



# **Equality, Diversity and Inclusion Report**

**2024**

## Contents

## Page

1.0	Introduction	2
2.0	General Equality Duty	2
3.0	Single Equality Scheme	2
4.0	Leadership & Management	3
5.0	Equality, Diversity and Inclusion Activities	3
5.1	Group Tutorial Programme	3
5.2	Teaching and Learning	3
5.3	Promotions Calendar of Events	4
5.4	Support for Students	4
5.5	Staff Training	4
5.6	Inclusion Induction	4
6.0	Local Demographic Data	5
7.0	Staff and Human Resources	6
7.1	Staff data	6
7.2	Recruitment figures	14
7.3	Employer within local area	20
7.4	Disability Confident Employer	21
7.5	Maternity/paternity Leave	21
7.6	Comparison of staff profile against students and governors	22
7.7	Staff who have left the Group in 2023-24	23
7.8	Equality, Diversity and Inclusion in relation to disciplinary 2023-24	24
7.9	Equality, Diversity and Inclusion in relation to grievance 2023-24	24
7.10	Equality, Diversity and Inclusion in relation to sickness absence 2023-24	24
7.11	Training & Development 2023-24	25
7.12	Staff Benefits	25
7.13	Mental Health	26
7.14	Staff Survey 2024	26
8.0	Gender Pay Gap	27
9.0	Student Profile	28
10.0	Equality Objectives 2024-25	31
11.0	Conclusion	32
Appendix 1: Single equality action plan & objectives		

## 1.0 Introduction

The Bishop Auckland College Group is committed to creating an environment where students, customers, staff, governors and all stakeholders celebrate equality, diversity and inclusion and where everyone in the Group community is treated with respect and where diversity is valued.

This report includes:

- Progress on the areas for development identified in the previous report
- Equality, Diversity and Inclusion activities within the Group during 2023/24
- An update on how the Group continues to respond to its responsibilities to meet the required duties and as part of the Group's drive for continuous improvement
- Staffing profile, Governor profile and analysis on staff
- Areas for development 2025

## 2.0 General Equality Duty

Within the Equality Act the General Equality Duty means that, as a public body the Group is required to have due regard to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- Advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- Foster good relations between people who share and people who do not share a relevant protected characteristic

## 3.0 Single Equality Scheme

The Single Equality Scheme identifies the relationship between the General Equality Duty and Bishop Auckland College Group's equality objectives and outlines the Group's commitment to ensure that the operational environment is, as much as possible, free from prejudice and discrimination. The scheme also identifies the commitment to increase the satisfaction of its customers, enhance its reputation, strengthen its roots within communities, meet the wider needs of its learners and customers, and match or exceed the requirements of legislation and external funding agencies.

Bishop Auckland College Group's equality objectives identified in the Single Equality Scheme are:

- Raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- Raise the awareness of learners to promote understanding and good relations between diverse groups
- Provide an environment that welcomes, respects and protects diverse people
- Monitor learner representation and success and take action to promote equality
- Monitor representation amongst all staff and take action to promote equality
- Consult and involve representative staff, learners and stakeholders to assess the suitability of these equality objectives and identify priority areas for action
- Evaluate the impact of the Group's Equality, Diversity and Inclusion Policy, Single Equality Scheme and Action Plan.

The Group has developed a Single Equalities Action Plan to drive forward developments associated with the equality objectives in line with both the general equality duty and the commitment to fully embedding equality, diversity and inclusion across the Group.

#### **4.0 Leadership and Management**

The Governing Body designates the Principal/Chief Executive as having overall responsibility for compliance with equality legislation including the Single Equality Scheme and overseeing its progress.

The Principal/Chief Executive, supported by the Executive team and Senior Leadership Management Team, is responsible for ensuring the organisation takes action to comply with equality legislation.

The Corporate Board has been trained on the AOC Code of Good Governance which promotes incorporating a stronger focus on Equality, Diversity and Inclusion throughout the organisation.

The Group recognises that all managers are responsible for ensuring the effectiveness of the Single Equality Scheme by giving their support and ensuring that staff, learners and customers understand the Group's expectations for each person under this scheme. Human Resources will advise staff on their responsibilities under this Scheme with particular regard to employment matters.

Equality, Diversity and Inclusion are firmly embedded within all areas of the organisation. All individuals within the Bishop Auckland College Group including staff, learners, customers and governors are responsible for proper observation of the principles of the Single Equality Scheme. In particular this relates to the treatment of others so that the environment is, as much as possible, free from prejudice and discrimination.

#### **5.0 Equality, Diversity and Inclusion Activities**

Equality, diversity and inclusion are actively promoted through:

- Group tutorial programme
- Promotions Calendar of Events
- Teaching and Learning
- Support for staff and students
- Awareness raising for staff and students
- Staff training

##### **5.1 Group tutorial programme**

A wide range of topics on equality, diversity and inclusion are covered within the group tutorial programme for full time students including transphobia, anti-Semitism, British values, inclusion, hate crime, prevent & radicalisation.

##### **5.2 Teaching and Learning**

Group planning and review documents related to, and supporting teacher development and the quality assurance of the quality of education, all encourage staff to develop learners' knowledge and understanding of equality, diversity and inclusion, as well as monitor how well this is done and the impact on the learner. Curriculum and quality procedures and policies, such as Curriculum Quality Review, Course Performance Reviews, at curriculum level and cross college self-assessment reports all include specific reference to equality,

diversity and inclusion activity within the teaching environment, and again its impact on learning and the learners' knowledge and understanding. Activities across the curriculum, monitored through quality assurance of the quality of education, indicate a good range of relevant and valuable learning and assessment activities and resources are used to promote equality and raise awareness of the diversity that can be beyond learners' usual environment. Staff utilise opportunities well, planning for and responding to varied cultures and individual needs in the local and wider community. Teachers carry out both pedagogical and industrial training alongside their job role.

### **5.3 Promotions Calendar of Events**

A Promotions Calendar has a particular focus each month which coincides with religious and cultural events including equality in the Group, national inclusion week, black history, Remembrance Day, LGBTQ+ history month, protected characteristics and international Romani day.

### **5.4 Support for students**

The use of transition information and initial assessments for young learners 16 - 18 with identified needs has resulted in the provision of a wide range of effective support in place for learners. This has included in and out of class support for literacy and numeracy, mentoring, help with personal issues and referrals to external agencies.

### **5.5 Staff Training**

The Group is committed to the promotion of equality, diversity and inclusion for all the staff which is reflected throughout the journey of a member of staff at Bishop Auckland College Group. Equality, diversity and inclusion are considered within recruitment, induction, training, management training and ongoing awareness raising activities. This results in 100% of staff within The Bishop Auckland College Group being trained in equality, diversity and inclusion.

Equality, diversity and inclusion are regularly incorporated into staff publications, information and staff conferences. The mandatory return to work week involved the below -

- Processes within Inclusion & Exam Concessions: An insight into mandatory and legal processes
- Attendees gained knowledge of the different processes required by law to provide learners with access to learning. Topics included exam concessions, high needs funding and EHCP consultations.

All staff are encouraged to complete the Level 2 Equality and Diversity flexible learning course which will ensure that once completed, all staff have the same level of knowledge on this subject. Alongside this, staff are expected to complete an annual refresher course on equality and diversity.

### **5.6 Inclusion Induction**

All new staff who commence employment with us are expected to complete a full induction programme. The purpose of the inclusion induction is to ensure teaching and learning staff are aware of the expectations that relate to inclusion. The Inclusion Manager meets with the relevant staff to discuss points such as; additional learning support provision, utilisation and physical and learning resources for student experience.

## 6.0 Local Demographic Data

The population of County Durham is 521,346 according to mid-2021 population figures published by the ONS. County Durham's population growth rate between mid-2020 and mid-2021 was 0.6% per year. County Durham covers an area of 2,226 square kilometres (859 square miles) and has a population density of 234 people per square kilometre (km<sup>2</sup>), based on the latest population estimates taken in mid-2021.

According to the latest 2021 census, the population in County Durham is predominantly white (97%), with non-white minorities representing the remaining 3% of the population.

The median average age in County Durham in 2021 was 44.1, with over 18s representing 84.2% of the population. The sex ratio was 95.6 males to every 100 females.

In 2021, the urban population of County Durham was approximately 281,825 or 55%, while the rural population was around 231,417 or 45%.

The largest religious group in County Durham is Christians who account for 55% of the population.

English is spoken as the main language by 98.1% of people in County Durham and spoken either well or very well by 2% of the population. 0.2% reported having poor English language skills.

### Other key Messages:

- The number of children aged 0-15 remained relatively static at around 88,000 in County Durham. Across England this group increased by 5.4%,
- Working aged people (16 to 64) fell by 1.7% in County Durham, falling to 326,200. Again, across England this figure increased by 4.5%,
- People aged 40-64 fell by 4.3% compared to a 5.2% increase across England. The fall in County Durham was greater in the male population than the female population.
- The retired population (aged 65+) in County Durham increased by 22.2%, rising to 113,700. Across England this age group increased by 21.7%,
- In County Durham the number of people aged 85 and over increased by 22.8%. Across England this group increased by 19.4%.

## 7.0 Staffing and Human Resources

The following data is based on current staffing within the Group as of September 2024.

