

# Equality

# Diversity

# Inclusion



Annual Report 2021/22



# Mission:

To provide excellent, sustainable, education and training

## ABOUT US

Southport College is a long-established independent further education college providing a diverse range of education and training to a wide variety of learners across Sefton and the North West. Southport College is the area's largest provider of vocational courses, with over 1200 full-time 16-19 year-olds studying a range of qualifications including A Levels, BTECs, NVQs and City & Guilds qualifications, in a wide range of subjects from Law, Physics, Performing Arts, Hairdressing & Beauty Studies or Electrical Engineering to Childcare or Games Design & Animation. The College works closely with employers to offer a range of apprenticeship programmes in subject areas which include Management and Administration, Engineering, Plumbing, Hospitality, Care and Motor Vehicle.



**Michelle Brabner, Principal**






Southport College provides a range of courses to over 2000 adult learners, including those that support people back into employment, improve their career prospects or provide a route to higher education. Students choose to study at the University Centre at Southport College, following HND programmes, teacher education programmes or foundation degree courses validated by the University of Central Lancashire.

We continue to invest into improving the learning environment and specialist facilities for all our students with many exciting plans for the future, with the aim of maintaining Southport College as the first choice for high quality training and education. We were incredibly proud to be the first college in the country to achieve the Rainbow Flag Award in recognition of our commitment to equality, diversity and inclusion.








## OUR COMMITMENT TO EQUALITY, DIVERSITY AND INCLUSION

At our College we are committed to valuing diversity and to promoting and implementing equality of opportunity in all of the activities and services that we provide to staff, students and visitors to the College. We aim to provide the conditions which encourage everyone to participate in learning and actively combat harassment and bullying. We value the diversity of all individuals who study or work with us and the contribution they make to the success of the College. We have a belief and a commitment to the right of everyone to be given equal access to opportunities and be treated with dignity and respect regardless of:

-  Age
-  Disability/learning difficulties
-  Ethnic origin
-  Sex
-  Marital status or domestic responsibilities
-  Religion or belief
-  Sexual orientation
-  Socio economic background
-  Gender identity

Our commitment to Equality, Diversity and Inclusion applies to all:

- |  |  |   |
|--|--|---|
|  Enrolled students    |  Employees      |  Contractors |
|  Former students      |  Ex employees   |  Partners    |
|  Prospective students |  Job applicants |  Clients     |
|  Link students        |  Governors      |  Visitors    |



### Our specific Equality, Diversity and Inclusion objectives for 2021/22:

1. To ensure the College values diversity by promoting and implementing equality of opportunity in all activities and services provided to students, staff and visitors to the College.
2. To continue to improve the achievement rates of all students in EDI groups and where appropriate, addressing any achievement gaps.
3. To continue to improve the retention of vulnerable groups through close monitoring, reviewing and provision of appropriate support services.
4. To improve the College's response to mental health concerns, working in partnership with The Charlie Waller Trust by utilising the evaluation tool to inform the College's position in relation to Mental Health and Wellbeing.

### Progress against Equality, Diversity and Inclusion objectives for 2021/22:

1. Cross college events relating to EDI continue to be held, with a week in January 2022 that focused on Unconscious Bias. The event was well attended with interactive activities held in the Oasis and further activities during Progress sessions. Adapted resources and assessment methods are used where appropriate. Support is individualised and according to individual needs. Accessibility compliance is ensured, supported and confirmed by visits from Sefton Inclusion and Accessibility Team.
2. College managers regularly monitor retention and achievement throughout the academic year.
  - In 2020/21 the achievement rate for 19+ was -7% when compared to 16-18. In 2021/22 this gap has reduced to -2%.
  - In 2020/21 the achievement rate for those with LDD status 'unknown' was -5% when compared to the College overall achievement rate. In 2021/22 this gap increased to -6%. To address this College introduced an online questionnaire to encourage students to disclose where appropriate and was completed by 660 students.
  - In 2020/21 the achievement rate for BME groups at KGV was -8% when compared to the department overall achievement. In 2021/22 this gap reduced to -5% and so will remain an objective due to the remaining statistical significance.
  - In 2020/21 the achievement rate for Ward Uplift groups at KGV was -8% when compared to the department overall achievement. In 2021/22 this gap reduced to -4%.
3. Attendance, retention, and achievement are closely monitored at Student Support Manager meetings and Equality and Diversity Committee meetings with specific objectives identified and added.
4. Relevant College staff have completed the evaluation tool and the College has now been appointed as an AoC Mental Health Charter College. Karen Marsh (Student Engagement Officer) is the College's Senior Mental Health Lead. Updates and reports are presented at Safeguarding Committee meetings on a termly basis.

