Staff Equality Annual Report

south essex college

SKILLS | EDUCATION | CAREERS

January 2019

Staff Equality Annual Report

Foreword by:

**Angela O'Donoghue CBE,
Principal and Chief Executive**

We recognise our responsibility for ensuring that our students and staff can effectively contribute as part of a multicultural society.

Welcome to our College's annual equality and diversity report.

Whilst the College has duties under the Equality Act 2010, we know that to enable our students to reach their full potential and to get the most from our staff we must strive to create a culture and environment where discrimination is challenged and inequality is addressed.

At South Essex College, we recognise our responsibility for ensuring that our students and staff can effectively contribute as part of a multicultural society. To enable this, we want our students and staff to understand and celebrate diversity and equality; and to be partners in developing an organisation they are proud of and where students and staff achieve. The College's aim is for students to understand diversity and why equality is essential, to foster inclusion, self-respect and respect for others. We will help students develop inclusive and positive values so they gain the knowledge and skills to effectively live and work in society.

This report publicises what our duties are, how we have worked to meet them with a specific focus on Human Resources. It provides the data and analysis to demonstrate actions taken and the impact in year and in comparison to previous years. This informs the plans moving forward.

Contents

Executive summary

South Essex College fully embraces the equality legislation and our commitment is clearly articulated in our Strategic Plan, our Policies and Procedures and throughout College life.

We actively promote and challenge diversity and encourage an inclusive environment. This report provides an insight into to the action the College has taken in 2018 specifically in relation to Human Resources and meeting our Public Sector Duty. The College continues to foster a culture of social cohesion and harmony through a culture, which challenges stereotypes, eradicates discrimination and bullying and respects difference and a range of cultures.

Headlines:
Human Resources Data

This section summarises the key headline data relating to the staff equality protected characteristics analysed 2017/2018. The Gender Pay Gap is reported separately.

- Of the 876 staff employed, the Senior Leadership and Management team total 10.2% of the workforce with 35.2% academic staff, 29.7% academic support and 25% support staff groups. This is similar to previous year's data.

- Although for the previous 5 years we have been able to demonstrate a 10% increase in male staff within the College, this has remained static for 2017/18 with 38.7% male

staff employed and 61.3% female staff. It is recognised that FE generally attracts female staff due to the variety of family friendly contractual terms.

- The distribution across the age bands by gender has remained similar to the previous three years. A higher proportion of staff are employed within the 45-54 age band totalling 30.7% of which 10.7% are male and 20.0% are female.

- There are 6.3% of staff who have disclosed a disability compared with 5.7% in the previous year, with 3.2% male and 3.1% female staff. This is a slight increase of nearly 1% total from the previous year.

- The religion of staff who have disclosed this information is predominantly Christian across the College. There is representation from staff disclosing other religions or beliefs, however the majority of staff do not disclose this information.

- In 2017/18, 73.0% of staff disclosed they are white British compared which is the same as the previous year. The College has increased staff from within black ethnic groups over the last 5 years by 9.5%.

Staff Recruitment by Applications

The College turnover for 2017/18 ended at 20.8% compared with 24.63% the previous year, so this has slightly improved. A total of 16.82% of the turnover was as a result of staff individual reasons for leaving rather than reasons categorised as management intervention such as disciplinary, capability or organisational change management process incorporating redundancy. None of the turnover could be attributed to any specific protected characteristic.

- Applications were received broadly from across all the age bands and this has remained similar to previous years. We continue to receive applications from the 15-24 age band and 55+ age bands and these translate into employment.

- 66.9% of applications received were from females and 31.6% from males with 1.5% of applicants deciding not to disclose their gender.

- 5.2% of applicants disclosed a disability compared with 3.6% of applicants in the previous year.

- 73.1% of applications received were from White British individuals. Only 4.0% of applicants chose not to disclose their ethnicity. Applications were received from across all ethnic groups.

- The majority of applications received are from individuals who are Christian totalling 33.4%, with 48.5% stating they had no religion or belief. Applications were received from other applicants with other religions or beliefs, however this data has remained quite static over the last 3 years of data analysis.

- Through analysis there is no evidence to indicate any information disclosed in relation to a protected characteristic has been a barrier to applicants progressing through the recruitment process to appointment.

Staff Development

All staff are entitled to apply for training and development opportunities and are provided with every opportunity for development.

- We received 40 applications 2017/18 of which 45% were from female staff and 55% were from male staff.

- Applications were received from staff across all age bands with the exception of 65+ for both genders.

- 2.5% of staff who applied for development disclosed they had a disability compared to 87.5% who stated they did not.

- 67.5% of staff applying for development were from White British ethnicity, only 17.5% did not provide the information and the remainder of applications were from staff from other ethnic backgrounds.

- Staff applications in relation to religion or belief and gender mirrors the College overall data in the sense that 22.5% of staff have disclosed they are Christian compared with 50% who have stated they have no religion or belief and 27.5% who decided not to provide this information.

Applications were received broadly from across all the age bands and this has remained similar to previous years.

Our Next Steps

Whilst the diversity challenges faced by the College are similar to those that affect the Further Education sector, the work undertaken by the College on equality and diversity continues to be one of our strengths and something we are proud of.

- We will continue to build on our strength of embedding equality and diversity in the College culture, so that it continues to permeate throughout the working and the learning environment both within and beyond the classroom experience.

- We will further, develop those areas for improvement such as the levels of staff disclosure and the monitoring of protected characteristics.

- We will embed British values and equality and diversity in classroom delivery.

- We will promote a culture of tolerance and respect across the organisation.

- We will analyse data regularly leading to an Annual Equality and Diversity Report.

- We will maintain a zero tolerance approach to discrimination.

- We will provide a supportive environment in which all staff can flourish and take pride.

- We will develop a more flexible employment base to help meet the changing needs of the organisation.

> Whilst the diversity challenges faced by the College are similar to those that affect the Further Education sector, the work undertaken by the College on equality and diversity continues to be one of our strengths and something we are proud of.

About the College

Our Mission and Core Values

South Essex College is the largest provider of technical and vocational education and training for 16-18 year olds, adults and Apprenticeships provision within Greater Essex.

We want all our students to achieve above and beyond their expectations and experience motivational learning which will shape and change their lives, making us the first choice organisation in the region. We believe our programmes will contribute significantly to personal development and provide our students with relevant employability skills, alongside gaining relevant professional and technical skills. We believe this will enhance their opportunities and contribute to the region and local communities.

Our core values encapsulate the ambitions of the College as a first choice provider. They incorporate our Equality and Diversity focus for staff and students, focusing on respect and courtesy irrespective of protected characteristics or individual's social background.

PROUD

Partnership
To forge strong relationships that enable us to continually improve our training and education provision, and create opportunities that benefit all of the communities we serve.

Respect
An inclusive environment built on mutual respect, positive experiences and the celebration of talented and diverse communities.

Outstanding
Through innovation and inclusivity, in all aspects, be it, provision, support, approach and behaviour.

United
In what we do, why we do it and how we achieve it.

Determined
To provide stronger foundations for education and training, with better prospects leading into long-term education, employment or enterprise.

Proud
We aim for our whole College community to be proud of our record on equality and diversity and strive to embed good practice throughout the organisation.

