Education Partnership NorthEast

Equality, Diversity & Inclusion Annual Report

2019/20

HSN

Hartlepool SixthForm

Sunderland College

Northumberland College

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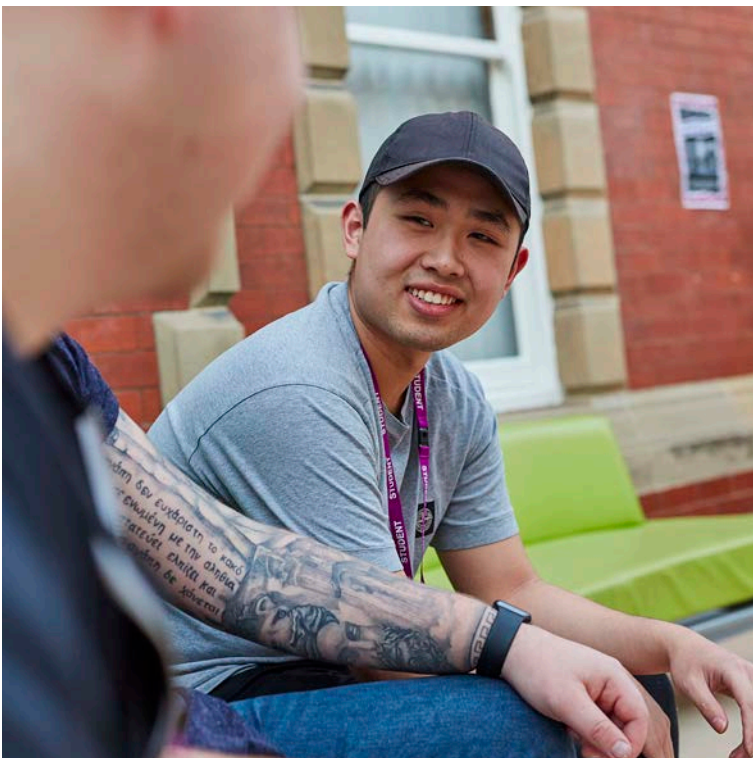marketing@educationpartnershipne.ac.uk

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Foreword

This report reflects a refreshed approach to equality, diversity and inclusion at the College and demonstrates a commitment to public sector duties as described in the Equality Act (2010) to:

- Eliminate unlawful discrimination

- Advance equality of opportunity between people who share a protected characteristic and those who don't

- Foster or encourage good relations between people who share a protected characteristic and those who don't

Equality, diversity and inclusion should be the foundation of society and therefore any organisation. It is a priority for me in my role at Student President as I work across the college, and with the local community to promote inclusivity and ensure all students have a voice. As a student I saw the work that went on to raise awareness of discrimination and promote equality and diversity through an inclusive curriculum and personal development programme and their work with partners. I am proud to now be part of that team and work with other staff and with students to continue this work and ensure all students are a success. 19-20 was a challenging year for everybody, but what it did highlight is the importance of working together. The report provides examples of the work we do and the impact we have on the lives of our students and wider community.

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Iesha Heads,
Student President

The College's successes

Staff and students played an active role in **Sunderland Pride** and city-wide **LGBT events**

Shortlisted by the **LGBTQ North East Awards for 'Creating Safer Learning Spaces,'** recognition of our commitment to providing a culture of inclusiveness across all campuses

The College was selected as an **Assocation of Colleges (AoC) Sport Inclusion Hub**, one of only 12 across the country, to play a leading role in promoting sport for disabled students

Achievement of Carers Federation **Quality Standard in Carer Support**

95%
of students said they are treated fairly by the college

1788
hours volunteered by students to support the local community and promote inclusion

LGBTQ+ inclusive practice was recognised by Stonewall Workplace Equality Index as the **top college** in the North East.

Commitment to Mental Health and Wellbeing resulted in the training of **100 Mental Health First Aiders** and the signing of the AoC Mental Health and Wellbeing Charter

The College's NECOP programme successfully engaged over 1400 to improve progression to higher education

The College has a sport apprentice who works within the community and through College projects and activity to **engage under-represented groups** with clear participation targets for females, those with disabilities and BAME, which have been met

Effective support and early intervention for mental health and wellbeing has ensured **a three-year trend in the reduction of high risk safeguarding concerns** relating to mental health and wellbeing

Over **3000** wellbeing checks were carried out with 253 vulnerable students during lockdown

571
virtual counselling appointments took place during lockdown to support students' mental health and wellbeing

The College's commitment

The College aims to respond to the diverse needs of students, staff, partners and stakeholders, and celebrate the diversity of the College community. Equality and diversity is an essential ingredient for overall quality improvement and the College recognises the importance of transforming lives by overcoming educational and economic disadvantage. It is passionate about equality and diversity and exceeds expectations to ensure inclusion and community involvement. This report reflects a refreshed approach to equality and diversity at the College and demonstrates a commitment to public sector duties as described in the Equality Act (2010).

The College aims to:

- Remove or minimise disadvantages experienced by people due to their protected characteristics

- Take measures to fulfil the needs of individuals from protected groups where they are different from the needs of other persons

- Support and encourage individuals with protected characteristics to participate in the life of the College, especially where participation is disproportionately lower

Aims of The Equality, Diversity and Inclusion Committee:

1 To foster an inclusive environment by challenging the culture and contributing to solutions for change to raise Education Partnership North East's (EPNE) profile as a sector leader in equality, diversity and inclusion

2 To articulate the EPNE's vision for equality, diversity and inclusion that shifts the agenda beyond compliance to a celebration of diversity

3 To undertake horizon-scanning that may impact on the EPNE's delivery on its commitment to equality, diversity and inclusion

4 To validate and, where appropriate, define performance measures against relevant priorities including but not limited to those outlined in the Strategic Plan

5 To review staff and student data (qualitative and quantitative) to monitor progress against these performance measures

6 To highlight successes and identify barriers/ challenges, introducing innovative ways of tackling identified issues

7 To oversee the implementation of the Equality, Diversity and Inclusion Policy and its action plans

8 To produce EPNE's annual report to the Board of Governors and additional reports to the Executive Leaderships Team as required

The College

Strategic objectives, values & local community

Education Partnership North East is one of the largest providers of post-16 education in the North East of England. The College 'group' consists of Northumberland College, Sunderland College and Hartlepool Sixth Form. There are six campuses across the region offering a wide range of academic and vocational provision for school leavers and adults.

