Annual Equality, Diversity & Inclusion Report
2017/2018

To view this report in an alternative format, please contact the College’s Marketing Team: 01642 333333
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 and staff; this also contributes to the success of the wider community. This report provides an overview of activity related to equality and diversity at Middlesbrough College for the year 2017/2018.

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 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, 2010 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.

Middlesbrough College’s Equality Statement & Policy is linked to the College Strategic Priorities, its Mission Statement and Values:

MISSION
To provide education and skills that enhance the region’s economic & social prosperity

ONE AMBITION
Deliver excellent teaching & learning and student outcomes

ONE COMMITMENT
Support our employees with their workforce development needs

ONE COMMUNITY
Provide a safe, welcoming, supportive and responsive student community

ONE TEAM
Attract, develop and retain a highly skilled, value driven and passionate team of staff

ORGANISATIONAL RESILIENCE
Maintain financial and regulatory stability

ONE VOICE
Work closely with our external partners shaping policy and adapting our offer
Introduction (continued)

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 ensures that curriculum content, materials and delivery, as well as the services we provide, reflect the College’s commitment to equality, diversity and inclusion. Middlesbrough College welcomes and encourages feedback from learners, staff and visitors and uses this, together with analysis of our locally collected data and an external assessment carried out by Equality North East, to maintain excellence.

The College holds Strategic Equality meetings 3 times per year, chaired by the Principal. This group has representation from across the College, the Governing Body and the local BME community. The College identifies areas for improvement, together with appropriate strategies each year, which are monitored at this strategic meeting in 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.

Diversity overview of Middlesbrough College staff and students:

<table>
<thead>
<tr>
<th></th>
<th>BME</th>
<th>White (British)</th>
<th>Not known</th>
<th>Male</th>
<th>Female</th>
<th>Disability</th>
<th>Not known</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>6%</td>
<td>89%</td>
<td>5%</td>
<td>38%</td>
<td>62%</td>
<td>2%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>12.3%</td>
<td>86.2%</td>
<td>1.6%</td>
<td>51.2%</td>
<td>48.8%</td>
<td>19.6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Equality and Diversity 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, Advantage Programme and enrichment activities for students
- additional learning support for students
- Student Sabbatical Officer and student reps in directorates
- celebratory and awareness-raising events linked to the College’s equality & diversity calendar.

The College is committed to meeting the needs of those often hardest to engage, including English for Speakers of Other Languages and Special Educational Needs provision, 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.
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 Unlimited and other government sources.

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

Students by Local Authority
North East Equality Standard

Middlesbrough College was awarded the Equality Standard – Gold award for the third time in November 2017, following re-assessment.

The College works with Equality North East and has achieved the nationally recognised standard to demonstrate our commitment to embed equality throughout our practice. The gold award recognises that the College are leaders in the field in our approach to equality and diversity; the assessment offers opportunities to identify further improvement.

Middlesbrough College has been shortlisted as finalists in the North East Equality Awards as an Educational & Training Organisation and for teams and individuals who have made a difference, demonstrating excellent practice, each year, since 2012.

Two entries made by Middlesbrough College were shortlisted in the Education and Training Organisations over 50 staff: Supported Internships (see Disability section) and ESOL Provision for 16-18 year olds (see Race section).

BIG Award

The College works with the Bullying Intervention Group who promote excellence in bullying intervention. BIG Award is given to organisations who demonstrate they take bullying seriously and works towards accepted good practice. Bullying Intervention Focus Groups are held regularly to help review, promote and good practice, promoting a culture of respect, tolerance and inclusivity. This helps us to enable all our learners to fulfil their educational potential in an environment in which they feel safe. BIG Award in FE was re-accredited August 2017 for the fifth consecutive year. A student-led anti-bullying event, with a focus on cyber bullying, was held on 17th November, 2017 and attended by over 300 students from across the College.