Our Context

South Essex is a vibrant, exciting, ambitious region which embraces change and has the ability to attract new industry and investment.

Its main aspirations are to tackle worklessness, create new jobs, create new business and provide a highly skilled workforce in order to attract new business for the area. There has never been a greater need for skilled professionals in our region and South Essex College plans to be a key provider of skills development across the South East Region at all levels.

The College's focus on teaching skills for work and upskilling those in the workplace puts us in an ideal position to meet the demands of the labour market. We will equip our students with skills to ensure there are sustainable economic improvements locally, regionally and nationally.

The latest Skills Strategy from Central Government has been produced in response to the Sainsbury Report. A group of individuals chaired by Lord Sainsbury made recommendations to change our skills system by 2020 through the introduction of 10 Technical Routes for 16-18 year olds. In addition, the Apprenticeship Reforms Bill, which includes the introduction of an Employer Levy, alongside the development of employer led standards and end point assessment are being implemented. In the middle of all of these reforms the UK has voted to leave the European Union, resulting in a new Government with changed priorities which are mainly focused on BREXIT.

The Local Enterprise Partnership (SELEP) has developed a Skills Strategy which clearly puts skills development, particularly at higher levels, at the forefront of its plans. The key focus of the Skills Strategy includes:

1. Improve the talent pool in support of priority sectors, particularly higher level skills

2. Increase participation of young people in work, education and training, with a focus on supporting priority sectors and skills gaps

3. Improve the basic skills levels and employability of our residents to boost productivity and employment

The College is located within the Unitary Authorities of Thurrock and Southend and the Local Authority (Essex County Council) in Basildon. The College aims to meet the aspirations and ambitions of each of the Unitary and Local Authority Partners by contributing to their regeneration plans, through our building developments alongside our plans for improving the skills base of our communities. Meeting the skills needs of employers, increasing the skills of our students to enable people to start new businesses alongside encouraging progression to higher level skills at University, at the College or through an Apprenticeship, is critical to the College.

The College is an integral part of each of its local communities. We want to engage effectively with our local community to ensure that we are meeting their needs and reflecting their aspirations for their local college. We will continue to develop our partnerships with a wide range of local groups and agencies, in order to inform our curriculum offer and to encourage them to make use of our excellent resources.

> **We want to engage effectively with our local community.**

This document will set out the ambitions of South Essex College in addressing this agenda set by SELEP and then locally via the Employment and Skills Board for Greater Essex.

The College works closely with employers to ensure that our curriculum is relevant and fit for purpose. Our aim is to provide young people and adults with the professional and technical skills they require to meet the skills need of local and regional employers, so that they can gain quality employment and in turn improve our local and regional economy. This plan sets out a clear strategy to further develop our relationship with employers. One of the biggest changes in the next year will be the implementation of the Apprenticeship reforms. The College has a clear plan to work with employers to deliver the growth in Apprenticeships to better meet employer need.

Supporting our local people, our locality and the region will need to continue despite significant reductions in Government funding for both young people and adults. The College will continue to offer high quality education and training to support our economy even within difficult financial constraints. We will ensure that every aspect of our College provides value for money, including exploring new ways of working. The College will maintain its well earned reputation for openness, honesty and integrity and being responsive to our communities.

Some young people in the Eastern region experience exclusion and do not engage in education or training post 16. Working with these young people and turning young lives around by engaging those who feel excluded or who have been unsuccessful in the past is a high priority for the College.

disability confident COMMITTED

Disability Confident Committed

South Essex College is certified as Disability Confident Committed. As a Disability Confident Committed Employer we have committed to:

- Ensure our recruitment process is inclusive and accessible.

- Communicating and promoting vacancies.

- Offering an interview to disabled people.

- Anticipating and providing reasonable adjustments as required.

- Supporting any existing employee who acquires a disability or long term health condition, enabling them to stay in work.

- At least one activity that will make a difference for disabled people.

> **We will ensure that every aspect of our College provides value for money, including exploring new ways of working.**

How we manage equality and diversity

South Essex College is committed to the advancement and promotion of equality and diversity for all students, staff, and all other users of the College.

Our ethos is to create and maintain conditions whereby students and staff are treated solely on their own merits, abilities and potential, regardless of age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage or civil partnership.

We strive to provide a safe and inclusive environment where everyone is strongly encouraged to achieve their full potential through having access to coaching, mentoring, training and development, advice and guidance and support. We aim to eliminate unfair discrimination through a zero tolerance approach, regular target setting and monitoring and the development of positive actions.

In line with the Equality Act 2010, the College has a General Duty, when exercising our functions, to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- To use its endeavours to secure special education provision and to work in partnership with Local Authorities to identify and meet the needs of young people with SEN as required by the 0-25 SEN Code of Practice.

- Foster inclusive relations between people who share a protected characteristic and those who do not.

As part of its commitment to advancing equality, the College will endeavour to:

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

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

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

- Ensure teaching staff and assessors plan for and embed equality and diversity within their lessons to develop students understanding of equality and the needs of diverse groups in modern Britain.

- Promote equality and diversity and ensure fairness and equity in everything we do.

South Essex College is committed to equality and diversity.

Strategic Aims

Our equality and diversity legal duty and morale responsibility has been embedded throughout College life, in our actions and decisions along with our policies and procedures. This commitment is demonstrated in the College Strategic Aim 4 where we have a direct focus on equality and diversity and managing the staff workforce.

Strategic Aim 3	Strategic Aim 4
Attract, develop and maintain a highly skilled, innovative flexible workforce.	Respect, Promote and Celebrate Diversity.
We Will	**We Will**
3.1 Work in partnership with our staff to provide a supportive environment in which they can flourish and take pride. **3.2** Make use of digital technologies to establish integrated systems to reduce workload, and support curriculum delivery. **3.3** Improve the professional practice of our staff through structured professional development.	**4.1** Actively challenge discrimination to foster a culture of social cohesion. **4.2** Foster relationships between individuals who share protected characteristics and those who do not. **4.3** Embed Diversity and British Values in our teaching, learning and training and foster tolerance and understanding.

Our College equality and diversity group consisting of staff from across the College and students (See appendix 1), has a direct focus on reviewing and monitoring actions against targets set. They meet regularly throughout the academic year to discuss actions taken to measure progress against targets and explore any issues identified to agree solutions.

Employment Legislation

The College regularly reviews its policies and procedures to ensure they accurately reflect employment legislation generally, and specifically in relation to the Equality Act 2010. In addition to best practice, guidance such as ACAS (Advisory, Conciliation and Arbitration Services) and the Chartered Institute of Personnel and Development the College utilises various regulations and official guidance documentation.

Staff Pay

The College believes our staff should receive equal pay for the same or similar work or work of equal value. Equal pay means all forms of contractual remuneration including terms and conditions, pay, annual leave, pension benefits (as determined by the schemes), and other non-cash benefits as may be offered from time to time.

The College data in relation to Gender Pay Gap Reporting regulations is provided in a separate report and published on the College intranet and website.

A direct focus on reviewing and monitoring actions against targets.

We work proactively to ensure that through role and person specifications we evidence a clear rationale for pay relativity throughout the hierarchy of the College. Appropriate differentials have been created recognising accountability and job responsibility along with the College's need to recruit and retain skilled staff.

