

# Annual Equality, Diversity & Inclusion Report 2021/2022



Taking **everyone** higher



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## Introduction

Middlesbrough College aims to be one of the leading organisations for equality, diversity and inclusion, acknowledging that equality of opportunity and the recognition and promotion of diversity are integral to the success of the organisation, its students, staff and the wider community. This report provides an overview of activity related to equality, diversity and inclusion at Middlesbrough College for the year 2021/2022.

Middlesbrough College recognises its legal and moral obligations to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

The College considers the impact its policies, decisions and day-to-day activities may have on people who are protected under the Equality Act 2010 and how it is able to positively contribute to the advancement of equality and promote good relations.

The protected characteristics identified in the Equality Act are age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sexual orientation. The College aims to promote all other forms and strands of equality and protect human rights that are relevant.

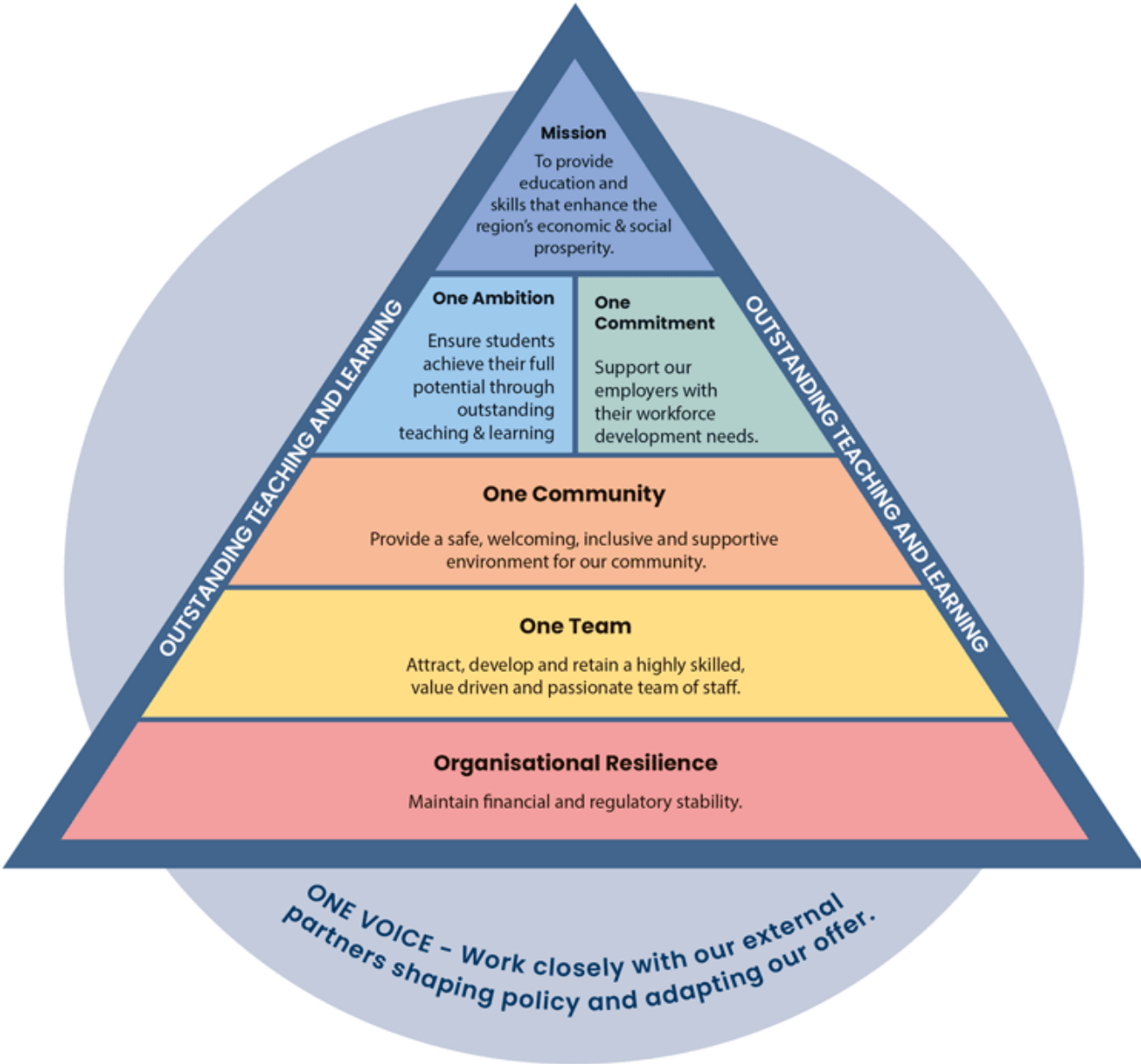
The College maintains an inclusive working and learning environment where students, staff and visitors can feel welcome, safe, valued and respected, as well as embracing and nurturing the diversity of skills and talent within its current and potential community. The College strives to ensure that curriculum content, materials and delivery, as well as the services we provide, reflect the College's commitment to equality, diversity and inclusion and continual improvement. Middlesbrough College welcomes and encourages feedback from learners, staff and visitors and uses this, together with analysis of our locally collected data and external assessments, to maintain excellence.

The College holds strategic equality, diversity and inclusion meetings three times per year, chaired by the Principal. This group has representation from across the College, the Governing Body and the local community. The College identifies areas for

improvement, together with appropriate strategies each year, which are monitored at this strategic meeting via an Equality Action Plan to demonstrate our commitment and ensure continuous improvement.

Directorate Leads monitor and review a range of student data on a weekly basis. This enables early identification of any achievement gaps and the swift implementation of appropriate interventions.

Middlesbrough College’s commitment to equality, diversity and inclusion is fundamental to delivering the College Strategic Priorities and Mission:



## Diversity overview of Middlesbrough College staff and students:

	White (British)	All other ethnic groups combined	Not known	Female	Male	Disability	Not known
<b>Staff</b>	74.8%	4.5%*	20.5%	59.4%	40.6%	5.8%	30.1%
<b>Students</b>	79.2%	16.5%	4.3%	43.8%	56.2%	30.6%	0%
<b>Apprentices</b>	95.2%	4.8%	0%	43.2%	56.8%	19.2%	0%

\* NB: a) The data for staff characteristics is incomplete, therefore this represents a partial figure. b) Due to implementing a range of positive action strategies, appointment of BAME staff is increasing - 12.3% in 2021/22, therefore in time, representation will increase, albeit slowly.