### 7.1 Staff Data

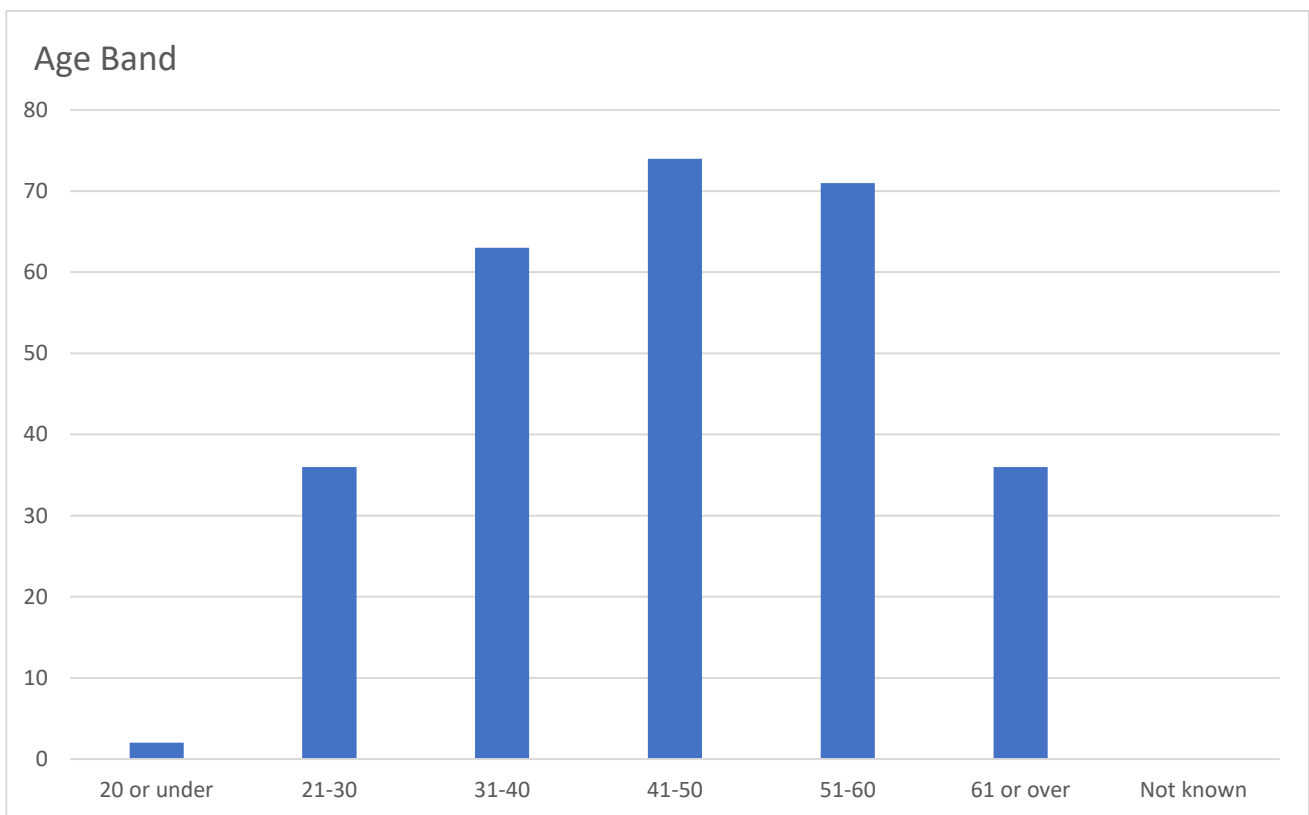
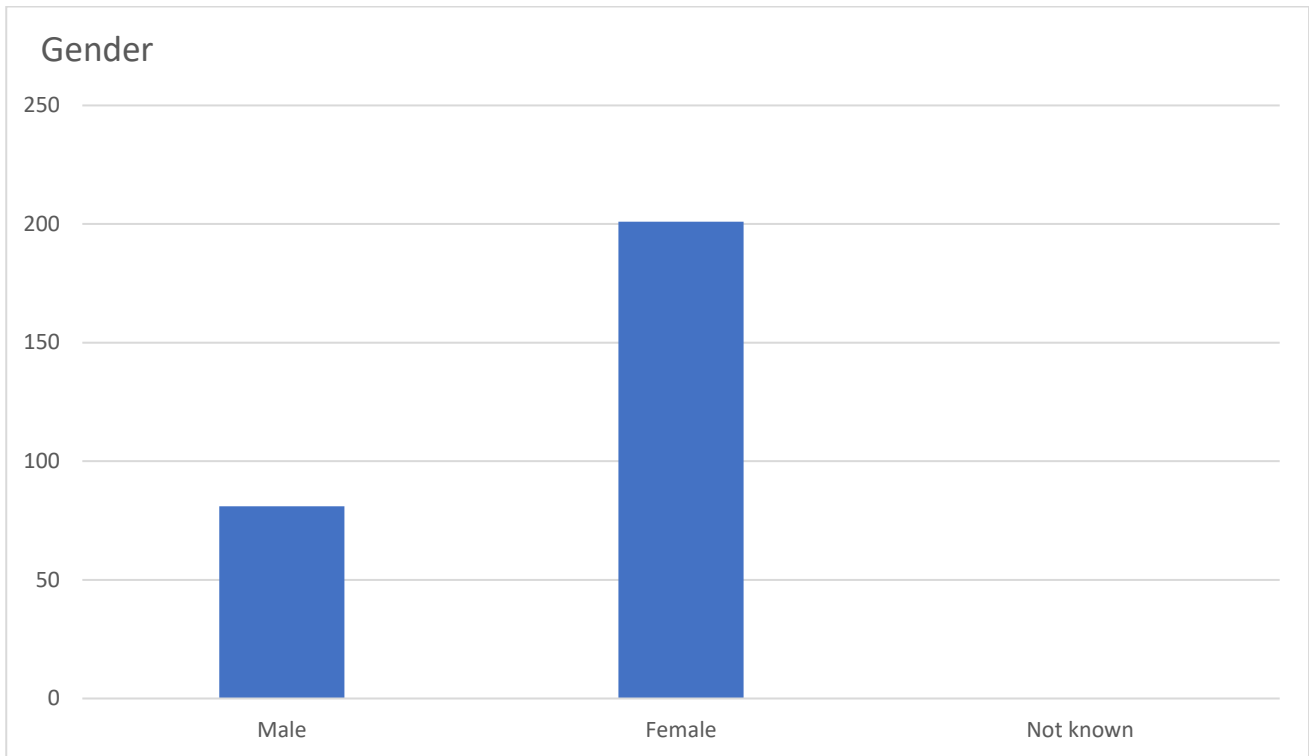
#### Full Staff Profile data

*Based on 282 members of staff*

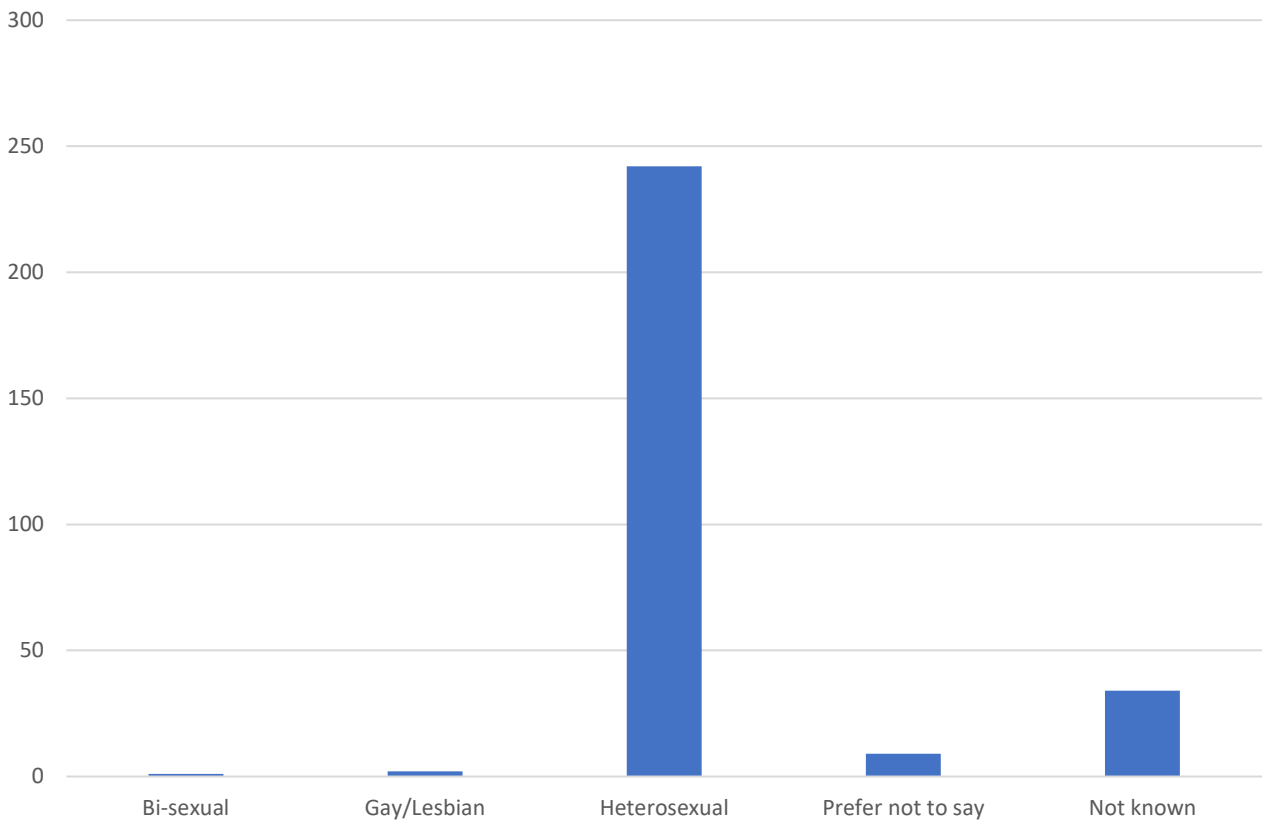
Category of staff	Total number of staff	% of total staff
<b>Gender</b>		
Male:	81	29
Female:	201	71
Not known:	0	0
<b>Age Band</b>		
20 or under:	2	1
21-30:	36	12
31-40:	63	22
41-50:	74	27
51-60:	71	26
61 or over:	36	12
Not known:	0	0
<b>Sexual Orientation</b>		
Bi-sexual:	1	1
Gay/Lesbian:	2	1
Heterosexual:	242	84
Prefer not to say:	9	2
Not known:	34	12
<b>Ethnic Origin</b>		
Chinese:	0	0
Asian or Asian British:	0	0
Other Asian:	0	0
Black African:	0	0
Gypsy or Irish Traveller:	0	0
Indian:	0	0
Mixed Other:	0	0
Black Caribbean:	0	0
Pakistani:	1	1
Black-other:	0	0
White British:	253	88
White-other:	1	1
Not known:	27	10
<b>Religion</b>		
Agnostic:	2	1
Christian:	32	11
Church of England:	77	27
Church of Scotland:	1	1
Islam:	1	1
Methodist:	3	1
Roman Catholic:	22	7

No religion:	74	26
Not known	70	25
<b>Disability</b>		
Yes:	13	5
No:	241	85
Not known:	28	10
<b>Transgender</b>		
Yes:	0	0
No:	282	100
Not known:	0	0
<b>Marriage / Civil partnership</b>		
Single:	78	28
Married:	137	49
Living together:	37	13
Divorced:	10	3
Civil Partnership:	1	1
Separated:	6	2
Widowed:	3	1
Not known:	10	3