Management Team are allocated 'spot salaries' in accordance with the market rate for the role. The College currently utilises the principles of the Association of Colleges (AoC) pay scale structure recommended for academic and support roles. We currently have a minimum hourly rate of £8.00 across the College for staff, which is higher than the National Minimum Wage/Living wage set by the government.

Staff Terms and Conditions

The terms and conditions for all staff are standardised in the contract of employment for their role. There are separate clauses in the academic management and academic staff contract relating to the requirement for a recognised teaching qualification and teaching contact hours for academic staff.

Staff Complaints

No complaints have been received in respect of discrimination in relation to any of the protected characteristics in the past year or in the previous year.

Maternity and Parental Matters

The College provides an Adoption, Maternity, Paternity and Parental Leave Policy along with a Flexible Working Policy. All staff have the right to request flexible working and manage their work life balance. All applications are carefully considered on a case-by-case basis in line with the legislation and College policy.

Probation Review, Grievance, Capability, Disciplinary and Employment Tribunals

In the monitoring period 1 September 2017 to 31 August 2018, the College dealt with 117 cases compared with 92 cases the previous year. The majority of cases were resolved with management intervention through informal process, which may have included training, coaching and setting SMART targets to affect improvements in performance.

A number of cases, were dealt with formally, and through data analysis, there were no identified matters relating to any of the protected characteristics detailed within the Equality Act 2010 legislation.

Action is taken to ensure fairness and equity in the application of College formal policies. In addition, the Head of HR in conjunction with team members review cases to ensure equity in application across the College wherever possible and practicable. There were no Employment Tribunals in the reporting period.

Appropriate differentials have been created recognising accountability and job responsibility along with the College's need to recruit and retain skilled staff.

Staff equality analysis

HR continues to monitor the profile of our employees. This section looks at the protected characteristic for staff and identifies any changes or trends within our data.

The College during academic year 2017/18 employed 876 staff compared with 889 in 2016/17 and 973 in 2015/16. The data includes staff employed and excludes contractors, volunteers and agency staff. Vacancies are excluded from the data.

The workforce is summarised by four main staff groups with the Management Team totalling 10.2% of the workforce, Academic Staff 35.2%, Academic Support Staff 29.7% and 25.0% Support staff.

HR continues to monitor the profile of our employees.
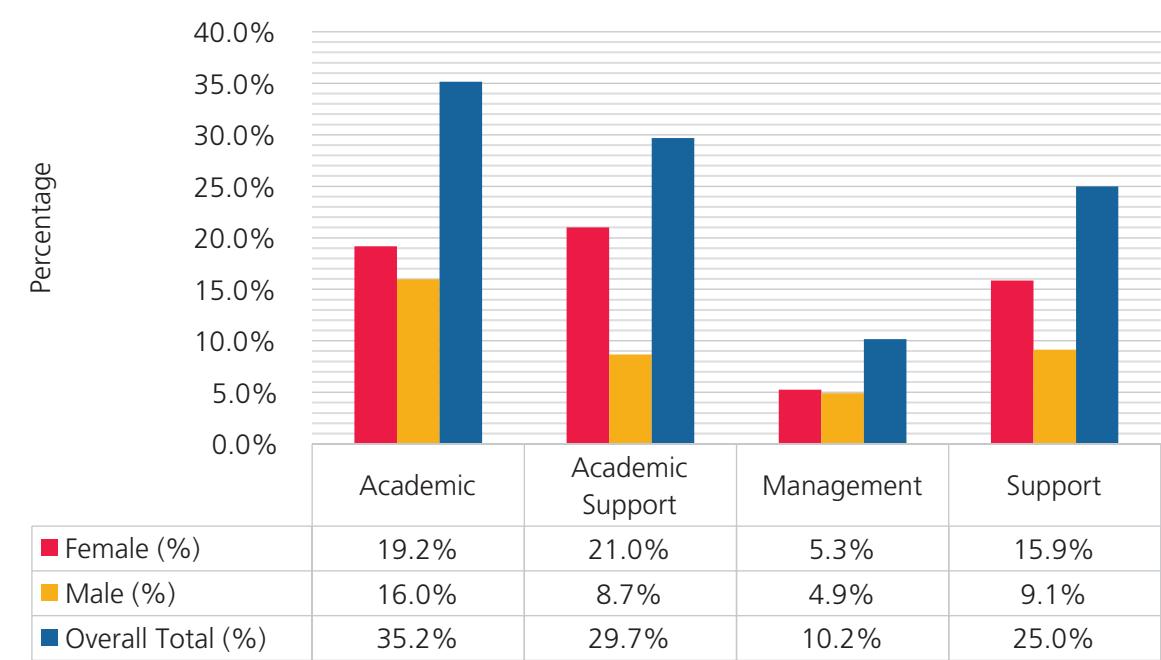
Staff Data by Gender

We have a higher proportion of females employed at the College than male staff, which is generally normal within the Further Education sector.

In 2017/18, we employed 61.3% of staff who were female which is a slight increase on the 61.1% employed the year previously. Subsequently, there has been a slight reduction of male staff employed from 38.9% in 2016/17 to 38.7% in 2017/18.

It is recognised there are more roles and flexible working contractual options, which attract more female staff or individuals preferring to work flexibly rather than any reason due to gender or other protected characteristic.

The Graph below shows the staff profile by gender and staff groups for 2017/18.

Staff Data 2017/18: Staff Group by Gender

	Academic	Academic Support	Management	Support
Female (%)	19.2%	21.0%	5.3%	15.9%
Male (%)	16.0%	8.7%	4.9%	9.1%
Overall Total (%)	35.2%	29.7%	10.2%	25.0%

The management team make up 10.2% of the workforce which includes the Senior Leadership Team and all management roles across both Academic, Academic Support and Support areas.

Academic staff comprise 35.2% of the staff groups, which includes our Lecturers and Tutor/ Assessors etc. Academic Support staff comprise 29.7% and includes those roles who work directly with our students such as Additional Learning Support and Learning Resources.
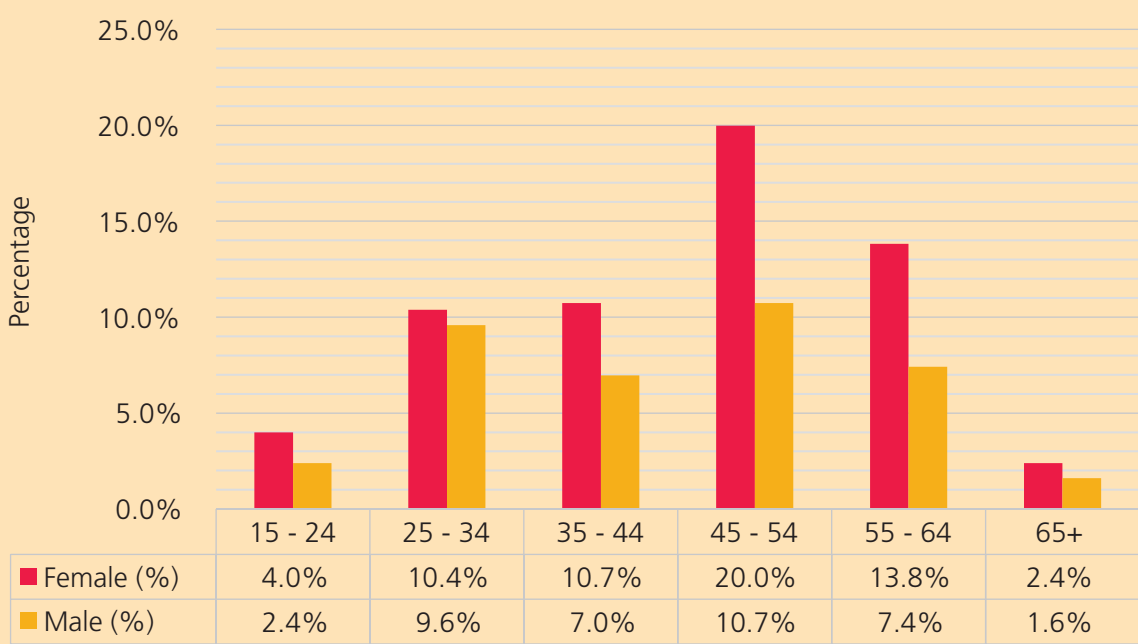
The remaining support staff group incorporates departments such as Human Resources, Computing Services, Estate Services and College Information Systems and makes up the remaining 25.0% of our staff group.

