives and enrichment e.g. visits/visitors, activities etc.</p>	<p>A highly successful week of events during the Arts, Culture & Diversity Week in July 2023. In terms of the local community - involvement from The Outhouse and Background Bob, plus a number of professionals and academics leading EDI initiatives in Departments.</p>
<p>Raise profile of EDI in College</p>	<p>EDI Coordinator and Staff and Student EDI Working Groups to draft Our Shared Values.</p> <p>EDI Coordinator and Staff and Student EDI Working Groups to contribute to tutorial programme and enrolment with specific activities.</p> <p>Ongoing supportive liaison with existing groups e.g. Inclusive Feminist Society, LGBTQ+ etc.</p>	<p>Our Shared Values document finalised. A design competition ran in Graphics for the poster version – judging took place in July 2023.</p> <p>Student EDI Working Group developed materials for International Women’s Day and Pride Month.</p> <p>The Arts, Culture & Diversity Week involved a collaboration between EDI Coordinator, Culture Committee, Arts Committee and other groups in College.</p>

2022-23: Mental Health and Emotional Wellbeing Development Plan

Objective	Specific targets and actions	Review
<p>Work to ensure access to joined up mental health support for students</p>	<p>Principal and Senior Mental Health lead to liaise with Colchester Institute to make the case with relevant CCGs, policy makers and decision makers for increased high level support for young people in general and for our students in particular</p> <p>Work closely with the WARMS team to maximise use of their offer, including collaborative planning, staff support and training, delivery of new wellbeing-focused Additional Studies</p> <p>College counselling team to design and trial tools to measure the impact of their work</p>	<p>SET CAMHS now offer regular supervision to our Wellbeing team, and CAMHS counsellors are increasingly working with students in College. Communication channels now much more effective.</p> <p>We also have the services of a YES counsellor 1 day a week – and this will be expanded for 2023-24</p> <p>Continuing discussions re. higher level/specialised mental health support via Essex/Suffolk Integrated Care Board (the CCG)</p> <p>Provision of 1-2-1 support from WARMS has been limited.</p> <p>Work on this is underway and evaluation tools are ready to trial but not yet in use.</p>
<p>Increased staff confidence in dealing with students who have mental health issues</p>	<p>Further specialist training for pastoral/wellbeing staff; in-house training for teaching staff on strategies for dealing with student mental health issues in the classroom; facilitate further external training and qualifications for self-selected staff</p>	<p>See summary of training above – ongoing; external training being promoted, with good take-up</p>

	<p>Lead practitioner for Wellbeing to support teachers to integrate their learning about MH into their pedagogical practice.</p> <p>Evaluation of how teachers promote emotional wellbeing to be included in quality assurance of teaching and learning</p> <p>Finalise and adopt College Mental Health Policy</p>	<p>Teaching and Learning Community has carried out and disseminated results of research.</p> <p>Now embedded in practice of TLR team. See TLR reports</p> <p>Policy finalised and adopted.</p>
<p>Students are well-informed about mental health, know how to ask for help in College and are confident to do so</p>	<p>Develop new Additional Studies courses in <i>Understanding Mental Health</i> and <i>Neurodiversity</i>, to be led by WARMS team. Increase participation in WARMS groups and workshops</p> <p>Boost mental health awareness amongst all students with refreshed Tutorial materials; publicity for College services; visits from external agencies</p>	<p>WARMS successfully delivered two Additional Studies: Neurodiversity and Understanding Mental Health, with such strong enrolments that the 2 groups were increased to 4</p> <p>Tutorial materials were refreshed and adapted, with a theme of resilience running through many; new 'Who Can Help?' poster in every tutor base, plus toilets etc. Range of awareness raising visits from e.g. YES, Next Chapter, Kids Inspire</p>

