



St Helens College Annual Equality and Diversity Report 2019/20

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INTRODUCTION

St Helens College is a general Further Education College situated in Merseyside, in the North West region of England, established in December 2017 following a merger between St Helens College and Knowsley Community College. It operates over five sites: St Helens Town Centre, St Helens STEM Centre, Knowsley Community College, IAMTECH and Kirkby.

The College serves the two boroughs of Knowsley and St Helens which are the 3rd and 24th most deprived in England. Prior educational attainment in the area is lower than the national level. Both boroughs have low levels of ethnic diversity and high levels of ill health.

The College offers a broad and deep curriculum in all sectors including education programmes for young people, adult learning programmes, apprenticeships, and provision for students with high needs. The College also provides higher education and full cost provision. There are clear progression routes to level 3 (and in some cases level 6) in most areas.

The Public Sector Equality Duty states that the College must, in carrying out its functions, have due regard to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it;

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 requires the College to publish:

- equality objectives at least every four years;
- information to demonstrate their compliance with the Public Sector Equality Duty.

This annual report is approved by the Board of Governors for publication on the College website, and outlines what the College is doing to meet the requirements of the Public Sector Equality Duty. The report summarises the staff, governor and student profiles across a range of protected characteristics and compares the performance of different groups of students. The report also highlights some of the activities the College has undertaken during the 2019/20 academic year to promote equality and diversity, including activities within the curriculum to develop students' awareness and understanding.

OUR COMMITMENT TO EQUALITY AND DIVERSITY

St Helens College is committed to creating an environment where students, staff and governors actively promote equality and diversity, tackle bullying and discrimination and work to narrow any gaps in achievement between different groups. The College aims to ensure that all students have an excellent experience which equips them for the next stage of their education, training and/or employment. Our ambition is that everyone at the College recognises and discharges their duty to ensure equality is promoted and diversity is celebrated.

The College seeks to create an inclusive environment by:

- developing a culture of respect;
- providing students, staff and governors with relevant training and support to discharge their individual duties to promote equality and diversity;
- providing staff and students with the support they need to realise their full potential;
- achieving the goals set out in our Equality Objectives.

The College seeks to provide a safe, supportive environment for all its staff and students in which everyone is treated with dignity and respect.

The College welcomes individuals and groups from local, regional and international communities. The promotion of equality and diversity enables students to reach their potential. The College values difference and diversity and will strive to create positive working relationships so that everyone can work and study to the best of their abilities, free from discrimination, harassment or victimisation.

The College's commitment to equality and diversity is underpinned by its mission and values.

College Mission

“Transforming lives through excellence in education and training”.

Statement of Aims

Our Mission Statement is underpinned by a number of aims:

1. to make a leading contribution to the welfare and economic development of our local communities and the Liverpool City Region by providing the curriculum and skills that employers need;
2. to provide good value for taxpayers' money ensuring high quality education and training and delivering the commitments to product offer, high quality provision and strong financial health made by the College Group in response to the Restructuring Facility investment;
3. to be an inclusive College Group where each individual is respected, valued and safeguarded as part of an enjoyable, supportive and caring learning and working environment;
4. to motivate high performance and innovation within a culture of high expectations of professionalism, integrity, strong work ethics and teamwork;

5. to ensure successful education, training and personal, social, moral, cultural and spiritual development and welfare for students ensuring that they are well prepared for life and work in Britain today;
6. to build students' confidence and employability skills, including English and maths, through excellent careers advice, teaching and training and work experience resulting in progression to further study or sustainable employment;
7. to achieve consistently high customer satisfaction from students, parents, employers and other stakeholders;
8. to lead in education and training partnerships for the benefit of all partners and the local community.

Public Value Statement

The College Group seeks to add value to the social, economic and physical well-being of the wider communities which we serve by:

1. providing education and training in accordance with the College Group's mission, statement of aims and values meeting the needs of students, employers and the wider communities in general;
2. raising aspirations of students and the communities by promoting prospects and celebrating success;
3. ensuring a broad curriculum offer with good progression routes from entry level to Higher Education and training;
4. promoting healthy lifestyles and good citizenship skills to all students and colleagues;
5. being responsive to the changing needs and circumstances;
6. actively listening to, and engaging with the stakeholders of the College Group aiming to provide the best possible service within the Mission of the College Group;
7. being a respectful and responsible employer;
8. always acting with corporate integrity.

PROMOTING EQUALITY AND DIVERSITY

The College seeks to deliver an inclusive curriculum through which students' understanding and appreciation of equality and diversity is developed.

Throughout the 2019/20 academic year, a broad range of projects, assignments and other activities were delivered across the curriculum. For example:

- Construction students learned about how buildings are designed, built and adapted to make them accessible to people with disabilities;
- Catering students designed menus, drawing upon their heritage for inspiration, ensuring that customers in the College Food Court experienced a broad range of different cuisines from around the world, including China, the Middle East, Spain and Togo;
- Students in Art & Design completed a project titled *Investigating Identity*, through which they held discussions, completed written assignments and presented artwork that explored the broad theme of identity, including gender stereotyping, sexuality, racism and slavery.

The College also delivered a range of cross-College activities such as *Colours of the World*, an annual event through which students from across the whole College explore food, dress, religions, beliefs and cultures from around the world, with each school showcasing a different country. Through *Hats of the World*, students explored headwear linked to different cultures, religions and beliefs.

The College's tutorial programme covers key themes such as bullying and harassment, religion/belief and discrimination and promotes important annual events such as World Suicide Day (10/09/20), World Mental Health Day (10/10/20), Mental Health Awareness Week (May 2020) and Anti-bullying week (November 2020). Throughout November 2020, LGBTQ+ was a key theme in tutorial sessions, through which students learned about protected characteristics and rights, and discussed different countries where these characteristics are not accepted and how poorly LGBTQ+ people are treated elsewhere in the world.

The College uses marketing and publicity materials which seek to remove gender stereotyping and promote diversity in the student population, some examples of which are provided below.

LYNN
Carpentry and Joinery Apprentice

"I trained as a Welder in my 20s but after a long career break to raise my children, I wanted to get back to working in a trade. As a mature student, I didn't think I would be considered for an apprenticeship but I was selected by construction company, HMS, from 800 applicants. My role involves working in clients homes and I am currently part of the kitchen fitting team. It is great to earn a wage whilst learning on-the-job and working towards a qualification.

This apprenticeship has given me a fantastic opportunity to build a lifelong career in a diverse and exciting role."





Ash

"With the experience and skills that I'm developing on my HNC and the support and expertise from my tutors at the College, I believe my dream career will become a reality".

Aspiring Aerospace Engineer, Ash, secured an innovative mechanical engineering apprenticeship with CAL International, and has since progressed to a HNC in Mechanical Engineering.

Ash, originally from Sri Lanka, had a unique opportunity as a child to experience living in two different countries after moving to Modena, Italy at the age of 7 and then to the UK at the age of 16.

It was during this time that Ash discovered his ambition to become an Engineer - a key driving force behind him moving to the UK with his family, so that he could work towards gaining the qualifications needed to launch his career in the industry.

Upon moving to the UK, Ash joined the level 2 Diploma in Engineering Technologies: Mechanical Engineering at St Helens College. His willingness to learn and fascination with engineering, saw him successfully progress on to the level 3 Diploma in Engineering Technologies: Mechanical Engineering, before securing an apprenticeship with one of the top engineering companies in the country, CAL International.

Matty

“My tutors have equipped me with the essential skills and knowledge I need to succeed in the aviation industry! Their strong employer links created some amazing experiences, including a familiarisation flight with Jet2.com to Tenerife. Now I am living my dream, doing what I love”.