1. We will monitor retention and achievement across all EDI and vulnerable groups and address any gaps where required.
2. We will hold appealing and fully accessible enrichment activities, events, and competitions across the college.
3. Training will be provided that equips all staff to support and promote the College EDI commitment and values, and the knowledge and confidence to tackle discrimination and educate our student population on all-things EDI related.
4. We will ensure that all learners and apprentices understand Prevent, radicalisation and extremism and how it applies to them.
5. We will improve outcomes for students with an Education Health and Care Plan by introducing Student Support Plans with set targets against their long-term outcomes.

»» LET'S WORK ««  
*together*

## THE EQUALITY ACT (2010) AND OUR DUTIES

The College has clear duties under the Equality Act (2010) and this report shows how we aim to more than just meet those duties. Demonstrating the College's legal compliance in relation to EDI and progress made in the academic year 2021/22.

The Equality Act (2010) provides us with the legal framework to protect the rights of individuals and promote equality, diversity and inclusion for all. There is a requirement for the College to evidence its compliance with the two main legal duties stated in the Act. These are the General Equality Duty and the specific Public Sector Equality Duty.

The Public Sector Equality Duty prescribes that the College MUST have due regard to the need to:

- ✚ Eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act.
- ✚ 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.

This involves:

- ✚ Removing or minimising disadvantages suffered by people due to their protected characteristics.
- ✚ Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- ✚ Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.





The College's mission statement 'To provide excellent, sustainable, education and training' reinforces the Equality Act 2010 through its commitment to develop and maintain high quality, modern, safe learning environments for students and staff. In "Supporting individual dreams and ambitions", the College's vision reflects its aim to ensure that equality of opportunity and diversity of backgrounds and experiences is valued.



Equality, Diversity and Inclusion at the College is monitored by dedicated groups of staff and students, led by College managers. These groups include:






### **Progress Management Group**

This group meets weekly, led by the Assistant Principal - Student Experience and Welfare, attended by Head of Studies, Head of Student Services, Head of Marketing and Head of Learning Support and Inclusion. The remit of this group is:

-  To share updates about support services and issues arising in respect of safeguarding, learning support, behaviours and attitudes, personal development, welfare and progress.
-  To review and where appropriate, amend policies and procedures in relation to conduct, safeguarding, progress, welfare and attendance issues.
-  To discuss and confirm key events in relation to EDI, progress, safeguarding and welfare.
-  To discuss and confirm operational activities across all support services.

### **EDI Champions**

The Champions meet half termly, led by the Head of Learning Support and Inclusion and attended by a member of teaching staff from each department, marketing, safeguarding, specialist support, health and wellbeing and a student representative. The remit of this group is:

-  Review, develop and oversee strategies for improving the embedding of EDI in teaching and learning.
-  To support the College in its aim to create a safe and secure environment in which equality of opportunity, diversity of backgrounds and experiences are valued.
-  Monitor and report on cross-college and departmental EDI activities, e.g. charity events, projects for local organisations, themed weeks etc.
-  Share good practice and promote events on EDI during departmental meetings.
-  Develop a programme of EDI events, including confirming themes for the College EDI week in January each year.

### Equality, Diversity and Inclusion Committee

This committee meets termly, chaired by the Head of Learning Support and Inclusion, attended by the College's EDI link governor, senior leaders, teaching staff, business support staff and a student representative. The committee responsibilities are to:

- ✚ Monitor key developments and activities regarding Equality, Diversity and Inclusion and British Values in the classroom and workplace.
- ✚ Appraise and monitor relevant data reports which evidence the College's commitment to promoting and further advancing a culture whereby equality of opportunity exists for all across the protected characteristics as defined in The Equality Act 2010.
- ✚ Review data for the recruitment, retention, professional development activity, progression and pay scales for staff by age, gender, race and disability and advise actions where appropriate.
- ✚ Review data for student recruitment, admission, retention, success, progression and destination details across all subject sector areas by programme level and known protected characteristics and advise actions where appropriate.





