

---

# Annual Equality and Diversity Report

---

Redcar & Cleveland  
College

---

2015 - 2016

---

## **Equality and Diversity Information**

### **Introduction**

At Redcar and Cleveland College we are dedicated to the provision of a safe and supportive environment in which everyone is able to learn and work to the best of their ability. We seek to nurture an environment of respect and understanding for all, where each person is seen as an individual with unique needs and skills.

Our commitment to equality and diversity is reflected in our teaching and learning, course provision, resources, student support, communications, human resources and partnerships with external bodies.

This report provides an overview of activity related to equality and diversity at the College for the year 2015/16. It also outlines ways in which the full range of services and provision across Redcar and Cleveland College have engaged with equality and diversity and how we, as a College, are responding to our responsibilities in an area that continues to experience high levels of social inequalities and deprivation

This report sets out the context of the local profile of the area in which Redcar and Cleveland College operates and then reports on two main areas:

- Information relating to college staff
- Information relating to users of the college

We have developed our Single Equality Scheme and action plan which describes our unified approach and strong commitment to equality and diversity across the College community, our legal obligations and how we will achieve this.

### **Public Sector Duties**

The Equality Act 2010 makes it clear that Redcar & Cleveland College has a responsibility to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

The Equality Act 2010 unifies existing legislation and expands the number of protected groups. These groups are:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Redcar and Cleveland College fully supports and embraces the ideals of equality and diversity and through the College Diversity and Equality Committee, a Single Equality Framework has been considered and agreed. An associated action plan is in place which is supported and monitored by the College Diversity & Equality Committee. Additionally, the College has a remitted role of Diversity and Equality Champion.

The College Mission of Raising Aspirations and Exceeding Expectations, encompass its commitment to being a dynamic and exciting place to learn and work for all.

### **Safeguarding and Prevent**

Since 2015 the college has had a duty to have due regard to the need to prevent people from being drawn into terrorism and extremism. We also have a duty to promote British values, which include democracy and the respect for the rule of law. We also accept the concept of academic freedom and hold that no subject be barred from reasonable, constructive discussion and debate. This sits alongside of the recognition and support of moral and legal frameworks of British society and community.

The College meets its statutory obligation for safeguarding and a well-established team supports all service users and staff in this responsibility. Prevent has been embedded into the college's safeguarding guidelines and processes. The college has excellent support for learners and a well-developed safeguarding team.

The College is a safe place to learn and 95% of our students agree that it is a safe place to learn. A very small minority have indicated that they do not feel safe. Where some cohorts of learners have indicated that do not feel safe the college has carried out interviews and focus groups to help establish the causes of this. We have been able to identify some very specific issues and address these. Examples of this are:

- One learner did not feel safe because there were people outside of the college that were bullying her. The college took steps to ensure safe travel and also has a badge system to prevent unauthorised access. This resolved the situation very quickly
- One transgender learner reported feeling unsafe and the college was able to identify the cause and provide support. This was around access to work and not gender change issues. The college was able to meet with the individual and resolve the issues effectively

### **Equality Objectives 2016 -2017**

In 2016/17 the College will continue to focus on the following objectives:

- To narrow any gaps in performance by different groups of learners: e.g. 19+ LDD
- To effectively identify specific groups of learners such as LGBT and enhance support opportunities
- To ensure that equality and diversity and British values are central to the college ethos
- To carry out duties under Prevent

## **The Context of Redcar and Cleveland College.**

### **Redcar and Cleveland area profile**

Redcar & Cleveland is a borough of huge contrasts and diversity; we have some of England's key features all in one borough. We have outstanding natural landscapes, an industrial heritage and powerhouse, a fine mix of towns and villages and many amazing people. Covering over 96 square miles, we are the largest Borough in the Tees Valley and we have its third highest population at around 135,300.

According to office of National Statistics (ONS) 2015 Mid-Year Estimates the population of Redcar and Cleveland is 135,300 with 48.6% being male and 51.4% being female.