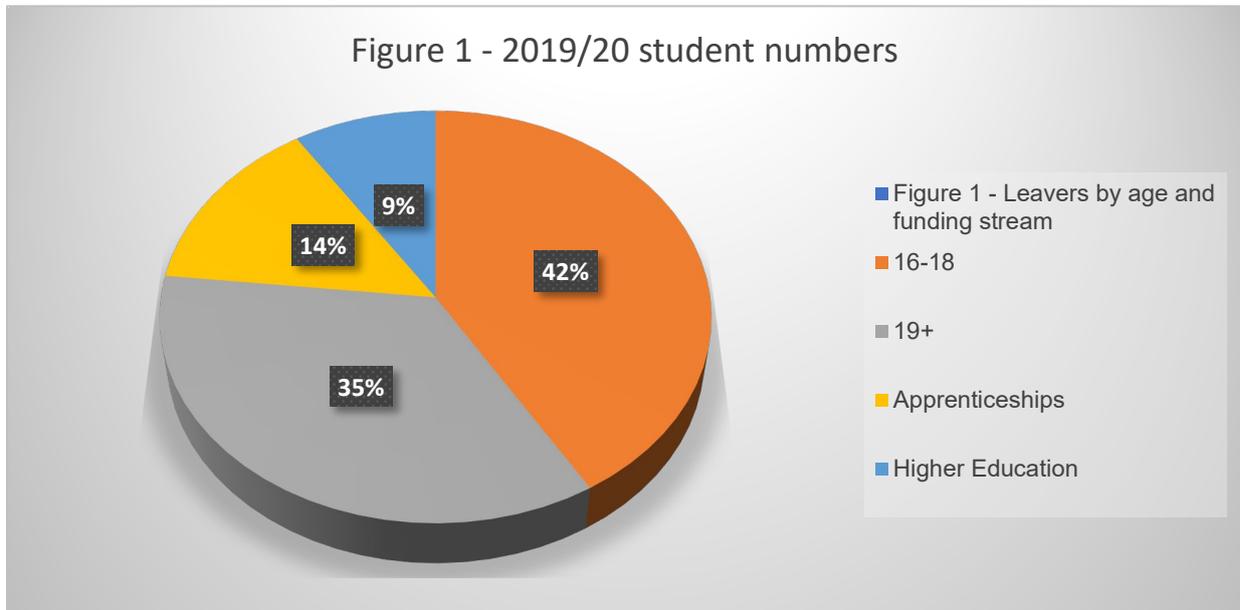
Cabin Crew alumnus, Matty, is reaching for the sky after securing permanent employment with popular airline, Jet2.com.

After joining us from St John Fisher Catholic High School, Matty began the level 2 Diploma in Air Cabin Crew, where he had a variety of unmissable opportunities, from an exclusive familiarisation flight to Tenerife, to wet drill and water survival training at Fleetwood Offshore Survival Centre.



STUDENT POPULATION

As illustrated in Figure 1 below, there were 6034 students in the 2019-20 academic year. Of these, 2132 (35%) were aged 19+, 2496 (41%) were aged 16-18, 851 (14%) were apprentices and 555 (9%) students studying Higher Education programmes.



The gender mix for the college in 2019-20 was 54% female and 46% male, whilst the age split is 54% 16-18 and 46% 19+.

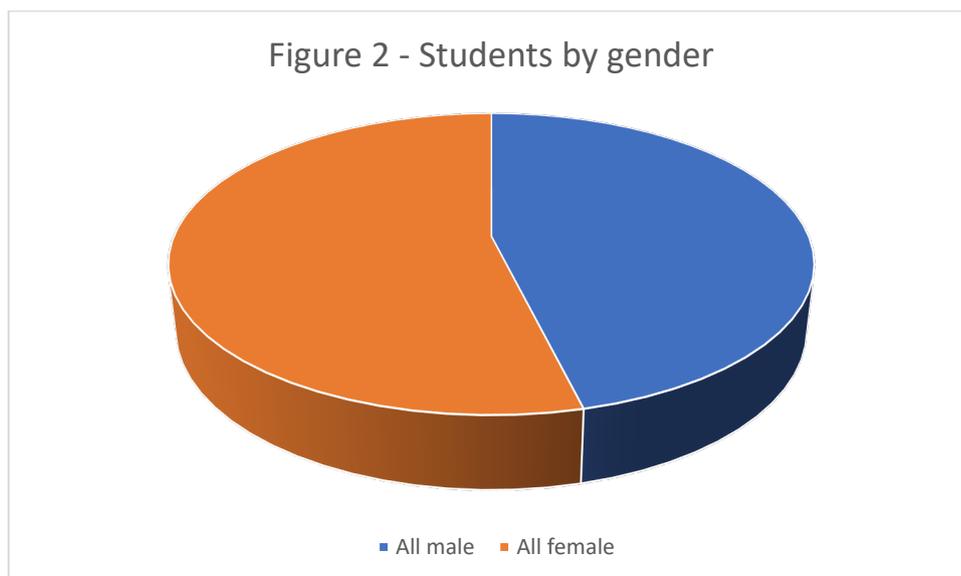
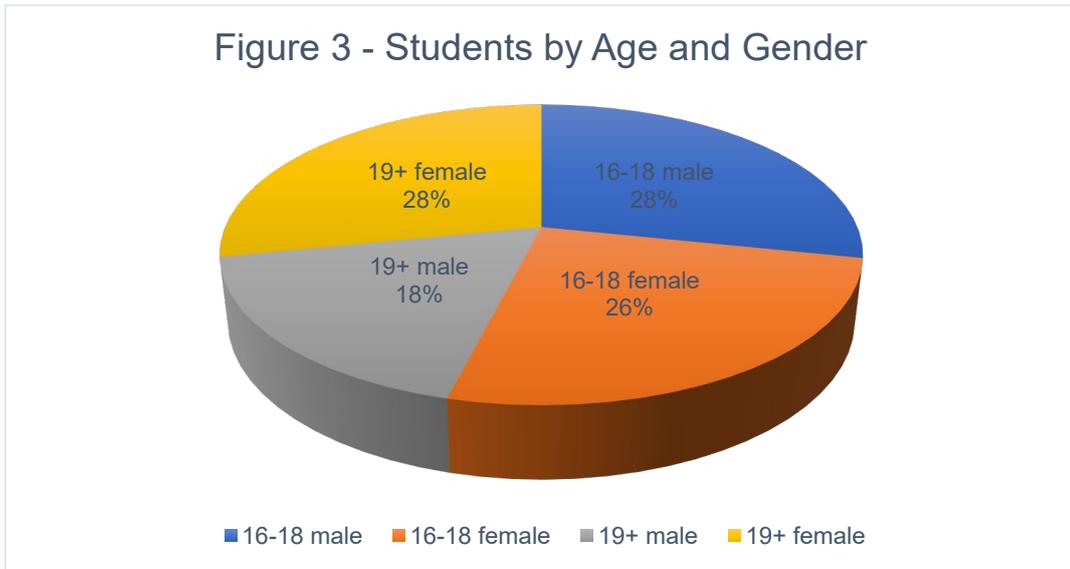
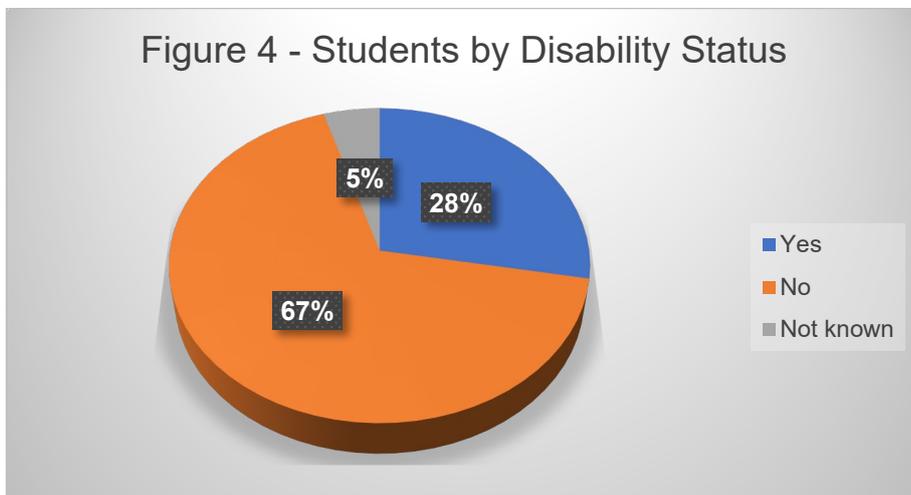


Figure 3 - Students by Age and Gender



28% of the College’s students declared a learning difficulty, disability or health problem, as illustrated in Figure 4 below. This compares to 23% in 2018/19. 67% declared they did not have a learning difficulty, disability or health problem, down from 76% in 2018/19. The main reason for this change is that the proportion of students who did not provide this information increased from 1% in 2018/19 to 5% in 2019/20.