2022-23: Learning Support SEND Development Plan

Objective	Specific targets and actions	Review
<p>To develop relationships with teaching staff/departments to work in a more joined up approach when providing support for HLN students.</p>	<p>To ensure teaching staff are aware of the LSA role in the classroom. LSAs to be included in class emails for those that they support in. Discussions/emails re: support between teacher and LSA (include SENCO). To consider how to facilitate the learning in the classroom for the HLN student – what needs adapting?</p>	<p>This is ongoing and will continue to be a target for 23/24. The work needs to be with the teaching staff rather than with the team within the department.</p>
<p>To investigate different ways to 'advertise' support for non HLN students (workshops etc) so</p>	<p>Email to HODs to identify students who need support in managing time in exams/revision/answering exam questions. List of students to take part in sessions.</p>	<p>Student self-referrals were the most effective method in terms of attendance.</p>

that more students attend the sessions and benefit from the advice and support.	Location of sessions SENCO's additional role of Lead Practitioner for Embedding LS commences in Sept.	Revision workshops were offered before internal and national exams. (26 out of 40 who signed up plus a further 15 1-1 sessions on this)
To work with the local authority on the new banding and allocation of funding changes.	Attend local authority training Practice of banding using resources provided. Banding of students in the autumn term who are HLN. Moderation with other institutions to ensure all similar/in agreement.	INSET training attended by SENCo. All HLN students banded for 21-23 cohort. Moderation attended. LA have extended the process of banding across the county.
To develop college 'drop in' sessions for teaching staff to access support and discuss students with learning needs in their classrooms.	Drop-in sessions to be organised. Develop materials and resources 1-1 or group/department sessions. Roll out model early autumn term.	Staff drop-in sessions run throughout the Spring term, but no attendees despite promotion. The team are now considering other ways to support colleagues.

2022-23: Looked After Children Development Plan

Objective	Specific targets and actions	Review
Respond to advice following July review meeting with Essex advisor.	To be determined following review.	Advice given from review meeting in July with the Essex Advisor was minimal, with the advisor suggesting that we were effectively monitoring, tracking and supporting our learners. The only target given was to ensure we are doing everything possible to collate data surrounding students who have had Social Worker input. This links with our own targets of enhanced school liaison. We also asked parents to let us know if they have a family Social Worker to inform us, in the September Newsletter

<p>Develop mechanisms for identifying and monitoring PLAC (previously looked after) students, and other students who have had social care involvement.</p>	<p>Enhanced requests for information from schools, pre-enrolment; define and clarify shared responsibilities within College; review and adapt current College practices re information sharing/confidentiality.</p>	<p>We trialled contacting some of our feeder schools in early July 2022 asking for information regarding LAC/ PLAC/ Safeguarding concerns/ Social Worker input/ Police input. This was extremely well received by our chosen schools and the information proved to be invaluable, especially in early September when Safeguarding files were still being passed on.</p> <p>We opted to contact more feeder schools this year, in early June. Schools have been extremely proactive about booking in for a phone or teams chat and many of our schools have passed on information in time for the College Induction Days for year 11 applicants in late June.</p>
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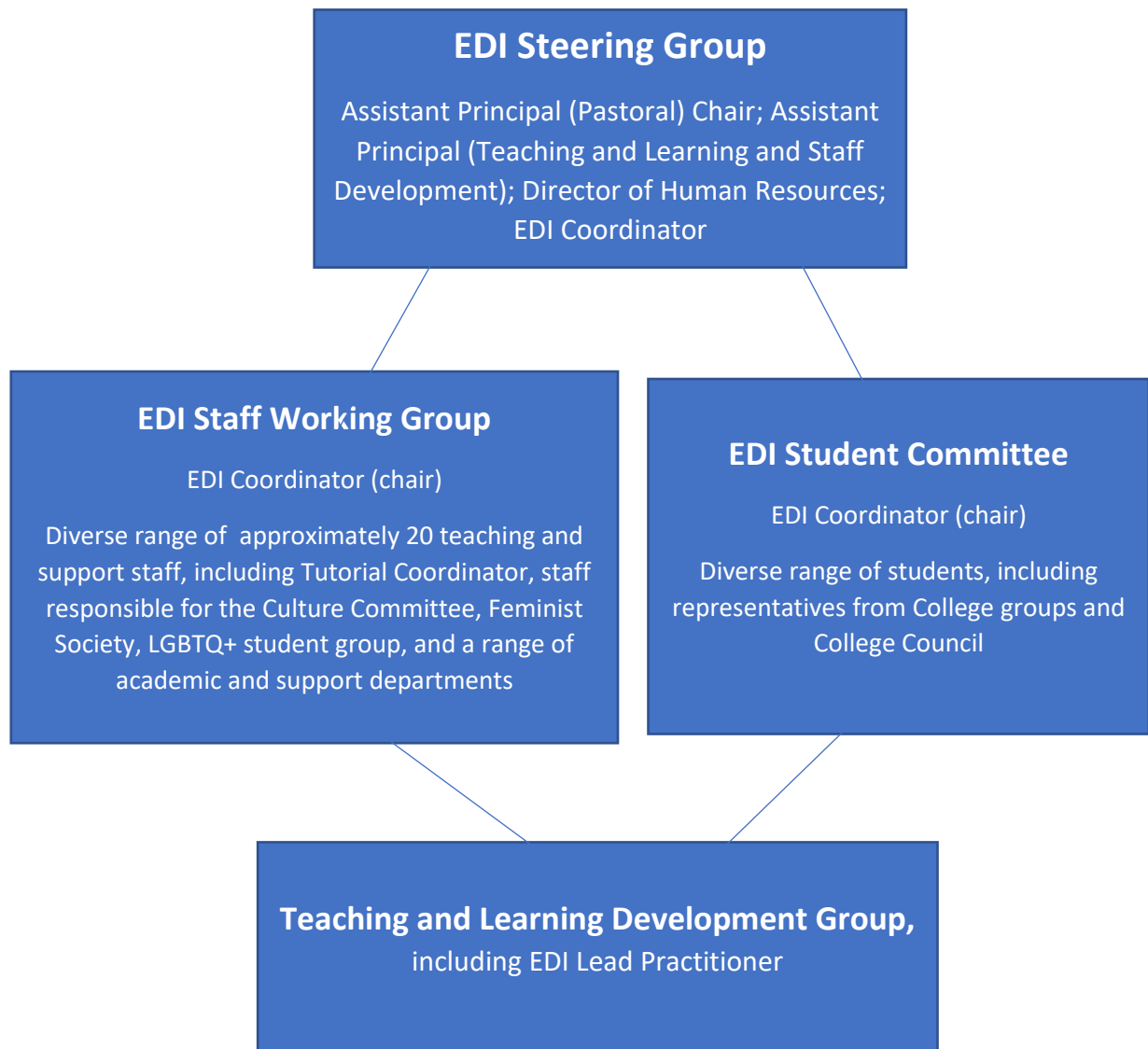
2022-23: Human Resources Development Plan