The College delivers to approximately 12,000 students, over 4700 are full-time 16-18 year olds. 64% aged 16-18 are from disadvantaged backgrounds and 21% have multiple categories of disadvantage. 17% of our students have a learning difficulty or disability, and 2% have an Education Health Care Plan (EHCP).

The North East is an area of high social and economic deprivation.

In the April 2019-March 2020 period, the North East unemployment rate was 5.5%, with 20.3% of households workless. Unemployment is above England and England excluding London rates and the second highest rate among the eight-core city LEPs. This is set to rise significantly in the coming months due to economic impact of COVID-19.

- The North East has the second highest rate of child poverty in the UK at 35% (behind London at 39%)

- The North East saw the UK's biggest increase in child poverty from 2014 to 2019 (rising from 26% to 35%)

- All 12 North East councils are included in the 20 UK local authority areas which saw the highest increases in child poverty from 2014 to 2019

- Of the 20 UK Parliamentary constituencies which saw the highest increases in child poverty from 2014 to 2019, more than half are in the North East (End Child Poverty 2019)

Sunderland, Northumberland and Hartlepool are each areas of high social and economic deprivation.

- Sunderland: unemployment is 5.9% and well above the national average, with 21% of households workless. Child poverty is 36% in 2019. The proportion of residents with qualifications at level 2 and above is 2.5% below the national average. (Nomis July 2019).

- Hartlepool: unemployment is 7.2% significantly higher than the regional average and almost double the national average. Child poverty is 37.3% in 2019. The proportion of residents with qualifications at level 2 and above is well below the regional average and 5.7% below the national average. (Nomis July 2019).

- Northumberland: unemployment is 4.4% which is above the national average; 19.7% of households are workless and child poverty is 32% in 2019. The proportion of residents with qualifications at level 2 and above is very slightly below the regional average. (Nomis July 2019).

The College has developed strong relationships with local partner schools to ensure that young people have the opportunity to fulfil their potential and are supported by seamless transition processes that are underpinned by timely provision of information, advice and guidance.

	IMD 2004	IMD 2007	IMD 2010	IMD 2015	IMD 2019
Sunderland	22	35	44	37	35
South Tyneside	27	38	52	32	27
North Tyneside	80	102	113	130	111
Gateshead	26	52	43	73	47
Newcastle	20	37	40	53	41
Hartlepool			21	18	10
Northumberland				136	116

The College's aspiration is **'Excellence at the heart of everything we do'**.

To realise this vision, the College will excel in the pursuit of excellence to enable an increase in student population and growth in performance by uniting the College's people and culture and strengthening their reputation locally, regionally and nationally. Purposefully bold and challenging, the College aspires to be:

In the **top 10 colleges** nationally for **student achievement**

In the **top 30 of colleges** nationally for **financial health**

Values

The College aspires to be the best in all that they do and to enable employees and students to reach their full potential. A culture of strong values means strong results for all of our stakeholders. This is why a set of professional values are fundamental to the pursuit for excellence and must underpin all activities.

The professional values and behaviours provide a valuable framework for use by people at every level of the organisation. They help to evaluate decisions and instill confident in the choices that are made.

Authentic:
We are who we say we are, we do what we say we will do.

Respectful:
We value the opinion of others and the contribution they make.

Innovative:
We work hard to create a dynamic, forward-looking culture.

Ambitious:
We are determined to achieve our vision and goals.

Strategic goals

Goal 1: Shape and evolve a career focused curriculum

Our focus is providing curriculum pathways that meet the current and future demands of the region's labour market.

Goal 2: Create outstanding learning opportunities for our students

An unwavering and relentless focus on developing our students through outstanding teaching, learning, support and assessment.

Goal 3: Unite our culture and empower our people

A culture built on developing high performing people, who are empowered to lead, innovate and take ownership.

Goal 4: Strengthen our financial resilience and invest in our resources

We will build our financial resilience and strengthen our resources to ensure all stakeholders benefit from outstanding learning environments.

Goal 5: Engage locally, regionally and nationally and build our reputation

We will be an engaged and influential sector leader with a strong reputation and winning partnerships.

Equality objectives (2018 - 2021)

The vision, strategic goals and values are the overarching drivers for the following equality objectives (2018 - 2021).

1. Leadership and management:

To ensure that equality and diversity (including the Equality Duty) underpins the way the College is led and managed and is fully embedded in policy, performance and quality assurance processes.

To lead the implementation of the Prevent Duty.

2. Performance and progress:

To address any gaps in pass, retention or achievement, or progress of equality and disadvantaged groups.

To ensure the curriculum offer is appropriately differentiated to meet student needs.

To support the skills development, progress and progression of different groups.

3. Promotion and celebration:

To welcome and celebrate equality, diversity and community cohesion in the College and the wider community - including seeking opportunities for active promotion and marketing.

4. Representation and participation:

To develop the staff and governor profile of the College to better reflect the student population, and take positive steps to address under-representation of equality groups in all areas of college.

To encourage participation throughout the College ensuring effective mechanisms are in place for the staff and student voice to be heard, particularly from equalities groups.

5. Teaching, learning and assessment:

To ensure equality, diversity and inclusion are embedded in teaching, learning, training, student progress and development and assessment practices and within the curriculum offered by all programme areas.

To develop students understanding of Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and to embrace British Values and College values in their work.

6. Creating a safe and inclusive community:

To develop an inclusive and safe environment based on the equality and Prevent duties, where the needs of students and staff are appropriately identified and supported in order for them to thrive and reach their full potential.

7. Expectations of College values:

To welcome and celebrate equality, diversity and community cohesion in the College and the wider community - including seeking opportunities for active promotion and marketing.

