

### Year 1 of a four-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	Progress for 25/26
Students and their learning	Where gaps exist in the progress and outcomes for learners, ensure strategies are put in place to enable priority groups to achieve in line with their peers.	Priority groups of students progress and achieve in line with their peers.	VP CESE	July 2026	Data report as a standing item on the steering group.	BAME Retention 19+ 85.9% EHCP Retention 91.5% FCM Retention 90.5% High Needs Retention 95.6% <b>Care experienced Retention 84.1% (-6.8%)</b> NEET BAME 5.6% NEET EHCP 5.8% <b>NEET FCM 7.3% (+2.4)</b> <b>NEET High Needs 7.5 (+2.6)</b> <b>NEET care experienced 7.1% (+2.2%)</b> Improve care experience retention to be in line Continue to close the gap for care exp, high needs and FCM who are NEET.	
	Develop celebratory events through the tutorial programme and use student voice to develop a programme, this may include pride month, black history month, refugee week, women's history month amongst others.	The college celebrates the diverse local community and students are provided with an understanding of modern Britain.	VP C&Q	By July 2026	Student survey results, deep dive processes for curriculum – reported to every meeting of the steering group.	91% agreed in the exit survey that tutorials widened their understanding of issues. 98% agreed that the college encourages equality, diversity and inclusion.	
	To continue to develop awareness campaigns and learning resources to promote respect and respectful behaviour.	Reduction in incidents reported around bullying and abuse.	VP C&Q VP CESE AP QS with PHSE tutorial coordinator	By July 2026	Reported at every meeting	Homophobic bullying – 8 Racial abuse – 18 Sexual harassment and violence (internal) – 40 Disability harassment – 0 Sexual harassment (external) – 75 Bullying – 68 <b>Peer relationships - 81</b>	
	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 2025	Disciplinary monitoring and complaint monitoring, feedback from students – report considered annually.	Homophobic bullying – 8 Racial abuse – 18 Sexual harassment and violence (internal) – 40 Disability harassment – 0 Sexual harassment (external) – 75 Bullying – 68 <b>Peer relationships – 81</b>	

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						99% of learners agreed that the college encourages respect of those with different backgrounds, faiths and beliefs. 98% of learners agree that the college encourages equality, diversity and inclusion.	
	Sign up to the Cities of Sanctuary and develop our offer for asylum seekers and refugees.	The college provides an inclusive environment for asylum seekers and refugees	VP CESE VP C&Q HoD ALS manager	July 2026	Annual report brought to the steering group		
	Ensure that preparing for adulthood targets are better articulated in ILPs for all high needs learners and are mapped to essential skills development	Progress against PfA targets is transparent and clear	VP CESE and AP Inclusion	By July 2026	Audit of Pro-Monitor		
	Review processes and systems for normal ways of working and exam access arrangements.	Students are supported appropriately in exams	VP C&Q	Jan 2026	Annual report to the steering group		
	Sign up for the AoC mental health charter and complete self assessment as it relates to learners, develop mental health action plan as a result.	The college supports students with their mental health and enables them to build resilience	VP CESE HRD	Audit by August 2025 Action plan by Dec 2025	Reports to steering group Sept and Jan		
	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 2026	Annual impact report to the EDI steering group and Standards Committee		
	Promote and expand the college's family learning programme	Parents feel better equipped to support learning at home.	VP C&Q via Community Team	By Jul 2026	Annual impact report to EDI steering group.		
Staff and their working	Implement neurodiversity awareness training for all staff.	Staff are better able to support students and colleagues with neurodiversity	HRD and VPCSE	By July 2026	Annual report to steering group		

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	Support the implementation of a cross-college disability forum	Staff influence practices, procedures and policies in relation to raising awareness and support for staff with disabilities.	Forum members and HR Director	Oct 2025	Reports to steering group twice per year		
	Continue to work with partners on inclusive employment opportunities, targeting economically inactive	The college becomes and exemplar of inclusive employment practice.	HRD AP Inclusion	By Jul 2026	Update at each 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 26	Annual impact report		
	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.	HRD	March 2026	Annual report to SG		
	Sign up for the AoC mental health charter and complete self assessment as it relates to learners, develop mental health action plan as a result.	The college is better able to support staff well being.	HRD VPCESE	Audit by August 2025 Action plan by Dec 2025			
Leaders and managers	Deliver neurodiversity awareness training for leaders	Leaders are able to support people within their team who may be neurodiverse	HRD	Ongoing	Annual report to the steering group		
	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	Ongoing	Standing agenda item report on SG agenda.	92% of staff agreed that the Executive team behaves in line with the values this is 2% lower than the year previous. 90% of staff agreed that senior leaders behaved in line with college values – no change on the previous year 94% agreed their line manager treated them with respect (-1% on year previous) 90% agreed that line manager treated everyone fairly (-2% on year previous)	

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Places and spaces	Continue to explore the provision of quiet and sensory spaces that enable students to regulate.	Students have a space to help them regulate	Dir IT, E, LR	July 2026	Reviewed annually		
	Staff have accessed the accessibility training and are embedding accessibility requirements into their presentations and documents.	Online spaces and documents are accessible and in line with legal requirements.	TELD strategy lead	July 2026	Update report at SG.		