Objective	Specific targets and actions	Review
<p>Undertake a thorough review of EDI in College, to establish a starting point from which to develop an EDI HR strategy.</p>	<p>Work with EDI Coordinator to establish mechanism for this - use of survey? Outside resources etc.</p>	<p>EDI audit completed via staff/student survey.</p> <p>Conclusions being analysed. Development plan to be created in consultation with EDI Coordinator.</p>
<p>Review recruitment material to ensure inclusivity and accessibility.</p>	<p>Work with staff group/EDI Coordinator to review and develop job vacancy information on website.</p>	<p>Material reviewed for accessibility. Vacancy information to be completed for new website (January 2023)</p>
<p>Gain accreditation for Disability Confident scheme.</p>	<p>Complete actions required and sign-up for Disability Confident scheme.</p>	<p>Work now underway to promote and implement agreed activities into recruitment process.</p>

<p>Increase the diversity of our workforce.</p>	<p>Research and engage relevant recruitment support.</p>	<p>To continue to actively work to promote diversity and seek to identify recruitment platforms that aid this process.</p>
<p>Research different levels of differences in the workforce, including disability, neurodivergence, medical conditions that may impact on their working lives and then establish channels of support.</p>	<p>Work with EDI group/external agency to gain information regarding make up of workforce.</p> <p>Use annual data collection process to gain supplementary information.</p>	<p>Data collection and EDI survey completed. Data to be analysed and strategy to be devised.</p>

2023-24: Quality Improvement Plan

EDI remains a key priority for 2023-24. **Strategic Priority 3** is: Promote equality, diversity, inclusion and community engagement.