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

The College is Working to become Dementia Friendly. Five staff are Dementia Champions, delivering Dementia Friends training to staff and students.
In 2017/18 Middlesbrough College had 31 students who were Looked-After Children, -9 from the previous year; 21 were care-leavers, +4 from the previous year.

- **14–15**
  - 50% were male
  - 50% were female
  - 23% declared a disability
  - 57% of learners live in an ‘area of deprivation’
  - 18% declared they were from an ethnic minority background

- **16–18**
  - 55% were male
  - 45% were female
  - 26% declared a disability
  - 44% of learners live in an ‘area of deprivation’
  - 10% declared they were from an ethnic minority background

- **19+**
  - 49% were male
  - 51% were female
  - 16% declared a disability
  - 44% of learners live in an ‘area of deprivation’
  - 12.4% declared they were from an ethnic minority background

In order to ensure service provision is suitable for all students, the College has committed to widening data collection categories, and options, for students. A working party from the Strategic Equality, Diversity and Inclusion Group met to consider the content and data collection method. The student LGBT+ network will review the work completed in the new academic year prior to implementation. This data collection exercise is in addition to the data collected in enrolment.
Achievement Data

Achievement data in this report is given in the context of Middlesbrough College’s overall performance for 2017/18, according to the latest published data:

We are the top performing General Further Education college in the Tees Valley

We are in the top 10% for vocational courses

We are in the top 25% for apprenticeships

We train 2,200 apprentices, with employers across Teesside and the North East

100% pass rate in 19 A Level subjects

98% overall A Level pass rate

70% of A Level students achieved high grades (A* to C)

96% of our students went on to positive destinations after completing their course

1277 BTEC and A Level students applied to university

81% of BTEC students achieved distinction grades
Staff Profile

Gender Profile

Age Profile

Disability Status

Ethnicity Profile

2017/18 Action Plan Objective

The College continues to proactively recruit staff from a diverse range of backgrounds, including people who are disabled and/or from BME backgrounds. The College progressed to the second level of the government’s Disability Confident Scheme, which replaced the Two Ticks Scheme. We made links with an organisation that supports disabled people into employment. The College supports the annual BME Achievement Awards and is working with governors, Yasmin Khan, to identify positive action strategies in relation to recruitment of people who identify as BME. This remains an area of focus.

2018/19 Action Plan Objective

In order to ensure staff support is available to meet the diverse needs of all its staff, the College has committed to widening the data collection categories and options as part of a wider updating exercise. This is in progress, however there has been an unexpected technical issue which has caused a temporary delay. This objective will remain a priority for 2018/2019.

38% male
62% female
3% aged under 20
15% were aged 20-29
23% were aged 30-39
23% were aged 40-49
25% were aged 50-59
11% were aged 60+
6% declared they were from a minority ethnic background
98% declare British nationality
2% declare a disability

1020 people were directly employed by Middlesbrough College in 2017/2018.
Age

The UK population is growing and getting older, with 18% aged 65 and over and 2.4% aged 85 and over. In 2016, there were 285 people aged 65 and over for every 1,000 people aged 16 to 64 years – “traditional” working age. The proportion of children (0-15 years) in the UK population has declined from over 24.5% in 1976 to 18.9% in 2016 and is projected to continue to decline in future years (Office for National Statistics).

The population of Tees Valley was estimated to be 667,500 in mid-2015, an increase of 1,200 on the previous year; 19% of the population was estimated to be 0-15 years in 2015, with 63% aged 16-64 years and 18% aged 65+.

Students

The age range of the learners who enrolled during 2016/17 was 14 to 80 years. Children from age 2 make use of the College’s Gymworld facilities.

The College offers provision to adult students and young people:

Students by Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>82%</td>
</tr>
<tr>
<td>19-23</td>
<td></td>
</tr>
<tr>
<td>24+</td>
<td></td>
</tr>
</tbody>
</table>
Age (continued)

Staff
The College offers apprenticeship placements across several departments to attract more applicants from the under 20 age range. 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.

