

We consider equality and diversity at *Any College* to be **good overall with some outstanding aspects**. Despite it not being graded anymore by Ofsted we chose to still grade it as an area because of the importance it holds in providing services that meet the needs equally of all members of our local community. We are an organisation that is committed to increasing the chances of all members of the communities and the employers that we serve. Our staff actively contribute to a culture and ethos of helping learners to achieve in a respectful and safe learning environment. Many of our learners are those that have decided to come back to learning to improve their abilities, taking a 'second chance' on learning. Often this is as a result of a negative experience at school, or in a different country to where they were born, with teaching not always in their first language.

Summary of evaluative evidence to support our judgement

- Any College has a strong commitment to equality and diversity. Equality and diversity is included as a standing agenda item during meetings and is given a high priority by managers and governors. The equality and diversity task group is chaired by the principal. Policy impact is monitored through this representative task group (membership is comprised of different gender, ethnicity, disability, sexuality and is representative of the college population including staff, students and a governor).
- The college equality and diversity strapline 'working towards providing access to learning for all' is widely used and was produced in a cross-college competition by learners.
- Promotion of equality and diversity is at the heart of the OTLA process and teaching takes account of naturally occurring opportunities to improve the understanding of learners (it is included in planned differentiation activities and 'ED resource boxes'; staff are being supported/mentored by the experienced and enthusiastic equality and diversity champions on different sites). The programme of OTLA and mentoring was introduced in 2015 and there are many examples of how it is improving the promotion of equality and diversity to learners during lessons and through the college virtual learning environment.
- Equality and diversity champions have been identified for every SSA and are being used as support and reference points by staff in each area, helping the dissemination of resources and good practice.
- The "learner voice" is taken account of in bringing about improvements in the provision. Any College displays "you said, we did" posters around the college to demonstrate to learners that their voice is heard and actions are taken on their views.
- There is a learner involvement strategy group, aimed at giving learners a better opportunity to give feedback across a wider range of curriculum areas, by encouraging all learners to feel more confident, comfortable and not intimidated in expressing their views in a variety of different ways.
- There is a strong and well recognised ESOL provision for the local community that encourages participation and progression in learning.
- Twenty-one languages are spoken by staff and 12 staff are trained in British Sign Language
- The college has been successful in promoting learning to underrepresented groups such as men in beauty therapy, those with mental illness and prisoners released to study in college (one prisoner recently sent a card thanking the college for giving him a second chance in learning and has secured employment as a result of his new skills).
- Security staff are respectful of our learners and are viewed positively by them as contributing to the welcoming learning environment. The college on all sites presents an open and welcoming environment.
- Our prospectus has been improved since our last inspection to use simpler language in a way that visually reinforces to potential learners what they can achieve by learning (pictures of food on cookery courses, wide range of representative learner images, success stories of learners who potential learners can associate themselves with, progression ladders of courses and employment opportunities).
- Managers have improved their use of data reports to help in the effective planning of the curriculum offer to meet the needs of local communities. The curriculum offer is mapped to local, regional and national strategies. Postcode analysis is used to analyse and act on under-participation in learning.
- Annually updated policies and procedures are in place that meet legal requirements and focus on being adapted to the work of the college. Care has been taken to produce versions that are accessible and meaningful to learners and not in language that is 'above their heads'.