2023-24: Equality Diversity & Inclusion Development Plan

Objective	Specific targets and actions	Review
Further strengthen community and sense of belonging in College	<p>Publicise student-produced 'Our Shared Values' document and poster. Introduce and publicise 'College Community Code' to make expectations of behaviour and engagement clear to students.</p> <p>Focus on community and sense of belonging throughout the Tutorial programme and College events, including an increased number of cultural events.</p> <p>Develop and strengthen students' sense of community beyond College, promoting active citizenship and engaging with local community groups.</p> <p>Build on outcomes of staff and student EDI surveys, including relevant staff training in targeted areas.</p>	July 2024
Continue to raise profile of EDI in College	<p>Building on outcomes of staff and student EDI surveys, EDI Coordinator and Staff EDI Working Group and Student EDI Committee to continue to support the regular review of practice and policy, and to contribute to the tutorial programme and enrolment.</p> <p>Ongoing supportive liaison with existing groups e.g. Inclusive Feminist Society, Culture Committee, LGBTQ+, Trans Group etc.</p>	July 2023
Develop greater representation and visualisation of EDI in College and further promote EDI across the curriculum	<p>EDI LP and TLC members work to working collaboratively to address areas of focus e.g. intersectionality representation in the curriculum; visualising and usualising EDI in Departments; enhancing FCM and bottom income quartile attainment; POLAR/TUNDRA data analysis; working closely with the Library to enhance representation.</p> <p>Development of the EDI collection in the library – for students and for staff and use in TLC.</p>	July 2024

<p>Further develop the July Arts, Culture and Diversity week – retain local community focus</p>	<p>Student involvement – current Year 1 and ex-students. Plus, local organisations and stakeholders.</p> <p>Departments lead to initiate links, build EDI related curriculum initiatives and enrichment e.g. visits/visitors, activities etc.</p>	<p>July 2024</p>
<p>Formation of a CENBASE EDI working group to further develop an ‘outward-facing’ approach to EDI.</p>	<p>Strengthen existing relationships with EDI leads in all CENBASE colleges.</p> <p>EDI Coordinator to Chair group which meets termly. Group to influence shape of CENBASE INSET day in June 2024.</p>	<p>June 2024</p>
<p>Adopt a more ‘outward-facing’ approach to EDI, engaging organisations and think tanks to inform and shape College culture and practice.</p>	<p>Continue to explore accreditation and training opportunities.</p> <p>Cascade materials and INSET from external bodies through TLC, Staff EDI Working Group, and via Padlets and Teams e.g. Gender Action.</p>	<p>June 2024</p>
<p>Engage EDI Student Committee in range of actions to follow up the Student EDI Audit.</p>	<p>EDI Student Committee to undertake the following:</p> <ul style="list-style-type: none"> - Diversity Walks - Prepare short ‘lived experience’ videos - Contribute to the Tutorial Programme - Support events across College e.g. Culture Day, and LGBTQ+ Christmas market 	<p>June 2024</p>
<p>Address and follow up the ‘Questions to Consider’ from the EDI Student Audit with relevant parties e.g. EDI Steering Group; DSL and DDSL; AP Pastoral; SLT; Tutorial Coordinator; Staff EDI Working Group etc.</p>	<p>Promote Our Shared Values and College Community Code and continue to develop tutorial programme to ensure all students are aware of how to seek support, disclose etc.</p> <p>To continue to promote and develop use of inclusive language in the classroom via training opportunities and briefings to further enhance student belonging.</p> <p>Develop elements of the tutorial programme and work of the EDI Student Committee to address anti-racist strategies e.g. prejudice/ discrimination/ microaggressions/ gaslighting.</p> <p>Exploration of methods to include preferred pronouns at enrolment.</p> <p>Use materials, training and support from Gender Action to continue to develop staff and student awareness and understanding of the</p>	

	dangers of incel culture and misogynist influencers via staff briefings and tutorial programme.	
<p>The majority of teaching staff should have engaged in further EDI training via workshops on 12th of June, specifically around:</p> <p>i) navigating intersectionality ii) holding courageous conversations iii) disrupting unconscious bias</p> <p>These workshops will be recorded and available to all staff.</p>	INSET set aside for this work – both whole staff, and within departments.	June 2024