Section 1:
Eliminate unlawful discrimination

Our approach:

Treat all students, staff and stakeholders fairly and equitably regardless of a protected characteristic including age, race or ethnicity, disability, gender, gender preference, sexual orientation, religious beliefs, non-belief, membership of professional associations or trade unions, marital status, family responsibility and socio-economic standing.

Raise awareness of equality and diversity within and outside curriculum settings, to challenge and minimise discrimination and prejudice.

Work in partnership with the local communities, Northumbria Police, Cleveland Police and Hate Crime Advocacy to ensure all incidents of hate crime are reported and that support is provided to victims.

The Impact:

Holocaust Memorial Day, January 2020

Holocaust Memorial Day was promoted, with staff and students taking part in various activities to raise awareness of events past and present. Over 350 students across our campuses also took part in a live Q&A with a Holocaust survivor Susan Pollock MBE with 100% of students attending agreeing it had improved their understanding of discrimination and the impact it can have.

Student:

"This was a fantastic opportunity which has made an event which took place so many years ago so real but also highlights the importance of never forgetting and for us all to continue to tackle prejudice."

Display and remembrance tree.

LGBT+

The College's LGBT+ group has continued to strengthen, with students joining together across all campuses. The group offers peer support and the opportunity to talk in confidence in a safe, supportive environment. The group has also been instrumental in helping the College to make changes and improvements that create a more inclusive environment for the LGBT+ community. The college now host and support an LGBT+ group for school age pupils from the local community.

Our youth worker Stephen Day, has been shortlisted for the 'Creating Safer Learning Spaces' award for his tireless work to encourage equality, diversity and acceptance across all of our campuses, ensuring our students and staff feel safe.

Logo for the College's True Colours group.

Performing Arts students performed on stage at Sunderland Pride in September 2019.

Students took part in a range of activities across our campuses to celebrate Pride and raise awareness of the current issues facing the LGBT+ community.

Pride Month in June was celebrated virtually with our students attending digital events.

Student Profile

By age group

At 58.2%, the majority of students are adults. However, full-time cohort is mainly 16-18.

16-18	4786	42.1%
19+	6609	58.2%

By gender and age

The gender mix for 16-18 year olds is more balanced with only slight variances. There are higher variances at 19+, with 55.7% female and male 42.3%.

	Male	**Male**	**Female**	**Female**
16-18	2469	51.6%	2318	48.4%
19+	2927	44.3%	3682	55.7%

By ethnicity

The College successfully attracts students from its local BME communities, which is shown in the tables below.

Sunderland and Hartlepool

Demographic Profile							
Sunderland Borough (2016 Population)		**Sunderland College**					
All Ages		**All Ages**		**16 - 18**		**19 +**	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	260,208	93.6%	7922	92.1%	2760	95.0%	5178	90.7%
Asian	9452	3.4%	304	3.5%	98	3.4%	206	3.6%
Black	1946	0.7%	178	2.1%	19		159	2.8%
Other	6394	2.3%	154	1.8%	29		125	2.2%
Not known	0	0%	40	0.5%	0		40	0.7%
Total	278,000		8598		2906		5708	

Student Profile

Northumberland

	Demographic Profile							
	Northumberland (2016 Population)		Northumberland College					
	All Ages		All Ages		16 - 18		19 +	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	311,066	98.3%	2097	95.8%	1285	98.5%	824	91.7%
Asian	2658	0.8%	9	0.4%	2	0.2%	7	0.8%
Black	338	0.1%	11	0.5%	1	0.1%	10	1.1%
Other	2236	0.7%	41	1.9%	4	0.3%	37	4.1%
Not known	0	0%	33	1.5%	13	1.0%	21	2.3%
Total	316,298		2191		1305		899	

Hartlepool

	Demographic Profile							
	Hartlepool (2016 Population)		Hartlepool Sixth Form					
	All Ages		All Ages		16 - 18		19 +	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	86,825	98.3%	545	95.6%	545	95.6%		
Asian	1235	0.8%	12	2.1%	12	2.1%		
Black	159	0.1%	4	0.7%	4	0.7%		
Other	636	0.7%	9	1.6%	9	1.6%		
Not known	0	0%	0	0%	0	0%		
Total	88,855		570		570			

Staff Profile
1 August 2018 - 31 July 2019

By gender

**675 females
(61.3%)**

**426 males
(38.7%)**
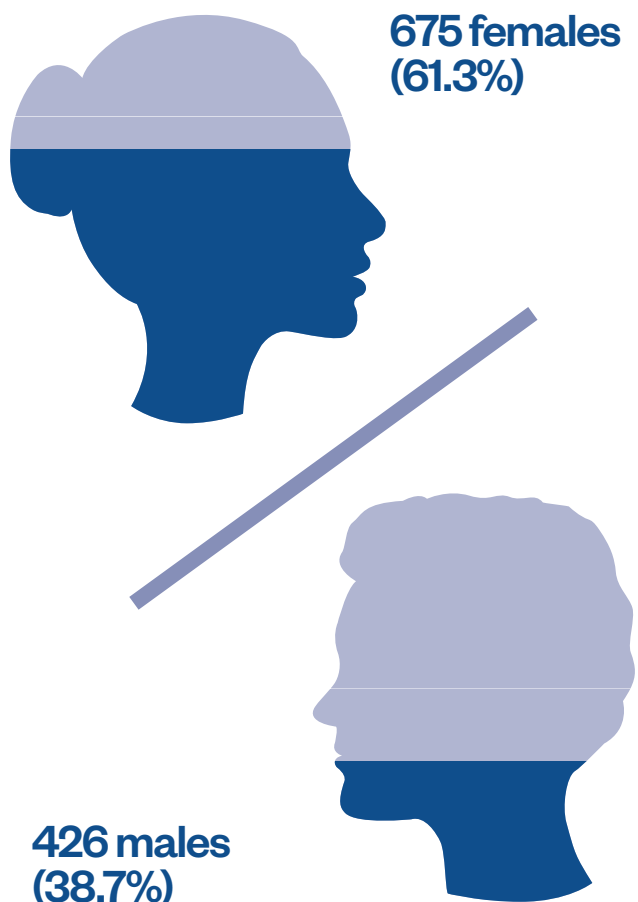
Total staff employed 19/20

1,078

By disability

Yes	4.04%
No	68.11%
Unknown	27.86%

Disability Confident Employer (Level 2)

Sunderland College is a committed equal opportunities employer and holds the Disability Confident Employer accreditation. The Disability Confident scheme aims to help employers successfully employ and retain disabled people and those with health conditions. It was developed by employers and disabled people's representatives to make it rigorous but easily accessible.