Figure 4 - Students by Disability Status



As might be expected, the number of students declaring specific disabilities/difficulties, fluctuates from year to year. Table 1 below shows the most significant changes, including an increase of 78 in students declaring a mental health difficulty, a decline of 102 in students declaring a mobility difficulty and a decline of 123 in students declaring a medical difficulty.

TABLE 1

Disability type	2017/18	2018/19	2019/20	Diff. 3 years
Visual	69	50	84	15
Hearing	92	65	82	-10
Mobility	161	62	59	-102
Physical	81	62	64	-17
Medical	345	243	222	-123
Mental health	265	221	343	78
Profound/complex	13	5	0	-13
Asperger's	87	69	75	-12
Multiple	84	109	112	28
Other	128	99	152	24

In terms of ethnic group, 87.9% of the 2019/20 college population identified as white British. For 3.5% of students, ethnic background was not recorded and the remaining 8.6% of students identified themselves as belonging to other ethnic groups, with no group representing more than 1% of the College population. This reflects a slightly more diverse make-up than the Merseyside region, which has a population which is 94.5% White British as illustrated in Figure 5, below.

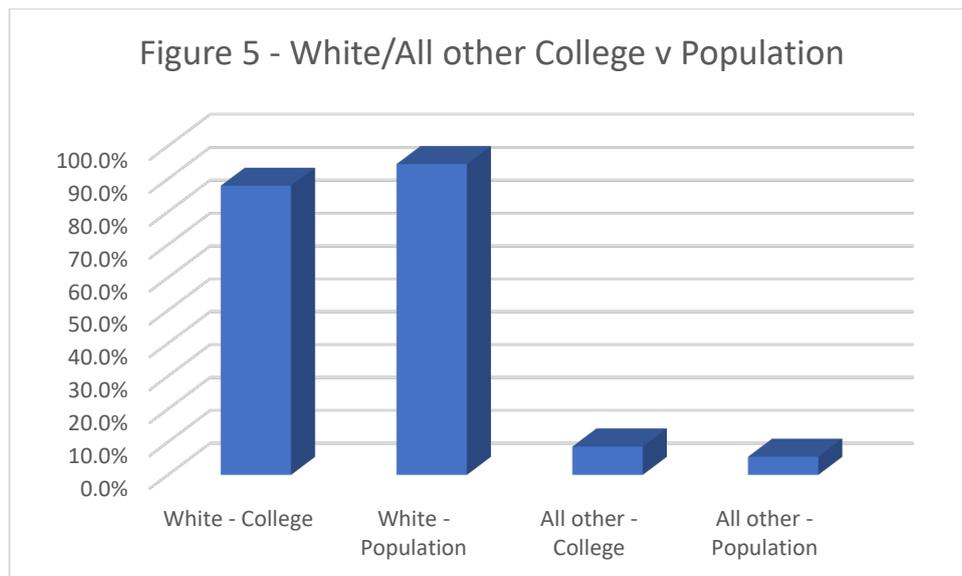


TABLE 2

ETHNIC GROUP	2019/20	%
African	51	0.9%
Any other Asian background	50	0.8%
Any other black/African/Caribbean background	10	0.2%
Any other ethnic group	35	0.6%
Any other mixed/multiple ethnic background	26	0.4%
Any other white background	190	3.2%
Arab	19	0.3%
Bangladeshi	3	0.1%
Caribbean	6	0.1%
Chinese	14	0.2%
English/Welsh/Scottish/Northern Irish/British	5238	87.9%
Gypsy or Irish Traveller	3	0.1%
Indian	13	0.2%
Irish	14	0.2%
Not provided	210	3.5%
Pakistani	15	0.3%
White and Asian	12	0.2%
White and Black African	25	0.4%
White and Black Caribbean	25	0.4%
TOTAL	5959	100.0%

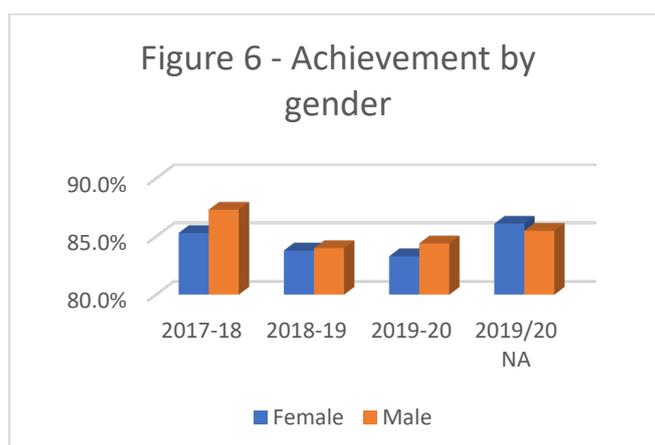
STUDENT OUTCOMES - CLASSROOM BASED FE PROVISION

The College aims to ensure that there is no significant difference in achievement rates for students distinguished by the following characteristics:

- Gender
- Age group
- With or without a learning difficulty/disability
- Ethnic group
- EHCP
- Eligibility for free school meals

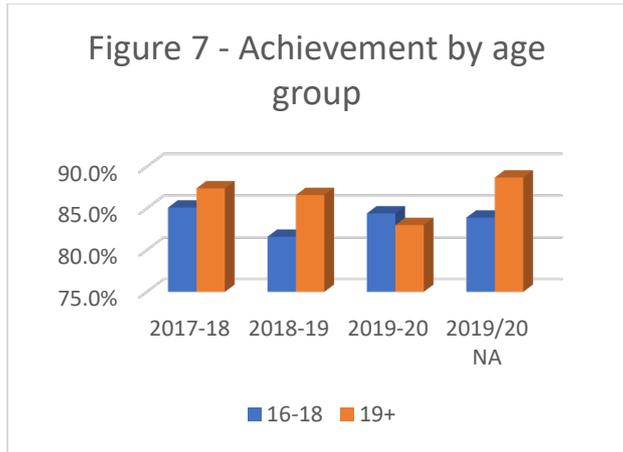
Gender

As illustrated in Figure 6 below, whilst males achieve at a slightly higher rate than females, the gap is not significant and has narrowed over the last three years. In 2019/20 achievement was below the national average for both groups.