### **Ethnicity**

Redcar and Cleveland is the least ethnically diverse of the five Boroughs in Tees Valley. It is the highest white British population in the country, alongside Allerdale according to the 2011 census, which records a 97.6% White British population. (More recent estimates place this as 98.6%.) There are however 16 ethnic groupings. The largest of these are:

- 0.3% Irish heritage
- 0.2% of Pakistani or British heritage
- 0.2% of White or Black Caribbean heritage
- 0.2% White Asian
- 0.1% Gypsy or Irish Traveller
- 0.2% Other White
- 0.1% White and Black African
- 0.2% White Asian
- 0.1% Indian or British Indian
- 0.1% Bangladeshi or British Bangladeshi
- 0.1% Chinese
- 0.1% African

### **Religion and Belief**

The 2011 census show changes in the religious affiliation on Redcar and Cleveland. 70.4% of residents defined themselves as Christian as opposed to 82.1% in the 2001 census. In 2011, 22% defined themselves as having no religion (7.3% in 2001); 0.4 defined themselves as Muslim (0.5% in 2001); 0.1% as Buddhists; 0.3% as 'other' religion (0.2% in 2001) and 6.5% did not state their religion (7.3% in 2001). Some 8,725 people did not state a religion. (320 people identified as a Jedi Knight and 3 people said they believe in Heavy Metal.)

### **Economic Activity**

The latest Indices of Multiple Deprivation for 2015 suggests that Redcar and Cleveland continues to experience relatively high levels of deprivation across the borough and is ranked the 49<sup>th</sup> most deprived borough in England. The results of the recently released Index (2015 – based upon mainly 2012/13 data) are generally consistent with the previous Indices, with no major changes to the pattern and extent of deprivation in the Tees Valley.

Compared with other LEP areas, the Tees Valley has the 2nd largest proportion of small areas within the most deprived 10% in England, with just over a quarter (27%). Compared with the previous release (based upon mainly 2008/09 data), there has been a slight increase in the number of small areas falling within the most deprived (112 compared with 109); this indicates that the Tees Valley has become marginally more relatively deprived.

Unemployment rates in Redcar and Cleveland have reduced. It had been 5% in December 2014. By October 2015 this had reduced to 3.8% (3082). Current unemployment rates have risen to 4.1% (Jan 2017) compared to 1.9% nationally; this still leaves us with the third highest unemployment rates in the Tees Valley, behind Middlesbrough and Hartlepool and 2.3% above the national rate.

Youth unemployment has also declined since 2012, but remains high at 7% (Jan 2017) compared to 2.6% nationally and 4.5% regionally. Similarly, in 2015 the number of 16-19 NEETS is 7.5% above the national rates of 4.2%.

In 2015/16 the College provided financial support to 417 learners. 290 were aged 16-18 and 127 were adult learners. These learners accessed a range of resources from the vulnerable bursary to child care provision. 88 young people and 10 adults accessed the free school meals support. A further 28, 16-18 year olds accessed free meals through the bursary. These learners achieve as well as their peers and the performance of learners from disadvantaged wards is also improving steadily.

A new secondary school accountability system has been implemented in 2016. The headline accountability measures for schools at KS4 from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A\*-C), and English Baccalaureate (EBacc). Redcar & Cleveland pupils achieved less well than those nationally. Redcar & Cleveland pupils achieved an average score of 47.5 for Attainment 8 compared to 48.2 and 19.4% achieved the EBacc in comparison 22.8% nationally. Positively 60.4% of pupils in the borough achieved GCSE English & Maths A\*-C compared with only 58.7% nationally.

Local data relating to 2016 GCSE results show that there continues to be an achievement gap for gender, children eligible for Free School Meals (FSM) and also children with Special Educational Needs Statement or Education Healthcare Plan (SEN). The new measures mean that there is currently no trend data and at present there is limited published data to provide a benchmark.

In 2016 Progress 8 for all Redcar and Cleveland students is recorded at -0.3. This is below the regional level which is -0.16 and girls continue to outperform boys and make more progress. The gap between boys and girls achieving an English and Maths A\*-C GCSE is 3.8% smaller than the average. 19.5% of children in R&C achieved an EBacc qualification. Girls outperformed boys by 13.2% this gap is larger than the regional and the national average. The gap between the genders is reflective of that which has occurred at a regional level.