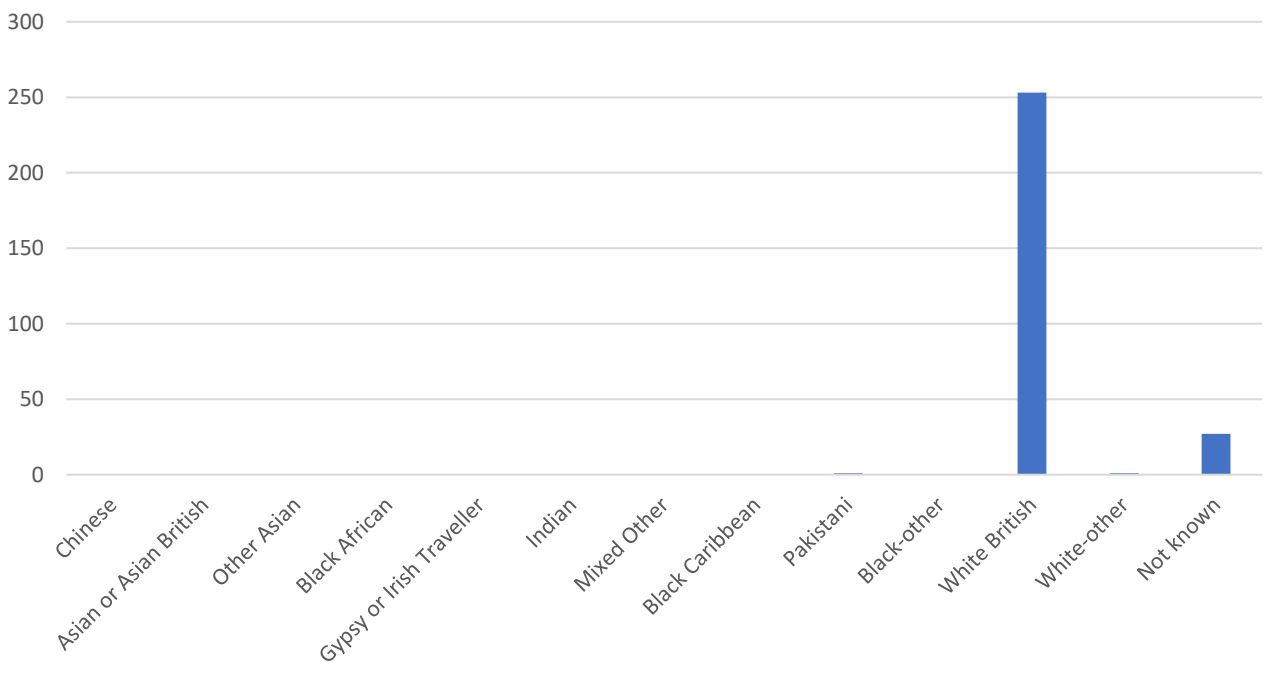
## Staff Profile Graphs

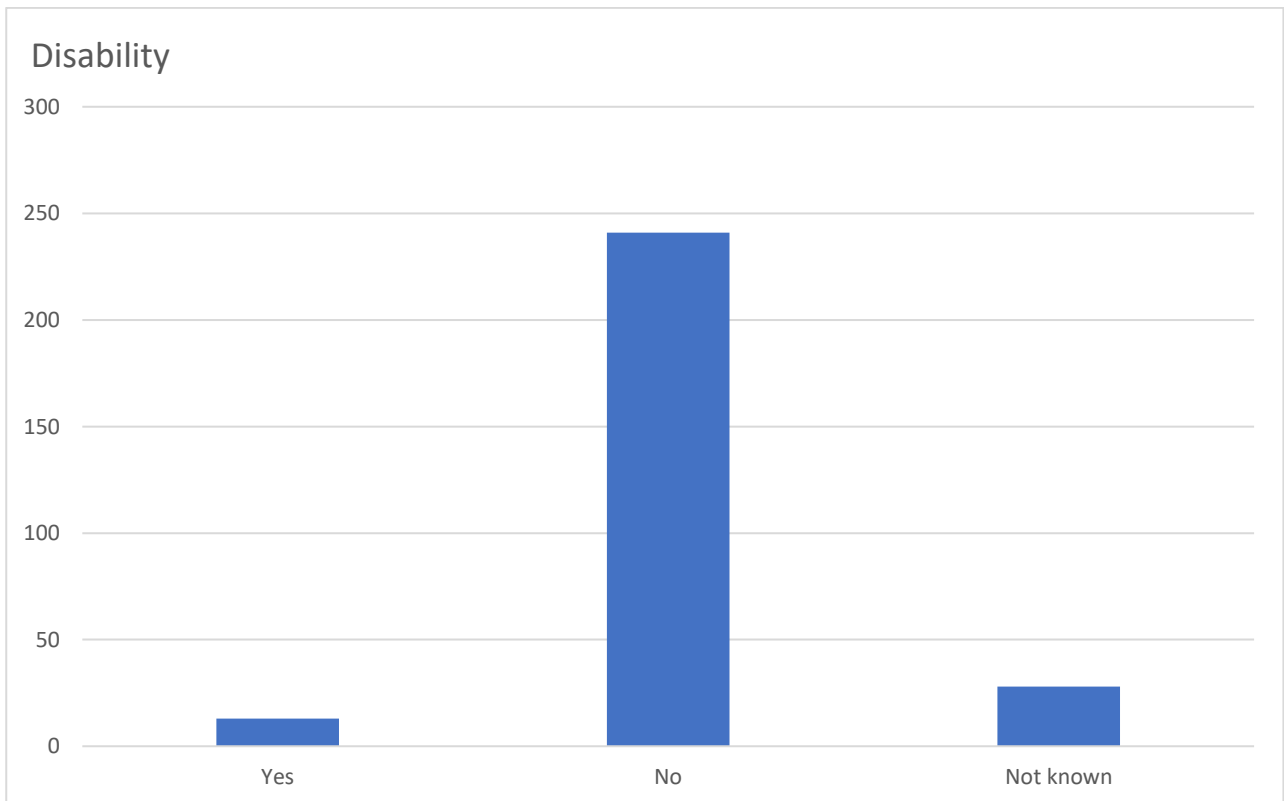
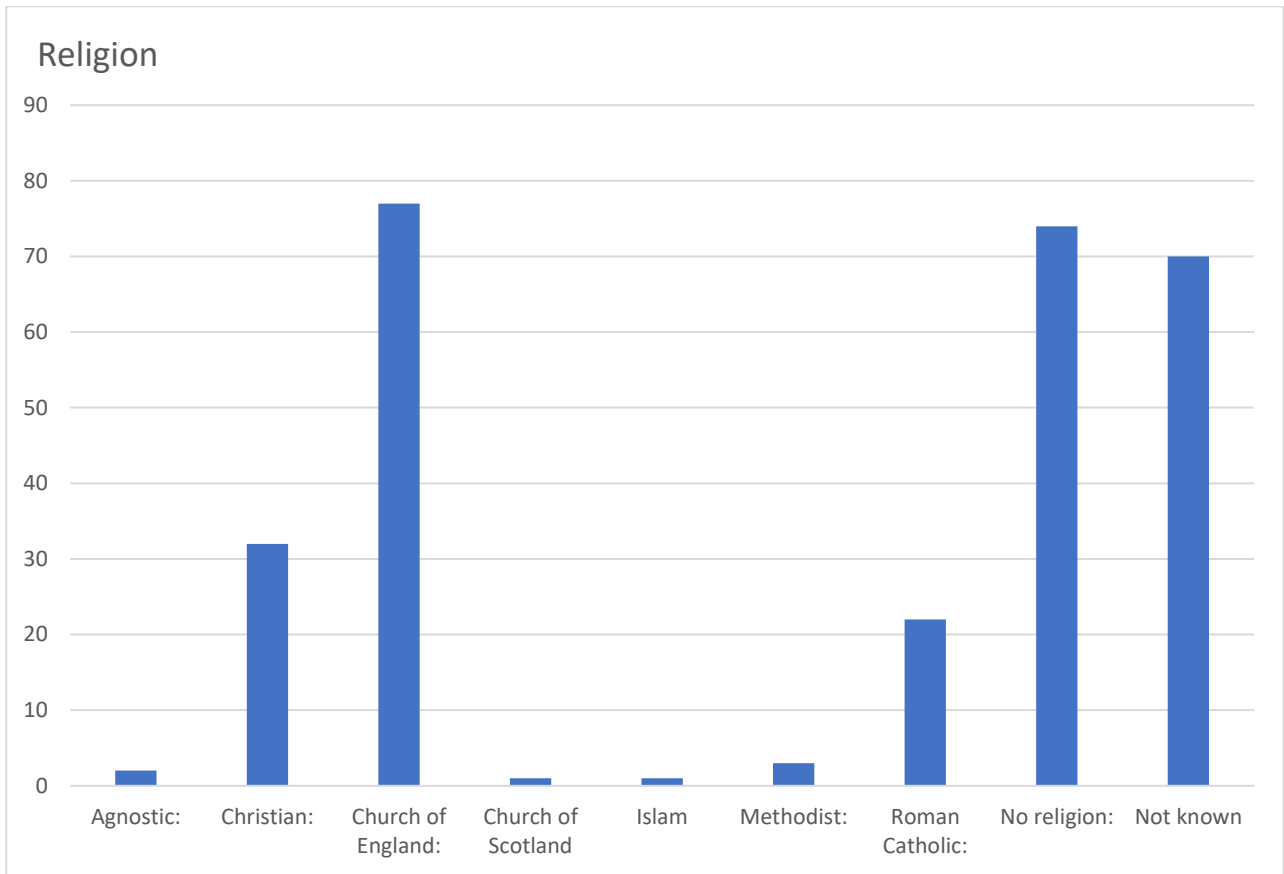


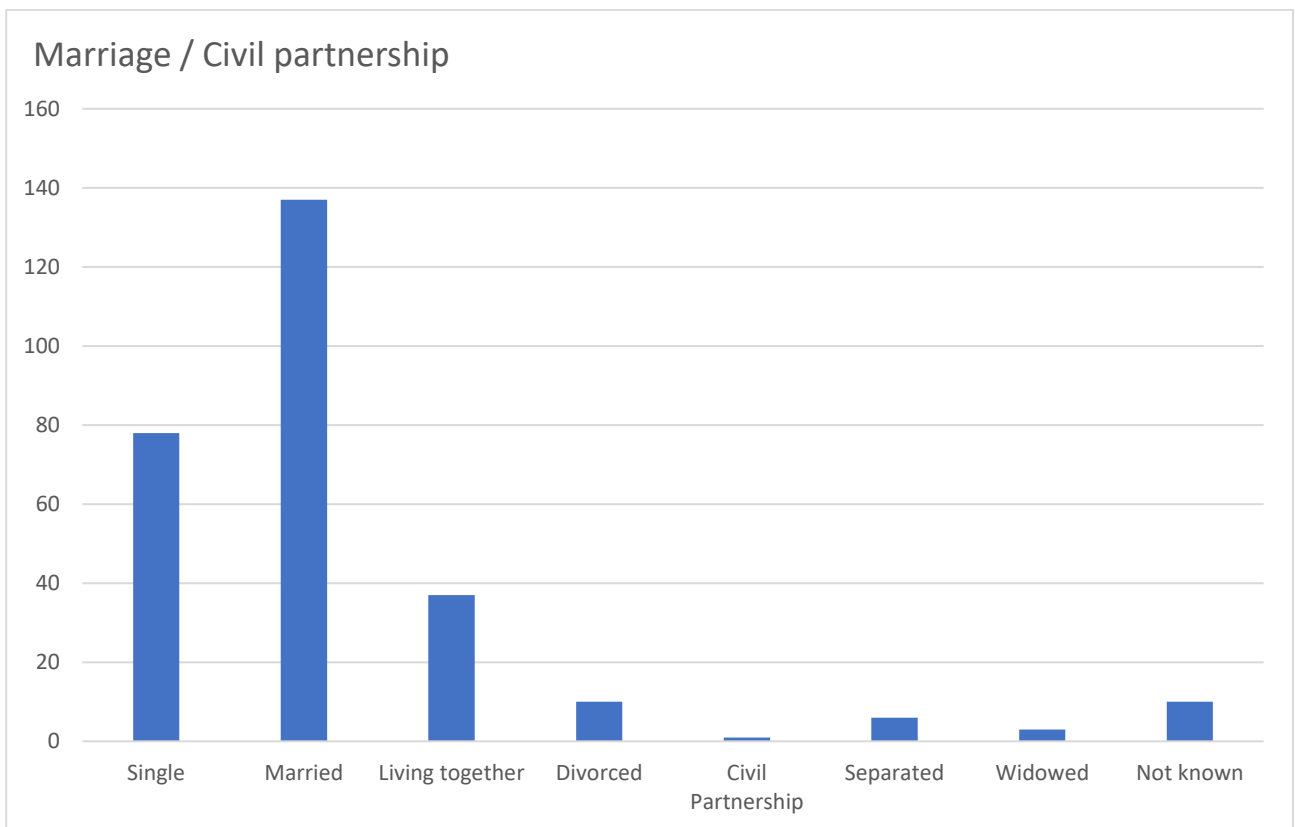
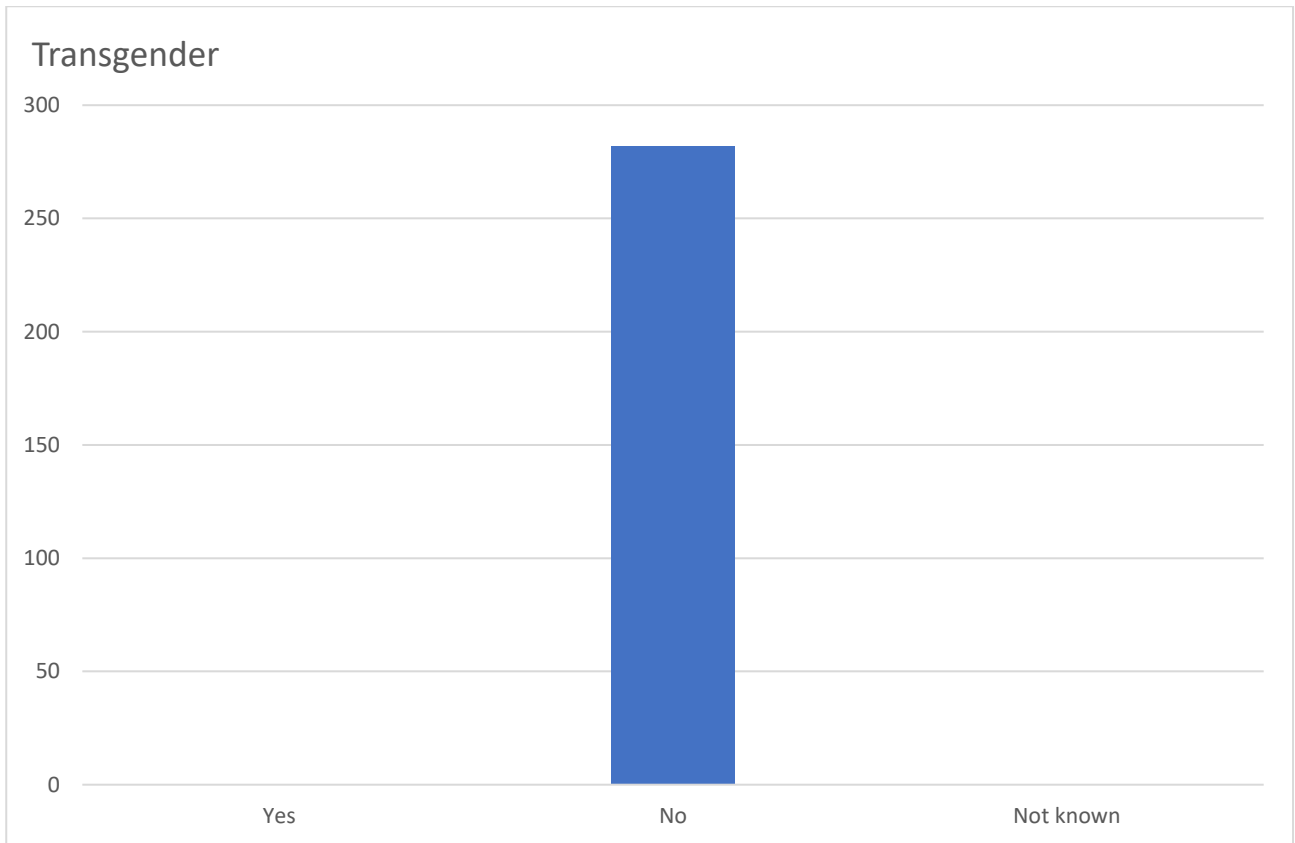
### Sexual Orientation