<table>
<thead>
<tr>
<th></th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>20-29</td>
<td>19%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>30-39</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>40-49</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>50-59</td>
<td>24%</td>
<td>24%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>60+</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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

In addition to analysing pay by gender, pay was also analysed by age and ethnicity. Members of the Strategic Equality, Diversity and Inclusion Group will consider the findings in the new term. The reports will be available on the College website in the autumn.
Disability

Nationally, there is a disability employment rate gap of 32.2%: the difference between employment rates of non-disabled (80.1%) and disabled people (47.9%) (DWP, gov.uk). As at June 2018, 14% of working-age (16-64) Middlesbrough residents were in receipt of Employment Support Allowance, Incapacity Benefits, Disability Allowance or Carers Allowance, a total of 14%, against a national average of 8.6%. (Official Labour Market Statistics, nomisweb.co.uk).

Despite significant improvements nationally in the percentage of students with Special Educational Needs achieving 5 or more GCSEs at grades A* to C at the end of Key Stage 4 since 2005, disabled people are around 3 times as likely not to hold any qualifications compared to non-disabled people, and around half as likely to hold a degree-level qualification. 19.2% of working age disabled people do not hold any formal qualification, compared to 6.5% of working age non-disabled people. Just 14.9% of working age disabled people hold degree-level qualifications compared to 28.1% of working age non-disabled people (Disability Facts and Figures, gov.uk).

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. For parent-carers, work is important in maintaining a personal balance and in participating in typical activities (A Strategy to Support and Value Carers in Middlesbrough 2015-2019, www.mvda.info).

14.2% of year 11 pupils (as at January 2017) in England have a Special Educational Need. This figure has remained constant since 2007. 0.75% of all students have Autistic Spectrum Disorder as a primary type of need. Middlesbrough has 8.1% more children with a diagnosis of Autism than the national average.

The number of children and young people with a SEN statement or EHC plan in the Tees Valley (aged 0-25) increased from 3715 in 2017 to 4041 in 2018, an increase of 8.8% (Statements of SEN and EHC plans: England, 2018, gov.uk). Middlesbrough has 10% more children with a learning disability than the national average and the numbers of children with severe learning disabilities known to Education Services (attending school) is also much higher than both the regional and national average.

The most recent data shows that there is no discernible gap in the achievement rates of students with a learning difficulty or disability (LDD) compared with students with no LDD. Indeed, results from summer 2018 show students aged 16-18 with an LDD performed slightly better than those without:
Disability (continued)

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 incorporated English, maths and employability. The programme was short-listed as a finalist in the North East Equality Awards in the Education and Training Organisations over 50 staff category.

All staff attend Dyslexia Awareness training, which helps challenge stigma and identifies strategies that benefit all learners, staff and visitors. A wide variety of other topics, including Autism Awareness, Dyspraxia Awareness, Deaf Awareness and Mental Health Awareness training is available for all staff, increasing understanding and helping them to support others.

The College’s Advantage Programme provides awareness-raising sessions for students.

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.

Two reception staff have BSL qualifications; eight members of staff are trained as Mental Health First Aiders.

All students at Middlesbrough College also have access to a free and confidential counselling service.

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

Physical activity is recognised as having benefits for everyone’s mental and physical health and is varied and accessible. 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 who are disabled.

Equality is embedded into the curriculum. Hair and Make-up students have been shown how to help people manage the visible side effects of cancer treatment by international cancer support charity Look Good Feel Better.

8.9% of the working-age UK population have a disability (as at 2012). 2% of the College workforce has declared a disability. The College is a Disability Confident Employer (replaces the Two-Ticks symbol), demonstrating our commitment to employ and retain employees with a physical and/or mental health disability, enabling us to access talent from a wider pool.
Gender

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 and implementing strategies to provide solutions.