In 2016 19.5% of the KS4 cohort was eligible for a Free School Meal (FSM) the gap between those eligible and those not eligible for Progress 8 is recorded as -0.54 thus demonstrating that FSM children made significantly less progress than their peers. 45.8% of children with FSM achieved A\*-C GCSE in English and 42% in Maths compared to 76.6% and 71.2% of

children who were not eligible. The FSM gap for children achieving both an English and Maths GCSE grade A\*-C is 31.1%. There is no significant gap in achievement for college learners and they are within 2% of the national rates and their peers. There are less children in Redcar & Cleveland being put forward for the EBacc Qualification. 17.1% of children eligible for a free meal achieve this compared to 31.6% of not eligible children.

Historically there are gaps between the performance of SEN children and those without a Special Educational Need. In 2016 5% of the whole cohort had SEN. 7.5% of children with SEN achieved an A\*-C GCSE in English and 11% achieved in Maths with 7.5% achieving both. The gap between SEN and non-SEN is 66.5% (English) and 58% (Maths) 50.9% (English and Maths) respectively. No children with SEN achieved the EBacc Qualification.

### Population and Age

The population of Redcar and Cleveland is currently above 135,000 but this has declined since 2001, whilst the north east population is increasing steadily.

The table below shows an overall decrease in 0-15 year olds in the same time period as well as a decrease in the working age population. Retirement age population aged 65+ are increasing in number.

Population	2015	2013	2001
Total Population	135,300	135,010	139,160
Population 0-15 years	24,200 (17.9%)	24,090 (17.8%)	28,470 (20.5%)
Population 16-64 years	81,900 (60.5%)	83,510 (61.9%)	87,370 (62.8%)
Population 65+ years	29,200 (21.6%)	27,400 (20.3%)	23,320 (16.8%)
Percentage Ethnicity	1.5%	1.4	1.1

The college offers provision to adult and young people. In 2015/16, 4% of our learner cohort was aged 14-16. 37.4 % of our learners were aged 16-18; and 58% were aged 19+

### Vulnerable Young People

According to the most recent figures from HM Revenue and Customs (Aug 2014) 26.3% of children under 16 years of age are living in child poverty, equally 25.4% of dependent children under 20 years of age are living in child poverty. Our child poverty rates are higher than regional and national averages.

7.5% of 16-18 young people were Not in Education, Employment or Training (NEET) across the Borough in 2015; this figure is higher than the national average of 4.2%, and the North East average of 5.7%.

There were 199 Children Looked After in Redcar and Cleveland at March 2016 (aged 0-18). This is an increase of 16 on previous year, but continues to be the lowest number in the Tees Valley.

There were 569 Early Help Assessments completed during 2015/16; and the early help agenda continues to be embedded across the local authority. There were 1246 referrals into Children's Social Care in 2015/16 compared to 992 in 2014/15. It also shows that rates of referral (32.8%) to social services are also higher than national rates which stood at 26.1% in 2011/12. The rate for re-referrals continues to be low 10% in 2015/16 compared to 22% nationally.

However, the educational achievement in maintained provision is generally good for Looked After Children, although performance varies across Key Stages. In 2016, the A\* - C in English and Maths for LAC was 16% compared to 62% for non-LAC but cohorts are often too small for meaningful analysis. Overall absence and persistent absence for LAC pupils are lower in Redcar and Cleveland than regionally and nationally.

However, the educational achievement in maintained provision is generally good for Looked After Children, although performance in English is less good than it is in Maths. Absences are also lower in Redcar and Cleveland than it is regionally and nationally although persistent absence is slightly higher than the regional and national figure.

### **Disability and Carers**

The national total of Young Carers in the 2011 census was approximately 178,000 (0.2% of the population). Redcar and Cleveland's Carers' Strategy (2009/14) estimates that there are 1925 young people whose lives are impacted on by caring responsibilities. 7% of these are providing at least 50 hours of care per week.