Equality, diversity and inclusion are promoted across the college through:

- Governance and college leadership team
- Equalities Co-ordinator and departmental staff Equality Champions
- Achievement of awards and quality standards
- Induction, training and continuous professional development of staff
- Marketing materials
- Equality, diversity and inclusion strategic and operational committees
- Induction training, Personal Development and Employability Programme and enrichment activities for students
- Additional learning support for students
- Cross-college equality and diversity reps
- Celebratory and awareness-raising events linked to the College's equality and diversity calendar

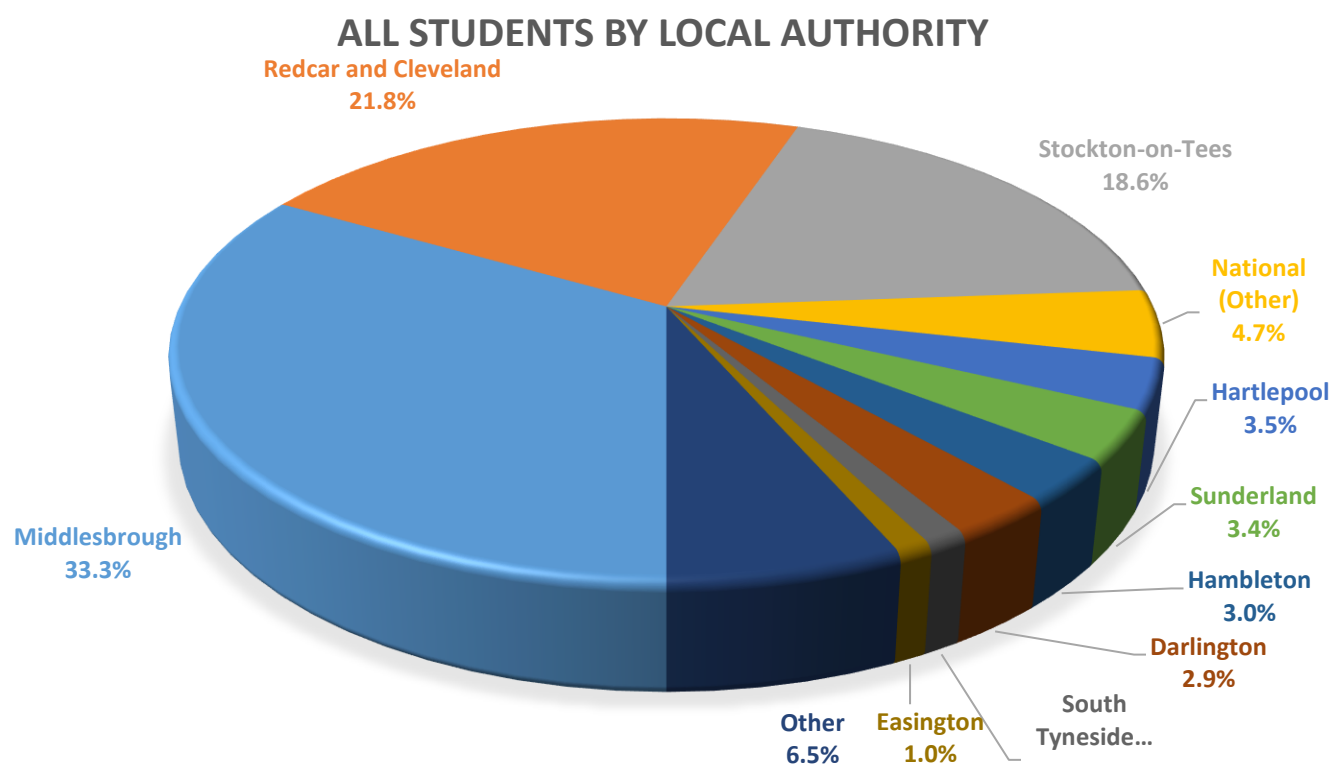
The College is committed to meeting the needs of those often hardest to engage, including English for Speakers of Other Languages, those with Special Educational Needs, and supporting those not in education, employment or training. The college works with local schools to support those underachieving at school with discreet provision for 14-16 year-olds, who participate in English and maths, personal social development and vocational learning activities (27 students in 2021/2022).

Covid-19 continued to impact on the college's commitment to inclusion, due to restrictions that limited contact and preventing usual on-site activities that take place outside of the classroom, for example fund-raising and awareness-raising activities, for part of the year.

**Data**

The data used in this report is gathered from students and directly-employed staff. It is compared to local authority data gathered in the last census, which was 2011, data available via Tees Valley Combined Authority (for mid-2020) and other government sources. Note that Census 2021 information is expected to be available by March 2023.

Middlesbrough, Darlington, Stockton, Hartlepool and Redcar and Cleveland data is used within this report where available and appropriate, to reflect the geographical communities many of our students and staff live: our potential community.



## Learner Profile by Age, 2021/2022

### < 15

- 54 learners recruited, ↑19
- 34% were female, ↓26%
- 66% were male, ↑26%
- 39% declared a learning difficulty or disability, ↓1%
- 20% live in an 'area of deprivation', ↓14.3%

### 16-18

- 5446 learners recruited, ↓231
- 43.5% were female, ↓2.2%
- 56.5% were male, ↑2.2%
- 41% declared a learning difficulty or disability, ↓6.7%
- 37% live in an 'area of deprivation', ↑2.5%
- 14.2% declared they were from an ethnic minority group, ↑0.5%

### 19-23

- 2132 learners recruited, ↓284
- 40% were female, ↓11%
- 60% were male, ↑11%
- 29% declared a learning difficulty or disability, ↑1.7%
- 34% live in an 'area of deprivation', ↑2.1%
- 14.3% declared they were from an ethnic minority group, ↑4.2%

### 24+

- 4714 5673 learners recruited, ↓959
- 45.9% were female, ↓12.6%
- 54.1% were male, ↑12.6%
- 19.4% declared a learning difficulty or disability, ↑3.2%
- 41.5% live in an 'area of deprivation', ↑10.2%
- 20.3% declared they were from an ethnic minority group, ↑5.1%

### Of which

#### Learner Profile: Apprentices

- 1806 1959 apprentices recruited, ↓153
- 603 613 aged 16-18, ↓10
- 762 894 aged 19-23, ↓132
- 441 452 aged 24+, ↓11
- 43% 41% were female, ↑2%
- 57% 59% were male, ↓2%
- 19.2% 5.7% declared a learning difficulty or disability, ↑13.5%
- 4.8% 4.1% declared they were from an ethnic minority group, ↑0.7%

**In 2021/22 Middlesbrough College had 89 students who were 'Children Looked After', 30 (52%) more than in the previous year and 20 care-leavers, 13 (140%) more than in the previous year.**

Achievement data in this report is given in the context of Middlesbrough College's overall performance for 2021/2022, according to the latest published data:

- 98% overall A Level pass rate
- 96% of full-time students secured a positive destination after completing their course
- More than two thirds of Middlesbrough College students secured their first choice university place in August 2022
- We are Ofsted rated 'Good'
- 87% of 16-18 year-olds achieved their qualifications (national rate 83.4%)
- 88% of High needs students achieved their qualification
- 89% of HE students passed their qualification
- 92% of 19+ students achieved their qualifications
- 98% of Access to HE students progressed to Higher Education
- 73% of Apprentices successfully completed their apprenticeship programme (national rate 67%)

No significant gaps were identified in achievement data when comparing the achievement of those with (a) protected characteristic(s) and those without.

#### Student Satisfaction

**92%**

of students would recommend Middlesbrough College as a place to study (2% above national average)

**93%**

of students said their teaching was good (1% above national average)

**96%**

of students feel safe in college (2% above national rate)

**95%**

of students said the college supports people from different backgrounds

**94%**

of students are able and confident to use Technology to support learning



## Staff Profile 2021/2022

- 1022 people were directly employed, ↑6
- 40.6% male, ↑0.6%
- 59.4% female, ↓0.6%
- 2% aged under 20, ↓0.5%
- 16.6% were aged 20–29, ↓0.5%
- 23.7% were aged 30–39, ↓0.1%
- 21.9% were aged 40–49, ↑0.3%
- 22.9% were aged 50–59, ↓1.9%
- 12.9% were aged 60+, ↑0.8%
- 4.5% declared they were from a minority ethnic background, ↓0.2% (30.4% not disclosed)
- 5.8% declare a disability, ↑1.8% (38.6% not disclosed)

For additional staff diversity information, please see the relevant protected characteristic section.