### Ethnic Origin







## **Key facts on Staff Profile**

### **Overview:**

The Group maintains a consistent staff profile with some notable changes in age distribution. There continues to be high levels of disclosure in most categories, although some groups, particularly around religion and sexual orientation, still show relatively high levels of 'prefer not to say' or 'not known', suggesting further work on building trust, promoting inclusivity and proactively providing staff with regular opportunities to review and update their personal information.

### **Gender**

Female staff continue to represent a significant majority (71%), with no change in the gender distribution from the previous year.

### **Age Band**

There has been a 23% increase in staff aged 21–30, indicating positive progress in retaining younger professionals.

The 41–50 age group has increased by 15%, becoming the largest age category (27%).

The 17% decrease in staff within the 51–60 age group is likely due in large part to the voluntary redundancy exercise carried out last year.

Other age bands remain broadly stable.

### **Sexual Orientation**

The profile remains largely unchanged.

The majority of staff identify as heterosexual (84%).

The proportion of staff preferring not to say or not disclosing their orientation (14%) suggests continued work may be needed to support confidence in disclosure and/or more frequent data collection.

### **Ethnic Origin**

The workforce remains predominantly White British (88%), with minimal change across other ethnic groups.

The proportion of staff for whom ethnic origin is not known (10%) is notable and may present an opportunity to improve disclosure through awareness and assurance as well as improved data collection.

### **Religion**

The most common responses continue to be Church of England (27%) and no religion (26%).

There is an observable rise in staff choosing not to disclose their religion (25%), continuing a trend of limited disclosure/data collection in this area.

### **Disability**

5% of staff have disclosed a disability, consistent with previous years.

10% of staff have not disclosed, representing a continued opportunity for awareness-raising and/or improved data collection.

**Transgender Identity**

No staff have disclosed as transgender. While this remains unchanged, awareness and support structures should remain in place to ensure the workplace is inclusive for all gender identities.

**Marital Status**

The majority of staff are married or living with a partner (62%).

There has been little change across categories, with single staff representing 28% of the workforce.

**Conclusion:**

While overall representation and disclosure remain consistent, positive developments in attracting younger staff are evident. Some areas, particularly in disclosure rates for religion, sexual orientation, and ethnicity, could benefit from continued efforts to build trust and ensure staff are supported in sharing personal information. There is also a need to offer staff the opportunity to update their personal information. These insights will support ongoing equality, diversity, and inclusion action planning across the Group.

## 7.2 Recruitment Figures 2023-24

The following figures are taken from recruitment over the last year:

**Recruitment Data** – *The data is based on 153 applicants (due to an IT issue, there was some data loss from this year's data). The data below therefore reflects an average of the recruitment figures for the last year*

Gender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Male</b>	48	31	35	72	16	46
<b>Female</b>	98	64	61	62	27	44
<b>Other</b>	0	0	0	0	0	0
<b>Not Known</b>	7	5	5	71	1	20

Transgender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Yes</b>	0	0	0		0	
<b>No</b>	124	81	84	68	37	44
<b>Not known</b>	29	19	17	65	7	42

Age Band						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>20 or under</b>	7	4	5	71	2	40
<b>21-30</b>	42	28	26	62	8	31
<b>31-40</b>	48	31	32	67	15	47
<b>41-50</b>	31	21	21	68	11	52
<b>51-60</b>	11	8	8	73	5	63
<b>61 or over</b>	6	3	5	84	2	40
<b>Not Known</b>	8	5	5	63	1	20

Sexual Orientation						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Bi-sexual</b>	5	4	3	60	1	34
<b>Gay/Lesbian</b>	5	4	2	40	1	50
<b>Heterosexual</b>	119	77	82	69	39	48
<b>Prefer not to say</b>	8	5	6	75	3	50
<b>Not known</b>	16	10	8	50	0	0

Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Black African</b>	3	2	0	0	0	0
<b>Black Caribbean</b>	1	1	0	0	0	0
<b>Indian</b>	3	2	3	100	0	0

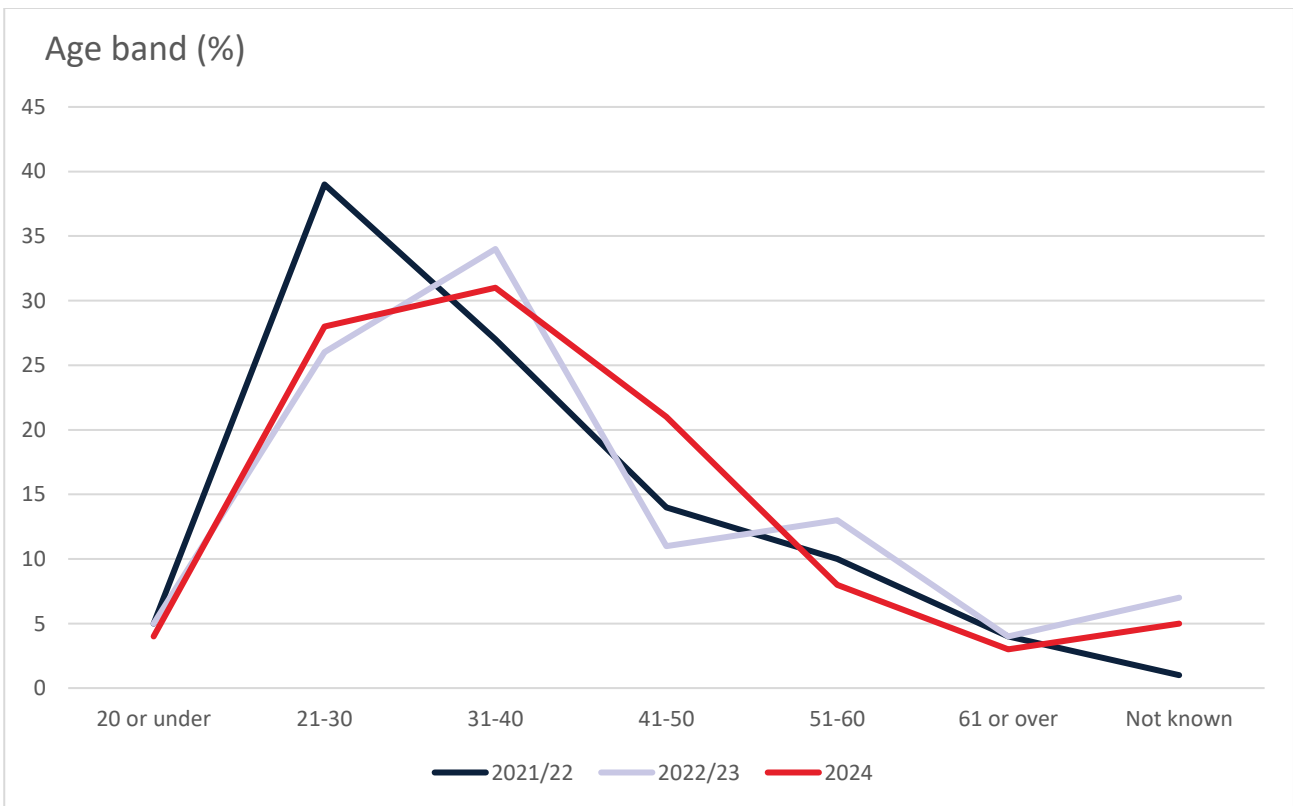
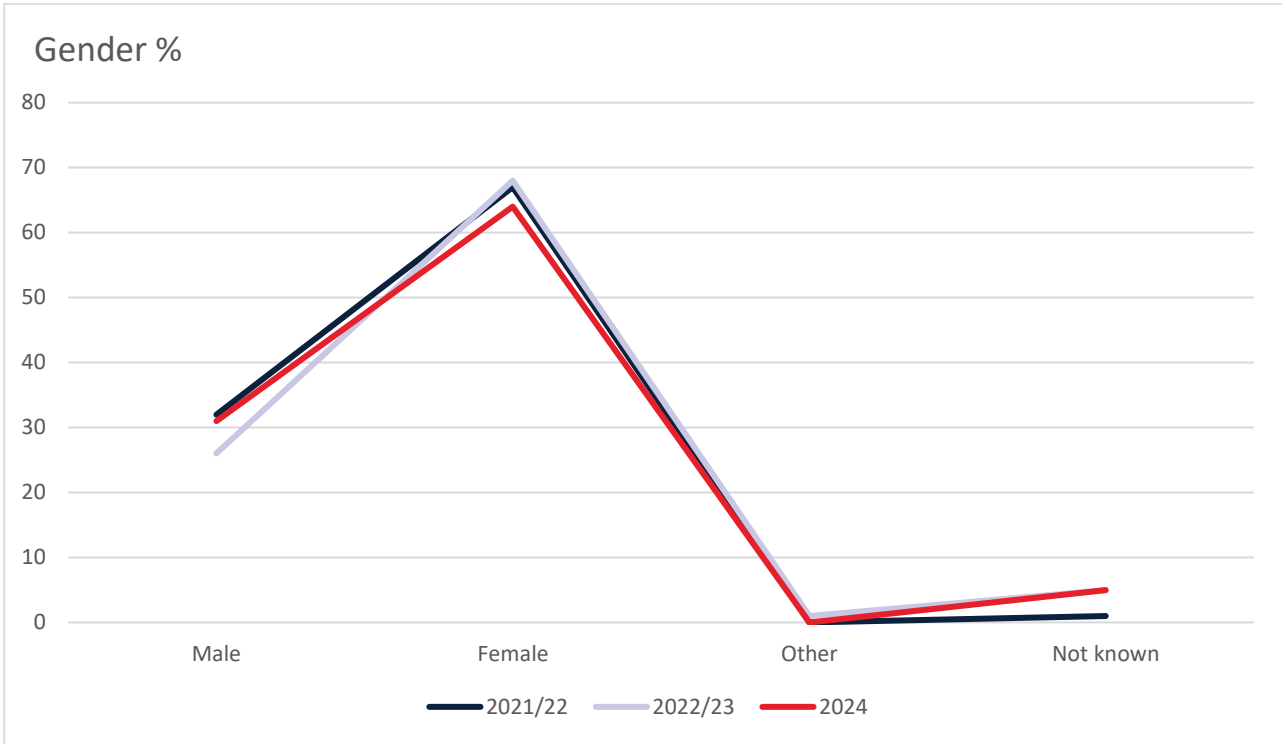
<b>Ethnicity</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Pakistani</b>	2	1	0	0	0	0
<b>White</b>	128	83	89	70	42	48
<b>Other-Asian</b>	2	1	1	50	0	0
<b>Other</b>	0	0	0	0	0	0
<b>Not known</b>	14	10	8	58	2	25