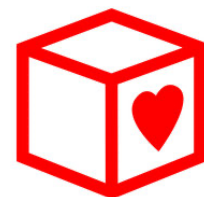
## PROMOTING EQUALITY, DIVERSITY AND INCLUSION

The College has supported many EDI activities throughout 2021/22 including awareness events such as:

- ✚ Mental health
- ✚ Anti bullying
- ✚ Prevent
- ✚ Young carers
- ✚ Disability
- ✚ Safer internet
- ✚ Black history
- ✚ LGBT+ history
- ✚ Sexual health
- ✚ Hate crime

Other activities aimed to promote EDI in 2021/22 included but are not limited to:

- ✚ The reorganisation of Foundation Learning and support for students in receipt of an Education, Health and Care Plan.
- ✚ Continued provision of ICT for staff and students who need to work from home.
- ✚ Daily Living Skills sessions at lunch time, including budgeting, self care, cooking and travel.
- ✚ Compulsory EDI training for all staff.
- ✚ College representation at the Southport 'Proud to be Black' event held at Greenbank School.
- ✚ Activities on-site during lunch times for vulnerable students who are not permitted to leave College premises.
- ✚ Continued meeting of College EDI Champions to drive EDI activities and campaigns
- ✚ LGBT+ student group both face to face and on Teams.
- ✚ Unconscious Bias themed EDI week in January 2022
- ✚ College Foodbank
- ✚ Distribution of free sanitary products



The Red Box Project

## We value our staff

At the College we value our staff and the contribution that everyone makes to the success of our College. We are committed to being the employer of choice in the area. For this reason we offer fantastic support for all of our staff and staff development is encouraged throughout all departments.

We offer a family friendly environment and support staff so that they get the best out of their job and their time here. Many of the team have been here for many years, growing with us and progressing on to new challenges and roles.

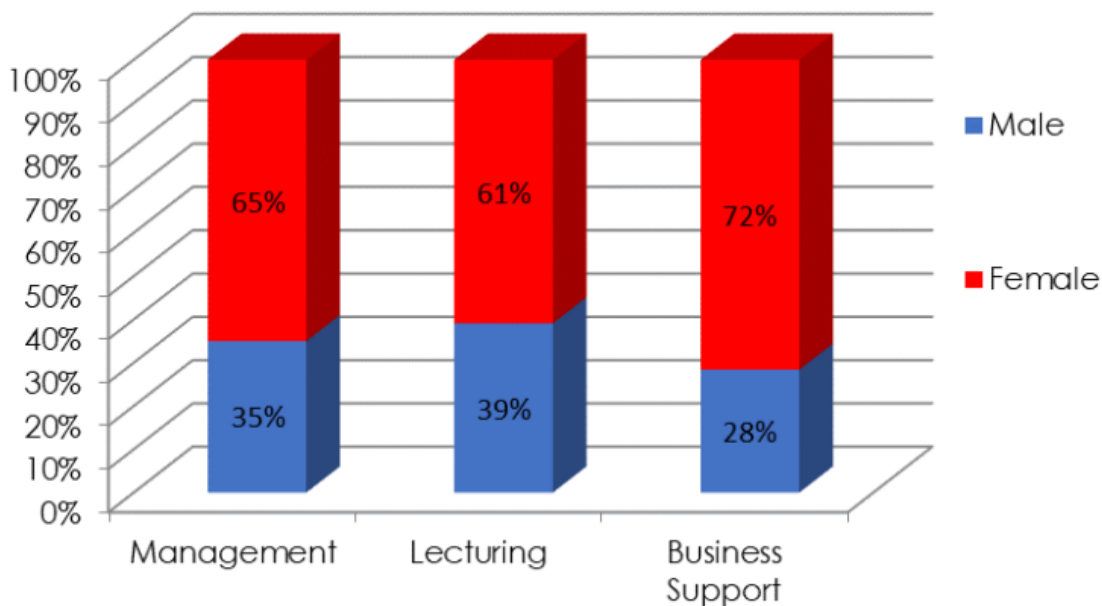
## Age and Sex

The table below shows the spread of College staff split by age and sex.