### What staff say



Middlesbrough College staff participated in a joint event for National Staff Networks Day with other Tees Valley organisations:



## Age

“Age” covers specific ages, but also age groups, for example ‘mid-30s’, ‘under 18s’, ‘young person’, ‘elderly’. The Equality Act includes exceptions, for example school children are not protected from discrimination at school.

The UK's age structure is shifting towards older ages because of declining fertility rates and people living longer. The number of people of pensionable age relative to the size of those of expected working age is increasing (Office for National Statistics), however, the number of workers aged 65 years and over is increasing. Life expectancy is 79.0 years for males and 82.9 years for females (2020 estimates).

The population of Tees Valley was estimated to be 677,200 in mid-2020, an increase of 8,900 since 2015. 61% are aged 16–64 years; 19.5% are aged 0–15 and 65+ (Tees Valley Combined Authority).

Middlesbrough College supports and promotes the “Please have a seat campaign” in all of its premises in Middlesbrough, offering a place to rest and have a drink of water for those who need it.



**I support Age Friendly Middlesbrough**

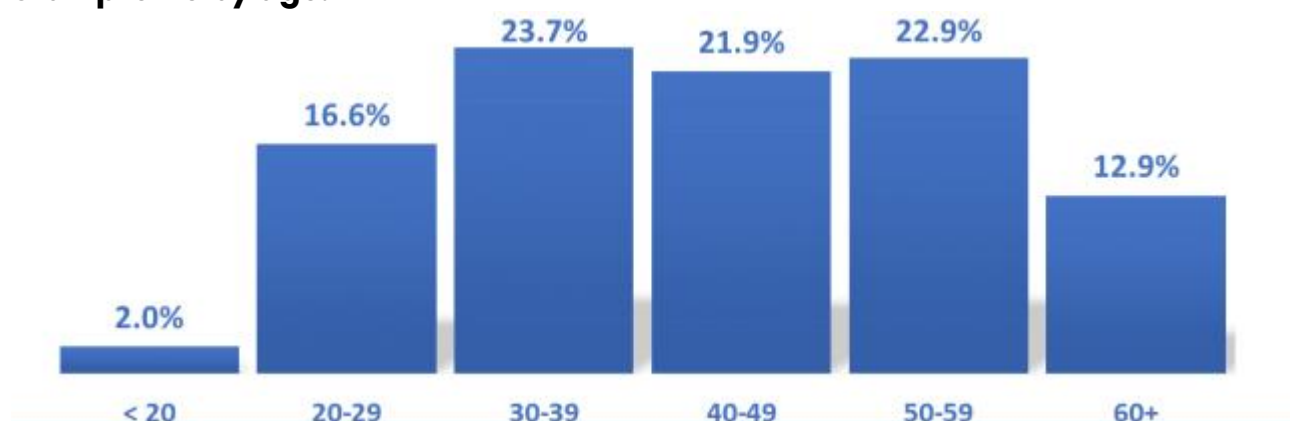
### Students:

The age range of the learners who enrolled during 2020/21 was 14 to 73 years: the oldest student completed a distance learning course in Mental Health Awareness. Children from age 2 make use of the College's [Gymworld](#) facilities.

### Staff:

The College offers apprenticeship placements to attract more applicants from the under 20 age range and is committed to increasing the proportion of apprentices. The College recognises the benefits that employing and retaining an age-diverse workforce brings and has options available to those who wish to continue working beyond pension age.

## Staff profile by age:



In the subsequent sections, student data for other protected characteristics is compared against the age brackets 14-16, 16-18 and 19+; any achievement gaps are identified under the corresponding protected characteristic heading.

## Disability

“Disability” means a physical or mental condition that has (or has had) a substantial and long-term impact on a person’s ability to carry out common day-to-day activities. People diagnosed with progressive conditions, for example cancer or multiple sclerosis, are covered from diagnosis. The latest national and local data available is presented in the following paragraphs.

In 2020/21, the proportion of UK disabled people without a qualification was 13%, compared to 5% of non-disabled people; the gap is narrowing. In 2020/21 43% of non-disabled people had a degree, compared to 25% of those with a disability. Achievement in each group has improved since 2013, however the gap remains consistent (House of Commons Research Briefing: UK Disability Statistics, 2022).

Accessing training, education and employment can increase incomes, pension rights, career prospects and social networks, emotional and physical wellbeing and reduces the risk of social exclusion.

- The percentage of pupils in England with an Education, Health and Care (EHC) plan has increased to 3.7%, continuing a trend of increases since 2017.

- The percentage of pupils in England with SEN but no EHC plan (SEN support) has increased slightly, from 12.1% to 12.2%, continuing an increasing trend.
- The most common type of need for those in England with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs.

(Special Educational Needs in England, Academic Year 20/21, gov.uk)

Since 2016, the number of children and young people in Middlesbrough with an Education Health and Care Plan has increased significantly, slightly more than the regional and national trend (14.2% of pupils in Middlesbrough received SEN support, compared to 12.4% in the North East and 11.7% in England – January 2018 School Census).

The Department for Education allocated £6.5m for a school in the Grangetown area of Middlesbrough, which provides places for 116 learners from age 5 to 16+ with special education needs from September 2022.

The college's [Disability Statement](#) clarifies the college's commitment to supporting existing and potential staff, students and visitors to access our premises and services, reduce and eliminate barriers to participation and have the best opportunities for successful outcomes. A wide range of support is available via our Additional Learning Support Team. [More information](#) can be found on the college website, or the team can be contacted directly on 01642 333727.

#### Disabled Students by Age Group:

	< 15	16 – 18	19–23	24+
<b>Total Disability declared</b>	22%	40.1%	29%	19.4%
<b>Of which Dyslexia</b>	7%	26.6%	15.2%	6.7%

**Multiple disabilities are often reported: 3773 learners disclosed 5693 learning difficulties or disabilities, with dyslexia continuing to be the most prevalent type among all age groups.**



9% of children and 21% of working age people have a disability. Disability prevalence is notably higher in the North East of England (31%) than other UK regions (House of Commons Research Briefing: UK Disability Statistics, 2022).

The College's Supported Internships is a study programme designed to provide students with learning difficulties and/or disabilities with supported opportunities to experience meaningful employment, whilst also studying. The study programme incorporates English, maths and employability. Watch our video and find out more [here](#).



Teaching staff have access to a range of resources to help them support learners, in collaboration with other staff, with a range of learning difficulties and disabilities, which helps challenge stigma and identifies strategies that benefit all learners, staff and visitors.

The College's tutorial programme provides awareness-raising sessions on a range of disabilities to students.

Apprenticeship staff have worked with DWP staff through the Disability Confident Scheme to better support apprentices through learning provision and in placement, working with employers to increase understanding of disability, reasonable adjustment and support schemes.

Activities are held in the College's public areas throughout the year for staff, students and visitors to access which contribute to raising awareness of the needs of others.

All students at Middlesbrough College also have access to a free and confidential [counselling service](#).

Height-adjustable tables in the cafes and braille signage compliment an accessible environment throughout.

Physical activity opportunities varied and accessible, benefitting physical and mental health for all. The College's [Live Well Learn Well](#) project aims to get more students involved with sporting activities, particularly those who are often difficult to engage, including students with learning difficulties and/or disabilities. The Tackling Inactivity in Colleges (TIC) Project is developing safe and positive experiences for disabled students and continuing to proactively engage new and existing students.

Equality, diversity and inclusion are embedded into the curriculum, for example, students in some curriculum areas learn sector-relevant British sign language.