<b>Disability</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Yes</b>	9	6	7	78	0	0
<b>No</b>	136	89	89	66	44	75
<b>Not known</b>	8	5	5	63	0	0

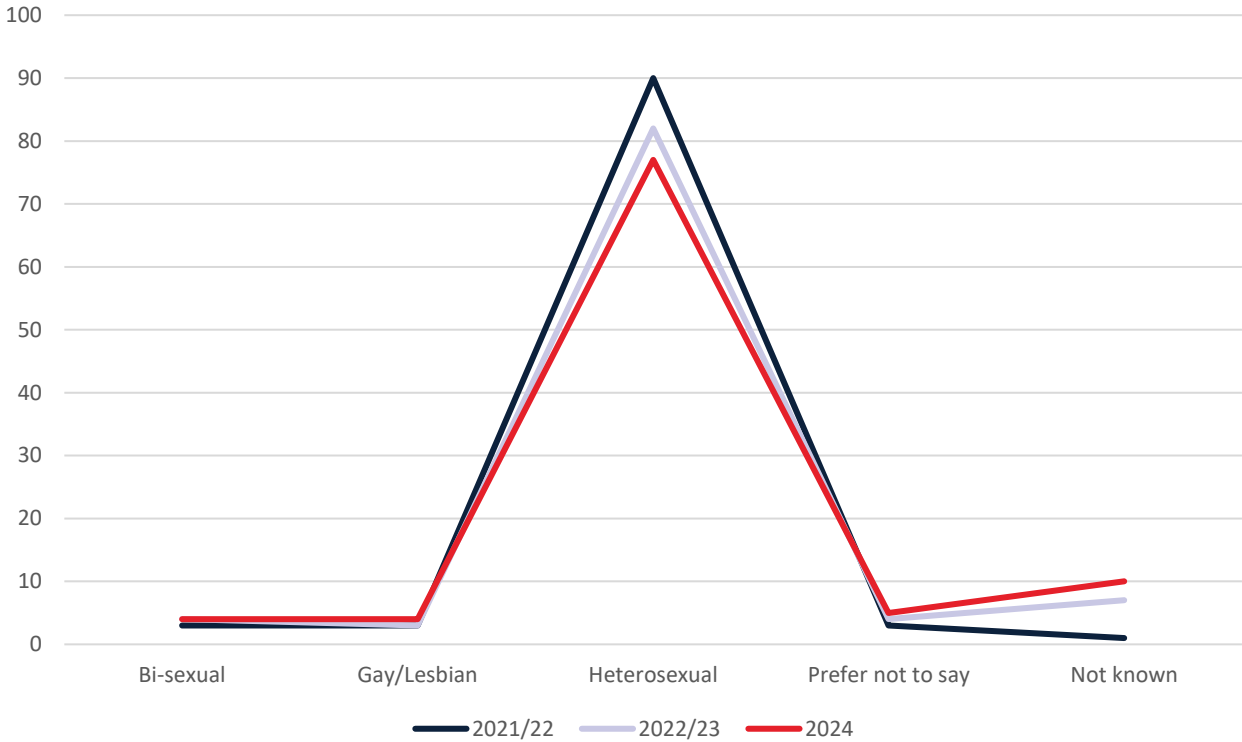
<b>Religion</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Agnostic</b>	3	2	1	34	0	0
<b>Atheist/No Religion</b>	52	34	39	62	20	52
<b>Catholic</b>	13	9	12	93	4	34
<b>Christian</b>	46	31	25	55	11	44
<b>Church of England</b>	8	5	3	38	2	67
<b>Islam</b>	3	2	1	34	0	0
<b>Methodist</b>	2	1	2	100	1	50
<b>Muslim</b>	1	1	0	0	0	0
<b>Not known</b>	20	14	15	75	5	34
<b>Spiritualist</b>	2	1	1	50	0	0

<b>Marital Status</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Civil Partnership</b>	1	1	0	0	0	0
<b>Divorced</b>	6	2	5	84	3	60
<b>Living together</b>	15	9	10	67	8	80
<b>Married</b>	70	45	46	66	19	42
<b>Not known</b>	12	6	6	50	0	0
<b>Separated</b>	2	1	2	100	1	50
<b>Single</b>	47	30	32	68	14	44
<b>Widowed</b>	0	0	0	0	0	0

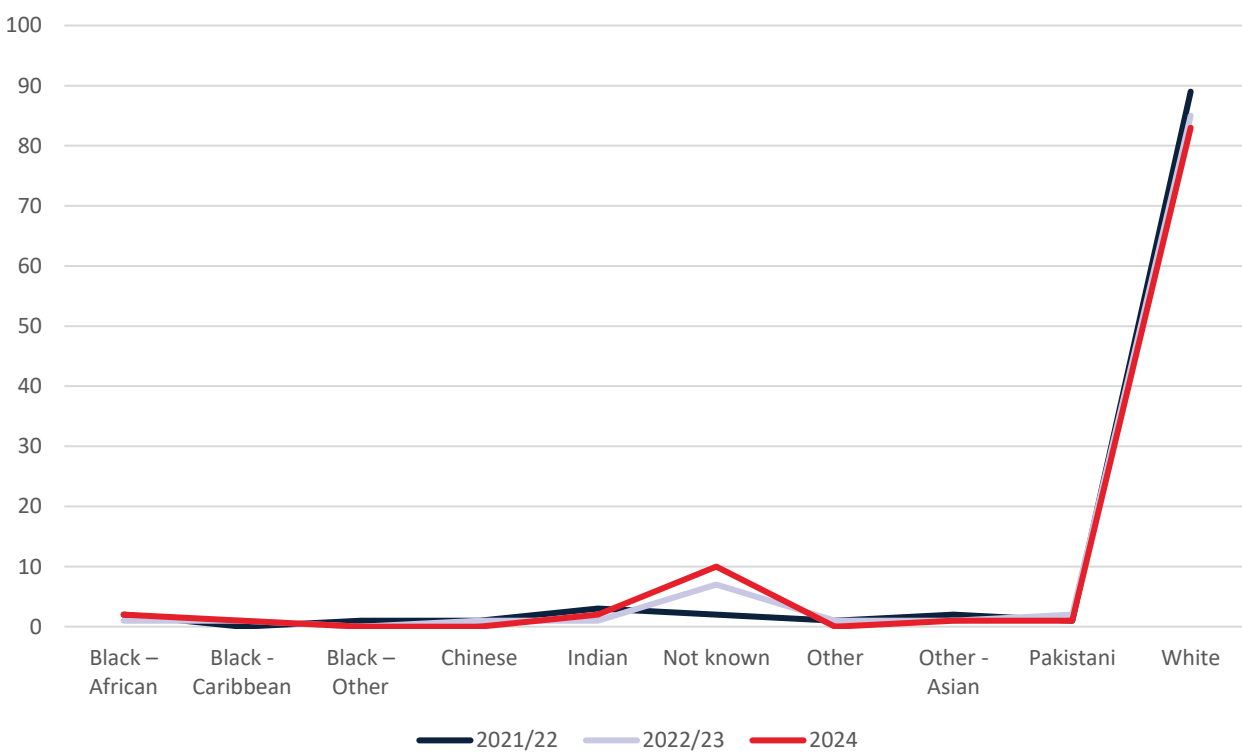
**Comparative Figures of recruitment applicants 2021-2024**