The College works alongside The Junction to support young carers in their studies. This is an organisation that consistently works with 500 individual vulnerable children and young people, with complex needs, achieving a range of positive outcomes.

The 2011 Census shows that 5.0 % of Redcar and Cleveland households had at least one adult (with at least one dependent child) who said they had a long-term illness, health problem or disability which limits their daily activities or work. Where there are no dependent children this rises to 25.3%. This amounts to around 17881 of Redcar and Cleveland's households.

In 2015/16, 15 % of Redcar and Cleveland College's learners declared a specific LDD need. This is a significant rise since 14/15 where 6% declared a specific LDD need.

### **Gender reassignment**

The data available to estimate the prevalence of transsexualism and gender dysphoria is limited due to research and data quality issues, diagnosis, discrimination and stigma. The number of people presenting for 'treatment' is doubling every 5 years. A prevalence of around 1 per 5,000 people is broadly agreed to be the best available data at present. In 15/16 one learner was supported with regard to gender reassignment. Learner surveys show that we have four learners undergoing gender reassignment.

### **Sexual Orientation**

There is no consistent monitoring of data for sexual orientation in Redcar and Cleveland.

In the 2011 census 46.9% of people are married, 11.6% cohabit with a member of the opposite sex, 0.6% live with a partner of the same sex, 23.5% are single and have never married or been in a registered same sex partnership, 9.1% are separated or divorced. There are 7,901 widowed people living in Redcar and Cleveland.

There are no surveys of people's sexual orientation beyond that taken during the 2011 census which focused on marital or cohabiting status.

In 2015, 1.7% of the UK population identified themselves as lesbian, gay or bisexual (LGB). More males (2.0%) than females (1.5%) identified themselves as LGB in 2015. Of the population aged 16 to 24, there were 3.3% identifying themselves as LGB, the largest percentage within any age group in 2015. The population who identified as LGB in 2015 were most likely to be single, never married or civil partnered, at 68.2%

We know from learner surveys that around 1.4% of our learners are LGBT. This is slightly below regional and national figures.

### **Working with Partners**

- Routes to Employment – IAG / NEETS / Retention
- Pertemps – Retention
- Target leaving Care Team – Working with young people who have left care / in care
- CCard – teenage Pregnancy and Contraception Advice
- Crest – Drug and Alcohol support
- Lifeline - Drug and Alcohol support – over 18s
- CAMHS
- Talking Therapies – Mental Health
- Redcar and Cleveland MIND – Mental Health and LGBT support
- Local Authority
- FE+ LLDD group
- Local Offer Planning Group – looks at EHC and introduction of support etc

### **The Promotion of Equality and Diversity and the Curriculum**

Learners show high levels of satisfaction in terms of equality and diversity. Surveys and focus groups have shown that our learners feel strongly that they are respected according to their needs. There is a clear commitment to ensuring that we address E&D across the college. E&D is promoted within:

- Marketing services and materials
- Customer service provision
- Learning Progress Tutor provision
- Teaching, learning and assessment in and out of the classroom
- Target setting and monitoring
- Individual support for learners

**Learner Recruitment and Performance:**

In 15/16 the college recruited 98 learners aged 14-16. These were not full time students. 53% were male. 47% were female. 19% recorded a learning difficulty or disability.

In 15/16 the college recruited 922 learners aged 16-18. 63% were male. 36% were female. 22% recorded a learning difficulty or disability and 2% were from a minority heritage group. Learners aged 16-18 have shown a good improvement over the last three years. Their achievement rate is now within one percent of national rates having been significantly below. This reflects an 8% improvement over the period.

In 15/16 the college recruited 1439 learners aged 19+. 50% were male. 50% were female. 10% recorded a learning difficulty or disability and 14% were from minority heritage groups. Adult learners perform well and improvement over the last three years has seen their achievement rate close in on the national rates, reflecting around an 8% improvement over the period.

Female learners at 16-18 have made the most improvement over the last three years. Their achievement is up around 12%. Whilst gaps in achievement are not significant, females now do better than males by around 3.5% at that age range. However, at 19+ it is the males that have stronger achievement than females by around 4%, having increased their achievement by some 10%.