2023-24: Mental Health and Emotional Wellbeing Development Plan

Objective	Specific targets and actions	Review
Maximise externally provided mental health support for students	<p>Liaise with YES to ensure smooth roll-out of extra provision for 2023-24 (one extra day of counsellor's time and one day of 'navigator')</p> <p>Continue to press for more permanent, funded support at an appropriate level, to meet the needs of our students</p>	July 2024
Develop role and impact of Lead Practitioner and Teaching and Learning Community for Student Resilience and Wellbeing	<p>LP to recruit members of TLC and work to develop additional strategies for teaching staff to use with students who have mental health difficulties.</p> <p>Disseminate learning more widely, to all teaching staff</p>	July 2024

2023-24: Learning Support SEND Development Plan

Objective	Specific targets and actions	Review
To continue to work with the local authority on the new banding and allocation of funding changes.	<p>Banding of all learners.</p> <p>Moderation with other institutions.</p> <p>Consider evidence held that supports banding for students, link evidence to banding matrix.</p>	June 2024

<p>To develop teachers' confidence working with LSAs within the classroom to provide a more joined up approach when providing support for HLN students.</p>	<p>To ensure teaching staff understand the LSA role in the classroom.</p> <p>Discussions/emails re: support between teacher and LSA (include SENCo).</p> <p>To consider how to facilitate the learning in the classroom for the HLN student – what needs adapting?</p>	<p>June 2024</p>
<p>To develop strategies used in teaching and learning to support HLN students within the classroom.</p>	<p>Consider training opportunities, linked with what staff need.</p> <p>Staff training on 4 key areas, autism in the classroom, autism in girls, executive functioning and study skills for dyslexia and DCD.</p>	<p>June 2024</p>
<p>To develop the SEND champion scheme with teaching staff across college.</p>	<p>Identify teaching staff who have an interest in particular areas of SEND, e.g. ASD, Dyslexia etc.</p> <p>Discuss plans regarding developing support groups/accessing training to further knowledge/look at how staff can champion and support in departments.</p> <p>Discuss how teaching staff feel they can best support the department within their particular SEND interest, etc.</p>	<p>June 2024</p>

2023-24: Looked After Children Development Plan

Objective	Specific targets and actions	Review
<p>Develop the use of CEDAR to track and monitor LAC/ PLAC</p>	<p>CEDAR software being rolled out in autumn 2023, has enhanced tracking and monitoring functions.</p> <p>The DT will consider ways of 'flagging' the students to ensure that they can be tracked and monitored.</p>	<p>July 2024</p>
<p>Develop the use of Morrisby to assist LAC/ PLAC in identifying workplace skills development and achievements.</p>	<p>Morrisby is an app which students and staff will use to identify work place skills development, log achievements and set careers-based targets.</p> <p>LAC/ PLAC should be supported in using the app, to facilitate improving their next step</p>	<p>July 2024</p>

	ambitions and to help staff to track their progress.	
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2023-24: Human Resources Development Plan

Objective	Specific targets and actions	Review
Continue to increase the diversity of our workforce	<p>Seek to appointment and to encourage and attract a more diverse workforce.</p> <p>Identify barriers to diversity and remove barriers to ensure more accessible methods of advertising/recruitment.</p> <p>Commit to awareness campaigns/diversity targets i.e now committed to Disability Confident scheme.</p>	July 2024
Continue to promote mental health first aid	<p>Increase numbers of staff able to offer mental health first aid to students and colleagues.</p> <p>Increase awareness of mental health and how to provide support.</p>	July 2024
Employee support	<p>Reduce absenteeism: target rate of 3%</p> <p>Increase staff satisfaction and wellbeing and retain high levels of staff retention.</p> <p>Wellbeing support includes:</p> <ul style="list-style-type: none"> • College Counsellor • Employee Assistance programme • Access to mental health first aiders • Use of college gym facilities • Signposting via Moodle • Wellbeing INSET on non-student days but also through the year. 	July 2024
Address areas for development from the Staff EDI Audit	<p>To ensure all staff understand how to disclose additional needs and the help and support available</p> <p>To further create opportunities such as the TLCs for colleagues to work across departments</p> <p>To continue to explore methods and channels to share information e.g. use of Thursday morning Shout, Teams All Staff channel, Staff Hour etc.</p>	July 2024

	<p>To offer training for staff to further support staff EDI training and development e.g. 12th June workshops:</p> <ul style="list-style-type: none">i) navigating intersectionalityii) holding courageous conversationsiii) disrupting unconscious bias <p>Ensure the EDI development plans are shared with all staff.</p>	
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