Age Range	Male						Female					
	2019/20		2020/21		2021/22		2019/20		2020/21		2021/22	
	Number of employees	%	Number of employees	%	Number of employees	%	Number of employees	%	Number of employees	%	Number of employees	%
16-24	2	0.46	2	0.51	1	0.29	6	1.39	3	0.77	2	0.58
25-39	35	8.08	30	7.69	30	8.7	79	18.24	69	17.69	62	17.97
40-59	67	15.47	58	14.87	50	14.49	157	36.26	148	37.95	128	37.1
60-74	39	9.01	34	8.72	35	10.14	46	10.62	46	11.79	35	10.14
75+	0	0	0	0	0	0	2	0.46	0	0	2	0.58
<b>Total</b>	<b>143</b>	<b>33.02</b>	<b>124</b>	<b>31.79</b>	<b>116</b>	<b>33.62</b>	<b>290</b>	<b>66.97</b>	<b>266</b>	<b>68.2</b>	<b>229</b>	<b>66.37</b>

There has been little change in the sex profile % of staff employed at the College in 2021/22 compared to 2020/21.

The chart below shows the sex profile of staff across Management, Lecturing and Business Support.



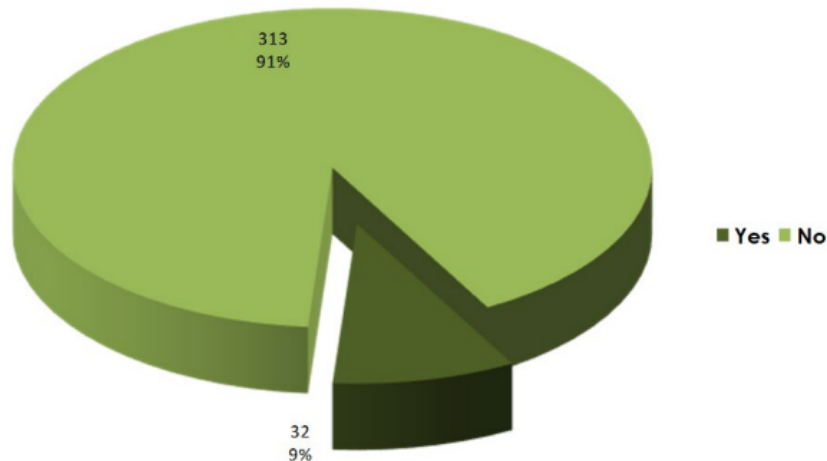
## VALUING OUR COLLEGE COMMUNITY - STAFF

Whilst 66% of staff are female, a significant number are employed on a part time basis, which is reflected in the salary profile below.



## Disability

The chart below shows the College's staff profile by disability.



9% of the College staff have declared a disability, compared to 7% in 2020/21. In recognition of the College's commitment regarding the employment, retention, training and career development of disabled employees, the Department for Work and Pensions have awarded the College the Disability Confident Employer symbol.

In using the Disability Confident Employer symbol, the College agree to:

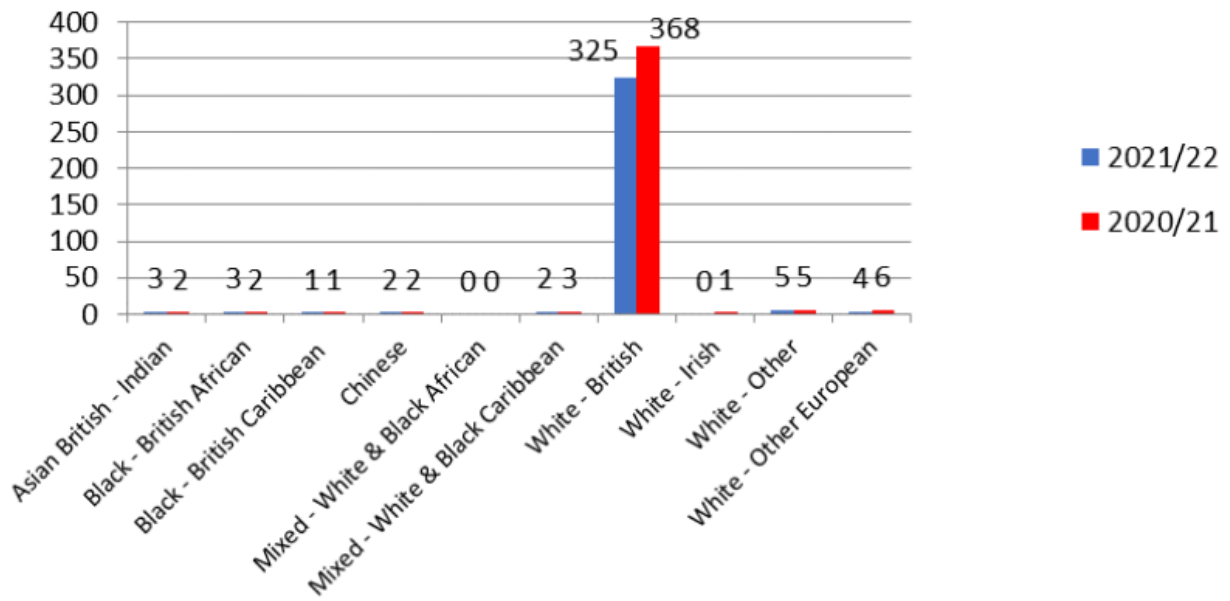
- interview all disabled applicants who meet the minimum criteria for a job vacancy
- consider them on their abilities
- ensure there is a mechanism in place to discuss, at any time, but at least once a year, with disabled employees what can be done to make sure they can develop and use their abilities
- make every effort when employees become disabled to make sure they stay in employment
- take action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work each year