The percentages across the four staff groups have not changed significantly in this Academic year. The College does not monitor or measure the performance of male and female staff in the same roles, nor is there data available to analyse further.

Staff Data by Age

The College takes appropriate action to ensure that staff are not discriminated against on the grounds of age. The Graph below shows a summary of the College structure by age and gender.

Staff Data 2017/18: Age and Gender

	15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65+
Female (%)	4.0%	10.4%	10.7%	20.0%	13.8%	2.4%
Male (%)	2.4%	9.6%	7.0%	10.7%	7.4%	1.6%

The distribution across the age bands by gender has remained pretty static compared with the previous academic year. We continue to have a higher proportion of staff employed within the 45-54 age band totalling 30.7% of which 20% are female and 10.7% are male.

There are 21.2% of staff within the 55-64 age band and 20% in the 25-34 age band. We have slightly increased staff within the lower age band of 15-24 which now totals 6.4% and there has been a slight reduction to 4% of the workforce within the 65+ age band, each with a .5% increase.

The College continues to review the demographics of the College. We are mindful of the potential impact of developing a more ageing workforce as staff choose to remain in work longer with the removal of the default retirement age.

Annual Gender Pay Gap Analysis

Gender Pay Gap vs Equal Pay

The Equality and Human Rights Commission outlines the differences as follows: 'Whilst both equal pay and the gender pay gap deal with the disparity of pay women receive in the workplace, they are two different issues:

1. **Equal pay** means that men and women in the same employment performing equal work must receive equal pay, as set out in the Equality Action 2010.

2. The **gender pay gap** is a measure of the difference between men and women's average earnings across an organisations or the labour market. It is expressed as a percentage of men's earnings'.[1]

Equal pay is unlawful whereas the gender pay gap is not. This is due to the causes of a gender pay gap not a falling within the direct control of an employer.

Gender Pay Gap

Our overall gender pay gap mean average is **6.9%**. This highlights the difference between the average pay of females and males in our total workforce. Our gender pay gap median rises to **11.3%**.

Definitions: Mean: is the average. Median: is the middle value.

The table below shows the College 2018 gender pay gap data in comparison with the 2017 data reported.

Gender Pay Gap	% 2018	% 2017
Mean	8.4%	6.9%
Median	11.1%	11.3%

National Benchmark Gender Pay Gap

The College gender pay gap is considerably lower than the national average. According to ONS data the national gender pay gap was **8.6%** for full time staff in 2018, and for all staff **17.9%** (including part time workers). The National Mean gender pay gap was **17.1%** 2018. (ONS data source 25 October 2018). The table below provides relevant comparison data for the College to consider in relation to our gender pay gap data (ONS Data Source 25 October 2018).
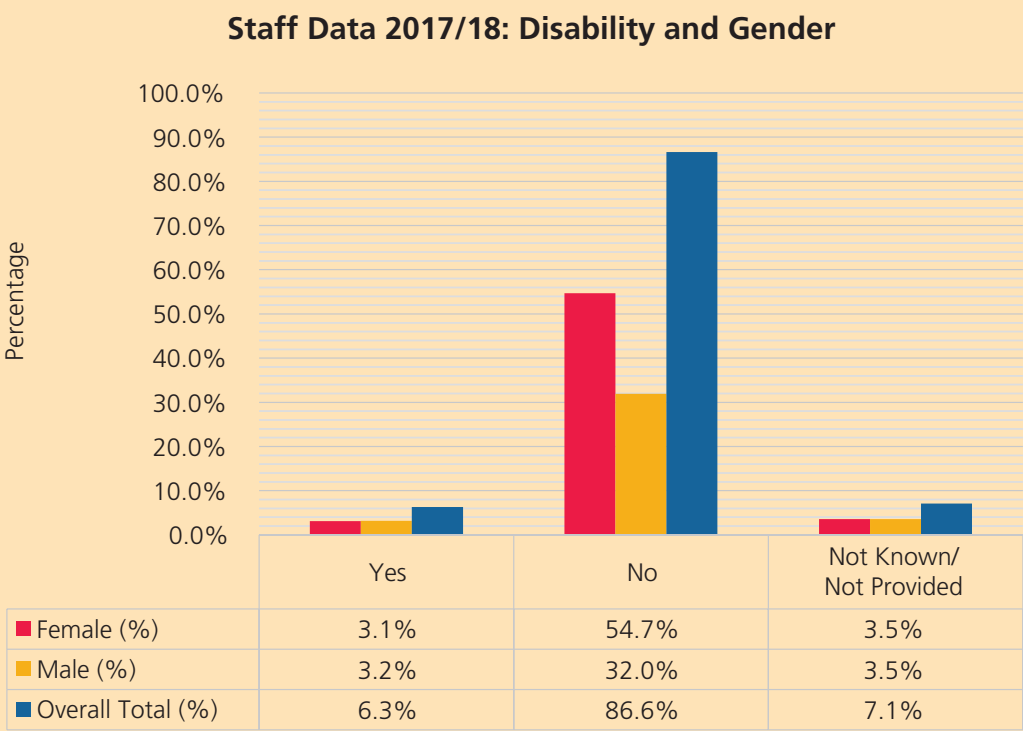
Gender Pay Gap	Median % 2018	Mean % 2017
Public Sector	19.0%	17.5%
Private Sector	23.8%	20.3%
Education	25.9%	17.3%
Tertiary Education	15.7%	15.9%
Higher Education	15.0%	16.1%

Staff Data by Disability

The College provides all staff with the opportunity, and encourages them, to disclose information relating to their disability, difficulty or health conditions. All staff have secure and confidential access to the personal data held on them via the Human Resources Management Information System.

The College has 6.3% of staff who have disclosed a disability or heath condition compared with 5.7% in 2016/17 and 4.7% 2015/16, of which 3.1% were female and 3.2% were male. This is a 0.58% increase which is considered minimal, however we have continued to show an increase over the previous three academic years of staff disclosing a disability or health condition which is a positive step forward.