Middlesbrough College has received national recognition for the support it gives students who are young carers. The Carers Trust and The Children's Society have singled out the College for the way it helps young carers who struggle studying while looking after a loved one. In recognition, the college has picked up a prestigious Young Carers in Schools Award. Read more [here](#).

## Staff

Middlesbrough College has been validated as a **Disability Confident Leader**, ensuring that disabled people and those with long term health conditions have opportunities to fulfil their potential and realise their aspirations as employees of Middlesbrough College. Leadership status acknowledges a commitment to promoting the Disability Confident Scheme in our supply chain.



**In April 2022, the College hosted an event, in collaboration with local Jobcentre Plus Disability Employment and other local Disability Confident Leaders, to encourage local organisations to commit to become Disability Confident. More than 50 organisations attended the successful event, which has since been replicated in other areas.**

The disability pay gap – the gap between median pay for disabled employees and their non-disabled counterparts was 13.8% in 2021, with disabled people earning almost £2 per hour less. The college has significant gaps in our staff diversity data and continues to make progress on encouraging self-disclosure to enable confidence in disability pay gap reporting.

For further information on disability, required as part of the college's Disability Confidence Leader status, please refer to Appendix 1.

## **Gender Re-assignment**

"Gender Reassignment" means when a person's gender identity (physiological or other gender attributes) is different to the gender assigned at birth. It is not necessary to have undergone specific treatment or surgery and the person can be at any stage in their transition. The protected characteristic of gender reassignment covers binary genders only: male or female.

Currently, the Department for Education and staff pension schemes require legal, binary genders to be recorded. Staff and students are, however, invited to use 'known as' names and preferred pro-nouns, which the college community will respect.

The college is committed to supporting students and staff who transition: students can speak in confidence to a Safeguarding and Welfare Officer; staff can speak to a HR Business Partner (up to date details for the single point of contact can be found in the [Trans Guidance for Staff and Students](#)).

Although staff and students are invited to provide data as part of our data collection exercises, numbers disclosing are too low to report. The best estimates currently available are that, including non-binary, less than 1% of the UK population is trans. The release of data anticipated from the 2021 census is expected to show that the proportion of trans and non-binary people is higher in younger generations (Stonewall 2022).



Local organisation, Hart Gables, provides confidential support to students at drop-in sessions and has provided training to key staff.

LGBT\* support networks are available in college for staff and students and there are popular events through the year to promote inclusion and support for trans staff and students, including Pride Parade in February.

College service provision, activities and policies are mindfully inclusive, for example, International Women's Day, Menopause Guidance.

## **Marriage and Civil Partnership**

In employment, "Marriage and Civil Partnership" means someone in a legal marriage or partnership, regardless of gender or sexual orientation.

In the 2011 Census, 40.4% of people in Middlesbrough were married, 10.9% cohabited with a member of the opposite sex, 0.8% lived with a partner of the same sex, 30.5% were single and had never married or were in a registered same sex partnership and 9.2% were separated or divorced. There are 7,441 widowed people living in Middlesbrough.

**30.4% of staff identify as married or in a civil partnership; 18.3% identify as single, separated or divorced.**

## **Pregnancy and Maternity**

Workers and job applicants are protected from "Pregnancy and Maternity" discrimination throughout their pregnancy and for two weeks immediately after the pregnancy ends. Employees taking compulsory, ordinary and additional maternity leave (including shared parental leave) are also protected from discrimination by the Equality Act 2010.

All age groups, other than those over 40 years, have seen decreases in fertility rates; women over 40 years have higher age-specific fertility rates than those under 20 (average for all UK women is 1.74) (ONS, 2018).

To complement existing practice, Middlesbrough College participates in Middlesbrough Borough Council and Redcar and Cleveland Council's "Breast-feeding Welcome Scheme", clearly demonstrating that we support the needs of all our learners, staff and visitors by providing a welcoming environment for breast-feeding and expressing milk.



Middlesbrough College supported 30 members of staff taking maternity, paternity or adoption leave during the 2021/22 academic year, an increase of 6 on the previous year. One member of staff utilised shared parental leave.

## **Race**

"Race" covers colour, nationality, citizenship, ethnic or national origins, which may not be the same as a person's current nationality. Most surveys ask questions based on ethnicity and that is what is reported in this section.

Long-term international migration continues to be the main driver of the UK's population growth (ONS, 2021).

Middlesbrough grew from a town of 25 people in 1801 to a town of 90,000 inhabitants by 1900 as workers were attracted by employment in the town's port and steel industries. Most of the early workers moved from within the UK and Ireland, with a smaller number moving from eastern European countries. Smaller numbers moved from further afield. Industrialist Henry Bolckow, born in Germany, became the town's first Mayor and MP in 1853. Immigration continues to be the primary reason for the expansion of the town, with an estimated 141,300 inhabitants in mid-2021.

In the 2011 Census, 86.1% of the population of Middlesbrough identified themselves as White British, which was lower than other local areas including Stockton-on-Tees which was 93.4%, Redcar and Cleveland which was 97.6%, Hartlepool which was 95.27% and Darlington which was 93.23%.

Twenty-five-year-old Aiman Aziz is one-step closer to fulfilling his life-long goal of working in the health sector and praised Middlesbrough College for helping him progress to University. Read more [here](#).



Within the growth of local ethnic minority communities, there has been a significant increase in the proportion of children for whom English is not their first language: between 2005 and 2018 the proportion increased from 11% to 21.2% among primary school children and from 9% to 16.6% among those of secondary school age. This covers those cases where a child was exposed to a language other than English during their early development and continues to be exposed to this language within the home or in their community. The latest, 2011, census, identifies that 94.6% of people living in Middlesbrough speak English. The other top languages spoken are 0.7% Panjabi, 0.7% Urdu, 0.6% Arabic, and 0.4% Polish. Population estimates indicate that ethnic and language diversity in and around Middlesbrough continues to increase.

The average pass rate over all our ESOL classes is a high 93.4%. Learners who do not pass are given opportunities to develop further and placed on suitable alternative provisions to further their learning journey and achieve their goals.

For tutors at the College, embracing diversity comes as second nature and supporting inclusion is a top priority, whether it is singing the national anthem for Eritrea's Independence Day, celebrating Nowruz and even marking Ukrainian national teachers' day and encouraging participation in cross-college events, eg International Women's Day. Tutors systematically display values of humanitarianism, compassion, and professionalism. Recent feedback from ESOL learners at pre-entry has shown a 100% satisfaction rate.

### Student profile by ethnicity:

<b>Ethnicity</b>	<b>Number of students</b>	<b>%</b>
African	367	3.0
Any other Asian background	227	1.8
Any other Black / African / Caribbean background	39	0.3
Any other ethnic group	213	1.7
Any Other Mixed / multiple ethnic background	84	0.7
Any Other White background	331	2.7
Arab	166	1.3
Bangladeshi	39	0.3
Caribbean	9	0.1
Chinese	11	0.1
English / Welsh / Scottish / Northern Irish / British	9,778	79.2
Gypsy or Irish Traveller	16	0.1
Indian	38	0.3
Irish	11	0.1
Not provided	529	4.3
Pakistani	313	2.5
White and Asian	89	0.7
White and Black African	45	0.4
White and Black Caribbean	41	0.3
<b>Grand Total</b>	<b>12,346</b>	

## Ethnic minority groups % per Tees Valley Local Authority (2011 data) compared to Middlesbrough College student profile:

Local Authority	% of population - ethnic minority	% of students - ethnic minority	Number of students	Number of Students - ethnic minority
Middlesbrough	8.4%	29.4%	4117	1211
Darlington	6.7%	10.4%	356	37
Stockton	6.6%	15.2%	2302	349
Hartlepool	4.7%	14.5%	435	63
Redcar and Cleveland	2.4%	9.4%	2694	253
Tees Valley	6.4%	19.3%	9904	1913

**Networks** are arranged termly for staff and students who share protected characteristics. The groups provide an opportunity for peer-support, feeding back through the Equalities Co-ordinator and contribute to identifying solutions where data shows improvement is needed.