### Gender Reassignment

This information was collated from staff, and job applicants, for the first time in 2011. There are no staff at the College who have declared that they are transgender and no staff issues have been raised in relation to this particular group.

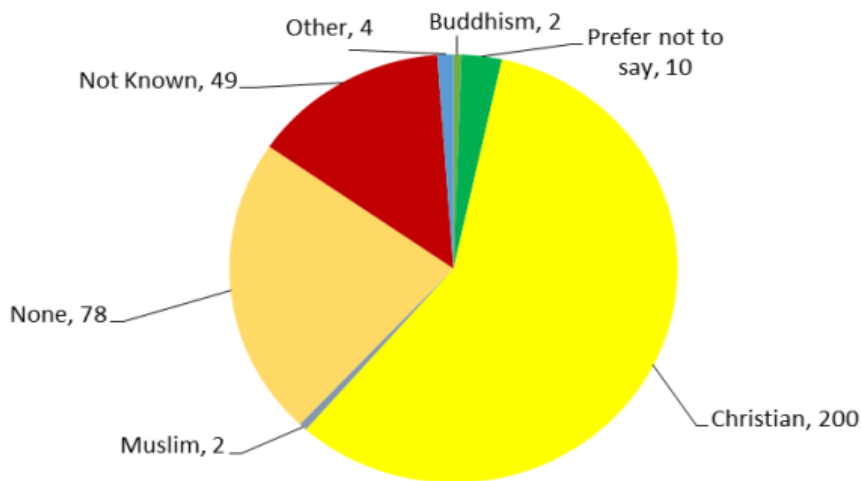
### Race

325 (94%) of College staff declared that they are White – British – this figure remains unchanged from the previous year. The chart below shows the College's staff profile by race.



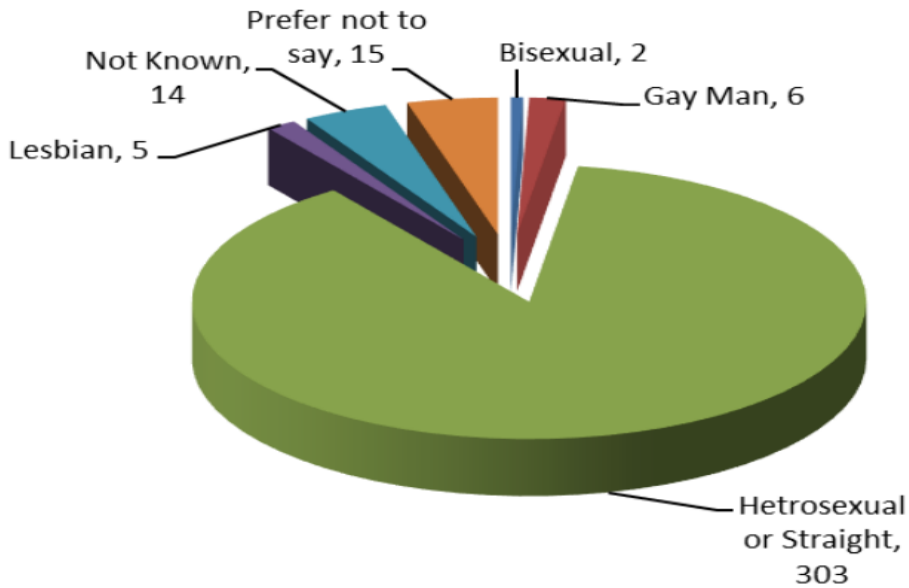
### Religion and Belief

The chart below shows the College's staff representation by religion and belief.