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 by April 2018. Middlesbrough College is committed to working towards Gender Pay Neutrality, with a requirement that work is undertaken to narrow any gaps. The first report identifies the College gender pay gap as 9.8%, substantially below the UK gender pay gap of 18.1%. 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/child care arrangements. Currently there are 116 term-time only employees, of which 100 are female and 16 are male, with the majority of these being in the lower paid roles within the College.

![Student Gender Profile by Age](image-url)

- **24+**: 3220 Female, 2673 Male
- **19-23**: 1258 Female, 1611 Male
- **16-18**: 2410 Female, 2929 Male
- **14-15**: 41 Female, 41 Male
- **<14**: 0% Female, 20% Male, 40% Female, 60% Male, 100% Male
Gender (continued)

The most recent government report into gender gaps in education (2007) reported that 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 has worked closely with industry and advocates to redress the balance.

As part of the centenary anniversary of the end of World War 1, in May, the College’s women’s football team played in a match against Newcastle College. Blyth Spartans Munitions Girls and Bolckow Vaughan Ladies had played the final of Tyne, Wear & Tees Munitionettes Challenge Cup at Ayresome Park, Middlesbrough on 18th May 1918. At that time, women’s football was very popular: players became household names, helping to transform the perception of women in society. Later, for fifty years between 1921 and 1971, the Football Association called on their clubs not to allow their grounds to be used by women’s football teams. While it is taking a while to recover popularity, we are once again seeing women’s football as a regular feature of the sporting calendar.

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.

A Teesside Sound Network has been established to encourage more women into Music Technology courses, inspired Dr Liz Dobson of Yorkshire Sound Women Network.
Middlesbrough was still only a town of 25 people as late as 1801. Workers, attracted by employment in the town’s port and steel industries, led to the town growing rapidly, with 90,000 inhabitants by the end of the 19th century. 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. Immigration continues to be the primary reason for the expansion of the town, with an estimated 140,000+ inhabitants by 2016.

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

Within the growth of local BME communities, there has been a significant increase in the proportion of children for whom English is not their first language. Between 2005 and 2010 the proportion has increased from 11% to 15% amongst primary school age children and from 9% to 14% amongst 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.

Data from the Department of Education published 10th October 2017 identifies that (where ethnicity of A level entrants in England in 2016 was known) Chinese students were most likely to achieve 3 A grades or better at A level – 24%; those who had identified as White Irish Traveller or White Gypsy/Roma were least likely to achieve 3 A grades or better at A level – 0%. This reflects the data provided for school exclusions, which also reveals that Black Caribbean pupils were excluded at 3 times the rate of White British pupils. Between the academic year 2002/03 and 2015/16 the total of Further Education student numbers fell 30%: a 32% fall in learners from a white background and 2% increase in learners from ethnic minority groups (excluding white minorities). In 2015/16 88% of apprentices were from a white background, compared to the overall population – 84.6%.

Chinese, Indian and Black African students in England are most likely to progress to education or employment after key stage 5 (90%); Black Caribbean students are least likely to move to a positive progression route.

While 11% of White British students in England achieve 3 A grades or better at A level, 88% then progress to further education or employment.

The College committed to improve achievement rates for 19+ Black African, Indian and Pakistani learners, as data showed gaps in these areas compared to the achievement of other learners. A variety of in-year data was used to monitor and identify in-year gaps in a timely manner. Throughout the year, no discernible gaps existed in these areas and achievement data for 2018 showed there was no longer an achievement gap in relation to Pakistani learners, however there is still a gap in 19+ African learner achievement (note the category has changed).
## Race (continued)