Analysis by ethnicity shows no current gaps in learner achievement.

Zain Alam, a Business Administration apprentice from Middlesbrough College, won the Tees Valley BME Apprentice of the Year Award in November 2021. Now in its twelfth year, the Tees Valley BME Awards highlight and celebrate multi-culturalism in the local community. Read more [here](#).



The Race at Work Charter was launched by the Government in October 2018 and gives businesses a clear set of actions to work towards helping to create greater opportunities for ethnic minority employees at work. The College has committed to the following Race at Work Charter principles:

Appoint a Race Champion at Board Level: [Governor Sara Mirsalehi](#) is our Race Champion.

1. Capturing and publicising ethnicity data – important for establishing a baseline and measuring progress and a crucial step towards organisational reporting on ethnicity pay differentials.
2. Board level commitment to zero tolerance on bullying and harassment: giving commitment from the top that bullying and harassing behaviour will not be tolerated in the organisation, creating an environment where people feel safe to report incidents of bullying and harassment, and understand that the appropriate channels are in place to support them to do so.
3. Ensuring that tackling equality and inclusion is the responsibility of all leaders and managers within the organisation.
4. Supporting the progress of ethnic minority talent in recruitment and progression.
5. Support Race Inclusion allies in the workplace.
6. Include Black, Asian, Mixed Race and other ethnically diverse-led enterprise owners in supply chains.





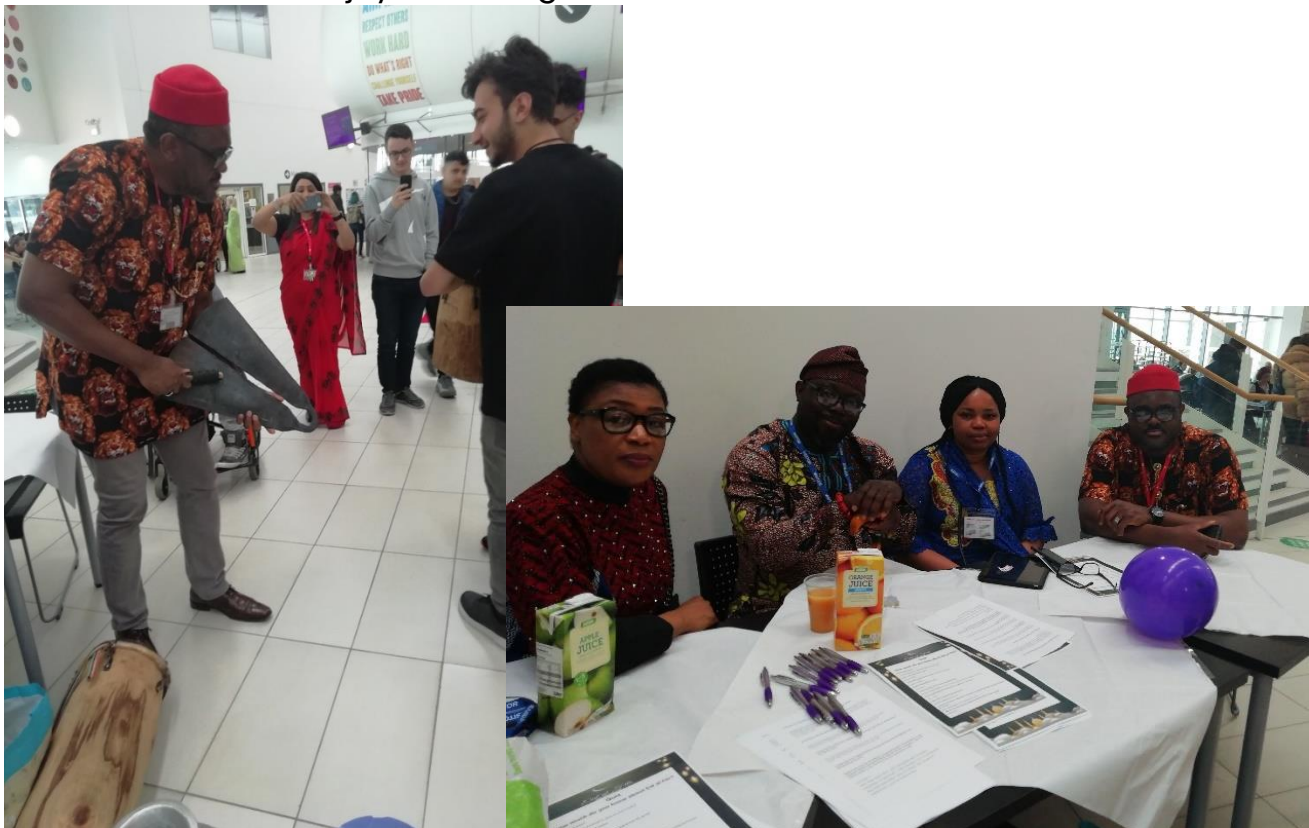
**Equality Action Plan Objective 2021/2022:**  
Increase BAME staff representation through recruitment.

**Equality Action Plan Objective 2021/2022:**  
Increase under-representation in apprenticeship recruitment.

**Equality Action Plan Objective 2021/2022:**  
Educate staff and students on equality, diversity and inclusion throughout the 2021/2022 academic year.

**Equality Action Plan Objective 2021/2022:**  
In line with the new commitments of the Race at Work charter, support race inclusion allies in the workplace and include Black, Asian, mixed race and other ethnically diverse led enterprise owners in supply chains.

Staff and students enjoy attending cultural awareness events:



## Religion or belief

“Religion” includes any organised religion with a clear structure and belief system. The Equality Act also protects people who do not follow a religion or belief. “Belief” must be serious and apply to an important aspect of human life or behaviour, be worthy of respect in a democratic society and not affect other people’s fundamental rights. In January 2020, an employment tribunal found that ‘ethical veganism’ is entitled to protection under the Equality Act, 2010.

The 2011 Census found that 63.2% of the local population have a religious affiliation to Christianity (this figure was 76% in the 2001 census), 7% are Muslim and 22.3% declared that they had no religion. Other religions listed included Hinduism – 0.4%, Sikhism – 0.4%, and Buddhism – 0.3%.

**Middlesbrough College students were invited to disclose their religion as part of a data collection exercise during the 2020/2021 academic year. 64.1% answered “no religion”, 23% answered Christian (all denominations), 4.5% answered Muslim. 3.4% answered ‘prefer not to say’, 5% answered ‘other’. ‘Other’ includes small numbers of Buddhists, Jews, Sikhs and Pagans.**



The College’s Equality and Diversity calendar identifies special dates for many religions. Middlesbrough College offers up to four approved absences to accommodate religious festivals which fall within term-time. Two multi-faith prayer/quiet contemplation spaces are currently provided for those of all faiths or none, with additional spaces planned for new buildings. Washing facilities are also available for those who need them. During a Ramadan, additional food-free space is provided for staff and students over the lunch-time period.