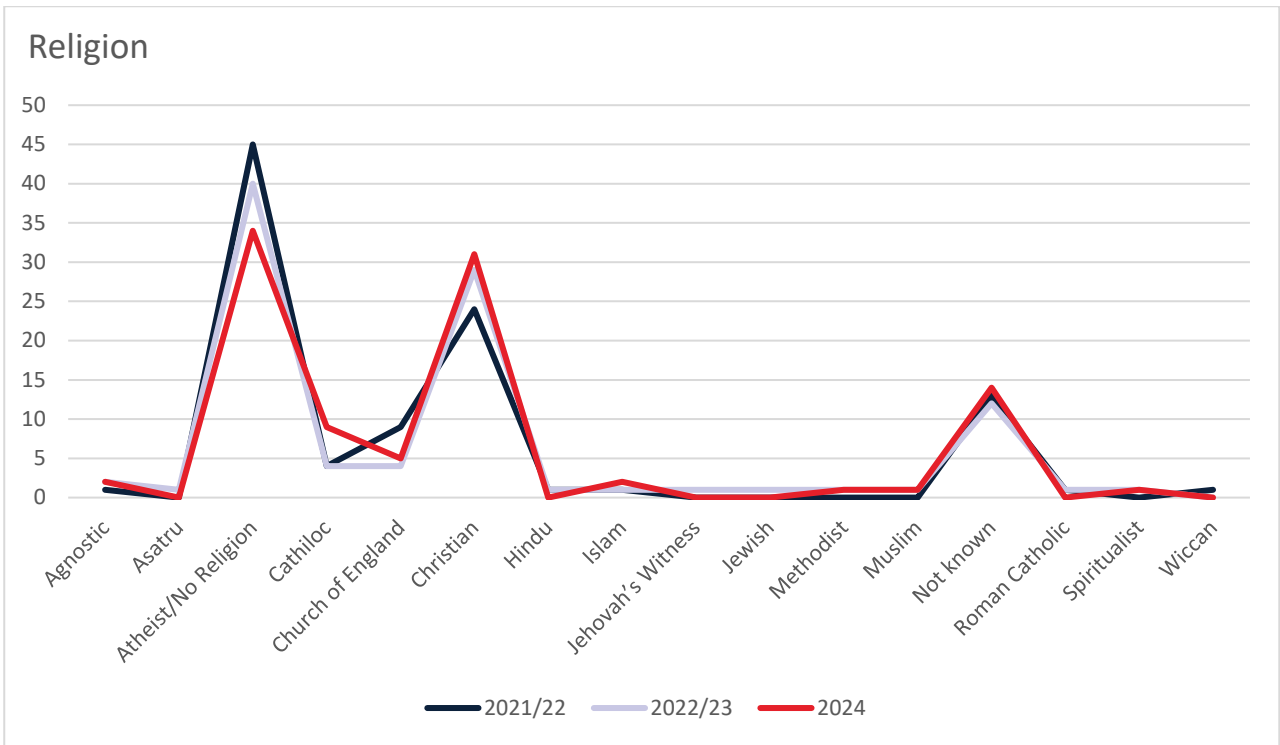


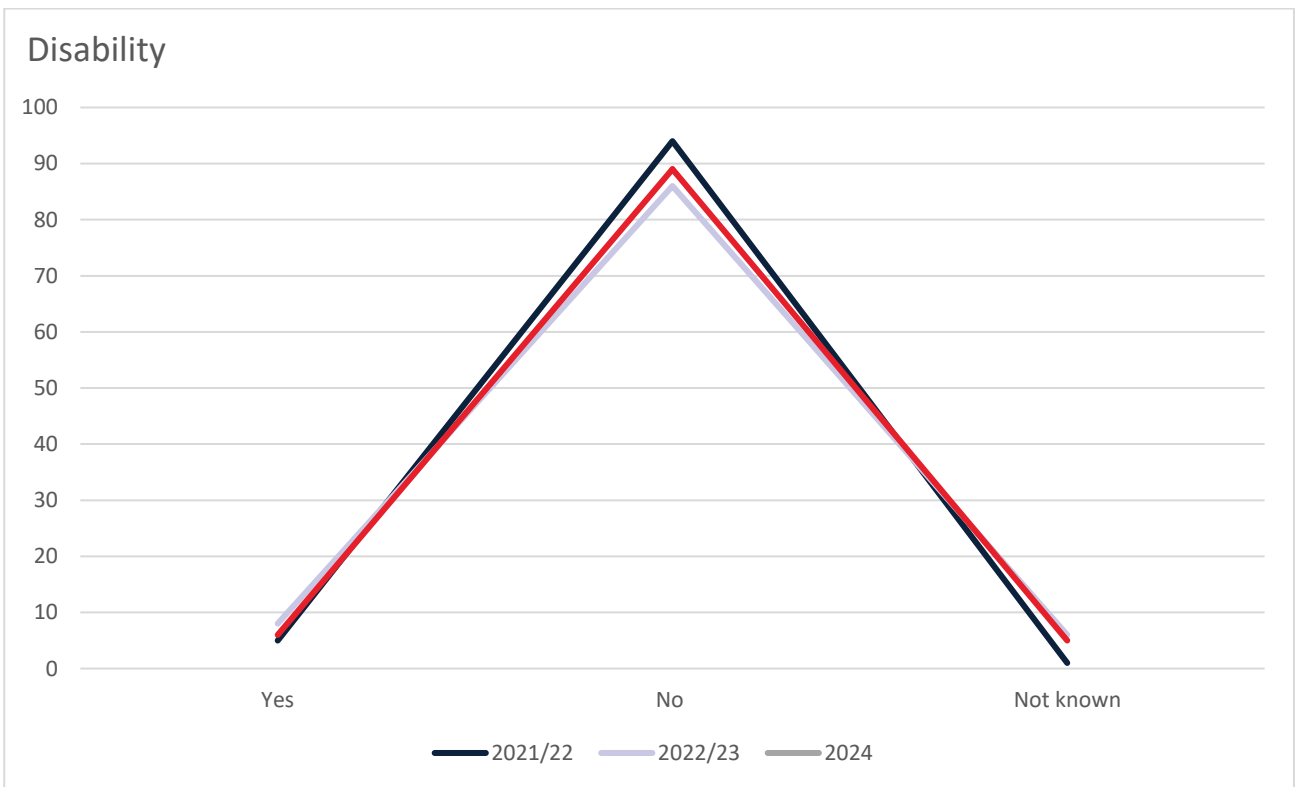
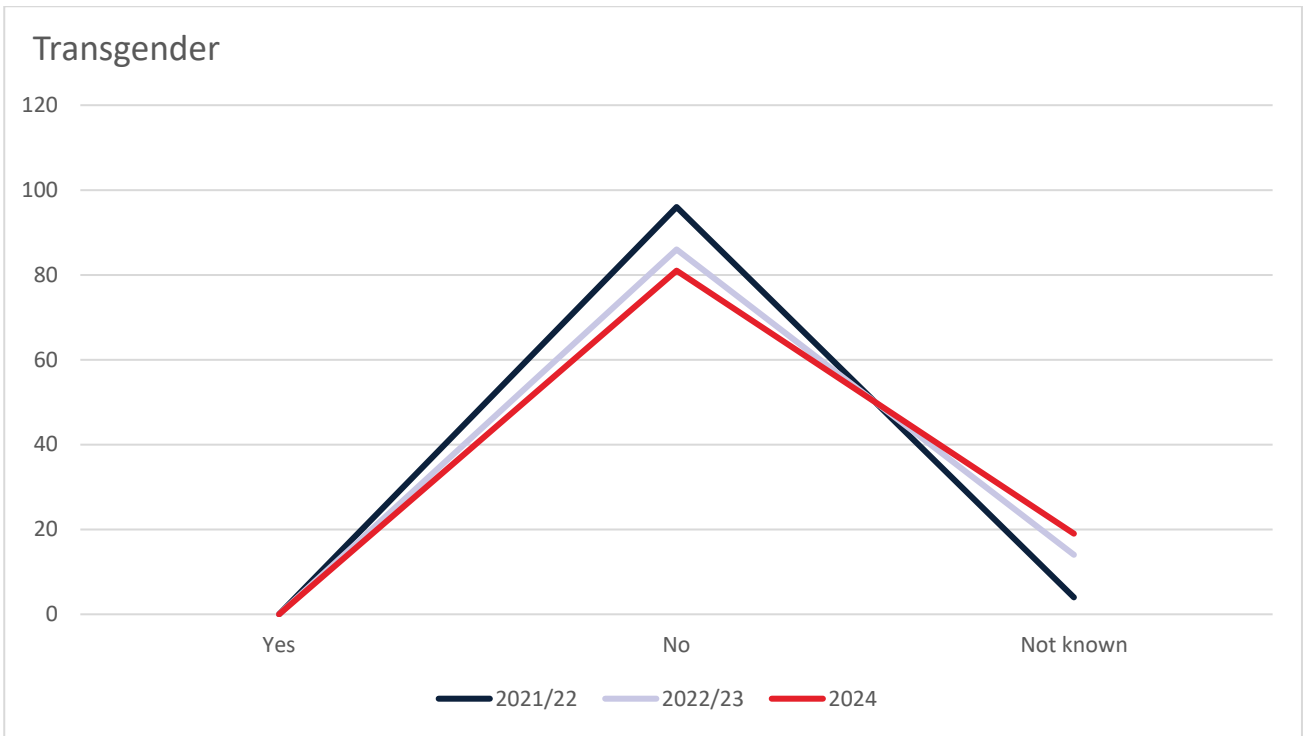
### Sexual Orientation



### Ethnicity







## Key Facts on Recruitment Monitoring

- Due to the IT issues that the Group experienced, there was some data loss. Therefore, a snapshot of data has been analysed for the year.
- The percentage of applications from males has had a slight increase from the previous year.
- Whilst a higher number of applications can be seen from female applicants, and a higher female staffing profile, the percentage of males and females who are shortlisted and appointed is equal which indicates no bias in recruitment.
- There appears to be a slight decline in the percentage of applications received from all age groups, with the exception of those aged between 41-50, which appears to have increased, from previous years.
- Those disclosing their sexual orientation mirrored that of the previous report. However, there appears to be a growing trend of applicants not declaring their sexual orientation, suggesting further work perhaps could be done to promote confidentiality and inclusivity.
- The percentage of applications received from BME groups mirrored that of the previous reports, with a similar growing trend of applicants not disclosing their ethnicity.
- The percentage of applicants disclosing they have a disability mirrored that of previous years.
- Percentages of applicants disclosing their religion remained the same as those seen in previous years.
- Percentages of applicants disclosing their marital status has shown an upward trend of those who are married and those who are single, compared with previous years.
- Equality and diversity information is concealed from the panel when carrying out shortlisting to ensure there is no bias.
- Due to small numbers of applicants sharing some characteristics, additional checks are often carried out on files to ensure, where applicants were not successful within recruitment, there is an evident reason and no potential bias. This has shown no cause for concern of any bias within the recruitment processes.
- It is worth noting that the data above does not include applicants who did not attend an interview. Many of the cases looked at where applicants were not successful was due to them not attending the interview. Reasons spanning from, they were offered another position to the transport links were not suitable from their home.

### 7.3 Employer within the local area

Where postcode discrimination is present within organisations, it can be seen as part of the explanation for continued unemployment and worklessness within deprived areas such as those served by the Group.

It has been identified that an overwhelming majority of staff at The Bishop Auckland College Group live within deprived area postcodes. This shows that postcode discrimination does not exist within this organisation.

## 7.4 Disability Confident Employer

The Group renewed the be 'Disability Confident Committed' award in September 2022, this is due to be reviewed in September 2025.

To qualify for this status the Group signed up to the following 5 commitments:

1. Ensure your recruitment process is inclusive and accessible
2. Communicate and promote vacancies
3. Offer an interview to disabled people
4. Anticipate and provide reasonable adjustments as required
5. Support any existing employee who acquires a disability or long-term health condition, enabling them to stay in work



## 7.5 Maternity/Paternity Leave

The Group reports on staff who had taken maternity/paternity leave so that it can monitor the number of staff who undertake maternity/paternity leave and the number of staff who do return to work following their leave.

Figures for 2023-24 are as follows:

Maternity Leave – 1 members of staff

Paternity Leave – 0 members of staff

There was one member of staff who took maternity leave in 2023-24, this member of staff has already returned to work.

## 7.6 Comparison of staff profile against students, and governors

The following is a comparison of the staff, student and the Corporation equality & diversity profiles correct as of September 2024.

		Staff (%)	Students (%)	Corporation (%)	Comment
<b>Gender</b>	Male	29	44.6	50	The percentages of males to females have remained much the same as last year when comparing staff and student figures.
	Female	71	55.4	50	
	Not known	0	0	0	There has been a significant change in male and female members of the corporate board, now having an even split rather than being predominately male, as in previous years.
<b>Ethnicity</b>	Bangladeshi	0	0.09	0	The majority of students, staff and corporate board members are White British. Numbers of BME students and staff members reflect those seen in previous years. This does reflect the demographic of Bishop Auckland and surrounding area.
	Indian	0	0.38	0	
	Pakistani	1	0.25	0	
	Asian or Asian British	0	0.57	0	
	African	0	0.47	0	
	Arab	0	0.13	0	
	Caribbean	0	0	0	
	Other Black	0	0.13	0	
	Chinese	0	0.06	0	
	Other Asian	0	0.28	8	
	White/Black African	0	0.09	0	
	White/Black Caribbean	0	0.31	0	
	Other Mixed	0	0.28	0	
	White Irish	0	0.28	0	
	White British	88	93.69	92	
	Other White	1	2.33	0	
	Not given	10	0.22	0	
Other	0	0.22	0		
Gypsy/ Traveller	0	0.22	0		
<b>Age Group</b>	20 or under	1	38.4	0	The age groups of students have remained largely stagnant. The staffing profile, reflects a more even spread of staff across all age groups. The corporate board age group has changed slightly to ensure a more even spread.
	21-30	12	16.5	0	
	31-40	22	18.1	25	
	41-50	27	13.0	25	
	51-60	26	9.8	34	
	61 or over	12	4.2	16	
	Not known	0	0	0	
<b>Disability</b>	Yes	5	29	8	The number of disclosures regarding disabilities made by students remains relatively high.
	No	85	70.9	92	
	Not known	10	0.1	0	Corporate board members disclosing they have a disability has remained low.  The number of disclosures from staff has remained similar.