Staff who have disclosed they do not have a disability total 86.6% and only 7.1% of staff have, not provided the data or it is not known. It is recognised that individuals may not always consider that they have a disability or may choose not to disclose this information. The Graph below shows the staff employed 2017/18 by disability and gender:

Staff Data 2017/18: Disability and Gender

	Yes	No	Not Known/ Not Provided
Female (%)	3.1%	54.7%	3.5%
Male (%)	3.2%	32.0%	3.5%
Overall Total (%)	6.3%	86.6%	7.1%

Staff Data by Religion or Belief

Christianity has remained the predominant religion of the staff population totalling 29% of the workforce with 19.1% of the total female and 9.9% male staff. This has remained pretty static for the previous four academic years.

When comparing the data for 2017/18 data with the previous 2 years' data, it is evident there are slight fluctuations in the data in relation to staff disclosing other religions such as Buddhist, Hindu, Jewish, Muslim and Sikh. Staff who have disclosed they have another religion or belief total 1.6% and 30.6% of staff have disclosed they have no religion or belief.

The Table below shows the staff data 2017/18 by religion or belief and gender. Please note the figures have been rounded due to the small percentages involved.

Religion or Belief	Female (%)	Male (%)	Overall Total (%)
Buddhist	0.6%	0.1%	0.7%
Christian	19.1%	9.9%	29.0%
Hindu	0.5%	0.8%	1.3%
Jewish	0.2%	0.2%	0.5%
Muslim	0.6%	0.5%	1.0%
No Religion or Belief	15.9%	14.7%	30.6%
Not Known/Not Provided	23.1%	11.6%	34.7%
Other Religion or Belief	1.1%	0.5%	1.6%
Sikh	0.3%	0.3%	0.7%
Total	61.3%	38.7%	100.0%

Staff Data: by Sexual Orientation/Gender Re-Assignment

We recognise the importance of having a diverse workforce including people from the Lesbian, Gay, Bisexual and Transgender (LGBT) community. We acknowledge this is still an area of high sensitivity and personal decision to disclose such information. The Table below shows the staff data 2017/18 by sexual orientation and gender.

Sexual orientation	Female (%)	Male (%)	Overall Total (%)
Bisexual	0.0%	0.2%	0.2%
Heterosexual/Straight	36.5%	25.0%	61.5%
Homosexual/Gay	0.2%	0.7%	0.9%
Homosexual/Lesbian	0.1%	0.0%	0.1%
Not Known/Not Provided	24.4%	12.8%	37.2%
Total	61.3%	38.7%	100.0%

We have experienced a slight increase of 2.83% of staff disclosing they are heterosexual/straight compared with the previous year totalling 61.5% compared with 58.7% of the workforce previously.

Of the 61.5%, 36.5% are female and 25% are male staff. This has subsequently led to a reduction of staff who have not provided this data which is now 37.2% of the workforce.

There has not really had much change over the previous years in relation to the staff disclosing information relating to gender-reassignment as they normally align with the gender they would prefer to be recognised as, whether male or female.

Staff Data: by Ethnicity

The College continues to monitor the workforce data in relation to ethnicity and reports details accordingly. The Table below shows the staff information analysed by ethnicity and gender 2016/17 compared to the 2015/16 data.

Staff Ethnicity by Gender (%)	Staff Data 2017/18			Staff Data 2016/17		
	Female (%)	Male (%)	Total (%)	Female (%)	Male (%)	Total (%)
Asian or British-Any Other	0.6%	0.2%	0.8%	0.4%	0.3%	0.8%
Asian or British-Bangladeshi	0.1%	0.1%	0.2%	0.2%	0.2%	0.4%
Asian or British Indian	1.1%	1.4%	2.5%	1.2%	0.8%	2.0%
Asian or British Pakistani	0.2%	0.2%	0.5%	0.3%	0.3%	0.7%
Black or British-African	1.0%	1.3%	2.3%	0.9%	1.2%	2.1%
Black or British Caribbean	0.3%	0.6%	0.9%	0.4%	0.4%	0.9%
Black or British Other	0.1%	0.2%	0.3%	0.1%	0.1%	0.2%
Chinese	0.2%	0.1%	0.3%	0.2%	0.1%	0.3%
Black African and White	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%
Black Caribbean and White	0.6%	0.2%	0.8%	0.3%	0.1%	0.4%
Asian and White	0.2%	0.3%	0.6%	0.2%	0.1%	0.3%
Mixed Any Other	0.2%	0.3%	0.6%	0.2%	0.3%	0.6%
White – British	45.4%	27.5%	72.9%	45.3%	27.7%	73.0%
White – Irish	0.2%	0.5%	0.7%	0.3%	0.7%	1.0%
White – Other European	2.4%	0.5%	2.9%	2.5%	0.4%	2.9%
White – Any Other	3.0%	0.9%	3.9%	3.4%	0.9%	4.3%
Other	0.5%	0.1%	0.6%	0.3%	0.1%	0.4%
Not Known/Not Provided	4.9%	4.2%	9.1%	4.5%	4.8%	9.3%
Total	61.3%	38.7%	100.0%	61.1%	38.9%	100.00%

The data across the ethnic groups has remained fairly static with minimal changes this academic year compared to previously. There has been a slight reduction of White British staff employed across the College with the split between female and male staff similar. In 2017/18, we had 72.9%% of our workforce as White – British compared to 73% the previous year. As you can see from the table above there remains a similar distribution of staff across the ethnic groups in comparison to the previous year.

The Guardian carried out research on the ethnic population of England and Wales broken down by the local authority in 2011 and the data is shown below, with the exception of Thurrock where the data source is the Thurrock Council survey 2015.

	White-British (%)	Mixed (%)	Asian/British Asian (%)	Black/Black British (%)	Chinese (%)
Essex	87.56%	1.52%	3.19%	1.93%	1.03%
Southend	85.75%	1.77%	3.35%	2.38%	1.71%
Basildon	86.62%	1.55%	3.39%	1.90%	2.18%
Thurrock (Thurrock Council 2015)	80.91%	23.36%	3.77%	7.82%	0.00%

This shows that our College workforce data is similar to the Essex and each unitary authority profile within Essex in relation to ethnic groups.

Marriage and Civil Partnership

The Table below shows the College staff data for 2017/18 relating to marriage and civil partnership data by gender.

Marital Status/Civil Partnership	Female (%)	Male (%)	Overall Total (%)
Civil Partnership	0.2%	0.0%	0.2%
Divorced	3.9%	1.1%	5.0%
Married	17.4%	8.4%	25.8%
Not Known/Not Provided	29.9%	21.7%	51.6%
Partner (cohabiting)	3.3%	1.4%	4.7%
Partner (not cohabiting)	0.3%	0.1%	0.5%
Separated	0.9%	0.2%	1.1%
Single	5.0%	5.7%	10.7%
Widowed	0.3%	0.0%	0.3%
Total	61.3%	38.7%	100.0%

A total of 51.6% of the College workforce have not disclosed information relating to marriage and civil partnership. Married staff represent 25.8% of the workforce of which 17.4% are female and 8.4% are male staff. Staff have disclosed if they are cohabiting with a partner equates to 4.7% however 0.5% have disclosed they have a partner and are not cohabiting.