## Staff

**60% of staff who provided data answered Christian (all denominations); 19% of staff answered “no religion”, “Atheist or “Agnostic”; 21% answered “other”, including a small number of Buddhists, Jews, Muslims and Sikhs.**



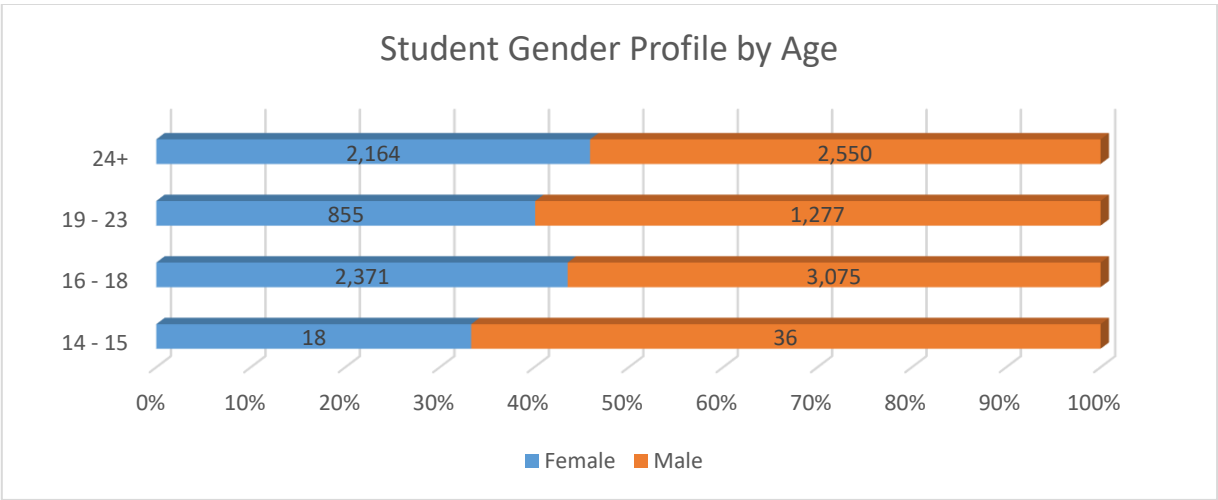
# Sex (and Gender)

“Sex” can mean male or female, or groups of men, boys, women, girls. “Sex” is the classification given on the basis of reproductive organs and is generally seen as binary, ie male or female. “Gender” is based on social roles or behaviours and as this is a personal interpretation: the category an individual chooses to identify with may not match the sex they were assigned at birth and may be binary or non-binary. The college has recently given staff and students opportunities to provide information on their gender and preferred pro-nouns. Legal (binary) sex is required to be collected in relation to students (by Department for Education in respect of funding) and staff (in relation to pensions). A small number of staff and students have identified as ‘non-binary’/other in data collection exercises.

Nationally, although girls at all ages in education are more likely to out-perform boys, they are less likely to see that educational attainment translate to fuller or more highly paid employment.

The 2016 report, *The State of Girls’ Rights in the UK*, published by global children’s charity Plan International, placed Middlesbrough at the bottom of a league table of local authorities which considered factors such as child poverty, life expectancy, teenage pregnancy, GCSE results and those not in education, training or employment.

Middlesbrough College is committed to promoting gender equality as an employer and in its provision of education and services, analysing data by gender, identifying achievement gaps where they exist, implementing strategies to provide solutions and challenging and changing gender norms in wider society. This includes in areas where men are disadvantaged.



A 2019 article from the Gender Equality Unit of The Organisation for Economic Co-operation and Development cited a general lack in confidence in maths among girls as the main reason subject choice became more accentuated post-16, where females predominantly enrol on courses that lead to careers in often lower-paid professions, such as hair and beauty, catering and health and care, with starkly very few seeking careers in construction, engineering and computing. This is reflected in Middlesbrough College student choice and we continue to take action to address this, for example introducing female students to working environments that they may not have previously considered. Through STEM investment, the college is working closely with industry and advocates to redress the balance.

More than 140 students from schools across the Tees Valley attended Middlesbrough College's Women in Digital Day in November 2021, where they took part in interactive workshops covering everything from coding and cyber security to 3D modelling and video editing. Read more [here](#).



The College's Live Well Learn Well project aims to get more students involved with a wide variety of sporting activities, particularly those who are often difficult to engage, including females.

The College's alternative red carpet for International Women's Day saw staff and students in international dress or work attire, holding signs indicating their current or future profession:



## Staff

The **gender pay gap** is a measure of the difference between men and women's average earnings across an organisation or the labour market. It is expressed as a percentage of men's earnings. **Equal pay** means that men and women in the same employment performing equal work must receive equal pay, a requirement of the Equal Pay Act, 1970, which was replaced by the Equality Act 2010.

9,000 employers, including Middlesbrough College, are required to publish **gender pay gap** figures annually, from April 2018. Middlesbrough College is committed to working towards gender pay neutrality, with a requirement that work is undertaken to narrow any gaps. The 2021 report identifies the College gender pay gap as 3.9%, substantially below the UK gender pay gap of 15.4%. The most recent report will always be available on the College website.

The College has flexible working conditions for all staff, including term-time only working to fit in with family/childcare arrangements. The college's policy is to deliver as many contracted services in-house as possible, including catering and cleaning, which can impact on the gender pay gap.

## **Sexual Orientation**

"Sexual Orientation" refers to who someone is sexually or romantically attracted to and includes, but is not limited to, heterosexual, gay, lesbian, bisexual.

In 2019, an estimated 2.7% of the UK population aged over 16 identified as lesbian, gay or bisexual, up from 2.2% in 2018. Younger people aged 16-24 years are more likely to identify as LGB – an estimated 6.6%, up from 4.4% in 2018 (ons.gov.uk).

"Just 53% of Gen Z are exclusively straight, and 40% have a pattern of attraction that could be described as queer (ie outside the scope of exclusively heterosexual attractions between cisgender people). This suggests that in a single lifetime we may have travelled from a world in which lesbian, gay, bi and queer relationships were hidden and LGBTQ+ people were criminalised, to one in which we are a thriving and growing community." (Rainbow Britain Report, Stonewall, 2022).

Local organisation, Hart Gables, provides regular drop-in support session for students and training for staff. Separate support networks for LGBT+ staff and students are held in the college. Feedback from the groups can help the college improve its policies and service provision. The student network works with key staff to arrange Pride parades and activities.





## Students

**Middlesbrough College collected student data sexual orientation during the 2020/2021 academic year. 77.7% answered “heterosexual”, 3.6% answered “gay” and 8% identified as bisexual. 4.7% identified as “other”; 6% preferred not to say.**

## Staff

**96% of staff who responded identify as heterosexual; 4% identify as bisexual, gay or lesbian.**

## Deprivation, Child Poverty and Education

Middlesbrough local authority has been identified as having the largest proportions of highly deprived neighbourhoods in England (English Indices of Deprivation, 2019). The indices consider income deprivation, employment deprivation, education, skills and training deprivation, health deprivation and disability, crime, barriers to housing and services, living environment deprivation. Of the 20 local authorities with the highest proportions of children living in income-deprived households, Middlesbrough ranks 1<sup>st</sup> – 32.7%, Hartlepool, 8<sup>th</sup> – 28.3% and Redcar and Cleveland, 29<sup>th</sup> – 25.5%.

29.5% of secondary school pupils in Tees Valley are eligible for free school meals, compared to 20.9% nationally and significantly higher than the 2018 figure of 18.7% (Tees Valley Combined Authority).