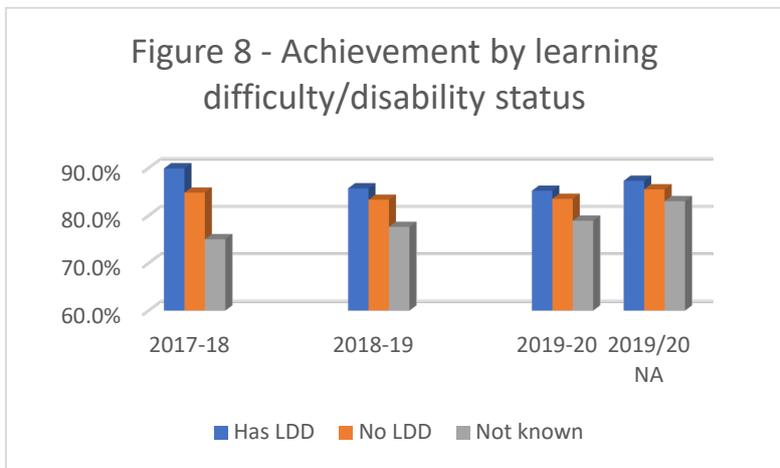
Age Group

As illustrated in Figure 7 below, over the last three years students aged 19+ have achieved at a higher rate than students aged 16-18. The difference in achievement rates between the two groups was most significant in 2018/19, at five percentage points higher for students aged 19+. In 2019/20, the gap narrowed to less than one percentage point, with 19+ achievement being 0.6 percentage points higher. This was largely a consequence of there being significantly fewer students aged 19+ compared to previous years, with far fewer adult students undertaking short qualifications in 2019/20. Students aged 16-18 achieved at a rate 0.5 percentage points above the national rate, but students aged 19+ achieved at a rate 5.7 percentage points below the national rate.



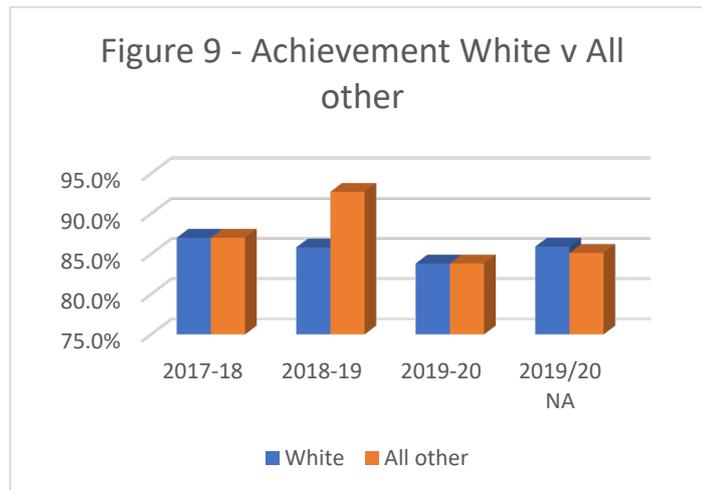
Learning Difficulty/Disability

In each of the last three years, students with a learning difficulty/disability have achieved at a higher rate than those without a learning difficulty/disability. Achievement rates for those who have not provided this information has been significantly lower than both groups. The gap in achievement rates between those with and those without a learning difficulty/disability was most significant in 2017/18, but has narrowed over the following two years, and was just 1.3 percentage points in 2019/20. Achievement rates in 2019/20 were below the national average for both groups, as illustrated in Figure 8, below.



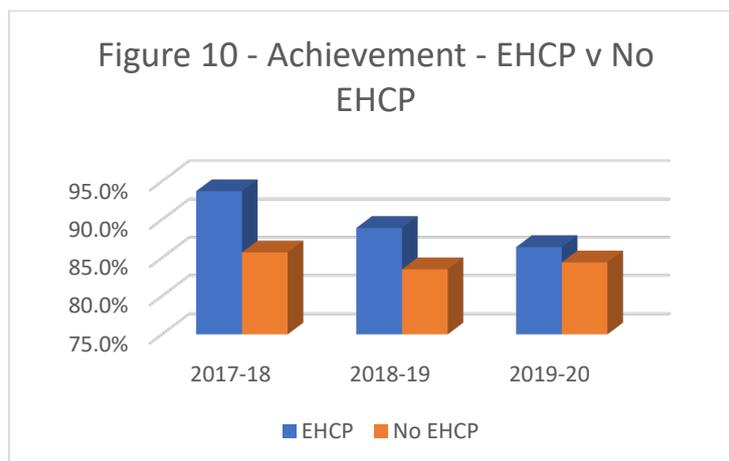
Ethnic Group

As highlighted in the student population section of this report, the proportion of students in any ethnic group, other than white, is less than one percent, meaning comparisons between individual groups are not statistically significant. However, when comparing white students to all others, it is clear that although students who were not white achieved at a rate 6.9 percentage points above students who were white in 2018/19, achievement has been the same for both groups in the preceding and following years. In 2019/20, achievement was below the national average for both groups, as illustrated in Figure 9, below.



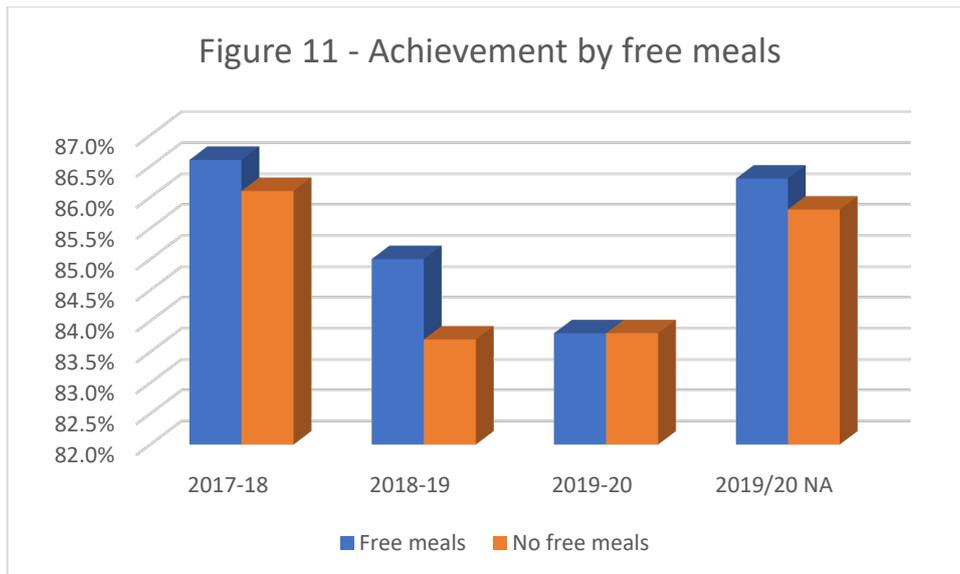
Education Health and Care Plan

In each of the last three years, students with an education, health and care plan (EHCP) have achieved at a higher rate than students without and EHCP, as illustrated in Figure 10, below.



Free School Meals

Students who are eligible for free school meals typically achieve at a higher rate than their peers who are not eligible for free school meals, as shown in Figure 11, below. The exception to this is 2019/20 when achievement for eligible students was 1.3 percentage points lower than for those who are not eligible. In 2019/20 both groups achieved at a rate lower than the national average.



Intersectional Outcomes

Based on student outcomes in 2019/20 students with more than one of the characteristics which the College monitors, were more or less likely to achieve, depending on what combination of characteristics they possessed. Most significantly:

- White students who were eligible for free school meals achieved at a rate 3.8 percentage points higher than non-white students who were eligible for free school meals;
- At 84.7%, achievement for male students aged 19+ was 2.7 percentage points higher than for female students aged 19+, at 82.0%;
- Achievement for students aged 19+ with a disability/difficulty was 2.2 percentage points higher, at 84.6%, than achievement for students aged 19+ without disability/difficulty, at 82.4%;
- Male students who were eligible for free school meals achieved at a rate 1.8 percentage points lower than male students who were not eligible for free school meals;
- At 87.9%, achievement for students without a disability/difficulty and eligible for free school meals was 5.3 percentage points higher than for students who were eligible for free school meals, but did not have a disability/difficulty;
- Male students with a disability/difficulty achieved at a rate of 85.8%, compared to male students without a disability/difficulty, who achieved at a rate of 83.6%.