The five commitments that the College adheres to are:

1. Ensure the recruitment process is inclusive and accessible

2. Communicate and promote vacancies

3. Offer an interview to disabled people

4. Anticipate and provide reasonable adjustments as required

5. Support any existing employee who acquires a disability or long-term health condition enabling them to remain in work

By ethnicity

White British	89.66%
Other White	0.83%
Indian	0.14%
Bangladeshi	0.28%
Pakistani	0.28%
White and Asian	0.14%
Any other Asian background	0.14%
Any other mixed background	0.28%
Any other background	0.14%
Not stated	8.13%

The ethnic makeup of our College group is comprised of staff who work across the North East ranging from Hartlepool to Berwick.

The census data for 2011 showed that the percentage of All White population in the North East was 95.3% and 85.4% in England.

In terms of comparing our staffing profile to that of the North East we can see that we have a lower percentage of white staff at 90.49%. Only 1.21% of staff declared themselves as other ethnic groups. Our area for improvement is where staff have not stated their ethnicity, this is 8.13% so we will be working with the Equality, Diversity and Inclusion Committee to improve collection of this data.

By sexual orientation

Bisexual	0.42%
Gay/lesbian	0.97%
Heterosexual	62.53%
Prefer not to say	3.06%
Unknown	33.01%

Positive mental wellbeing

In December 2017, the College achieved its Continuing Excellence Better Health at Work Award (BHAWA). The award recognised the College's approach to health and wellbeing in the workplace and the important work of the College's Wellbeing Action Group.

To achieve the accreditation, the College had to promote at least five different health and wellbeing campaigns, across a spectrum of issues, ranging from menopause awareness through to a fit and healthy living day. For the academic year 2019/20 the College committed to a 12-month focus on positive mental health. The Time to Change Pledge was officially signed in 2019 and 100 Mental Health First Aiders trained across the College group.

Gender pay gap report summary

Gender split

Education Partnership NorthEast

1014 employees

61%

39%

National comparison

17%
Mean pay gap (education) *

6.7%
EPNE pay gap

Gender pay gap

	👩	👨	£
Mean	£14.26 * £14.39	£15.28 * £15.65	6.7% * 8.1%
Median	£13.55 * £13.41	£14.08 * £15.10	8.45% * 11.2%

*Last year's results are in brackets for comparison purposes

Employment quartile bands

	👩		👨		Grand total
Lower Quartile	179	70.5%	75	29.5%	254
Lower Middle Quartile	151	59.7%	102	40.3%	253
Upper Middle Quartile	148	58.3%	106	41.7%	254
Upper Quartile	140	55.3%	113	44.7%	253

'Why gender pay gap?

44% Part-time or term time only (excluding teaching staff)

74% **26%**
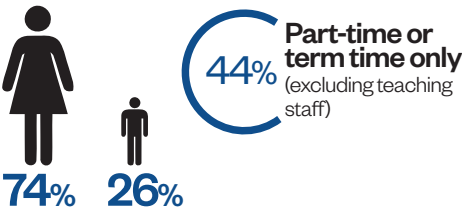
Equality and diversity training

A range of equality and diversity training has been delivered in College and approved training requests for staff to attend external courses, as featured below:

- Equality and Diversity Training*
- Disabled Go Online Training*
- Stress Risk Assessments
- Academic Resilience
- Mental Health First Aid
- Unconscious bias training
- Hate Crime Champion Training

*mandatory training

Governors

The governors of the College play a significant role in creating and maintaining an inclusive organisation where everyone can work, learn and reach their full potential. The majority of governors are local residents and all have a passion to see Sunderland College fulfil its commitment to its community and hold various positions in business, education and community cohesion. The BME governor profile for 19/20 was 6%, which is similar to the student body and comparable to the local area BME profile of 6%. Governance have actioned the 30% gender profile gap of 30 and the new boards have an overall profile of 48.5% female and 51.5% male.

48.5% female / **51.5% male**

Governors are keen to listen to the voice of students and use it to make improvements that support inclusion and drive equality forward. There is a newly formed Student Union Constitution which includes a Student President who sits on the Board of Corporation as there are two elected student governors which sit on each of the local boards. There is also an Equality, Diversity and Inclusion Officer as part of the new Student Union Executive. Governors meet with representatives from the student body across the academic year.

Our Governors

Rob Lawson
Chair of Governors

Ellen Thinnesen
Chief Executive

Nigel Harrett
Principal

Ralph Saelzer

John Barnett

Tom Crompton

Louise Doyle

Susan Pollard
Staff Governor

Paul McEldon

Louise Farthing

Zainab Nadeem
SU President

Jill Colbert

Kamareswaradas Ramanathas

Julia Fox

Louise Bradford

Simon Patterson

Catherine Magog

Nathan Jones
Student Governor

Eve Cooper
Student Governor

Helen Willey
Staff Governor

Jeff Hope

Alison Shaw

Ian Brown

Andrew Ferguson

John Holmes

Neil Salveson

David Towns

Kerry Patterson

Sara Sawyer
Staff Governor

Dawn Chadwick
Student Governor

George Blyth

Section 2:

Advance equality of opportunity between people who share a protected characteristic and those who don't

Our approach

- **Ensure policies, services and practices reflect the College's commitment to equality**

- **Celebrate diversity and enable everyone to achieve**

- **Foster inclusivity and removal of barriers**

- **Develop self-confident students who realise they have the potential to be successful and achieve their goals**

The impact

Future Me

The College is a core partner in the North East Collaborative Outreach Programme, Future Me, which supports young people from 'cold spots' where progression to Higher Education is especially low. A variety of events, activities and other interventions have taken place throughout the year to help broaden horizons and support transition to HE and promote positive role models, including careers fairs and employer talks to challenge gender stereotypes. The programme engaged over 1400 students in 19-20.