The number of children in the care of each local authority in Tees Valley is significantly higher than the national rate. There are 272 Children Looked After in Darlington, 346 in Hartlepool and 572 in Middlesbrough. Children Looked After nationally remains stable at 67 per 10,000 children. This rate is 120/10,000 in Darlington and 172/10,000 in Middlesbrough and Hartlepool.

In 2021/2022 the college provided financial support to 2042 students through learner support funds, up from 1863 the previous year. 29.6% (1614) of all 16–18 year-old learners accessed financial support.

**From September 2021, 90% of all full-time students were issued with a personal device, in a bid to address digital poverty on its courses. From the start of the new term in September 2022, devices have been issued to around 4,500 new starters on a full-time course, which they will use on campus and at home while they gain their qualification.**

The Education Policy Institute, 2020, reports that pupils from low-income backgrounds are on average a year and a half behind their peers by the end of secondary school, and the gap, far from showing signs of closing. Middlesbrough College analyses data by area of deprivation indices and has found no current significant achievement gaps.

Tees Valley consists of an above average unemployment rate with many facing multiple and complex barriers. Nationally in 2020/21, 4.9% of 16–17 year-olds in Tees Valley were not in Education, Employment or Training, compared to 2.8% nationally.

The **Adult and Community Learning** Department in Middlesbrough College (in its third year) aims to reduce the number of residents with no qualifications by engaging those who would not ordinarily access education. The department provides learning and support opportunities to: those who are long-term unemployed; those living in areas of deprivation/rural isolation; adults with low or no qualifications/ skills; adults/families with low income; those with learning difficulties and disabilities and mental health conditions; and those who do not have English as their first language. Delivering practical sessions in community hubs gives us the opportunity to engage with the wider population.

Introductory courses are offered for the following sector-based work academies: security, warehousing, health and care, construction, customer service, catering, facilities. All give the learners a taste of what to expect when they go into the industry, the employment opportunities available and how to access them. The confidence building courses offered (including floristry, Asian cookery and sewing) aim to encourage people that would not ordinarily access education opportunities. All learners are encouraged to progress either onto an additional course or into employment. Support is available for the learners within the community with CV writing, job applications, access to IT facilities in college, careers advice and guidance to help them progress. In many instances, the provision is a means to create a positive environment for learners to gain confidence and life skills as a starting point where the individuals are further away from the labour market.

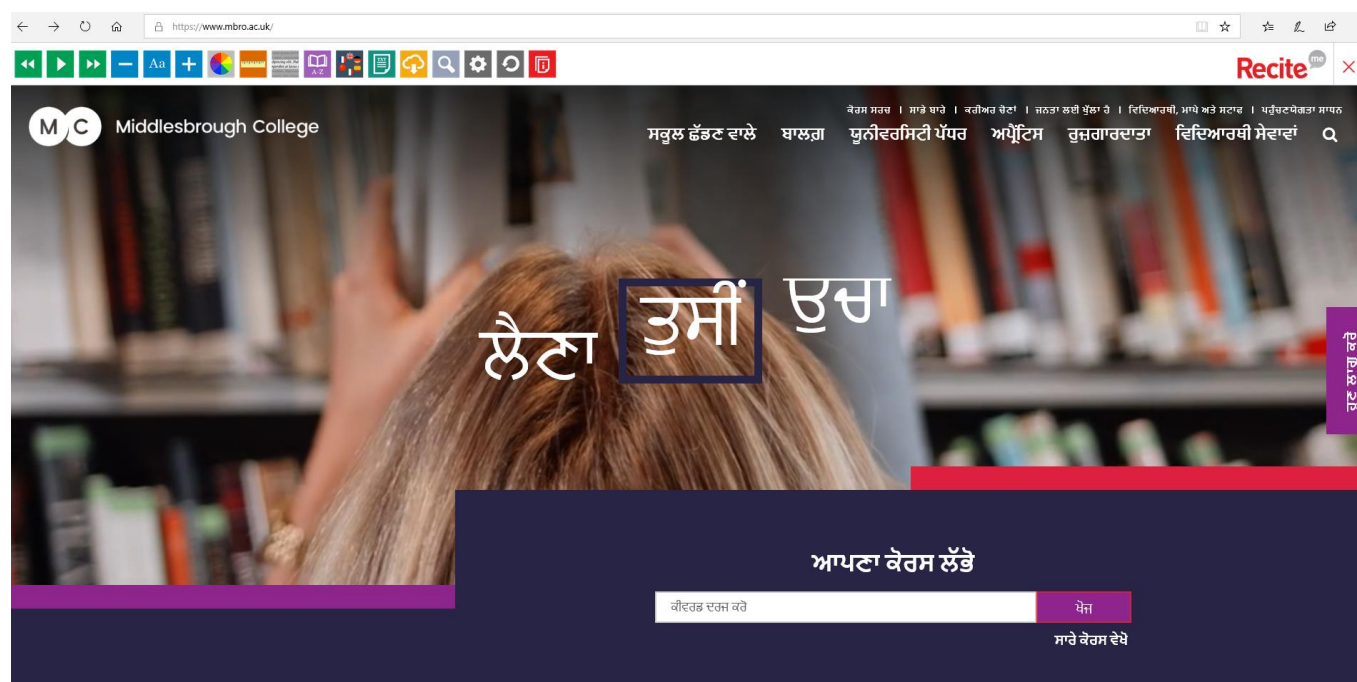
In the last academic year (2021/2022), 1826 adults were supported by the Adult and community Learning Team, up 13% on the previous year.





The College's course information can be provided in a range of formats for learners with specific requirements. Upon request, information can be issued in large print, braille, audio or another language. We also produce a yearly transitions information book, which highlights the range of additional support available to students. Throughout the year, we actively promote the careers guidance and additional learning support team who can also provide further information to those who need it.

Accessibility tool, ReciteMe is provided on the college's website. ReciteMe provides options to each visitor so that they can use the website in the way that works best for them.



Our recruitment process fosters an inclusive approach which ensures the needs of individual students are met. Additional support can be provided during the interview process for those who have a disability or learning difficulty; this may include a BSL interpreter or an assisted interview.

Throughout the year, our school's liaison team works in partnership with additional learning support to visit a range of specialist schools throughout Teesside. Specific tours and taster sessions can also be organised to strengthen and support the transitions process into further education for a range of learners.



## Fundraising

Involving staff, students and our wider community in fundraising activities is an excellent way of promoting the message and goals of the charity; fundraising for a charity that has a personal connection – that they, or a family member will benefit from – can help them feel empowered.

Read about student Daisy Cranshaw's fundraising story [here](#).

During the 2021-2022 academic year, more than £3600 was raised for charities including MFC Foundation, Shaw Trust, Ukraine, Children in Need, Comic Relief, Cancer research and support charities, Hello Yellow (mental health charity).

## Equality and Diversity Strategic Action Plan Objectives 2022/23

- Educate staff and students on equality, diversity and inclusion throughout the 2022/2023 academic year, including prominent, college-wide cultural awareness and religious celebrations and inclusion activities.
- Improve diversity data monitoring completion by staff from 55% to 100%
- Develop staff and student networks.

## Join us working at Middlesbrough College!

### Membership of the Governing Body:

For details of vacancies and how you can help to deliver the College's Strategic Plan, please contact Zeta Foster ([z.foster@mbro.ac.uk](mailto:z.foster@mbro.ac.uk)) or tel. 01642 333269.

Middlesbrough College is committed to the equality of opportunity for all and complies with all legal obligations and best practice when recruiting and employing staff. The College believes that staff is its most valued asset and therefore is actively involved in several initiatives that promote and support its employees, their diversity and their wellbeing.