### Students by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab</td>
<td>153</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian/Asian British - Any other Asian background</td>
<td>161</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian/Asian British - Bangladeshi</td>
<td>47</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Asian British - Chinese</td>
<td>29</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian/Asian British - Indian</td>
<td>62</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian/Asian British - Pakistani</td>
<td>365</td>
<td>2.6%</td>
</tr>
<tr>
<td>Black/Black British - African</td>
<td>232</td>
<td>1.6%</td>
</tr>
<tr>
<td>Black/Black British - Any other Black background</td>
<td>28</td>
<td>0.2%</td>
</tr>
<tr>
<td>Black/Black British - Caribbean</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Mixed/Multiple ethnic group - Other</td>
<td>65</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mixed/Multiple ethnic group - White and Asian</td>
<td>98</td>
<td>0.7%</td>
</tr>
<tr>
<td>Mixed/Multiple ethnic group - White and Black African</td>
<td>50</td>
<td>0.4%</td>
</tr>
<tr>
<td>Mixed/Multiple ethnic group - White and Black Caribbean</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>Not Known/Provided</td>
<td>22</td>
<td>0.2%</td>
</tr>
<tr>
<td>Not Set</td>
<td>195</td>
<td>1.4%</td>
</tr>
<tr>
<td>Other</td>
<td>91</td>
<td>0.6%</td>
</tr>
<tr>
<td>White - Any other White background</td>
<td>273</td>
<td>1.9%</td>
</tr>
<tr>
<td>White - British</td>
<td>12,226</td>
<td>86.2%</td>
</tr>
<tr>
<td>White - Gypsy or Irish Traveller</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>White - Irish</td>
<td>18</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>14,187</td>
<td>100%</td>
</tr>
</tbody>
</table>

### BME % per Tees Valley Local Authority compared to Middlesbrough College student profile

<table>
<thead>
<tr>
<th>Local Authority</th>
<th>% of Population BME</th>
<th>% of BME Students</th>
<th>No. of Students</th>
<th>No. of BME Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middlesbrough</td>
<td>11.8%</td>
<td>24%</td>
<td>4290</td>
<td>1027</td>
</tr>
<tr>
<td>Darlington</td>
<td>6.7%</td>
<td>14.5%</td>
<td>559</td>
<td>81</td>
</tr>
<tr>
<td>Stockton</td>
<td>6.6%</td>
<td>8.9%</td>
<td>4272</td>
<td>221</td>
</tr>
<tr>
<td>Hartlepool</td>
<td>4.7%</td>
<td>9.83%</td>
<td>600</td>
<td>59</td>
</tr>
<tr>
<td>Redcar and Cleveland</td>
<td>2.4%</td>
<td>3.69%</td>
<td>2521</td>
<td>94</td>
</tr>
<tr>
<td>Tees Valley</td>
<td>6.4%</td>
<td>12.2%</td>
<td>12,242</td>
<td>1482</td>
</tr>
</tbody>
</table>

Focus Groups are arranged termly for staff and students who share protected characteristics. The groups provide advice by suggesting possible solutions where data shows improvement is needed and provide an opportunity for peer-support, feeding back through the Equalities Co-ordinator. Student Equalities Reps have arranged drop-in sessions for students to develop the focus groups.
Religion or Belief

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%.

A more recent survey of 2,069 adults in the UK, by ComRes (www.comresglobal.com) about prayer asked respondents “to which of the following religious groups do you consider yourself to be a member of”. In the north east, 50.7% stated Christian; 2.5% Muslim, 0.7% Hindu; 0.6% Jewish; 0.3% Sikh; 0.6% Buddhist; 1.5% other non-Christian; 41.5% no religion. 1.6% did not answer.

The College’s Equality and Diversity calendar identifies special dates for many religions. Middlesbrough College offers up to four additional days’ leave or approved absences in order to accommodate religious festivals which fall within term-time. A multi-faith prayer/quiet contemplation space is provided for those of all faiths or none. 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.

The College does not currently collect this data from staff or students, however this is an Equality Action Plan objective which is currently progressing.
Sexual Orientation and Marriage and Civil Partnership

In the 2011 Census, 40.4% of 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.

Over 40% of children in Middlesbrough live in single parent families compared with 23% nationally, significantly increasing their chances of being affected by poverty.

1.7% of the national population identified as being gay, lesbian or bi-sexual, compared to 1.6% in the North East.

