**Equality Diversity and Inclusion**

**Community engagement**

**Annual action plan 2023/24**

**Year 3 of a 4 year development cycle for equality, diversity and inclusion**

Actions highlighted in grey form part of our objectives within the community engagement strategy

| **Theme** | **Action for development** | **Impact measures** | **Lead** | **Timeframe** | **How is progress monitored** | **Starting point** | **Notes for 23/24** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students and their learning | All vulnerable students including those with an EHCP are provided with a careers interview to ensure that they are on the right course to meet their aspirations  | Our most vulnerable students, including those with an EHCP plan, those who have had or have a social worker and those from disadvantaged groups progress in line with their peers.  | VP CESE | July 2024 | Annual student data report. Progress data sets such as retention, progress scores etc considered at start of each meeting.  | **NEET care experienced 14.3% (+16.5%)****NEET EHCP 15.6% (+10.15)** **Reduce both by 10%** |  |
| Provide training for teaching and support staff on the new data dashboard so that staff can track the progress of learners in real time and identify issues quickly. | Interventions to address progress or attendance issues are implemented in a timely fashion.  | VP C&Q | Dec 2023 | Outcomes data for students | Data for 22/23 reported Nov 2024 |  |
| Where gaps exist in the progress and outcomes for learners ensure strategies are put in place to enable disadvantaged learners to achieve in line with their peers.  | Disadvantaged students progress and achieve in line with their peers.  | VPCESE | July 2024 | Data report as a standing item on the steering group. | **Care experienced Retention 81.8% (-10.4%)****NEET care experienced 14.3% (+16.5%)****NEET EHCP 15.6% (+10.15)** **Reduce retention gap by 7% and NEET gap by 10%** |  |
| Track the delivery of key EDI themes through the tutorial programme and ensure that it is flexible enough to respond quickly to emerging and current issues.  | Students are provided with a well-rounded understanding of life in modern Britain and develop their understanding of diversity and difference and a commitment to equality. | VP C&Q | By July 2024 | Student survey results, deep dive processes for curriculum – reported to every meeting of the steering group. | **89% of students say tutorials widened their understanding – improve to 92%** |   |
| To develop and implement awareness campaigns and training sessions for students on the use of language, consider the implementation of respect champions within our learner community.  | Students develop an appreciation of diversity, difference and inclusion. | VP CESE  | By July 2024 | Students and learner voice feedback – reported at every meeting | 93% of students say the college deals with bullying well.  |   |
| To develop resources for use with learners on the following topics and these to be embedded within tutorial programme:Acceptance and toleranceOnline dis-inhibitionSocial media influencersConsequences of behaviour | Reduction in incidents reported around online abuse and use of inappropriate language. | AP QS with PHSE tutorial coordinator | By Feb 2024 | Reported at every meeting. | Homophobic bullying 18Racial abuse – 28Sexual harassment and violence internal - 57Disability harassment - 8Sexual harassment external - 43 |  |
| Ensure that the induction for learners has a clear focus on the college’s values and in particular respect | College expectations are visual and clear – students understand our values from the start.  | VP CESE | By Sept 2023 | Disciplinary monitoring and complaint monitoring, feedback from students – report considered annually. | Homophobic bullying 18Racial abuse – 28Sexual harassment and violence internal - 57Disability harassment - 8Sexual harassment external - 43  |   |
| Further develop transition for our most vulnerable students.  | Improvement in first 42 day retention.  | VP CESE VP C&Q HoD ALS Manager | July 2024 | Annual progression report – reported annually to the Steering Group |  |  |
| Introduce focus groups for BAME, male and female students  | The college develops an understanding of where issues lie. | VPCESE, APQS, VP C&Q | By Jul 2024 | Report of learner voice on a termly basis  |  |  |
| Develop a suite of resources for both staff and students to support ESOL learners  | ESOL learners progress and achievement on core voc is accelerated and staff understand how to support them | VP C&Q | By March 2024 | Outcomes for learners reported annually |  |  |
| Ensure that preparing for adulthood targets are better articulated in ILPs for all high needs learners. | Progress against PfA targets in transparent and clear | VP CESE and Head of Inclusion | By July 2024 | Audit of pro-monitor |  |  |