The College has **staff networks** to support those who share protected characteristics, including disabled staff, LGBT+ staff and BME staff. A menopause network is also available. Several staff have volunteered as **Staff Ambassadors**, to act as point of contact for prospective applicants who share protected characteristics.

The College is a **Disability Confident Leader** and is grateful to its disabled staff for helping to assess how the College demonstrates commitments and identifying how we can further improve.

The College has participated in the **Better Health at Work Award** since 2009, proudly holding Ambassador status. The College acts as a mentor to other employers aspiring to achieve the Better Health at Work Award. The Award promotes health lifestyles and carefully considers and supports the health of all employees.

**Equality Champions** and **Health and Wellbeing Champions** are now active in all departments. Physical and mental health are the focus of activities.

The college works with Health Assured to provide an **Employee Assistance programme** to staff. This includes a 24-hour advice line on a range of topics that could affect an individual's stress and anxiety, as well as counselling support. Online resources and an app are also provided. This complements existing occupational health services, through which access to health checks and drop-in counselling has been provided during 2021-22.

Periodic reports on staffing profiles are provided to the Corporate Services Committee (termly and annual reports) and College Leadership Team (monthly and termly reports). The reports including staffing population and the diversity profile. The data is regularly benchmarked with information from the Office of National Statistics and with a local group of large employers (Teesside University, Middlesbrough Council and James Cook University Hospital). The ethnic minority staff population at the College is 4.5%, which is below the local population and the student population. The success of positive action strategies to attract more BAME job applicants is regularly reviewed and monitored by the Equality & Diversity Strategic Committee.

Excellence in demonstrating the college value of “Respecting Others” is recognised through the staff **Star Award scheme**, where staff are recognised by receiving a certificate and have the chance of being short-listed for an award at the college’s annual celebration. Colleagues, students or visitors can nominate individual staff or students who have excelled against this, or any other college value, for a star award certificate.

[Click here for our latest job vacancies.](#)



## Feedback

The Head of Student Engagement supports student ambassadors and officers, including those with a passion for Equality and Diversity.

Staff and Student networks are available and we are keen to hear from anyone who would like to join or establish a network.

Cross-college Staff and Student Council meetings are a further opportunity for issues to be raised and solutions found to advance equality and diversity.

Middlesbrough College recognises the National Education Union, UCU and Unison.

For compliments or comments regarding equality, diversity or inclusion at Middlesbrough College, please contact:

Lin Barry

Workforce Development and Equalities Co-ordinator

Middlesbrough College

Tel: 01642 333810

[equality@mbro.ac.uk](mailto:equality@mbro.ac.uk)

The College is a third-party Hate Crime Reporting centre. Reception staff have received training so anyone can report hate crime here.

The police don't tolerate  
hate crime



Why should you?

[Report Hate Crime Here](#)

## **Appendix 1: Disability Confident Scheme Voluntary Reporting**

### **Disability Confidence: Voluntary Reporting**

The college has a range of policies to support our commitments under the Disability Confident Scheme:

- Equality Statement and Policy
- Disability Statement
- Staffing and Recruitment Policy and Guidelines
- Leave of Absence Policy
- Attendance Management Policy
- Wellbeing Policy
- Hybrid Working Policy
- Flexible Working Leave policy
- Workforce Development Policy

Training is provided to staff on specific and general disability awareness through our Learning Experience Platform, some of which is mandatory. Bespoke training is offered to teams to support colleagues at the request of, an in agreement with, individuals with disabilities.

The college's Disabled Staff Network meets termly, as a minimum, to amplify student voice, contribute to improving college environment, policies and practice, and provides an opportunity to network with staff in other local organisations.

A network of Health and Wellbeing Champions and Equality Champions support teams across the college to support colleagues and offer information, advice and guidance. Both have responsibilities linked to disability.

Examples of workplace adjustments can be found in the Disability Statement. Under the Equality Act, 2010, the duty to make reasonable adjustments in education is 'anticipatory'. This means the college must consider in advance what they need to do to make sure all disabled learners can access and participate in education and other benefits, facilities and services. Adjustments made for learners often benefit staff too.

Staff diversity data is requested at enrolment and staff are encouraged to update their information frequently through the self-service platform. 1111 staff were asked

Do you consider yourself to have a disability?

No	59.6%
Unknown (not answered)	25.8%
Yes – learning difficulty	1.8%
Yes – mental ill health	1.4%
Yes – physical impairment	2.5%
Yes – rather not say	0.8%

Staff profiles of colleagues comfortable to talk about disability, long-term health conditions and mental illness help to remove stigma and provide an opportunity to promote data collection. These are shared in newsletters and on the college website. A statement about confidentiality and security of information collected is provided on the self-service entry screen and it is made clear how the information will be used.

Line managers complete training with Human Resources to enable them to support staff with health and wellbeing and proactively identify those who need it.

Middlesbrough College provides an Employee Assistance Programme for staff via Health Assured, which gives confidential access to a 24/7 365 helpline for support and advice linked to health, wellbeing, legal and financial services. This includes face-to-face, telephone and online counselling support. Access to information via a website and app are also provided. The college and its staff are also supported through occupational health services and a nurse provides a drop-in service for staff twice per term. Health and Wellbeing Champions, trained as Mental Health First Aiders, are also available to support colleagues.

Health and Wellbeing Champions are also trained in RSPH L2 Understanding Health Improvement and as Health Advocates as part of our Better Health at Work Award Ambassador status. Staff complete a range of other training activities linked to health and wellbeing topics, eg in the period July to October 2022, 51 staff learned how to reach out to a colleagues through Wellbeing in the Workplace (Samaritan's) training; 64 staff viewed Men's Health resources. Staff can access health and wellbeing information via the learning experience platform, Thrive, which is also available 24/7, 365.

Reporting to termly Safeguarding and Wellbeing and Health and Welfare Committees provides effective transparency and accountability internally; accreditation via Better Health at Work Award and Disability Confidence scheme provides effective transparency and accountability externally.

In the 2022 staff survey, staff were asked if they agreed with the following statements:

"I am aware of the mental health support available"	95% agreed
"I am aware of the Employee Assistance Programme and benefits available through it for me/my family"	69% agreed
"Overall, I am happy working here"	90% agreed
"I would recommend this organisation as a great place to work"	89% agreed
"I feel safe at work"	94% agreed
"I receive good support from my line manager"	88% agreed
"I get help from my colleagues if needed"	97% agreed
"The organisation's premises are well maintained"	90% agreed
"The work I do is interesting"	94% agreed

#### Opportunities for Development:

This voluntary reporting framework has recently been introduced into the Disability Confident Leader validation. A review of the framework has identified the following opportunities:

Pay Gap Reporting - an exercise is currently underway to improve the collection of staff data (quantity) to inform a pay gap report, which will be undertaken in 2023.

Data collection questions will be reviewed, for example, asking "Do you consider yourself to have a disability or long-term health condition (mental health and/or physical health)?"

Core and enhanced standards for the Thriving at work (Stevenson/Farmer) review of mental health will be used to inform practice during 2023. Review against a balance score card to identify strengths and opportunities, working with Robertson Cooper, has been commenced and will also be completed during 2023.

A targeted leadership programme (all levels) is currently under development and will enhance support for current and future managers so that they can confidently and effectively support employees.

The questions in the next staff survey, looking more closely at health and wellbeing matters, will be reviewed to correspond to the recommended questions identified in the new Disability Confident Leader self-reporting framework.