## 7.7 Information on staff who have left the Group in 2023/2024

Based on 43 leavers

	Total	% of Total Staff
<b>Gender</b>		
Male:	12	28
Female:	31	78
Not known:	0	0
<b>Age Band</b>		
20 or under:	0	0
21-30:	5	11
31-40:	10	25
41-50:	8	18
51-60:	11	26
61 or over:	9	20
Not known:	0	0
<b>Sexual Orientation</b>		
Bi-sexual:	2	5
Gay/Lesbian:	1	4
Heterosexual:	34	80
Prefer not to say:	5	11
Not known:	0	0
<b>Ethnic Origin</b>		
Chinese:	0	0
Asian or Asian British:	1	4
Other Asian:		
Black African:	0	0
Gypsy or Irish Traveller:	0	0
Indian:	0	0
Mixed Other:	0	0
Black Caribbean:	0	0
Pakistani:	0	0
Black-other:	0	0
White Asian:		
White British:	42	96
White-other:	0	0
Not known:	0	0
<b>Disability</b>		
Yes:	4	9
No:	34	80
Not known:	5	11
<b>Transgender</b>		
Yes:	0	0
No:	43	100
Not known:	0	0
<b>Marriage / Civil partnership</b>		
Single:	9	20
Married:	19	45
Living together:	5	11
Divorced:	1	4
Civil Partnership:	0	0
Separated:	3	7
Widowed:	1	4
Not known:	4	9

Staff members with varied characteristics of gender, age band, sexual orientation, ethnic origin, disability and marital status left employment during 2023/24. There were no areas of concern relating to equality & diversity raised by staff members in exit interviews.

**7.8 Equality, Diversity & Inclusion information in relation to staff who were performance managed within the disciplinary procedure within 2023/24**

Protected Characteristic	Key points
Age	A mixture of ages demonstrates no obvious issues in this area
Disability	None of the staff members subject to disciplinary action in 2023/24 had declared a disability
Gender	No issues identified
Race	No issues identified
Religious Belief	No issues identified
Sexual Orientation	All of the staff members who made a disclosure regarding their sexual orientation are heterosexual
Gender reassignment	No issues identified
Maternity/pregnancy related	No issues identified
Marriage and Civil Partnership	No issues identified

**7.9 Equality, Diversity & Inclusion information in relation to staff who invoked the Grievance Procedure within 2023/24**

There were no formal grievances taken out in 2023/24.

**7.10 Equality, Diversity & Inclusion information in relation to staff were absent from work with sickness in 2023/24**

Protected Characteristic	Key points
Age	A mixture of ages demonstrates no obvious issues in this area
Disability	Of staff with the top 5% of the highest Bradford Scores in 2023/24, five staff members have declared a disability/long term condition*
Gender	Of staff in the top 5% of absence in regard to the highest Bradford score, 75% are female
Race	Of the top 5% of staff with regard to the highest Bradford score, all staff were White British
Religious Belief	No issues identified

Sexual Orientation	Of the top 5% with regard to the highest Bradford Score, all staff members are heterosexual
Gender reassignment	No issues identified
Maternity/pregnancy related	No issues identified
Marriage and Civil Partnership	Of the top 5% with regard to the highest Bradford Score there is a mixture of married, separated, living together and single staff.

\*Staff with a disability/medical condition will continue to be supported by management and HR with any reasonable adjustments made where required.

### 7.11 Training and development - key facts on training and development

- All staff have equal access to CPD and are advised of all in-house and external CPD events by e-mail
- For staff who are on maternity/paternity/adoption leave, 'Keeping in Touch' days are used to keep them up to date with any relevant training
- Information which is sent out with regard to CPD events, does always contain information about how staff can ensure any special requirements are met
- Special requirements are requested for various reasons and these have always managed to be accommodated
- The Training & Development/HR Advisor maintains a confidential list of special requirements already known. This enables the staff members to be contacted automatically to confirm that their special request has already been accommodated rather than them having to contact the department each time there is a CPD activity they wish to attend.
- In 2023/2024, 100% of staff completed training on Equality, Diversity and Inclusion.

#### **Equality, Diversity and Inclusion information relating to attendance on CPD activities**

The attendance at CPD activities mirrored the staffing profile and no issues have been highlighted through monitoring of this information.

#### **Equality, Diversity and Inclusion information in relation to evaluations completed in 2023/24**

Analysis of evaluations from feedback over the year has highlighted no concerns with any characteristic group.

#### **Equality, Diversity and Inclusion in relation to promotion opportunities**

All permanent promotion positions are selected through the recruitment process. The recruitment process is monitored and no issues have been identified.

### 7.12 Staff Benefits

All staff benefits are available to all staff members and there have been no issues identified.

### **7.13 Mental Health**

Supporting staff and raising awareness of mental health and wellbeing is a priority for the Group. The Group regularly distributes information to promote better health & wellbeing initiatives and runs activities throughout the year. A health and wellbeing portal on the staff intranet has also been an invaluable tool to make information readily available to all staff. There is an Employee Assistance Programme which is in place for mental health support for staff (24-hour helpline and app). Referrals have continued to be made to Occupational Health as necessary, there has been a continued increase in the number of staff referred to the counselling service in 2023/24, this service is provided through Occupational Health by Let's Connect (formally Mind).

### **7.14 Staff Survey 2024**

In the annual staff survey undertaken in 2024, 95% of staff agreed that equality of opportunity is embedded into the culture of the Group. This ranked the Group in the top 10% when compared against other colleges responding to the same question.

## 8.0 Gender Pay Gap 2024

The following information relates to the pay differences between males and females employed by The Bishop Auckland College Group.

There is a requirement for employers with over 250 staff to publish this information.

The report includes the following:

- Mean gender pay gap
- Median gender pay gap
- Mean bonus gender pay gap
- Proportion of males and females receiving a bonus payment
- Proportion of males and females in each pay quartile
- Written statement

### Mean gender pay gap

	Male	Female	Monetary difference	Percentage difference
Mean average pay (hourly rate)	£15.69	£14.68	£1.01	6.4%

### Median gender pay gap

	Male	Female	Monetary difference	Percentage difference
Median average pay (hourly rate)	£14.05	£13.25	£0.80	5.7%

### Mean bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	Not applicable

### Median bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	Not applicable

### Proportion of males and females receiving a bonus payment

	Male	Female	Percentage difference
Bonus payment	0	0	Not applicable

### Proportion of males and females in each pay quartile

Gender	Lower	Lower Middle	Upper Middle	Upper
Male	21%	30%	37%	31%
Female	79%	70%	63%	69%

## **Written Statement**

The snapshot data indicates that there is a difference between the median and mean average salaries for males and females.

Since the last report, the mean difference from males and females has only seen a small percentage increase, with the mean hourly for females at the Group now being £14.68 and the mean hourly rate for males now being £15.69.

There has however been a greater decrease in the median difference in hourly rates with the median for females now being £13.25 and the median for males being £14.05.

The Group's figures mirror the higher proportion of females generally working in further education (FE) colleges, a general trend across the FE sector. When compiling statistics which look at mean and median averages, these factors do impact the data.

This method of reporting does not consider equal pay for equal jobs and an evaluation of roles confirms that males and females working in the same role receive the same salary.

The Executive Team at the Group is made up of 75% female staff, which is in line with the overall female ratio of staffing, therefore highlighting that there are no barriers to females progressing or entering the organisation at the highest level.

The Bishop Auckland College Group have a robust recruitment procedure and analyses recruitment data, which highlights no areas of bias. The Group always endeavours to encourage applicants from under-represented groups and have a policy in place, should staff feel that a re-grade of their salary should be considered. The Group will continue to monitor the gender pay gap and put actions in place wherever possible, and as required to consider this.

## **9.0 Student Profile**

Student data is actively interrogated during both retention and achievement to analyse the achievement rates of different groups of learners and to ensure action is implemented to close any gaps. Maths and English achievements are included in the headline data as they form an integral part of study programmes. Following analysis of equality, diversity and inclusion data, actions identified to reduce any achievement gaps are included within college development plans to monitor and capture progress.

The following headline information is a summary from the analysis completed providing a profile over three years:

### **Age**

	Starts			Achievement Rate %		
	21/22	22/23	23/24	21/22	22/23	23/24
16 - 18	1261	1103	1266	82.2%	81.9%	83.3%
19+	1854	2124	1794	93.6%	92.5%	93.5%

- There is a significant 10.2%-point gap between adults and young people however both age group are in line with national rates; adults +6.5 points and young people +1.5 points. The gap between young people and adults has widened slightly since 2022/23, +0.5% points.
- The overriding factor in the gap in age groups is that adults are primarily enrolled on qualifications which are short in length so improving both retention and 'pass' prospects. The majority of young people are enrolled on study programmes made up of a vocational aim, English and maths. The balance of enrolments has decreased to 58% for adults.

## Gender

	Starts			Achievement Rate %		
	21/22	22/23	23/24	21/22	22/23	23/24
Male (all ages)	1466	1500	1483	90.0%	88.9%	89.4%
Male (16-18)	655	605	694	82.7%	81.0%	84.0%
Male (19+)	811	895	789	95.9%	94.2%	94.2%
Female (all ages)	1649	1727	1577	87.6%	88.8%	90.3%
Female (16-18)	606	498	572	81.5%	82.7%	82.5%
Female (19+)	1043	1229	1005	91.1%	91.3%	92.9%

- The gap in performance between adult males and females has decreased slightly however males still outperform females (+1.3 points); in 2022/23 the gap was +2.9 points). The proportion of adult male to female enrolments has remained at a similar ratio as a result of work done by partners training people for jobs in the manufacturing sector; 44:56 from 42:58 in 2021/22.
- The gap between young female and male achievement rates at a headline level is not significant +1.5 points however and is broadly similar to 2022/23 when it was +1.7. There are larger gaps when analysed at curriculum area level with the male dominated areas of motor vehicle and public services. For females the trouble spot is beauty. As results are reported including maths and English enrolments, the GCSE results have impacted disproportionately on the lower levels in these curriculum areas; the root cause of any gap seen in gender is likely to be related to other factors, e.g., disadvantage, lack of basic skills.

## Learning Difficulty or Disability

	Starts			Achievement Rate %		
	21/22	22/23	23/24	21/22	22/23	23/24
Disability (all ages)	1011	1034	959	85.1%	84.0%	85.5%
Disability (16-18)	597	526	527	82.4%	82.3%	81.6%
Disability (19+)	414	508	432	88.9%	85.8%	90.3%
No Disability (all ages)	2104	2193	2101	90.5%	91.1%	91.0%
No Disability (16-18)	664	577	739	81.9%	81.3%	84.6%
No Disability (19+)	1440	1616	1362	94.4%	94.6%	94.5%

- 41.6% of young people disclosed a learning difficulty or disability. Inclusion research highlights that areas of disadvantage and learning difficulties are closely linked
- The proportion of adults disclosing a learning difficulty or disability has increased slightly to 24% from 20% in 2022/23. The gap in performance has narrowed considerably to 4.2 percentage points from 8.8 in 2022/23 for adults who disclose a learning difficulty.

- Historically the Group has performed well in supporting young people with learning difficulties and disabilities; however, in 2023/24 there is a 3-point negative performance gap with those who have declared a learning difficulty or disability. The non-achievement of maths and English qualifications is a key contributor. The biggest challenge faced by the Group in this area continues to be in recruiting learning support staff
- There are some differences across curriculum areas; maths and English are the underlying reason. Achievement rates for students who disclosed a learning difficulty or disability in basic skills maths and English are very low: 46.7%. The correlation between areas of the Group with more students enrolled at lower levels, LLDD and low entry qualifications for maths and English is apparent.