Exemplar College Equality and Diversity Position Statement

- Learners and staff are protected from harassment, bullying and discrimination by staff training, promotion to learners and a well-understood complaints procedure. Learners are actively encouraged to complain if there are problems; issues raised are investigated and resolved and preventative actions are taken to prevent recurrence whenever possible.
- Premises are DDA compliant with one planned lift installation in one building (no learners are affected as classes can take place at ground level and car parking spaces are reserved to facilitate ease of access to buildings). All new teaching facilities have full access.
- The reception and learning centre have induction loops fitted and a Minicom is available for telephone enquiries. Course information is available in other formats on request.
- Learners of *Any College* broadly reflect the profile of the local population. Achievements by different groups of learners are closely monitored and a gap of 18% in the performance of black males in 2014 was more than halved in 2015 and again in 2016. Although staffing is not yet fully representative strategies to attract potential new members of staff are actively seeking to further redress this.
- Reviews for apprentices in the workplace include coverage of changing monthly equality and diversity themes to reinforce and improve understanding; these have generated positive feedback from employers in surveys who say their participation in reviews has increased their own understanding of equality and diversity.
- Care is taken to thoroughly initially assess learners at interview and no later than induction; the support provided has a high level of take up and supported learners generally do as well or better than those learners initially assessed as not requiring support (there are no gaps in the performance of learners who are supported and minimal gaps in performance between the vast majority of different groups of students). Individual learning plans are personalised to the individual. Appropriate support is provided for learners to the level of course that they are studying and where possible learning support assistants provide support for other members of groups. This is checked as part of the OTLA process. Teaching staff customise teaching resources used to make them more accessible to dyslexic learners
- Appeals procedures are understood and used by learners (checked in surveys and as part of IQA/IV).
- A contemplation room is available that can be booked at reception by learners and foot washing facilities are available on each site. This is carefully managed so that all students feel welcome to use the room.
- Refectory outlets provide a range of food to meet religious or dietary preferences; an affordable 'meal of the day' is offered to encourage participation by learners facing hardship.
- All new staff have an equality and diversity induction over the first three months of their beginning work at the college. All staff including part-timers have received training during the year. Tutors have received training for embedding equality and diversity in the curriculum. Managers have received training for updates to legislation. Governors receive annual training to aid understanding of their role. Staff have a good understanding of the equality and diversity issues that are likely to impact on their learners.
- A range of themed cross-college raising awareness events take place during the academic year such as Black History Month, International Women's Day, International AIDs day, mental health awareness week, etc. as well as exhibitions around the college, resources are provided for tutors to facilitate awareness raising in tutorials.
- Faith calendars are widely displayed and publicised.
- Screen savers on all college computers reinforce equality and diversity messages.
- Several ED boxes of resources have been developed by staff in different SSAs to provide extension activities for learners.

Main points of good practice identified during 2015/16

- A 'pride not prejudice' event was held in the refectory where faith leaders presented 15 minute talks on their religions. National dress was worn, different cultural music was played and a variety of foods from different cultural backgrounds were served. All visitors who attended spoke positively about their enjoyment of the event and the event has been added to the annual college equality and diversity events calendar.
- Survival ESOL planned and advertised in response to local need and starting in February 2016; due to the large numbers of potential learners on the waiting list for ESOL and the lack of appropriately qualified staff to manage

these numbers the college 'Survival ESOL' will meet the needs of the community to address language difficulties that may be encountered in dealing with doctors, teachers etc.

- Links were made by the hospitality and the hair and beauty sections with organisations for local people with disabilities in order to increase the number of restaurant customers and salon clients with disabilities. This has resulted in learners being able to gain more experience of dealing with a wider range of customers and raised their awareness of diversity.
- Our sports students take coaching sessions in two local special schools and in a care home for young disabled adults, giving them first-hand experience of providing coaching to a more inclusive range of clients.

Areas targeted for further development during 2016/17

- Although the college has put much effort into ensuring that all schemes of work and lesson plans indicate where there is an emphasis on promoting equality and diversity there are still a minority of teachers who have not indicated this with sufficient detail (staff development activity during the next year is targeted to further improve this, including further training for the OTLA team in order to give clear constructive feedback where they see this needing further development).
- Further development and training of the equality and diversity champions in SSAs including publication of times when other staff can 'drop in' to observe their teaching when particular themes are to be covered.
- Further develop strategies to increase participation by underrepresented groups on particular courses such as males in beauty therapy and women in construction.
- Roll out the use of ED boxes to all SSAs.
- More formal monitoring and dissemination of equality and diversity themes raised in Ofsted Learning and Skills inspection reports for other colleges and providers to further raise staff awareness of best (and sometimes worst) practice elsewhere.