Supporting students with Special Educational Needs and Disability (SEND) and their parents to continue their education through interactive activities during the COVID-19 lockdown.

Recognising that lockdown it can be more disruptive to the lives and routines of students aged 16-25 years with SEND, the college provided families with online educational resources, tasks, sensory stories and websites to access at home. As some students were unable to access college campuses during lockdown due to underlying health conditions, the sensory learning pathway inspired parents to read recommended sensory stories reinforced by everyday props from around the house. With a focus on developing practical skills, parents and carers were encouraged to involve students in household activities such as ironing, washing, sorting and cleaning, while recording progress and providing feedback that meets their needs.

Parent:

"I'm trying to do things that I know Jess enjoys at college and I've been well supported with regular phone calls and emails from her lecturers. The speech therapist, is also available should I have any concerns or need help."

Carers Federation Quality Standard for Carer Support

The College was one of the first colleges to be awarded the new Quality Standard in recognition for its outstanding work in supporting young adult carers. The assessment highlighted the College's commitment to embed support for those with caring responsibilities, demonstrating how we identify carers as a vulnerable group and develop a personalised support plan to support them throughout their student journey.

"We are already hearing from our young carers the difference this is making to them and how the transition from secondary school to college has been much smoother due to the college understanding their needs and knowing that someone is available to support them."

Lisa Watson, Carers Service Manager, Sunderland Carers Centre

Support for vulnerable groups during lockdown

Throughout the pandemic, our Student Services and Learning Support Teams continued to provide support to our vulnerable students, including care experienced, young carers and young parents as well as students with Education Health Care Plans (EHCP'S). Students had access to face to face support on campus as well as wellbeing checks, individualised support packages and workshops to remove any barriers to their learning.

Closer working relationships formed with all local authorities with weekly communication around the support and wellbeing for those students with EHCP's, ensuring a localised approach of support for students and their families was evident. 100% of students with EHCP were contacted every week by Learning Support during lockdown. 100% of students supported by the Intensive Support Team agreed the support was effective in supporting them to remain in college and in improving their wellbeing. Attendance of our counselling service (which ran virtually) increased by 19% during lockdown.

Equality and Diversity Event, December 2019

Students and students from across the college came together to organise a day of activities to celebrate and raise awareness of differences and bring students together, promoting integration. 97% of students attending agreed it had increased their understanding of protected characteristics and the importance of equality, diversity and inclusion.

ESOL students supported the event with Henna painting.

Football Hub

The College has a sport apprentice who works within the community and through College projects and activity to engage under-represented groups with clear participation targets for females, those with disabilities and BAME, which have been met.

Narrowing achievement gaps

- Education and Training achievement gaps are narrow, with few differences, and none significant, by equality and diversity characteristics including comparisons between the achievements of males and females, those with learning difficulties or disabilities and those without, looked after children and those not looked after, and those in receipt of learning support.

- A very small proportion of learners had high needs. Their achievement rates are significantly above the national rate for 16-18 learners **(+8.3%)**, and 19+ **(+5.9%)**. For 19+ achievement is also significantly above those without high needs **(+6.2% points)**.

- Those in receipt of free meals 16-18 achievement rate is not significantly different at 85.2% to those not in receipt of free meals at 86.6%, but are above the national average by **+2.6% points**. 19+ achievement rates are higher than those not in receipt **(+2.1% points)**.

- By Ethnic Group, 16-18 year-olds that classify themselves as Non-white have achievement rates that are **+2.6% points** above those who classify themselves as White.

By sex

	Education Partnership North East Overall (16-18)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Female	6760	5672	83.9%	82.6%
Male	7071	6011	85%	81.5%
All Learners	13,831	11,683	84.5%	82.1%
18/19				
Female	6457	5615	87%	83.3%
Male	6682	5708	85.4%	82%
All Learners	13,139	11,323	86.2%	82.6%
19/20				
Female	5327	4620	86.7%	83.3%
Male	5543	4762	85.9%	82%
All Learners	10,870	9382	86.3%	82.6%

	Education Partnership North East Overall (19+)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Female	7022	6216	88.5%	87.7%
Male	7182	6603	91.9%	89.1%
All Learners	14,204	12,819	90.3%	88.3%
18/19				
Female	7551	6835	90.5%	88.6%
Male	6297	5853	93%	89.9%
All Learners	13,848	12,688	91.6%	89.1%
19/20				
Female	4730	4099	86.7%	88.6%
Male	4338	3963	91.4%	89.9%
All Learners	9068	8062	88.9%	89.1%

There continues to be little difference between the achievement rates of 16-18 males and females. In 2019-20 female achievement is slightly better than male achievement at **+0.8%**. Adult male achievement rates in 2019-20 are better than female by **+4.7%**, an increase compared to 2018/19.