| Work with the local authorities and other agencies on outreach to the area’s most deprived estates.  | The college makes a significant difference in terms of aspiration to the area’s most deprived estates.  | Exec team | By Jul 2024 | Annual impact report to the EDI steering group and standards committee |  |  |
| Develop a family learning programme in partnership with St Peters Primary school. | Parents feel better equipped to support learning at home. | VP C&Q via Community Team | By Jul 2024 | Annual impact report to EDI steering group.  |  |  |
| Utilise the college’s ambassadors within the local community in volunteering and other events/activities.  | Our young people act as positive role models within their local community.  | VP CESE | By Jul 2024 | Annual impact report. |  |  |
| Staff and their working  | Support a number of staff to undertake trauma informed practitioner training so they can deliver CPD across the college  | Students who have experienced trauma are well supported in college. | VPCESE and People Dev Manager | By July 2024 |  |  |  |
| Identify at least 5 job roles which could be ring fenced as inclusive employment opportunities which includes placements for supported interns.  | The college becomes and exemplar of inclusive employment practice.  | Head HRALS Manager | By Dec 23 | Annual data report – reported annually to steering group | 2 peer support workers now in post  |   |
| Review recruitment practices to develop more inclusive application processes for certain roles  | The college encourages applications from a wider pool of candidates | Head of HR | By Dec 23 | Annual data report |  |  |
| Develop an inclusive employment pledge for publication on the college’s website and work with networks to attract candidates furthest from the job market. | The college becomes an exemplar of inclusive employment practice.  | Head HR and VP CESE | Pledge by Dec 23 | Annual data report reported to steering group |  |  |
| Deliver CPD to our employer networks to encourage them to recruit inclusively. | The college encourages local employers to employ inclusively.  | VP CESE | By Jul 24 | Annual impact report |  |  |
| Develop a programme of volunteering opportunities for staff to give back to communities | The college’s staff support local community projects | Head HR | By Dec 2023 | Annual report |  |  |
| Implement mandatory annual EDI updates delivered in a similar way to safeguarding.  | Staff have an understanding of current issues re equality, diversity and inclusion and know how to raise a concern. | VP CESE  | By Mar 2024 | Training take up and feedback to be considered at each meeting. Data relating to concerns of harassment and bullying considered at each meeting. |  |  |
| Develop a refresher CPD programme for all staff in how to challenge inappropriate comments and language and how to have difficult conversations.  | There is a culture where inappropriate remarks are not tolerated.  | Head HR | By Jul 24 | Feedback from students and staff as part of formal surveys and informal focus groups.  |  |  |
| Develop an action plan to address issues relation to staffing data as identified within the public sector equality duty annual report and gender pay gap report.  | There is no evidence of direct or indirect discrimination when looking at the college’s data.  | Head HR | March 2024 | Annual report to SG |  |  |
| Leaders and Managers | Ongoing leadership development to ensure leaders meet our expectations.  | Staff feel that leadership is inclusive and collaborative.  | Head HR | Nov 2023 | Annual staff survey reported to steering group | Staff survey 2023**90% Exec behave in line with college values (=) improve to 95%****88% senior leaders behave in line with college values (+1) – improve to 93%****90% line manager treats everyone fairly (+3) improve to 95%**95% treated with respect by my line manager (+2) |  |
| Induction and ongoing management essentials training so that leaders lead by example. Training to identify starting points for Managers.  | Leaders are equipped with the skills to be effective role models.  | Org Dev Manager | By July 24 | Standing agenda item report on SG agenda.  |  |  |
| Places and spaces | Develop a plan for existing buildings to ensure that by 2025 we have quiet and prayer spaces as well as gender neutral spaces in all college buildings | By 2025 all college environments enable students to access facilities with dignity and respect.  | Dir IT, E, LR | July 2024 | Proposal presented to steering group by July 2024.  |  |  |
| 100% of staff have completed the online accessibility training  | Online spaces are accessible and in line with legal requirements.  | Head HR | July 2024 | Update report at SG.  | In terms of the mandatory accessibility training, as of 04/12/2023, 62% of teaching staff have completed ‘Empower every student with an inclusive classroom’, 41% of professional staff have completed the ‘creating accessible content within MS365 and 49% of professional staff have completed the MS accessibility features and tools modules.  |  |