Local organisation, Hart Gables, provides regular drop-in support session for students. Separate support networks for LGBT+ staff and students are held in the College. Feedback from the groups can help the College improve its services.

The College does not currently collect this data from staff or students, however this is an Equality Action Plan objective which is currently progressing.

Gender Re-assignment

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 their HR Business Partner. The College is working with Hart Gables, a charity that supports LGBT+ members of the community, to produce a Transgender Policy for staff and students to clarify available support. Once the policy is in place, data collection in relation to gender-reassignment will be invited.
Pregnancy and Maternity

To complement existing practice, Middlesbrough College participates in Middlesbrough Borough Councils and Redcar and Cleveland Council’s “Breastfeeding Welcome Scheme”, clearly demonstrating that we support the needs of all our learners, staff and visitors by providing a welcoming environment for breastfeeding and expressing milk.

Middlesbrough College supported 35 members of staff taking maternity, paternity or adoption leave during 2017/2018.

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, 2015); in 2010, Middlesbrough ranked at number 2 in the index. 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. A separate index showing the 20 local authorities with the highest proportions of children living in income-deprived households ranks Middlesbrough (2nd) - 35.7% and Hartlepool (14th) - 30.7%.

In the government’s most recent Social Mobility Index, Middlesbrough ranks at number 65 of social mobility cold spots. The Social Mobility Index compares the chances that a child from a disadvantaged background will do well at school and get a good job across each of the 324 local authority district areas of England. It examines a range of measures of the educational outcomes achieved by young people from disadvantaged backgrounds and the local job and housing markets to shed light on which are the best and worst places in England in terms of the opportunities young people from poorer backgrounds have to succeed.

The number of children in care in Middlesbrough is twice the national average. The town has “significantly higher” numbers of looked after children and youngsters who are subject of child protection plans than its neighbouring local authorities. Within Middlesbrough 375 children were looked after by the local authority in 2016: 118 per 10,000 people compared with a national rate is 60 per 10,000.

In 2017/18 the College provided financial support to 1779 students through learner support funds; 11% (1531) of all 16-18 learners accessed financial support.

Nationally, just over half (53.5%) of the cohort at the end of compulsory schooling (key stage 4, typically aged 16) in 2015/16 achieved 5 or more GCSEs at A*-C grade including English and mathematics (NQF Level 2) without retakes. This is a decrease from 53.8% in 2014/15. The gap between disadvantaged pupils in Middlesbrough and all other pupils is reported by The Education Policy Institute as -20.1.

Ensuring that equality and diversity continue to be promoted and developed in teaching and learning and the wider student body was an objective for 2017/2018. In addition to mandatory induction content, various topics are provided via the Advantage Programme; Wellbeing Wednesday activities on the Street for staff and students and activities linked to the Equality and Diversity calendar, e.g. screenings of The Silent Child during Deaf Awareness Week; T&T students travelled on all-women crew flight to New York on International Women’s day; week of well-being activities for Mental Health Awareness Week. Training and activities for students and staff, are becoming increasingly popular. Wellbeing Wednesdays, linked to E&D calendar events when appropriate, are very popular with staff and students.

2017/18 Action Plan Objective

2018/19 Action Plan Objective

20 Equality, Diversity and Inclusion Annual Report 2017 / 2018
More Successes in 2017/18

Staff and students are encouraged to plan, support and participate in events across the College linked to the College Equality and Diversity calendar, including Holocaust Memorial Day, Deaf Awareness Week, Mental Health Awareness Week, Autism Awareness Week, Great Get Together. Café menus support themes and cater for special dietary needs. Students, staff and visitors have organised and supported activities to raise money for local and national charities.