Learners from minority heritage groups represent 8% of the college cohort and this is significantly above the demographic structure of Redcar and Cleveland. Predominantly these are adult learners. At 16-18 achievement for MHG learners is outstanding and this is for both male and female learners. Analysis of performance at 19+ is difficult because the numbers are small. For example, two female learners have a strong influence on data as they are represented multiple times in statistics. Whilst the college values all of its learners it is difficult to draw conclusions from two learners and we will continue to strive to ensure that any gaps in achievement are addressed.

Learners recording LDD had a small decline in their performance of around 4% in 15/16. However, the data shows that this still remains an area of improvement over the last three years and achievement has increased by 6%. The gap with learners without LDD is not significant at 16-18, but is at 19+ and this remains an area of focus and the identification and support for these learners has increased by 24% in 16/17.

Overall learners from disadvantaged wards continue to improve their achievement rates. This has increased by nearly 6% over the last three years. Their performance is significantly better at college than in schools. Those learners in receipt of FSM are achieving within 2% of their peers in college, whilst at school level this gap is around 28%. Performance for LAC learners is much better than at school level, however it is still below their peers within college and support for these learners remains an area of focus.

The college was very effective in supporting 157 learners in 15/16. Learners in receipt of ALS performed better than their peers at 16-18 achieving a success rate of 9% higher than their

peers. At 19+ learners in receipt of ALS had a success rate similar to their peers. This equality objective was met.

### **Redcar and Cleveland College's Staff**

The College fully complies with both legal requirements and good recruitment practice. Job descriptions and person specifications are considered to ensure that they are free from criteria that could directly or indirectly discriminate against individuals or particular sectors of the community.

Staff numbers from BME communities is above the demographic ratio for Redcar and Cleveland. The college ratio has risen from 1.7% in 2013/14 to 3.7% in 2014/15. It now stands at 3.9%.

The College Mission of Raising Aspirations and Exceeding Expectations encompass its commitment to being a dynamic and exciting place to learn and work for not only staff and students but also the many other service users that access the college and its facilities. The

College is recognised as an Investor in People and has been awarded the  Positive About Disability symbol, through our commitment to employ, keep and develop the abilities of disabled staff. Currently 7.2% of college staff have declared a disability. Staff with disabilities comprised of 7.5% of the workforce in 2014/15 and 5.7% in 2013/14.

1.6% of college staff have recorded themselves as being part of the LGBT community.

The following data relating to staff is provided based on information disclosed by staff of Redcar and Cleveland College.

**Appendix A: Staffing Data**

**Number employed:**

	Teaching		Management		Business Support		Whole College	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
<b>By Complement</b>	77	73	22	13	80	93	197	179
<b>By FTE</b>	68	69	22	13	72	78	162	162

**Number of staff employed:**

	Teaching		Management		Business Support		Whole College	
	2014/15	2105/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
<b>Female</b>	53	40	10	5	72	62	135	107
<b>Male</b>	57	34	12	8	33	30	102	72
<b>BME</b>	7	6	0	0	2	1	9	7
<b>Disability</b>	5	5	2	1	11	5	18	13

**Age Profile;**

Year	2014/15		2015/16	
	Whole College	%	Whole College	%
<b>under -25</b>	20	8	10	5
<b>25-34</b>	33	14	28	16
<b>35-44</b>	59	25	30	17
<b>45-54</b>	67	28	58	32
<b>55-64</b>	50	21	46	26
<b>65+</b>	8	3	7	4
<b>Totals</b>	237	100	179	100

**Hours:**

Year		Teaching	Management	Business Support	Whole College
2014/15	<b>Full Time</b>	57	22	54	133
	<b>Part Time</b>	20	0	26	46
	<b>Hourly Paid</b>	33	0	25	58
2015/16	<b>Full Time</b>	36	13	44	93
	<b>Part Time</b>	20	0	29	49
	<b>Hourly Paid</b>	17	0	20	37