## Ethnicity

	Starts			Achievement Rate %		
	21/22	22/23	23/24	21/22	22/23	23/24
BME (all ages)	173	199	207	87.9%	83.4%	91.8%
BME (16-18)	43	50	103	72.1%	68.0%	86.9%
BME (19+)	130	149	104	93.1%	88.6%	96.8%
Non BME (all ages)	2942	3028	2853	88.8%	89.2%	95.8%
Non BME (16-18)	1218	1053	1163	82.5%	82.4%	92.6%
Non BME (19+)	1724	1975	1690	93.2%	92.8%	97.8%

- The proportion of BME students has increased significantly to 8.1% and as higher than the demographic make-up of the area. Achievement rates for BME students have improved and are now -5.7 points lower than non BME students. Unusually functional skills maths and English are not the main contributors.
- There was a slight decrease in the proportion of adult BME students to 5.8%. There is no performance gap.

## Disadvantage Uplift

	Starts			Achievement Rate %		
	21/22	22/23	23/24	21/22	22/23	23/24
Ward uplift (all ages)	1824	1829	1617	88.7%	87.6%	88.1%
Ward uplift (16-18)	798	694	721	83.3%	80.5%	82.0%
Ward uplift (19+)	1026	1135	896	92.9%	91.9%	93.0%
No uplift (all ages)	1291	1398	1443	88.8%	90.5%	90.6%
No uplift (16-18)	463	409	545	80.1%	83.9%	85.1%
No uplift (19+)	828	989	898	93.6%	93.2%	94.0%

- The ward uplift measure highlights the proportion of the Group's students who come from disadvantaged areas. The proportion of students from ward uplift areas has decreased in 2023/24 to young people 56% and 50% of adults.
- Ward uplift is acknowledged as one of the best indicators of likelihood of a student experiencing difficulties in achieving or remaining in education and this has been the case in 2023/24. The achievement for young people from ward uplift areas is now -3.1 points lower than those from non-ward uplift areas and is broadly similar to 2022/23. Retention continues to be the underlying factor and given that economic factors as well as mental health were the main reasons for students withdrawing early, there is clearly

a link with disadvantage. 48% of students were eligible for either discretionary or vulnerable bursary and this has helped maintain retention.

- For adults the performance gap is negligible at -1.0 points.

### **Additional Learning Support**

Students aged 16-18 in receipt of learning support, which is linked to disclosure of an EHCP, perform below (86.4%) their peers (92.1%) although the gap is growing this has largely to results in Maths and English, Technology courses, Catering and Performing Arts also had a dip in success.

In regard to 19+ students, in receipt of learning support, which is linked to disclosure of an EHCP, (63 qualifications) of course entries in receipt of learning support performed 10.8% below their peers. This academic year, there was a dip in the foundation learning due to completion of maths and English.

Areas of lower achievement for 19+ include foundation learning (as stated above) at 60%, and Visual Arts at 75%. These areas will receive close scrutiny and intervention in 2024-2025.

It is hoped that with the in-class support plans and various interventions for transition planning and foresight for need these gaps will significantly reduce during the next academic year.

Students aged 16-18 in receipt of learning support, with or without an EHCP, still perform below (88.9%) their peers (92.1%) although the gap is larger than previously, support is clearly having a positive impact in previous courses which were a concern. Examples of this are Plumbing 87.2% in 22-23 compared to 100% in 23-24, Music 80% in 22-23 compared to 93.8% in 23-24.

Students aged 19+ in receipt of learning support, with or without an EHCP are performing below their peers at 80.8% compared to 97.6%. This is found primarily in Foundation learning, Plumbing and Maths. This has already been identified and interventions have taken place through an increase of LSA support during evening classes.

### **High Needs Learners**

Learners with Education Health and Care Plans (EHCPs) and those with high needs achieve below the learners who do not have high needs. EHCP 86.4% / 92.1% full college. The Group's Inclusion team currently ensures support is provided for 130 learners with EHCPs, ranging from those in the foundation learning department in Aspire, to those on mainstream programmes across all curriculum areas up to and including level 3. Provision for learners with 'SEND', in the Group's designated high needs 'Aspire' Centre, requires improvement. Both resources and training have been carried out to improve the area. The centre provides an effective vocational opportunity for learners to progress in post-16 education in the County. Learners in Aspire can follow 2 pathways which include Independent Living and further skills. The Group has, once again, included purposeful external work placements for high needs learners this year, with all learners due to attend. Individual timetabling has been developed to match the aspirations and needs of learners, and a vocational option and enterprise is embedded into every programme of study.

## **10.0 Equality Objectives 2025**

Appendix 1 sets out the equality objectives and areas for development for 2025.

## 11.0 Conclusion

The Group will continue to promote and celebrate equality, diversity, and inclusion through both the curriculum and enrichment activities. There will be ongoing, thorough monitoring of both staff and student demographics, alongside careful tracking of the performance of various learner groups, to identify and address any areas of underperformance or underrepresentation.

The Group is fully committed to fostering equality, diversity, and inclusion, and will persist in advancing equality and positive relationships to ensure that equal opportunities are deeply integrated and accessible to all who study and work within The Bishop Auckland College Group.

Single Equality Scheme Action plan a  
objectives  
Appendix 1



**BAC Group Equality Objectives**

1. At BAC Group we raise the awareness and skills of staff to promote fairness, equality, and good relations in the context of their role
2. At BAC Group we raise the awareness of learners to promote understanding and good relations between diverse groups
3. At BAC Group we provide an environment that welcomes, respects, and protects diverse people
4. At BAC Group we monitor learner representation and success and take action to promote equality
5. At BAC Group we monitor representation amongst all staff and take action to promote equality
6. At BAC Group we consult and involve representative staff, learners, and stakeholders to assess the suitability of these equality objectives and identify priority areas for action
7. At BAC Group we evaluate the impact of the Equality Policy, Single Equality Scheme, and action plan.

**Single Equality Scheme Action plan a objectives  
Appendix 1**



<b>Objective One:</b> At BAC we will raise the awareness and skills of staff to promote fairness, equality, and good relations in the context of their role			
<b>Indicators of success:</b> No, or low incidents of bullying, harassment, including sexual harassment and discrimination. Staff survey will indicate that a minimum of 98% of staff believe that there is a culture of equality of opportunity All staff have completed training in the prevention of sexual harassment			
<b>Actions</b>	<b>How will this be completed</b>	<b>Lead person</b>	<b>Progress to date</b>
Ensure that all staff complete mandatory training	EDI training to be rolled out through smartlog and monitored		
Encourage as many staff as possible to upskill to level 2 qualification in EDI.	All staff to be offered opportunity to complete level 2 qualification within their induction.		
Deliver role specific or priority specific training where required.	Identify where there may be roles or emerging priority areas which require specific training or awareness such as SEND/LGBTQ+		
Ensure that all Corporate Board are trained in EDI	All Governors to be trained in EDI, through smartlog or face to face training		
All leaders to be trained in the prevention of sexual harassment	Discuss at SLMT, create bespoke training		

**Single Equality Scheme Action plan a objectives  
Appendix 1**



All staff to be trained in the prevention of sexual harassment	Update policy, create bespoke training for staff, break into smaller sessions/info such as face sessions in team briefings, e-mails etc		
<b>Impact:</b>			
<b>Objective Two:</b> At BAC we will raise the awareness of learners to promote understanding and good relations between diverse groups			
<b>Indicators of success:</b>  1. No or low incidents of bullying, harassment, and discrimination. 2. Student survey will indicate that students feel safe in college and would know how to report any concerns of bullying, harassment, and discrimination			
<b>Actions</b>	<b>How will this be completed</b>	<b>Lead person</b>	<b>Progress to date</b>
Information to be provided to students	Student induction to include Equality & diversity, bullying & harassment, British values  Students to be directed to the Student Handbook  Group tutorials to include information on: equality & diversity, transphobia, anti-Semitism, British values, inclusion, hate crime, prevent & radicalisation		
Student feedback on EDI themes	Student Ambassadors, student surveys, focus groups, suggestion scheme, group tutorials, 10 min take-overs		

Single Equality Scheme Action plan a  
objectives  
Appendix 1



<p>Equality &amp; diversity themes to be promoted throughout the year</p>	<p>Promotions calendar topics to include: disability history, black history, equality act, Remembrance Day, holocaust, racism, protected characteristics, LGBTQ+</p> <p>Curriculum area competition to take place during the year</p>		
<p><b>Impact:</b></p>			
<p><b>Objective Three:</b> At BAC Group we provide an environment that welcomes, respects, and protects diverse people</p>			
<p><b>Indicators of success:</b> Staff and student survey results will indicate that the BAC College Group provide an environment that is welcoming, respectful and protects diverse people.</p>			
<p><b>Actions</b></p>	<p><b>How will this be completed and who will lead</b></p>	<p><b>Lead person</b></p>	<p><b>Progress to date</b></p>
<p>Create a positive learning environment</p> <p>a) Promote equality, diversity and inclusion in learning areas to ensure that each student is able to learn in an environment where all</p>	<p>Set clear expectations Reflect inclusion in the curriculum Adapt teaching practice Implement support strategies Challenge negative attitudes Tackle inappropriate behaviour and language</p>		

**Single Equality Scheme Action plan a objectives  
Appendix 1**



<p>aspects of their identities are recognised and respected, and where they feel safe and secure</p> <p>b) Foster a culture where every voice is welcome, heard and respected</p> <p>Ensure that the recruitment process for staff does not show any bias</p>	<p>Sensory/Inclusion team review of learning environments - reasonable adjustments made to facilities and practices to avoid discrimination on the grounds of disability against students or those employed by the College Group</p> <p>Feedback from students (student survey results) Students and staff feel 'safe' to voice their concerns and opinions without fear of victimisation (focus groups) Celebrate the diversity of students (events and occasions)</p> <p>Operate a fair and transparent recruitment, promotion and selection process which is free from bias Monitor and analyse applications and appointments by characteristics</p>		
<p><b>Impact:</b></p>			
<p><b>Objective Four:</b> At BAC Group we monitor learner representation and success and take action to promote equality</p>			
<p><b>Indicators of success:</b></p> <ol style="list-style-type: none"> <li>1. There are no performance gaps between different groups of learners</li> <li>2. Where gaps in gender representation exist, steps are taken to close these</li> </ol>			

**Single Equality Scheme Action plan a objectives  
Appendix 1**



Actions	How will this be completed and who will lead	Lead person	Progress to date
<p>Analyse learner retention and achievement by characteristic and identify gaps greater than 3% points and develop plans to close gaps</p>	<p>GH to complete analysis in mid-October to inform action planning.</p> <p>JL to analyse data and develop action plan at college level</p> <p>Directors of curriculum to analyse at area level and implement strategies to close gaps where possible, making meaningful comparisons by level and subject area</p>		
<p>Use positive reinforcement through marketing, images and employer representation to reduce gender gaps in sectors where typically one gender is better represented</p>	<p>Recruit non stereotypical skills advisors in motor vehicle and care</p> <p>Recruit ambassadors, ensuring full representation of protected characteristics and non-stereotypical students in care and technology</p> <p>Create positive case studies for use in marketing and publications</p>		
<b>Impact</b>			
<p><b>Objective Five:</b> At BAC Group we monitor learner representation and success and take action to promote equality</p>			
<p>The annual report has been collated and will be published following consultation with Corporate Board, SLMT and JCC</p>			

**Single Equality Scheme Action plan a  
objectives  
Appendix 1**



**Objective Six:** At BAC Group we consult and involve representative staff, learners and stakeholders to assess the suitability of these equality objectives and identify priority areas for action

Staff & Students and Corporate Board are involved in assessing the suitability and identifying priority actions

**Objective Seven:** At BAC Group we evaluate the impact of the Equality, Diversity & Inclusion Policy, Single Equality Scheme & Action plan.

The impact of the actions is evaluated through SLMT