We have 10.7% of the workforce who have disclosed they are single and 1.1% who have separated. We also have 5.0% of staff who have disclosed they are divorced. Again, this workforce data has remained pretty static in comparison with the previous year's data and is an area which the College has no influence in.

Staff recruitment by applications analysis

The data on College recruitment continues to show an encouraging position. We continue to monitor and take appropriate action to ensure there is no complacency in the recruitment and selection process.

We have a number of different recruitment strategies to improve the diversity profile of our staff.

The College turnover for 2016/17 ended at 20.80% which has improved from the 2016/17 data of 24.65% turnover. Having further analysed the data, the Head of Human Resources has identified that natural turnover equated to 16.82%, whilst 41.66% was as a direct result of restructuring and 2.32% resulted from management intervention, such as disciplinary or capability matters being addressed.

Action is taken to remove any perceived or identified barriers to recruitment and to support applicants through the selection and interview processes and enable them every opportunity to demonstrate their capability for the role applied for.

Applications by Age and Gender

The table below shows a summary of the **2118** applications received by College by age and gender as a percentage of the total applications received 2017/18 compared with 1477 the previous year.
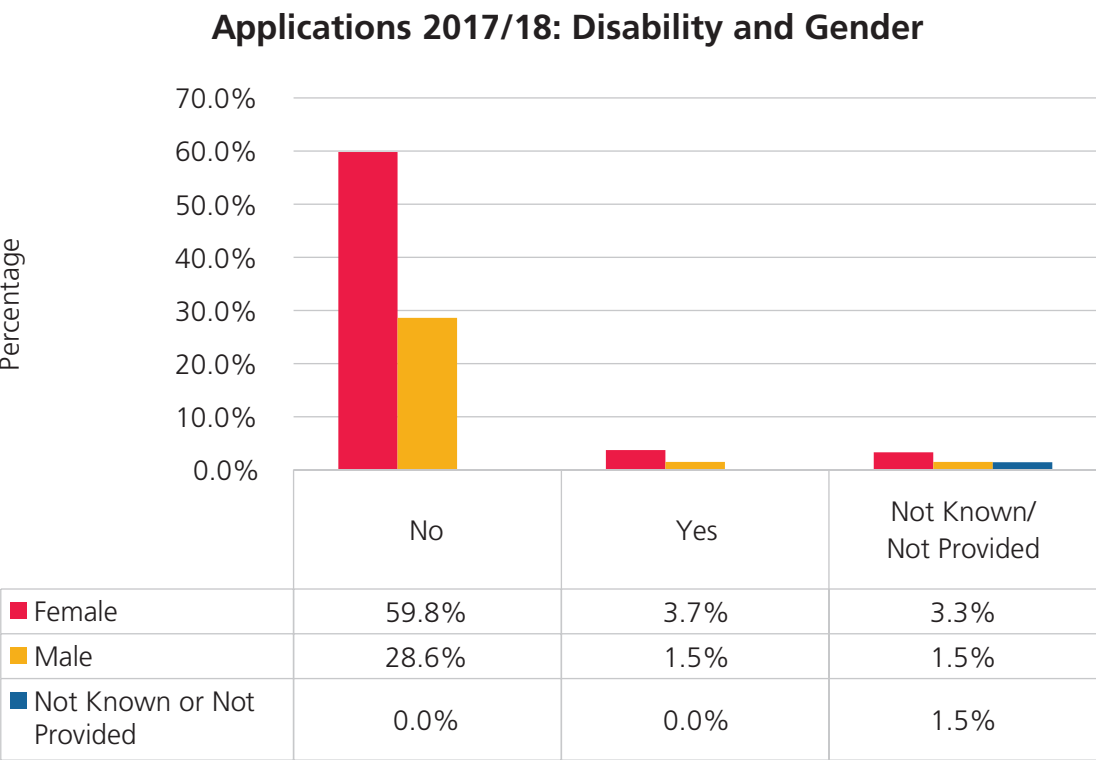
Staff Data 2017/18	Age Band By (%)							
Gender	15-24	25-34	35-44	45-54	55-64	65+	Not Known/ Not Provided	Grand Total
Female	19.0%	16.6%	11.3%	13.2%	6.1%	0.2%	0.5%	66.9%
Male	7.1%	9.6%	5.4%	5.2%	3.4%	0.3%	0.6%	31.6%
Not Known/Not Provided	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	1.5%
Grand Total	26.2%	26.2%	16.7%	18.4%	9.5%	0.5%	2.5%	100.0%

The data shows that the majority of the applications received by the College are within the 15-24 and 25-34 age bands. This is closely followed by the 45-54 age band with 18.4% and then 16.7% within the 35-44 age band. Applicants continue to apply from within the 55-64 age band totalling 9.5% and the 65+ age band of 0.5%. There are only 2.5% of applicants who chose not to disclose their gender.

The majority of female applicants were within the 15-24 and 25-34 age bands. The majority of male applicants were within the 25-34 age band and then 15-24 age band.

Applications by Disability and Gender

The College encourages applicants to disclose any disability or health condition when applying for vacancies to enable us to support them in future employment. The Graph below shows applications received by disability and gender 2017/18:

Applications 2017/18: Disability and Gender

	No	Yes	Not Known/ Not Provided
Female	59.8%	3.7%	3.3%
Male	28.6%	1.5%	1.5%
Not Known or Not Provided	0.0%	0.0%	1.5%

A total of 5.2% of applicants disclosed a disability compared with 3.6% of applicants in the previous year. Of the 5.2%, we received 3.7% from female applicants and 1.5% from male applicants. There was only 1.5% of the total number of applicants who chose not to disclose whether they had a disability or health concern.

We continue to ensure that applicants are able to disclose information. Reasonable adjustments that may be required are discussed with applicants as part of the recruitment process to ensure they are fully enabled to demonstrate their capability.

Applications by Sexual Orientation and Gender

Our data shows 82.8% of applicants have disclosed being homosexual/straight. We have 2.2% of staff have disclosed they are bisexual compared with 1% the previous year. 1.3% of applicants are homosexual/gay and 0.8% are homosexual/lesbian. Generally there has been a 4% increase overall in applicants disclosing their sexual orientation. This is still an area where individuals do not share personal and sensitive information and 12.9% of staff have chosen not to provide this information which is a 1.3% decrease from the previous year.

Applications received by Ethnicity and Gender

The Table below shows the applications received by individual's ethnicity and gender for 2017/18. This is shown as a table due to the small numbers and percentages represented.

Applications 2017/18	Gender		
Ethnicity	Female (%)	Male (%)	Not Known/ Not Provided (%)	Grand Total (%)
Any Other	0.7%	0.1%	0.0%	0.8%
Asian or British-Any Other	0.5%	0.6%	0.0%	1.1%
Asian or British-Bangladeshi	0.6%	0.5%	0.0%	1.1%
Asian or British-Indian	1.6%	1.2%	0.0%	2.7%
Asian or British-Pakistani	0.4%	0.7%	0.0%	1.1%
Black or British - Any Other	0.2%	0.2%	0.0%	0.4%
Black or British-African	2.9%	2.3%	0.0%	5.2%
Black or British-Caribbean	0.8%	0.3%	0.0%	1.2%
Chinese	0.4%	0.0%	0.0%	0.4%
Mixed - Any Other	0.4%	0.2%	0.0%	0.7%
Mixed-Asian and White	0.5%	0.5%	0.0%	0.9%
Mixed-Black African and White	0.3%	0.1%	0.0%	0.4%
Mixed-Black Caribbean and White	0.8%	0.1%	0.0%	0.9%
Not Known/Not Provided	1.7%	0.8%	1.5%	4.0%
White - Any Other	1.5%	0.8%	0.0%	2.3%
White-British	50.8%	22.3%	0.0%	73.1%
White-Irish	0.5%	0.0%	0.0%	0.6%
White-Other European	2.3%	0.8%	0.0%	3.1%
Grand Total	66.9%	31.6%	1.5%	100.0%

Applications from white British individuals totalled 73.1% compared with 69.8% in the previous year. There were only 4.0% of applicants who chose not to disclose their ethnicity compared with 3.3% in the previous year. The College received applications from across all ethnic groups.