### Sexual Orientation

The chart below shows the staff profile by sexual orientation.



### Disciplinary Policy and Grievance Procedure

The College has a disciplinary policy that is communicated to all staff. The purpose of the procedure is to help and encourage employees to achieve and monitor acceptable standards of conduct at work. It is also designed to ensure consistent and fair treatment for all in relation to disciplinary action taken in response to misconduct. A separate procedure is used to address issues of professional capability and competence.

### Disciplinary

The College's Disciplinary procedure was invoked on 4 occasions during 2021/22. This was in relation to 3 male members of staff and 1 female member of staff.

### Grievances

4 members of staff (2 male and 2 female) invoked the College's Grievance Procedure during 2021/22.

# GENDER PAY REPORTING

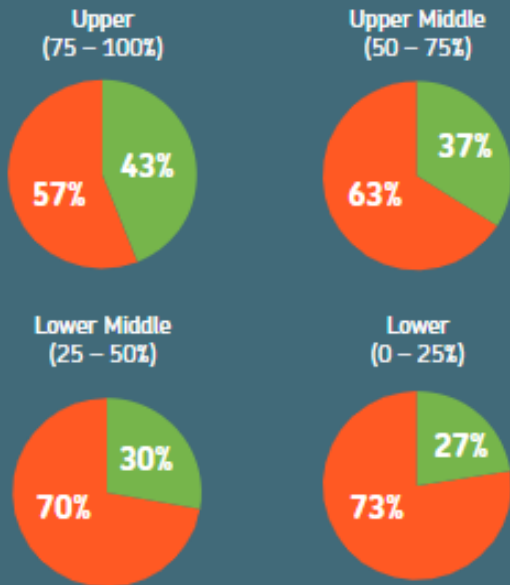
The College fully supports the principle of staff being given equal access to opportunities and being treated with dignity and respect in the workplace which includes equal pay for work of equal value.

The College operates an open and transparent pay structure and has fair recruitment processes, policies and training to ensure there are no gender biases in pay for employees on the same grades or in the recruitment of staff.

## Quartile

The College employs significantly more female staff than male staff both overall and across all quartiles.

■ Male ■ Female



Mean Gender Pay Gap	13.9%
Median Gender Pay Gap	23.1%
Mean Bonus Gender Pay Gap*	0%
Median Bonus Gender Pay Gap*	0%

\*Not applicable to Southport College, as there isn't a bonus payment system in operation

There is an overall mean gender pay gap of **13.9%**.

The key reason for this difference is that there are significantly more female staff than male staff across part time, term time only, administrative and learning support posts most of which fall within Quartile 1 of the organisational gender profile.

The College will continue to monitor this disparity and identify whether there are any specific reasons for it and whether there are any actions that can be taken to encourage more males to take up positions both overall across college and particularly for roles in Quartile 1.



**Ethnicity:**

The demographic of our student population changes each year, however, the College student population is more diverse than the Sefton Metropolitan District figures currently available as shown in the table below.

Ethnicity	Latest Sefton Figures % 2021	No. of students 2019/20	College 2019/20 %	No. of students 2020/21	College 2020/21 %	No. of students 2021/22	College 2021/22 %
White	95.60%	4090	89.80%	3849	93.17%	3896	91.82%
Not white	4.20%	469	10.20%	282	6.82%	347	8.18%

**All student age profile:**

	2019/20	%	2020/21	%	2021/22	%
16-18	2887	63.96%	2732	66.15%	2571	60.59%
19+	1627	36.04%	1399	33.85%	1672	39.41%

**All student sex profile:**

	2019/20	%	2020/21	%	2021/22	%
Male	1938	42.51%	1632	39.51%	1869	44.05%
Female	2621	57.49%	2499	60.49%	2374	55.95%