STUDENT PARTICIPATION AND OUTCOMES - HIGHER EDUCATION

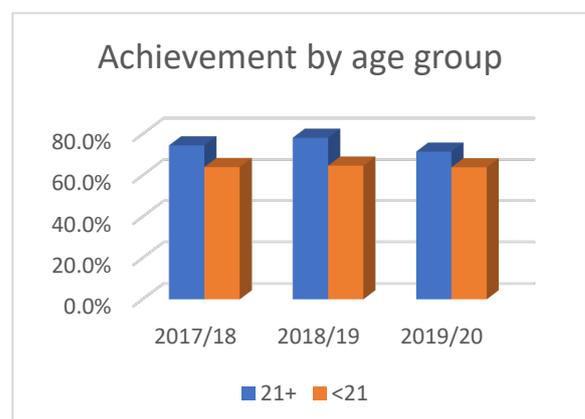
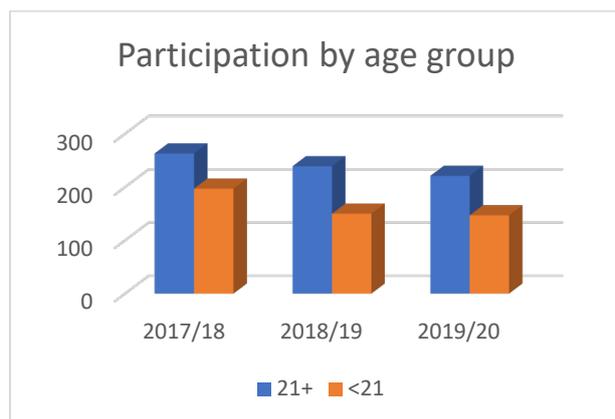
The College monitors participation and achievement rates to ensure there are no significant gaps between the following groups:

- Age group
- Gender
- Ethnicity
- Disability

Age group

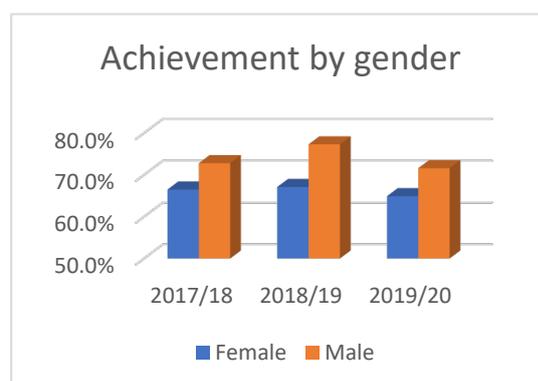
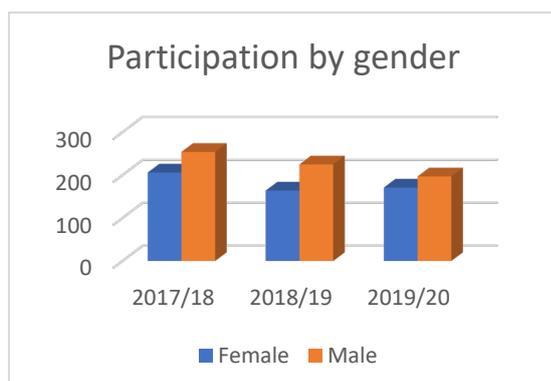
Over the last three years, the number of mature (over 21) students has been consistently higher than the number of young (under 21) students. Whilst the number of mature students has declined by 16 percentage points, the number of young students has declined more rapidly and by 25 percentage points.

Mature students have achieved at higher rate than young students in each of the last three years. Achievement has declined over this period for both age groups, but more significantly for mature students than young students.



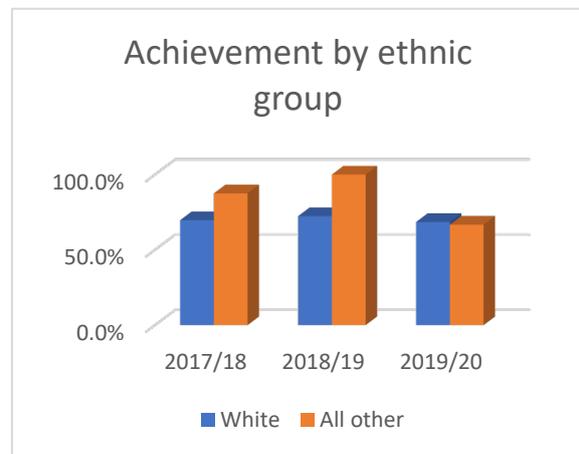
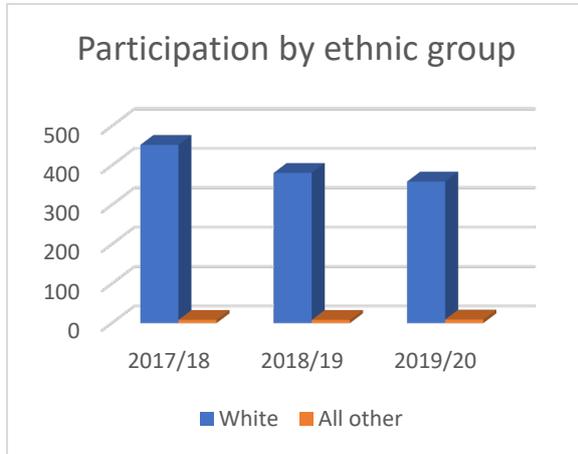
Gender

Male students significantly outnumbered female students in each of the last three years and males achieve at a significantly higher rate than females. For both groups, achievement rates in 2019/20 were slightly lower than in 2017/18, but significantly lower than in 2018/19. The decline between 2018/19 and 2019/20 is more significant for male students than for female students.



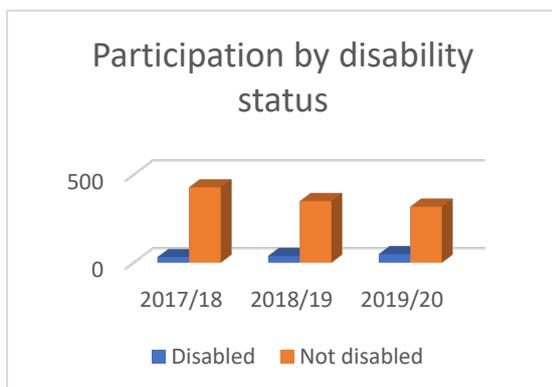
Ethnicity

In 2019/20, there were nine Higher Education students who identified themselves as being from a non-white background (2.4%). Consequently, comparisons in achievement rates between white and other individual ethnic groups are statistically insignificant.



Learning Disability/Difficulty

The proportion of HE students with a learning disability/difficulty has doubled over the last three years, from 7.5% in 2017/18 to 15.4% in 2019/20, but the numbers are still relatively small, rising from 32 to 49. During this period, students without a disability/difficulty have consistently achieved at a higher rate than those with a disability/difficulty. The College identified this as an area for improvement through its HE access and participation work and narrowing this gap has been identified as a key action in the 2020-21 to 2024-25 Access and Participation Plan.



Intersectional Outcomes

In 2019/20, mature students with a disability/difficulty achieved at a rate 12.4 percentage points below mature students without a disability/difficulty. In contrast, young students with a disability/difficulty achieved at a rate 2.7 percentage points higher than young students without a disability/difficulty.

Students who were female and white achieved at a rate 10.3 percentage points lower than students who were female and not white, whilst white male achievement was 11.9 percentage points higher than non-white male achievement.

Achievement for mature white students was 8.7 percentage points lower than for mature students who were not white. In contrast, achievement for young white students was 14.3 percentage points higher than for young students who were not white.