Applications by Religion or Belief and Gender

The majority of applications received are from Christian backgrounds with 33.4% of applicants 2017/18 compared with 36.3% of applicants 2016/17. There are 48.5% who have stated they have no religion or belief and 8% who have not provided this information. Applications continue to be received from other religious groups. The Table below shows applications summarised by religion or belief and gender.

Applicant Data 2017/18	Gender			
Religion or Belief	Female (%)	Male (%)	Not Known/ Not Provided (%)	Grand Total (%)
Buddhist	0.4%	0.3%	0.0%	0.7%
Christian	23.9%	9.5%	0.0%	33.4%
Hindu	1.3%	0.6%	0.0%	1.8%
Jewish	0.4%	0.0%	0.0%	0.5%
Muslim	1.4%	1.7%	0.0%	3.2%
No Religion or Belief	32.3%	16.2%	0.0%	48.5%
Not Known/Not Provided	4.9%	2.2%	1.5%	8.6%
Other Religion or Belief	1.9%	1.0%	0.0%	2.9%
Sikh	0.3%	0.1%	0.0%	0.4%
Grand Total	66.9%	31.6%	1.5%	100.0%

In line with the Equality Act, HR will continue to monitor these figures and to support staff and applicants to the College to understand how such data can help the College to create an inclusive environment.

HR will continue to monitor these figures and to support staff and applicants to the College.

Staff development analysis

This section provides a summary of all the training and development requests that were received and approved in relation to the Equality Act 2010 protected characteristics.
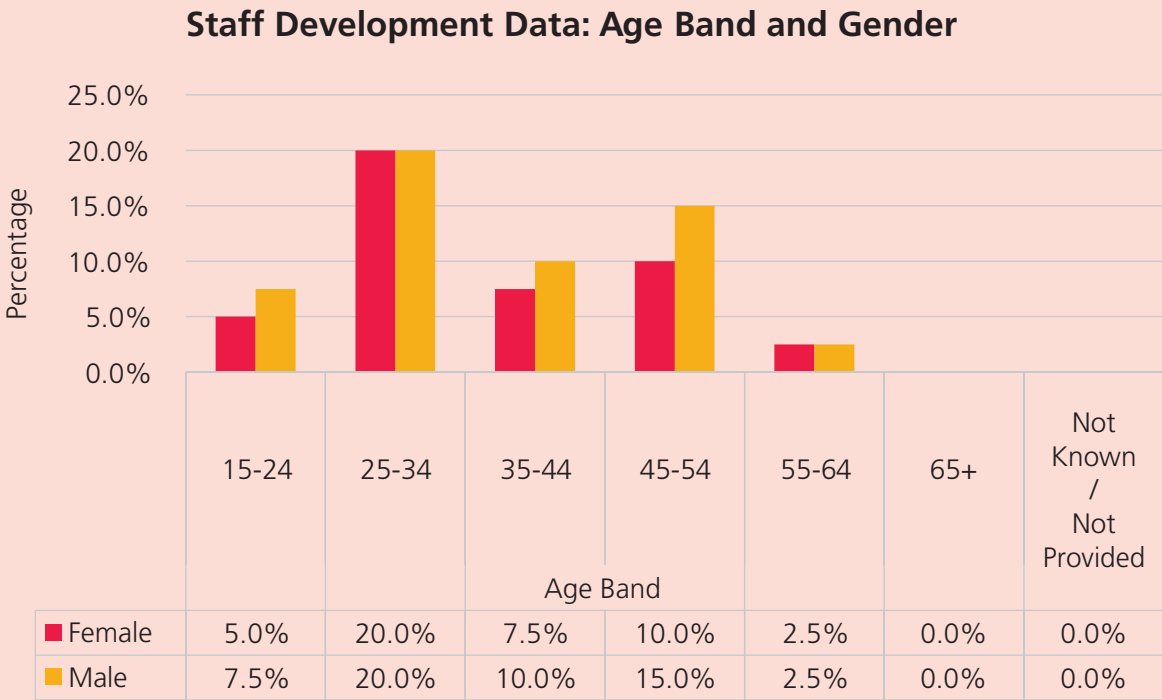
All staff are entitled to apply for training and development opportunities and are provided with every opportunity for development. This can involve gaining a new qualification, continual professional development related to their role or attendance at seminars or conferences. The College has allocated specific time every Friday afternoon for academic staff development, sharing best practice and for other development as appropriate.

The College utilises the expertise of staff employed to deliver training within their field of knowledge and expertise and increased sharing of good practice and reliance on skilled and experienced staff rather than use external resources and incur costs.

Analysis shows that the application and approval process for training across all areas of the College from applications received is fair and equitable for all staff. We received 40 applications 2017/18 of which 45% were from female staff and 55.0% were from male staff.

Staff Development by Age and Gender

The Graph below shows the applications received by gender and age band.

Staff Development Data: Age Band and Gender

	15-24	25-34	35-44	45-54	55-64	65+	Not Known / Not Provided
Female	5.0%	20.0%	7.5%	10.0%	2.5%	0.0%	0.0%
Male	7.5%	20.0%	10.0%	15.0%	2.5%	0.0%	0.0%

The graph above shows that applications were received from staff across all age bands with the exception of 65+ for both male and female staff. We will review the College staff demographic further to ensure that there are no barriers for staff from any of the age groups applying for Staff Development opportunities.

Staff Development by Disability and Gender

The Table below shows that 2.5% of staff development applications received were from staff who had disclosed a disability at the College in comparison to 6.6% the previous year.

Staff Development 2017/18	Disability and Gender			
Gender	No	Yes	Not Known/Not Provided	Grand Total
Female	42.5%	0.0%	2.5%	45.0%
Male	45.0%	2.5%	7.5%	55.0%
Grand Total	87.5%	2.5%	10.0%	100.0%

There were 10% from staff who had not provided this information and the remainder 87.5% were from staff who disclosed that they did not have a disability. This demonstrates that staff with a disability feel encouraged to apply for training and development opportunities and progress their careers within the College.

Staff Development by Sexual Orientation and Gender Reassignment

There is minimal information provided to the College in relation to staff employed hence we have not summarised this information further here as individuals could be identified from the information available and this is personal and sensitive to them.

Staff with a disability feel encouraged to apply for training and development opportunities and progress their careers within the College.

Staff Development by Ethnicity and Gender

The table below shows the summary of staff applications for development by Ethnicity and Gender for 2017/18.