By disability/difficulty

	Education Partnership North East Overall (16-18)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Has difficulty/disability/health problem	2968	2448	82.5%	80.4%
No difficulty/disability/health problem	10,840	9214	85%	82.8%
No information provided by the learner	23	21	91.3%	80.8%
All Learners	13,831	11,683	84.5%	82.1%
18/19				
Has difficulty/disability/health problem	2986	2546	85.3%	81%
No difficulty/disability/health problem	9558	8289	86.7%	83.3%
No information provided by the learner	595	488	82%	82.2%
All Learners	13,139	11,323	86.2%	82.6%
19/20				
Has difficulty/disability/health problem	2665	2211	83%	81%
No difficulty/disability/health problem	8201	7171	87.4%	83.3%
No information provided by the learner	4	0	0%	82.2%
All Learners	10,870	9382	86.3%	82.6%

	Education Partnership North East Overall (19+)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Has difficulty/disability/health problem	2968	2448	82.5%	86.8%
No difficulty/disability/health problem	10,840	9214	85%	88.7%
No information provided by the learner	23	21	91.3%	87.2%
All Learners	13,831	11,683	84.5%	88.3%
18/19				
Has difficulty/disability/health problem	2986	2546	85.3%	81%
No difficulty/disability/health problem	9558	8289	86.7%	83.3%
No information provided by the learner	595	488	82%	82.2%
All Learners	13,139	11,323	86.2%	82.6%
19/20				
Has difficulty/disability/health problem	2665	2211	83%	81%
No difficulty/disability/health problem	8201	7171	87.4%	83.3%
No information provided by the learner	4	0	0%	82.2%
All Learners	10,870	9382	86.3%	82.6%

The achievement gap between those 16-18 year olds with declared learning difficulties/ disabilities/health problems and those who have not has increased to **-4.4%** and for 19+, the achievement gap continues to narrow at **-1.2%**.

By ethnicity

17/18	Education Partnership North East Overall (16-18)			Nat Rate Ach Per NR
	Leavers	Ach	Ach %	
White British	13,031	10,965	84.2%	81.9%
Other Ethnicity	796	715	89.8%	82.5%
No Information Provided	4	3	75%	81.4%
All Learners	13,831	11,683	84.5%	82.1%

18/19				
White British	12,399	10,656	85.9%	82.5%
Other Ethnicity	739	666	90.1%	82.6%
No Information Provided	1	1	100%	79.8%
All Learners	13,139	11,323	86.2%	82.6%

19/20				
White British	10,343	8917	86.2%	82.5%
Other Ethnicity	518	460	88.8%	82.6%
No Information Provided	9	5	55.6%	79.8%
All Learners	10,870	9382	86.3%	82.6%

17/18	(19+)			
White British	12,347	11,147	90.3%	89.1%
Other Ethnicity	1841	1658	90.1%	87.6%
No Information Provided	16	14	87.5%	84.6%
All Learners	14,204	12,819	90.3%	88.3%

18/19				
White British	11,734	10,705	91.2%	89.8%
Other Ethnicity	2087	1962	94%	89.1%
No Information Provided	27	21	77.8%	86.7%
All Learners	13,848	12,688	91.6%	89.1%

19/20				
White British	7716	6877	89.1%	89.8%
Other Ethnicity	1297	1134	87.4%	89.1%
No Information Provided	55	51	92.7%	86.7%
All Learners	9068	8062	88.9%	89.1%

The numbers of 16-18 leavers of other ethnicity are relatively small and the achievement gap continues to remain narrow at **+2.16** compared to White British students. Achievement rates for those of other ethnicities are consistently slightly better than those of White British students. The achievement rate for adult leavers of other ethnicity at 87.4 is **1.7%** below the rate of those who are White British.

By high needs

	Education Partnership North East Overall (16-18)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
High needs	266	240	90.2%	82.1%
Not high needs	13,565	11,443	84.4%	82.1%
All Learners	13,831	11,683	84.5%	82.1%
18/19				
High needs	235	211	89.8%	82.6%
Not high needs	12,904	11,112	86.1%	82.6%
All Learners	13,139	11,323	86.2%	82.6%
19/20				
High needs	254	231	90.9%	82.6%
Not high needs	10,616	9151	86.2%	82.6%
All Learners	10,870	9382	86.3%	82.6%

	Education Partnership North East Overall (19+)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
High needs	172	169	98.3%	88.3%
Not high needs	14,032	12,650	90.2%	88.3%
All Learners	14,204	12,819	90.3%	88.3%
18/19				
High needs	230	226	98.3%	89.1%
Not high needs	13,618	12,462	91.5%	89.1%
All Learners	13,848	12,688	91.6%	89.1%
19/20				
High needs	119	113	95%	89.1%
Not high needs	8949	7949	88.8%	89.1%
All Learners	9068	8062	88.9%	89.1%

Though numbers are relatively small, 16-18 students with high needs have achievement rates that are significantly better than those who do not have high needs **(+4.7%)**. Similarly, adult students with high needs have achievement rates that are significantly better than those who do not have high needs. **(+6.2%)**.

By free meals

	Education Partnership North East Overall (16-18)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Free meals	2023	1690	83.5%	82.1%
Not free meals	11,808	9993	84.6%	82.1%
All Learners	13,831	11,683	84.5%	82.1%
18/19				
Free meals	2086	1769	84.8%	82.6%
Not free meals	11,053	9554	86.4%	82.6%
All Learners	13,139	11,323	86.2%	82.6%
19/20				
Free meals	2100	1789	85.2%	82.6%
Not free meals	8770	7593	86.6%	82.6%
All Learners	10,870	9382	86.3%	82.6%

	Education Partnership North East Overall (19+)			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
17/18				
Free meals	135	124	91.9%	88.3%
Not free meals	14,069	12,695	90.2%	88.3%
All Learners	14,204	12,819	90.3%	88.3%
18/19				
Free meals	140	139	99.3%	89.1%
Not free meals	13,708	12,549	91.6%	89.1%
All Learners	13,848	12,688	91.6%	89.1%
19/20				
Free meals	100	91	91%	89.1%
Not free meals	8968	7971	88.9%	89.1%
All Learners	9068	8062	88.9%	89.1%

The gap in achievement rates between those 16-18 year olds who have free meals and those who do not, at **-1.1%**, continues to narrow. Adult students eligible for free meals, though small in number, continue to have consistently better achievement rates.