STUDENT OUTCOMES – APPRENTICESHIPS

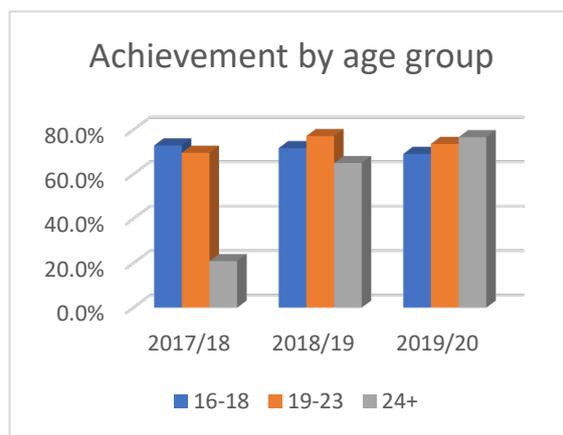
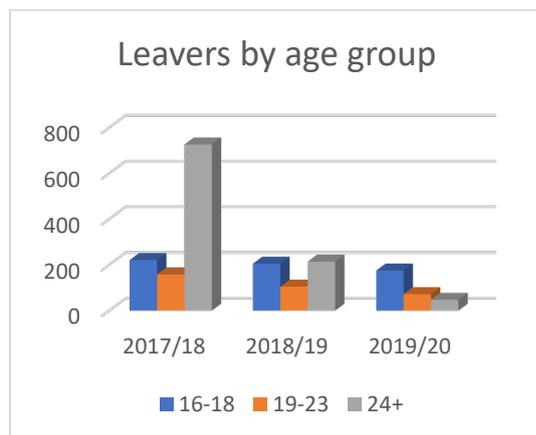
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- Age group
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- Ethnicity
- Disability

Age Group

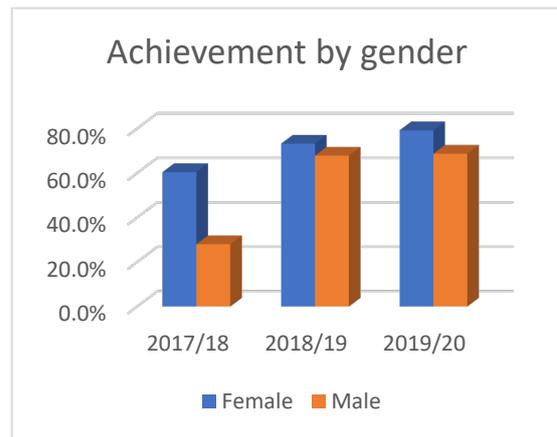
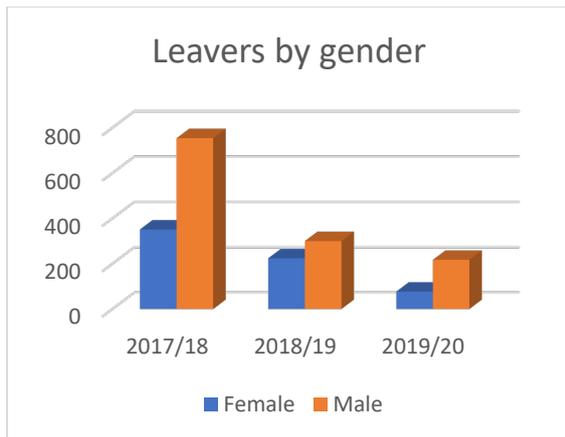
The significant majority of the College's apprentices in 2019/20 were aged 16-18, followed by those aged 19-23 and then those aged 24+. This represents a significant change over time, primarily due to a move away from subcontracting a significant volume 24+ apprenticeships in 2017/18. Since that change, the volume of apprentices in the oldest age group has declined from 726 in 2017/18 to just 47 in 2019/20.

A similar pattern can be seen in achievement rates for the different age groups. In 2017/18, the mostly subcontracted apprenticeships for those aged 24+ performed very poorly, compared to apprentices aged 19-23 and 16-18. Since then, the gap has narrowed and in 2019/20 the oldest age group achieved at the highest rate.



Gender

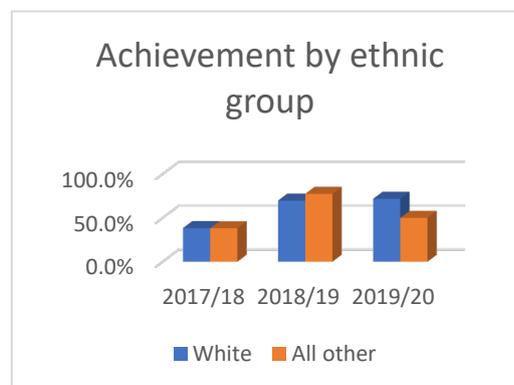
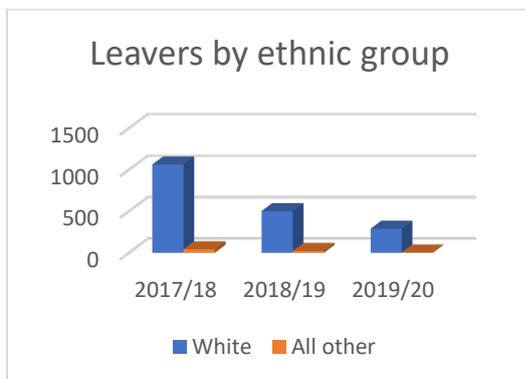
In each of the last three years male apprentices have significantly outnumbered female apprentices. This is primarily due to most apprentices studying at the College being employed in the Construction and Engineering sectors. The College is working hard to increase the number of female apprentices in these sectors. Female apprentices perform better than male apprentices, achieving at a significantly higher rate. In 2019/20 female achievement was 79.2% compared to 68.7% for male apprentices. Achievement rates have improved for both groups over this time, but most significantly for female apprentices (when allowing for the impact of poor subcontractor performance in 2017/18).



Ethnicity

As with its classroom based Further Education and Higher Education provision, participation of students who are not white is low, broadly representing the local population. The number of apprentices who are not from a white background has declined significantly between 2017/18 and 2019/20, primarily due to the greater volume of apprentices who were not from a white background participating in provision delivered by subcontractors in 2017/18 and 2018/19. In 2019/20 there were just four apprentices from a non-white background, making up just 1.4% of all apprentices in 2019/20.

Due to the low proportion of apprentices who are not from a white background, comparisons are statistically insignificant as the 50% achievement rate for apprentices who are not white in 2019/20 equates two out of four apprentices.

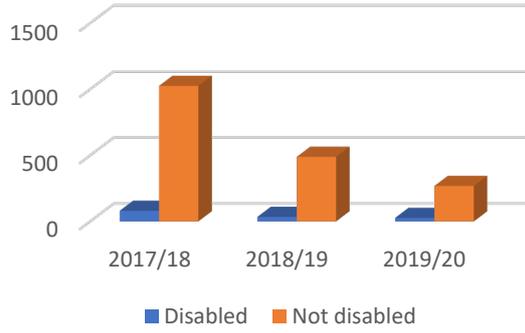


Disability

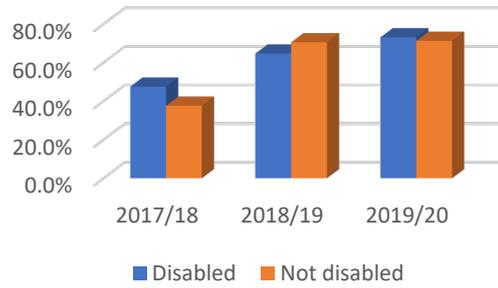
In 2019/20 9.7% of apprentices were known to have a disability/difficulty. Proportionally, this represents an increase of 1.9 percentage points compared to 2017/18 and 2.7 percentage points when compared to 2018/19. 94% of apprentices who declared a disability/difficulty were dyslexic.

Whilst achievement rates for apprentices with and without a disability/difficulty have improved over the last three years, the improvement has been most significant for those with a disability/difficulty, increasing from 47.5% in 2017/18, to 64.7% in 2018/19 and 73.1% in 2019/20.