Community Values

Democracy
- Student Union elections
- Student Class Reps elections to student council
- Student Surveys
- You Said. We Did strategy
- Principal and Student President walk arounds

You Said

Individual Liberty
- Training in safeguarding, cyber safety, create respect
- Progression meetings about future plans
- Advantage programme workshops give information and guidance
- Anti-bullying

We Did

Mutual Respect & Tolerance
- Student behaviour code of conduct
- Multi faith prayer room
- Cultural celebrations
- Prevent Workshops
- Anti Bullying Week

Rule of Law
- Student behaviour code of conduct
- Students wear ID badges
- Disciplinary procedures
- Class rules

Fundamental British values, promoted in the College as “Community Values” is also included in the Advantage Programme to promote values of democracy, rule of law, tolerance and mutual respect, and individual liberty, in and out of the College. All students are required to complete this session.

Other “Advantage Programme” topics available to students during 17/18 Respect, Mental Health Awareness, Disability Awareness, Boob! Breast Cancer Awareness, Preventing and Dealing with Bullying, Resilience, Movember – Men’s Health Awareness, Stigma, Youth Racism, Refugee Awareness. Advantage Programme Tutors worked closely with Foundation Learning and ESOL Tutors, tailoring and delivering 18 separate sessions to suit the needs of students and enrich their knowledge.

2017/18 Action Plan Objective
To continue raising awareness of the Prevent agenda and promoting Community Values remained an objective for 2017/2018. All staff attend Prevent as part of Induction and all are attending a Safeguarding refresher, which includes Prevent; Directorate Managers report that the majority of students have completed the first phase of mandatory Prevent and Community Values training, with the second (online refresher) completed in January.

2018/19 Action Plan Objective
The Equalities Co-ordinator works with staff in other public services in Teesside to share best practice, knowledge and experiences, and ensures the equality policies of sub-contractors are robust and demonstrate good practice.

Directors of Programmes now monitor key information (including retention and attendance) weekly that may be an indication of achievement gaps to enable earlier action.

**Fundraising**

Involving staff and students 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.

During the 2017/18 academic year, staff and students raised almost £3030.00 for charities including Children in Need, Sport Relief, Macmillan Cancer Support, Cancer Research, Breast Cancer Now, Daisy Chain, Shelter, Zoe’s Place, Motor Neurone Disease Association, Teesside Hospice, Oxfam, Age UK, Mind, National Aids Trust. Following the sudden death of long-serving and much loved colleague, Christine Robertson, staff raised more than £1200.00 in aid of Cancer Research.
Middlesbrough College strives to ensure that all its external communications and marketing campaigns reflect a range of learners, taking into account age, gender, disability and ethnicity. This is in line with the College’s policy of ensuring its curriculum content, materials and delivery reflects its commitments to equality and diversity.

Printed and online literature includes information, photography and video content that feature learners that reflect the area’s multi-cultural background.

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.

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 signer or an assisted interview.

Throughout the year, our school’s liaison team work 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.

**Futureme Project**

Middlesbrough College is part of a regional collaboration: The North East Collaborative Outreach Programme (NECOP), that delivers the Futureme Project, addressing underrepresentation by people from disadvantaged backgrounds, minority ethnic groups in university level education. Students can access activities and events that help them to consider their future options and educational pathways available.

**Marketing**

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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 is a Disability Confident Employer and is working towards becoming a Disability Confident Leader.

The College has participated in the Better Health at Work Award since 2009 and currently holds the Continuing Excellence 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.

Middlesbrough College works with Public Health (Middlesbrough Council) as a lead organisation in the Extra Life project. Extra Life supports the promotion of health and wellbeing within an organisation to improve work environments and boost the health and wellbeing of its people.

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 BME staff population at the College is 6%, which is slightly below the local population and the student population. Identifying barriers and exploring alternative means of attracting more BME job applicants is regularly reviewed and monitored with the Equality & Diversity Strategic Committee.

Excellence in demonstrating the College value of “Respecting Others” is recognised though 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 by emailing starawards.mbro.ac.uk (staff and students can also nominate directly via Canvas).