By additional learning support

		Education Partnership North East Overall (16-18)			Nat Rate Ach Per NR
		Leavers	Ach	Ach %	
17/18	ALS	1400	1229	87.8%	82.1%
	Not ALS	12,431	10,454	84.1%	82.1%
	All Learners	13,831	11,683	84.5%	82.1%
18/19	ALS	2	1	50%	82.6%
	Not ALS	13,137	11,322	86.2%	82.6%
	All Learners	13,139	11,323	86.2%	82.6%
19/20	ALS	1777	1561	87.8%	82.6%
	Not ALS	9093	7821	86%	82.6%
	All Learners	10,870	9382	86.3%	82.6%

		Education Partnership North East Overall (19+)			Nat Rate Ach Per NR
		Leavers	Ach	Ach %	
17/18	ALS	457	430	94.1%	88.3%
	Not ALS	13,747	12,389	90.1%	88.3%
	All Learners	14,204	12,819	90.3%	88.3%
18/19	Not ALS	13,848	12,688	91.6%	89.1%
	All Learners	13,848	12,688	91.6%	89.1%
19/20	ALS	375	333	88.8%	89.1%
	Not ALS	8693	7729	88.9%	89.1%
	All Learners	9068	8062	88.9%	89.1%

16-18 year old achievement rates for those in receipt of learning support are **1.8%** higher than those not in receipt of learning support. Adult students in receipt of learning support have achievement rates comparable **(-0.1%)** to those that do not.

Overall ethnicity summary

17/18

	Education Partnership North East Overall			Nat Rate Ach Per NR
	Leavers	Ach	Ach %	
African	420	377	89.8%	85.3%
Any Other Asian background	457	427	93.4%	86.8%
Any Other Black/African/Caribbean background	28	24	85.7%	83.5%
Any other ethnic group	69	59	85.5%	85.5%
Any Other Mixed/Multiple ethnic background	51	46	90.2%	83.1%
Any Other White Background	550	495	90%	86.8%
Arab	82	76	92.7%	87.2%
Bangladeshi	401	365	91%	86.9%
Caribbean	21	13	61.9%	83%
Chinese	74	70	94.6%	88.9%
English/Welsh/Scottish/Northern Irish/British	25,378	22,112	87.1%	85%
Gypsy or Irish Traveller	5	2	40%	73%
Indian	130	120	92.3%	87.7%
Irish	32	29	90.6%	85.8%
Not Provided	20	17	85%	83.1%
Pakistani	97	80	82.5%	85.7%
White and Asian	108	98	90.7%	84.3%
White and Black African	72	58	80.6%	82.1%
White and Black Caribbean	40	34	85%	80.2%
All Learners	28,035	24,502	87.4%	85.2%

The vast majority of students have classified themselves as English/Welsh/Scottish/Northern Irish/British. Achievement rates for Arab, Bangladeshi, Irish and Gypsy/Traveller are lower than the national averages for those ethnicities. Where the achievement rate is significantly different to the majority, the number of leavers is very low by comparison.

Overall ethnicity summary

18/19

	Education Partnership North East Overall			Nat Rate Ach Per NR
	Leavers	Ach	Ach %	
African	461	430	93.3%	86%
Any Other Asian background	357	345	96.6%	87%
Any Other Black/African/Caribbean background	41	39	95.1%	85%
Any other ethnic group	105	102	97.1%	86.7%
Any Other Mixed/Multiple ethnic background	91	81	89%	83.7%
Any Other White Background	601	561	93.3%	87.5%
Arab	69	65	94.2%	87.9%
Bangladeshi	466	420	90.1%	88.3%
Caribbean	25	22	88%	84.1%
Chinese	41	36	87.8%	89.7%
English/Welsh/Scottish/Northern Irish/British	24,133	21,361	88.5%	85.8%
Gypsy or Irish Traveller	10	10	100%	75.5%
Indian	124	117	94.4%	88.7%
Irish	55	46	83.6%	86.1%
Not Provided	28	22	78.6%	83.7%
Pakistani	132	123	93.2%	86.5%
White and Asian	93	86	92.5%	84.2%
White and Black African	110	101	91.8%	83.6%
White and Black Caribbean	45	44	97.8%	81.2%
All Learners	26,987	24,011	89%	89.1%

Overall ethnicity summary

19/20

	Education Partnership North East Overall			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
African	280	251	89.6%	86%
Any Other Asian background	220	205	93.2%	87%
Any Other Black/African/Caribbean background	73	65	89%	85%
Any other ethnic group	119	109	91.6%	86.7%
Any Other Mixed/Multiple ethnic background	52	44	84.6%	83.7%
Any Other White Background	355	312	87.9%	87.5%
Arab	52	41	78.9%	87.9%
Bangladeshi	280	245	87.5%	88.3%
Caribbean	14	13	92.9%	84.1%
Chinese	38	35	92.1%	89.7%
English/Welsh/Scottish/Northern Irish/British	18,059	15,794	87.5%	85.8%
Gypsy or Irish Traveller	2	1	50%	75.5%
Indian	46	44	95.7%	88.7%
Irish	27	23	85.2%	86.1%
Not Provided	64	56	87.5%	83.7%
Pakistani	109	94	86.2%	86.5%
White and Asian	72	55	76.4%	84.2%
White and Black African	50	38	76%	83.6%
White and Black Caribbean	26	19	73.1%	81.2%
All Learners	19,938	17,444	87.5%	89.1%

Narrowing achievement gaps for other vulnerable groups

Young Parents (retention)

17/18

71%

19/20

97.6%

+3.8% against overall retention

Young Carers (retention)

17/18

90.7%

19/20

93.2%
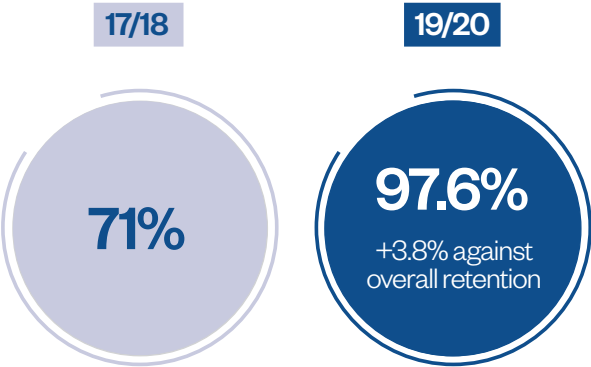
-0.8% against overall retention
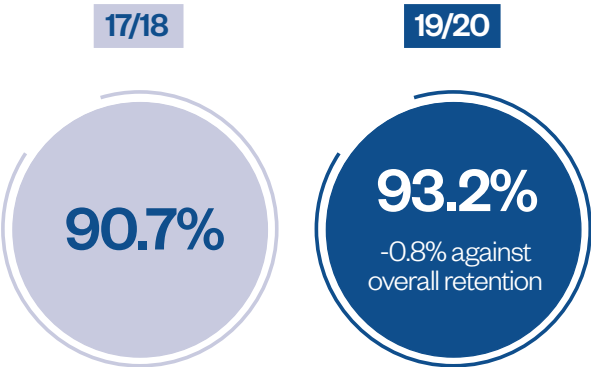
Care experienced (retention)