Leavers by disability status



Achievement by disability status



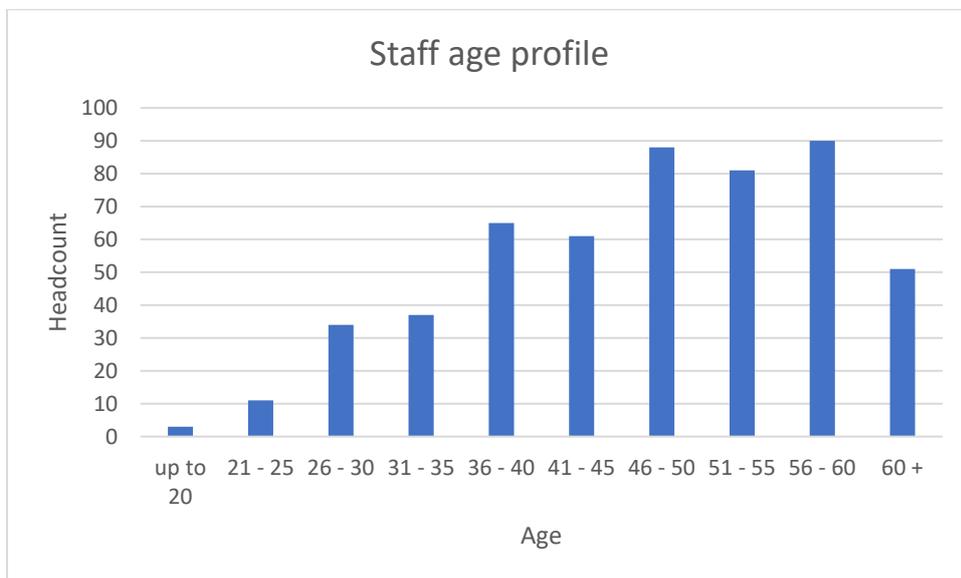
STAFF PROFILE

The College monitors its staff profile by the following protected characteristics:

- Age
- Gender
- Ethnicity
- Disability

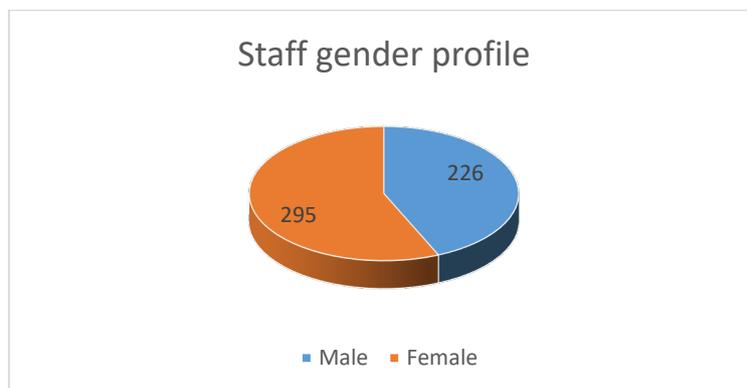
Age

The College employed 521 staff at the end of the academic year 2019/20; this is a decrease of 5.4% The highest proportion of staff are in the 45-60 age group.



Gender

The proportion of females and males has remained static over the last two years at 57% and 43% respectively. The College actively promotes non-stereotypical gender recruitment in internal and external recruitment adverts as it endeavors to challenge the stereotypical recruitment cycle.



Gender Pay Reporting

The statistics show the profile of the workforce, as of 31 March 2019. The gender profile of the workforce consists of the following:

- Workforce - 57% female and 43% male

The gender pay results should therefore be taken in the context of this distribution which will influence the figures reported.

Gender Pay Calculation 2018	College Data
Average gender pay gap as a mean average	10.7%
Average gender pay gap as a median average	19.2%

Gender Pay Calculation 2019	College Data
Average gender pay gap as a mean average	15.9%
Average gender pay gap as a median average	18.5%

The mean calculation for the College is 15.9% which is below the national figure of 17.3% as calculated by the Office of National Statistics.

The median calculation for the College is 18.5%. This figure reflects the high number of females within the organisation as well as the concentration of female workers in part time and term time roles at the lower end of the pay scale. This is indicative of other education providers where the national figure is 25.4%.

Addressing the Pay Gap

The College has transparent, structured Pay Scales which are not gender specific to ensure employee pay is fair and equal for all genders performing in the same roles.

The College is committed to promoting equality and offers the following initiatives to all employees:

- Flexible Working Policies
- Parental Leave
- Shared Parental Leave
- Paternity Leave
- Training opportunities
- Regular Continuous Professional Development opportunities
- Working from home opportunities where business permits

The College supports women returning to work from maternity leave by promoting keeping in touch days, job sharing, compressed hours, part time and term time opportunities and phased returns.

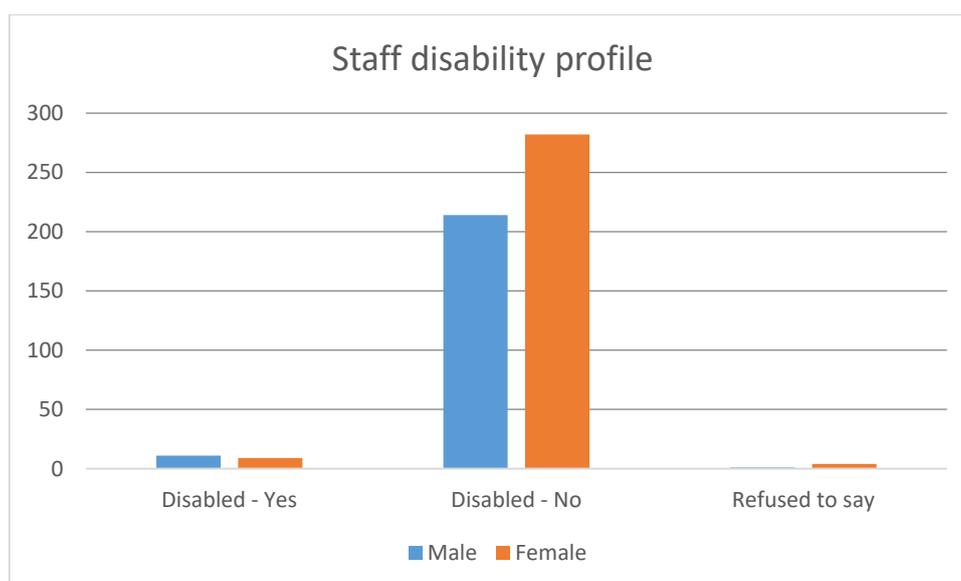
Ethnicity

Most staff identify themselves as White/British which is similar to the two boroughs of St Helens and Knowsley.

ETHNICITY		HEADCOUNT			% Profile
		Male	Female	Total	
00023	White British	157	203	360	69.10%
00097	Prefer not to say	5	2	7	1.34%
00026	White - other European	1	2	3	0.58%
00012	Asian or Asian British - Indian	2	0	2	0.38%
00014	Asian or Asian British - Other	0	2	2	0.38%
00024	White Irish	0	2	2	0.38%
00015	Black or Black British - African	1	0	1	0.19%
00017	Black or Black British - any other	1	0	1	0.19%
00019	Mixed - White and Asian	0	1	1	0.19%
00021	Mixed - White and Black Caribbean	0	1	1	0.19%
00099	Unknown	59	82	141	27.06%
TOTAL		226	295	521	

Disability

The proportion of staff declaring themselves to have a disability has remained relatively static over the last two years with a slight increase from 3.52% to 3.84%.



Other protected characteristics

The College does not currently collate data in respect of sexual orientation or religion/belief. This is a key action in the College's equality and diversity monitoring in its 2020-2021 equality and diversity action plan.