**Improving staff confidence in relation to equality of opportunity which was -2 points against external benchmarks, is an Equality Action Plan objective. This is part of a wider strategy which will include training for managers and a review of staff survey questions that will help clarify staffs’ response. This objective will be carried forward to 2018/2019.**
Equality and Diversity Strategic Action Plan Objectives

All 2017/18 objectives were fully or partially achieved (and ongoing):
- To continue to ensure that Equality & Diversity are promoted and developed in teaching and learning and in the wider student body.
- To continue raising awareness of the Prevent Agenda and Promoting Community (aka British) Values.
- To proactively increase the recruitment of staff from a diverse range of minority backgrounds (actions complete however outcome has not been achieved).
- Close the achievement gap: 19+ students in 2 BME groups
- Analysis of equal pay by Age & Ethnicity.
- Widen data collection categories and options for students to assist with service provision.
- Request staff to review their diversity data, including widened categories and options.
- Improve staff confidence in relation to equality of opportunity (-2 external benchmark 2016)

Additional objectives for 2018/19:
- Close achievement gap: African learners aged 19+
- Close achievement gap: Learners with a visual impairment aged 19+
- Close achievement gap: Learners with Dyscalculia aged 16-18 and 19+
- Understand our service users better and identify improvements to the College environment as necessary
- Understand our staff better and identify improvements to the College environment as necessary
- Narrow the pay gap between staff with a protected characteristic and those without
- Understand our service users better and identify improvements to the College environment as necessary.
- Understand our staff better and identify improvements to the College environment.
Termly Strategic
Equality, Diversity and Inclusion Group Meetings

Chair: Zoe Lewis, Principal
Invited:
Yasmin Khan – College Governor
John Change – Vice Principal, Quality & Performance
Jane Steel – Assistant Principal, Students & Staff
Andrea Waller-Amos – Director of Marketing & Student Recruitment
Paula Willis – Director of Programmes, Health & Care
Jenni Cairns – Director of Student Services and ALS
Megan Clarke – Student Sabbatical Officer
Aslam Hanif – External Member

Termly Operational Equality, Diversity and Inclusion Group meetings
Chair: Lin Barry, Workforce Development and Equalities Co-ordinator

Equality Champions gather and cascade information between the operational group meetings and teams:

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<tr>
<th>Alan Moore</th>
<th>Carol King</th>
<th>Mike Emery</th>
<th>Kim Cutler</th>
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<tr>
<td>Gary Rogers</td>
<td>Human Resources</td>
<td>Construction</td>
<td>Health &amp; Care, Business &amp; Education</td>
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<td>Facilities Management</td>
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<td>Alister Wrigley</td>
<td>Andrew Hillerby</td>
<td>Paddy Oakes</td>
<td>Sarah Robinson</td>
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<td>Suzanne Clement</td>
<td>Northern Skills Group</td>
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<td>Tracey Totty</td>
<td>Janine Tyzack</td>
<td>Carolyn Yule</td>
<td>Laura Welsh</td>
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<td>LRC</td>
<td>Rachel Dsouza</td>
<td>TBC</td>
<td>Finance &amp; Registry</td>
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<td>Tracey Todd</td>
<td>STPS</td>
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<td>Tom Metcalfe</td>
<td>Nassrein Din</td>
<td>Lisa Proffitt</td>
<td>Catherine Davidson</td>
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<td>Megan Clarke</td>
<td>Careers</td>
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Feedback

A Student Experience Co-ordinator works with the Student Sabbatical Officer to help encourage participation from students in events linked to equality and diversity, securing regular visits from a range of community-based organisations to help with problem-solving, challenge stigma, foster good relations and in some cases, help with fundraising. This demonstrates support of the local community and promotes community cohesion.

Cross-college Staff and Student Council meetings are a further opportunity for issues to be raised and solutions found to advance equality and diversity further; the Principal and Student Sabbatical Officer gather views in College walk-arounds.

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
l.barry@mbro.ac.uk