17/18

86.9%

19/20

89.2%

-4.6% against overall retention
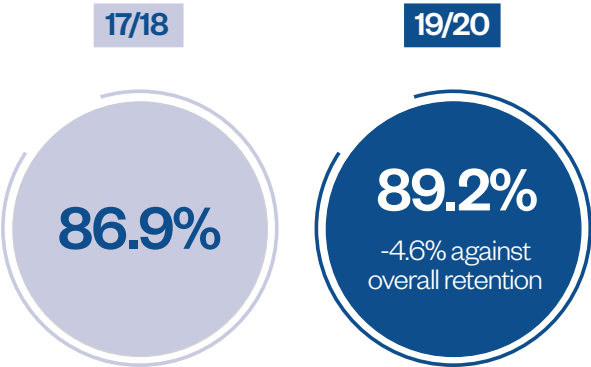
Student Voice

As part of the comprehensive Student Voice Strategy, students provide feedback on equality and diversity through cross-college student focus groups, have equality and diversity as a standing item at Student Council meetings and have representation at key college committees. Through the opportunities outlined, students are involved in the decision-making process and have the opportunity to improve the learning experience for themselves and others.

19-20 On-programme Survey

Sunderland College Survey results:

18/19

95%
of students said they are treated fairly by the college

19/20

96%
of students said they are treated fairly by the college

95%
of students with a disclosed learning difficulty or disability knew who to ask for help with any problems

95%
of students with a disclosed learning difficulty or disability knew who to ask for help with any problems

Northumberland College Survey results:

18/19

81%
of students said they are treated fairly by the college

19/20

91%
of students said they are treated fairly by the college

93%
of students with a disclosed learning difficulty or disability knew who to ask for help with any problems

Hartlepool Sixth Form College Survey results:

18/19

90%
of students said they are treated fairly by the college

19/20

94%
of students said they are treated fairly by the college

91%
of students with a disclosed learning difficulty or disability knew who to ask for help with any problems

92%
of students with a disclosed learning difficulty or disability knew who to ask for help with any problems

Section 3:

Foster or encourage good relations between people who share a protected characteristic and those who don't

Our approach

The College strives to be inclusive in all aspects of the provision that it delivers and recognises the richness that comes from strong, diverse and engaged communities. Working with valued community partners ensures our students have opportunities to influence, not only the College environment, but the communities within which they live and work. We provide opportunities for students to become active citizens and good role models who embrace British Values.

The College supports community organisations and development at an operational level through student projects, and at a strategic level through a range of partnership boards. Strategically, the College has representation on various Boards and Committees, which ensures the College is reflected in the local community. This includes the North East Local Economic Partnership, Children's Strategic Partnership, Safer Sunderland Partnership Board, Economic Leadership Board, Educational Leadership Board and Sunderland Bid.

Key partnerships with external agencies include:

- Advocacy Centre North
- Answers
- Brooke Advisory Service
- Cleveland Police
- Collaborative Outreach Programme
- CYPS
- NHS
- Kooth
- Dementia Friends
- FDisruptors
- Friends of the Drop In (FODI)
- Live Life Well
- MESMAC
- North East Refugee Centre
- Northumbria Police
- Northumbria Healthcare
- Sunderland Care and Support
- Sunderland & Washington Mind
- Sunderland BME Network
- Sunderland Carers Centre
- Sunderland and Newcastle Pride
- Psychological & Wellbeing Services
- School Nursing Team
- Talk Works
- Tyne & Wear Fire Service
- Virtual School for Looked After Children
- Women into Policing
- Young Asian Voices (YAV)
- NELEP

The impact

Intergenerational Advocacy Project

38 students completed the intergenerational advocate opportunity across various settings including care homes and extra care housing schemes, with the aim of working alongside older people to offer social engagement, support and advocacy. The students introduced a broad range of entertainment and activities to increase social engagements and help those who have cognitive impairments such as dementia, as well as improving the self-efficacy of students. This included involvement in an art project to help the residents explore their heritage. Feedback from each setting was hugely positive, reducing social isolation and improving health and wellbeing. Students gained an important insight into the social engagement element of the industry.

"This is a fantastic project designed to bring people together at the same time as helping older people draw on their vast wealth of memories."

John Kelly, Sunderland City Council

Cross College Collaboration

Throughout the year, students from different areas of the college came together to run and take part in a range of activities, promoting positive relationships between those with a protected characteristic and those without. Our common room spaces are a hub for these activities.

March 2020
Sixth Form students running a pool tournament with SEND students from our Directions provision.

Section 4:
2020-21 Priorities

Key areas for 2020-21 and onwards

1.

Implement Our People Plan priorities:

- Creative approaches to attract a diverse range of applicants with the skills and experience to succeed

- Foster an inviting and inclusive, diverse community for the benefit of all

- Develop a reward and recognition programme aligned to our values

2.

Development and implementation of an Equality, Diversity and Inclusion Framework

3.

Achieve Level 3 Disability Confident Leader accreditation

4.

Develop Student Mental Health Champion Programme

Measures of success:

- Increase Social Provisions Scale (SPS-10) for students engaging in the peer support

- Minimum of 10 Student Champion Ambassadors to be trained by June 2021

- Min 95% attendance at Student Champion events and peer support sessions

- Improved interaction with student-led resources from base-line at launch