SUPPORTING STAFF THROUGH THE PANDEMIC

As part of the College response to the COVID pandemic the College was clear with all staff and students around the support that would be provided during this time. The College implemented extensive COVID secure measures, a dynamic risk assessment updated in line with changes in Government guidance and rulings and ensured that all staff were trained on the COVID secure measures and requirements. The College remained open to students with EHCPs and others who were identified as vulnerable although take up of this offer was limited during the first lockdown period from March to August 2020.

An individual, and tailored approach was implemented and staff were made aware of this through the training provided to all staff as well as through Team Meetings and communications. Staff were asked to flag any health issues, including those who had been identified as critically vulnerable. Staff who identified as having a disability were supported through working from home and this continued when the lockdown was lifted in August 2020. Where appropriate, individual risk assessments were completed, and no member of staff was required to attend work during restrictions if they did not feel comfortable. Working arrangements were individualised and staff remained productive and engaged due to this approach.

As attendance at work increased when establishments opened in August/September 2020, information and communication increased and individual circumstances were again assessed through line management processes. Those specified as Clinically Extremely Vulnerable continued to work with their managers and HR regarding working arrangements, additional support in the workplace and increased measures to help them to feel comfortable with the return.

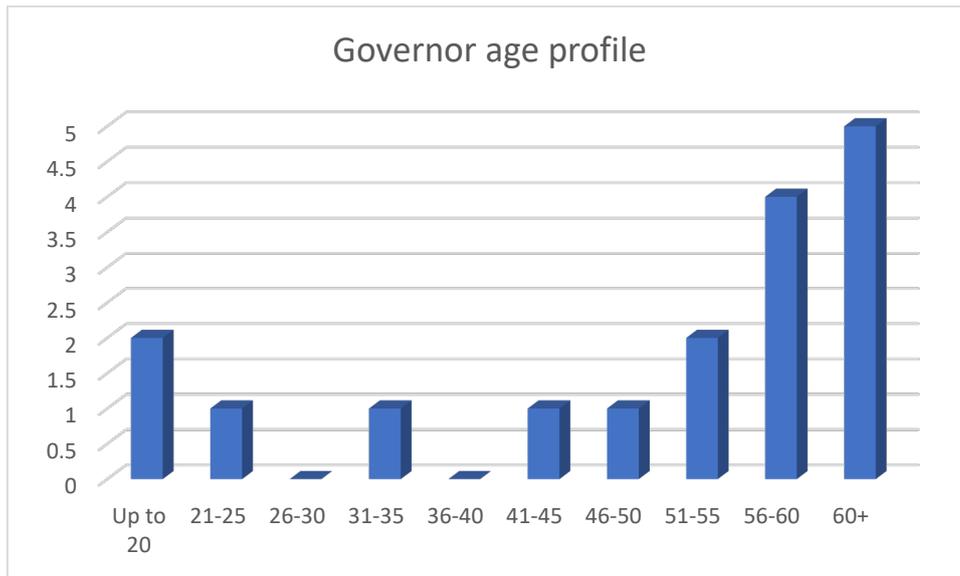
The Employee Assistance Programme has also been promoted and utilised during this time providing additional support to staff at this difficult time. A wide range of support has continued throughout this period to ensure that staff mental and physical health remains a priority.

GOVERNORS

The College collects data for its governors relating to the following protected characteristics:

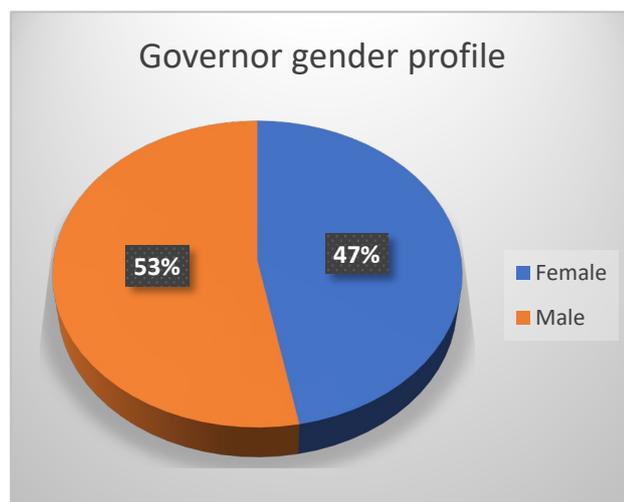
- Age
- Gender
- Disability
- Ethnicity

Age



Gender

There is a good gender mix amongst the Board of Governors, with eight male and nine female board members.

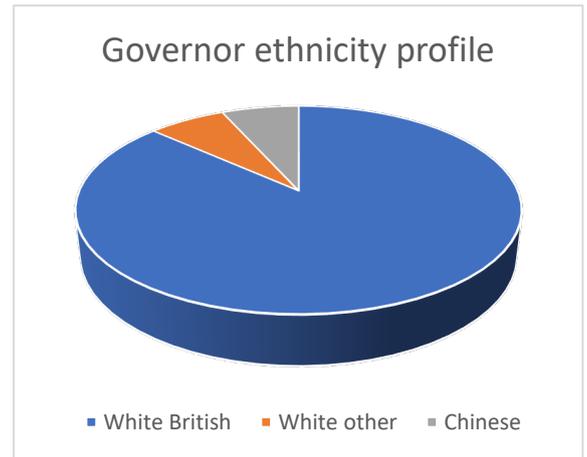


Disability

The Governing Board has 17 members, none of whom have a disability.

Ethnicity

Of the 17 governors, 13 are from a white British background, one is from a white non-British background and one is from a Chinese background. The remaining two have not declared their ethnic background.



EQUALITY AND DIVERSITY OBJECTIVES

The College has set the following Equality Objectives to address throughout the period 2020/2021:

1. To reduce the proportion of staff and students who do not disclose a protected characteristic including ethnicity, gender, sexual orientation, disability and religion or belief;
2. To reduce achievement gaps between different groups of students, ensuring that all students achieve to the best of their ability, regardless of any protected characteristic or disadvantage;
3. Continue to develop the embedding of equality and diversity in the curriculum, ensuring that all students develop a deep understanding of equality and diversity, so they can recognise and celebrate the value in difference;
4. Remove barriers to staff and student recruitment by ensuring that gender, and other stereotyping is eliminated from all marketing and publicity materials used by the College;
5. Ensure all staff and students are protected from discrimination, harassment or bullying and take appropriate and timely action when non-compliance with the policy is identified.

The above objectives will all be addressed through the 2020/21 Equality & Diversity Action Plan.

CONCLUSION AND EQUALITY AND DIVERSITY DEVELOPMENT PRIORITIES

This report summarises the work which St Helens College undertook throughout the 2019/20 academic year, not only to meet its statutory duties, but to promote equality, diversity and inclusivity across the College. Drawing on the key findings of this report, the College has set itself new equality and diversity objectives to be achieved during the 2020/21 academic year. To this end, the College has identified several key developments for implementation throughout the 2020/21 academic year. These developments will be led and reviewed by the Equality and Diversity Committee, which is chaired by the College Principal and include the following:

- To refresh the membership of the Equality and Diversity Committee and agree new terms of reference to create a platform for achievement of the equality and diversity objectives set out above;
- To identify a member of the governing board to act as Equality and Diversity Link Governor, enhancing governors' oversight of the work the College is doing to progress equality, diversity and inclusivity across the College;
- To further enhance the College's data collection and reporting capabilities, thus enabling further enhancement of the annual equality and diversity report;
- Implement a staff training programme in relation to gender reassignment and sexual orientation to protect staff and students from unconscious discrimination;
- To further develop the use of equality impact assessments, ensuring they are completed for all new and revised policies and procedures, placing inclusivity at the heart of key decision-making processes;
- To continuously develop the student pastoral programme, ensuring that equality and diversity is deeply embedded, regularly refreshed and constantly reinforced;
- To ensure that teachers capitalise on all opportunities to promote equality and celebrate diversity within the curriculum.