**All student disability profile:**

	2019/20	%	2020/21	%	2021/22	%
Declared a disability or learning difficulty	1557	34.15%	1226	29.68%	1335	31.46%
Declared no disability or learning difficulty	2944	64.58%	2697	65.29%	2611	61.54%
Not declared	58	1.27%	208	5.03%	297	7.00%

**All student widening participation profile:**

	2019/20	%	2020/21	%	2021/22	%
Students from areas of deprivation	1423	31.21%	1175	28.44%	1244	29.32%
Students from areas of no deprivation	3136	68.79%	2956	71.56%	2999	70.68%

## COMPLIMENTS, COMMENTS AND COMPLAINTS

The College aims to listen to the views of all who use its services, learn from its mistakes and continually try to improve. It openly encourages suggestions, comments, compliments and complaints about the services offered. All incidents and issues are recorded as necessary and monitored via the Equality and Diversity Committee. Formal incidents of complaints received from students are analysed by sex, age, race and disability with remedial action taken as necessary.

There are currently protected characteristics we are unable to report on for analysis of complaints due to non-collection of this data. These include religion or belief, sexual orientation and gender reassignment.

2021/22	
<b>No. of complaints received</b>	13
<b>No. related to EDI</b>	3

There were 3 complaints that related to equality and diversity issues and actions arising from these included:

- review of new staff induction
- additional training for all teachers
- application submitted for special considerations for an exam

### Profile of complaints

The nature of these complaints was diverse and ranged from those which were easily addressed to others being more in depth. There were 3 complaints that related to equality and diversity issues and areas under investigation included:

- an adult learner disagreed with his L2 course choice incurring a cost to him
- a student sitting an exam felt disadvantaged by noise in the corridor
- a parent felt their daughter had been disadvantaged when she was absent due to medical needs.

### Profile of compliments

Not all compliments are forwarded to SLT so are not all recorded, staff are encouraged to share. 3 compliments received were related to equality and diversity and included:

- a parent stated that their child had 98.5% attendance at college when he was previously a school refuser and attributes this to the excellent support received.
- a parent contacted a manager to thank staff for the sensitive management of their son's needs as he doesn't accept his diagnosis
- a parent contacted a curriculum leader to thank them for their inclusivity when inviting students to participate in activities.



## Student Survey Feedback

In the Start of Year Survey 2021/22:

- + 97% of participants “feel safe in College”
- + 97% of participants “feel they have been treated fairly in College”
- + 96% of participants “would recommend the College to a friend”

In the End of Year Survey 2021/22:

- + 98% of participants “feel safe in College”
- + 96% of participants “feel College values EDI”
- + 92% of participants “know where to get support if they need it”

2021/22 Learner Voice Positive comments relating to EDI:

- + I could not thank and recommend the college enough. The level of support I have received has been more than expected
- + Our tutor has a great understanding of our needs, such as being a parent and having other commitments.
- + College is a positive environment













## OUR COMMITMENT TO AN INCLUSIVE ENVIRONMENT

Our mission is to provide excellent, sustainable, education and training. Through inspirational teaching, outstanding support and excellent facilities, we aim to help every one of our learners reach their full potential and progress to success. As a College we are constantly looking for opportunities to work with specialists in the field and to share good practice.

We work closely with Sefton Inclusion Team, who regularly visit College sites to assess accessibility across all areas.

### Learning Support

There is a highly effective Learning Support Team at the College based in the Learning Support Hub with provision including:

-  Individual assessments which are reviewed regularly.
-  Specific Learning Difficulty specialist support
-  Learning Support Assistants
-  Support for maths and English
-  Personal Care
-  Communicators
-  Specialist equipment
-  Exam access arrangements
-  Individual student support plans
-  Individual transition packages

All of which has led to our high needs and SEND students consistently achieving above the College average.

### Student Conduct

Issues of bullying and conduct are dealt with effectively and due to an early intervention approach, reported incidents of bullying are low. There is a targeted approach to raising students' awareness of safeguarding issues such as Prevent, Hate Crime and Cyber Bullying.

98% of students reported they felt safe at College in the end of year survey 2021/22.

### Contemplation Room

In collaboration with students, the College has a Contemplation Room which is a multi-faith area for all students and staff.

## FURTHER INFORMATION

For further information relating to anything in this brochure please contact:

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**The information in this booklet is correct at the time of going to press.**

Every effort has been made to ensure accuracy. The College reserves the right to amend details in this publication.