Staff Development 2017/18	Ethnicity and Gender		
Ethnicity	Female (%)	Male (%)	Grand Total (%)
Black or British-African	0.0%	2.5%	2.5%
Mixed-Asian and White	0.0%	2.5%	2.5%
Not Known/Not Provided	10.0%	7.5%	17.5%
White - Any Other	2.5%	0.0%	2.5%
White-British	30.0%	37.5%	67.5%
White-Irish	2.5%	5.0%	7.5%
Grand Total	45.0%	55.0%	100.0%

The percentage of approved applications from each ethnic group has remained similar to previous years with applications being predominantly from White British staff totalling 67.5%, which is a reflection of the overall staff population ethnic groups. Actions are taken to publicise opportunities so that all staff have the opportunity to apply.

Staff Development 2017/18: Religion or Belief and Gender

The table below shows the percentage of staff development applications received by Religion or Belief and Gender.

Staff Development 2017/18	Religion or Belief and Gender		
Religion	Female (%)	Male (%)	Grand Total (%)
Christian	12.5%	10.0%	22.5%
No Religion or Belief	20.0%	30.0%	50.0%
Not Known/Not Provided	12.5%	15.0%	27.5%
Grand Total	45.0%	55.0%	100.0%

The above data mirrors the main College staff data in the sense that 22.5% of staff who have applied for Staff Development have disclosed they are Christian compared with 50% who have stated they have no religion or belief. Applications have not been received from staff disclosing other religions or beliefs.

Staff Development 2017/18: Marital Status and Gender

The majority of staff who applied have chosen not to disclose this information equating to 62.5% of applicants, whereas only 2.5% have disclosed they are divorced, 20% married and 12.5% have stated they are single and 2.5% are widowed.

Our next steps

Whilst the diversity challenges faced by the College are similar to those that affect the Further Education sector, the work undertaken by the College on equality and diversity continues to be one of our strengths and something we are proud of.

- We will continue to build on our strength of embedding equality and diversity in the College culture, so that it continues to permeate throughout the working and the learning environment both within and beyond the classroom experience.
- Further, develop those areas for improvement such as the levels of staff disclosure and the monitoring of protected characteristics.
- Embed British Values and Equality and Diversity in classroom delivery.
- Promote a culture of tolerance and respect across the organisation.

- Analyse data regularly leading to an Annual Equality and Diversity Report.
- Maintain a zero tolerance approach to discrimination.
- Provide a supportive environment in which all staff can flourish and take pride.
- Develop a more flexible employment base to help meet the changing needs of the organisation.

We will continue to build on our strength of embedding equality and diversity in the College culture, so that it continues to permeate throughout the working and the learning environment.

Appendix 1: Equality and diversity group members

The College has an Equality and Diversity Group chaired by the Principal and Chief Executive, which meets regularly and takes into account matters relating to equality throughout the College.

The Group annually review their terms of reference to ensure we are proactive and our efforts are directly focussed on improving equality and diversity in all aspects of College work, life and learning.

The group has a key role in monitoring, evaluating and providing leadership on Equality and Diversity in the College.

The group membership includes:

- Angela O'Donoghue, CBE, Principal and Chief Executive
- Jane Belcher, Head of Student Services
- Rosemary Bloss, Lecturer, Health and Science
- Chris Brookes, Advanced Practitioner
- Roney Brooks, Head of Human Resources
- Tracy Espinosa, Student Service Manager (Engagement & Funding)
- Sam Ford, Lecturer, Health and Science
- Karen Fox, Additional Learning Support Manager
- Joanne Muckle, Curriculum Manager, Health and Science
- Matt Twitchett, Assistant Principal, Learning and Standards
- Sue Windham, Lecturer, Health and Science
- Student Union members. These include but are not limited to FE and HE Equality and Diversity Officer; Disability Officer and LGBT Officer as may be appropriate.

The group receives feedback from groups such as the Student Disability Group and the student representatives. The group has a key role in monitoring, evaluating and providing leadership on Equality and Diversity in the College.

The Student Union has established a sub-group with representatives of all the protected characteristics.

Terms of Reference for the Equality & Diversity Group

1. To raise awareness of equality and diversity issues and the needs of individual staff and students.

2. To challenge discrimination, discriminatory behaviour, and harassment.

3. To develop a strategic approach to equality and diversity that is reflected in the College's strategic plan and throughout the College.

4. To promote equality and diversity in all aspects of the College's work.

5. To set and monitor targets for student recruitment and retention and achievement.

6. To set and monitor targets for staff recruitment and retention.

7. To ensure that College targets are owned and implemented throughout the organisation.

8. To receive regular reports on the achievement of the targets.

9. To ensure appropriate staff development and monitor its impact.

10. To develop, monitor and review the implementation of the diversity policy and other relevant policies and procedures.

11. To oversee and monitor the outcomes of impact assessment across the College.

12. To provide reports to Senior Leadership Team (SLT) twice a year.

13. To provide an annual report for Governors and our stakeholders.

To develop a strategic approach to equality and diversity that is reflected in the College's strategic plan and throughout the College.

Appendix 2: Modern Slavery Act Statement for 2018/19

Modern Slavery Act Statement for 2018/19

Introduction

- This statement is made pursuant to Section 54 part 6 of the Modern Slavery Act 2015 and sets out the steps that South Essex College has taken to ensure that slavery and human trafficking are not taking place in our supply chains or in any part of our business.

- South Essex College is a Further Education College established under the Further and Higher Education Act 1992. It is an exempt charity for the purposes of the Charities Act 2011. Some of our primary purpose trading is undertaken through a wholly owned subsidiary company, Training for Bradford Limited, which is also covered by this statement.

- The College's main business is to deliver education and training to students from the age of 16. This covers a wide range of vocational and academic programs covering, further education, apprenticeships, adult and higher education.

- The College also delivers teacher training to a large cohort of post 18 students.

- For more information see our Equality and Diversity webpage at www.southessex.ac.uk/about-us/equality-and-diversity.

Slavery and Human Trafficking Statement

- South Essex College's core values are at the heart of everything we do. We are committed to running our business responsibly and in accordance with the high standards embedded in our core values.

- 'Individual liberty', 'respect for the rule of law' 'equality' and 'mutual respect' are among our PROUD Values. Slavery and human trafficking are very plainly incompatible with these values.

- We expect the same high standards from our suppliers, all partner organisations and external stakeholders we work with.

- Our Procurement Policy helps us to consider issues around modern slavery and human trafficking with our supply chain.

- We have policies and procedures in place to encourage and respond to public interest disclosures and to protect whistle blowers.

- It is a fundamental part or our procurement process is to ensure that our suppliers are taking steps to ensure that slavery and human trafficking is not taking place within their businesses and within their supply chains. We also request copies of any relevant policy documents dealing with this issue. We receive and log their responses to ensure their approach is consistent with ours.

- We will work with our principal suppliers to ensure that our approach to slavery and human trafficking is reflected in all our purchases of goods and services, and, so far as reasonably practicable, that neither we nor they are involved in any way, either directly or indirectly, in slavery and human trafficking.

0845 52 12345

www.southessex.ac.uk

If you require this booklet in an alternative format e.g. Braille, large print or audio, please call us on 0845 52 12345.

south essex college