

Equality, Diversity and Inclusion Report 2020

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Introduction

This report has been compiled by the DN Colleges Group (DNCG) Equality and Diversity Leads.

Compliance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

The Equality Act 2010 replaces previous anti-discrimination legislation with a single act. It aims to simplify the law, remove inconsistencies and make it easier to understand and comply with. It also aims to strengthen the law and to help tackle discrimination and inequality. The majority of The Equality Act came into force on 1 October 2010.

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 came into force in March 2017 to ensure all public bodies help to make society fairer by tackling discrimination and providing equality of opportunity for all.

The Act requires public bodies to consider all individuals when carrying out their day-to-day work in shaping policy, service delivery and in relation to their own employees. It replaces the 3 previous public sector equality duties for race, disability and gender and covers the following protected characteristics that are recognised within the Equality Act:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

The duty also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

The legislation requires public bodies, when carrying out their activities, to have due regard to the need to:

- Eliminate unlawful discrimination, bullying, harassment, victimisation and other conduct prohibited by the Equality Act (2010)
- Advance equality of opportunity between people from different groups

This involves covering the need to:

- Remove or minimise disadvantages experienced by people on account of their protected characteristics
- Meet the needs of people who share the characteristics and people who do not share them
- Encourage people who share the characteristics to participate in DN Colleges Group life or in other activities within the Group where their participation is low
- Foster good relations among people from different groups. This involves tackling discrimination and promoting understanding across the Group community

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 enable public bodies to perform the Equality Duty more effectively. They are obliged to:

- publish information to demonstrate compliance with the duty imposed by section 149 of The Equality Act at least annually (by 30 March 2020)
- Set equality objectives at least every four years (to be published by 30 March 2020) which are specific and measurable

The information a public authority publishes must include, in particular, information relating to persons who share a relevant protected characteristic who are:

- its employees
- other persons affected by its policies and practices.

DN Colleges Group Equality Objectives can be found on page 15 of this report.

The Group has continued good practice and set a number of equality objectives after a detailed analysis of the data for staff and students and monitored progress against them as identified in this report. Progress is reported on to the governing body and to the Group's Equality and Diversity Committee.

The purpose of this report is to demonstrate the ways in which DN Colleges Group complies with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

Equality, Diversity and Inclusion Annual Report 2018/19

Approved by Curriculum, Quality and Performance Committee

Introduction

DN Colleges Group (DNCG) operates within the legislative framework as laid down in The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. To this effect, and in addition to this report, DNCG will publish its Equality and Diversity report in an accessible format on the Colleges' websites in line with the legal deadline of 30 March 2020. The Group embraces such legislation positively and strives to effectively promote and integrate Equality and celebrate Diversity.

DNCG understands its duties and responsibilities under the Counter Terrorism Act (2015), which 'places a specific duty on specified authorities including Further and Higher Education to have due regard to the need to prevent people being drawn into terrorism' and has made good progress in this regard. This is reported regularly to governors as part of the Safeguarding report. The Deputy Principal is the senior lead for Equality and Diversity and ensures it is central to activity and integrated into all aspects of work in the two colleges.

Key Priorities and Overview

DNCG integrates Equality and Diversity within all policies and its strategic objectives and core values. The delivery of a strategic approach through procedures and policies is in line with statutory requirements. The Group performs well in the context of Equality and Diversity. It provides an inclusive, welcoming and respectful environment and Equality and Diversity is effectively promoted and tackles discrimination to enable the Group to better meet the needs of all protected characteristics as defined by the Equality Act.

The Group has clear anti-harassment and anti-bullying policies and procedures for both staff and students to ensure that action is taken to combat such behaviour and promote Equality and Diversity. These policies are reviewed regularly to ensure continued effectiveness in the handling of perceived bullying, harassment and victimisation across the two colleges. The policy is currently being updated and will be presented to the Senior Leadership Team as part of the ratification process. In January 2020 DNCG hosted training for staff and students across the two colleges and from local schools, delivered by the Anti-bullying Alliance.

The Group's zero tolerance bullying, harassment and victimisation position is promoted effectively to students, apprentices, interns, trainees, staff, employers and visitors through teaching and learning resources, the staff and student handbooks, publicity materials, plasma screens, the Colleges' websites, induction and tutorial. The Group meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of 'zero' tolerance to bullying. Concerns about bullying, harassment or victimisation are dealt with swiftly and in line with legislation, policy and Ofsted/Office for Students (OfS) requirements.

The Group has a robust staff development programme for Equality and Diversity. Staff are appropriately trained to understand and carry out their duties in line with legislative requirements. Training is provided on an ongoing basis and as part of mandatory training days.

The Group monitors the composition and recruitment of its staff and students on the basis of ethnicity, gender, age and disability. Key performance targets are set in the context of the workforce which are reported to and monitored by the governing body, Ofsted and other regulatory bodies.

The total number of job applicants in Doncaster between 1 August 2018 and 31 July 2019 totalled 1061, 812 (76.53%) of whom identified as White, 391 (36.85%) identified as male while 71 (6.69%) disclosed a disability or learning difficulty.

The total number of starters in Doncaster between 1 August 2018 and 31 July 2019 totalled 120, 106 (88.33%) of whom identified as White, 52 (43.33%) identified as male and 3 (2.50%) disclosed a disability or learning difficulty.

The total number of job applicants in North Lindsey between 1 August 2018 and 31 July 2019 totalled 761; 624 (82.00%) of whom identified as White, 280 (36.79%) identified as male while 48 (6.31%) disclosed a disability or learning difficulty.

The total number of starters in North Lindsey between 1 August 2018 and 31 July 2019 totalled 180; 151 of whom (83.89%) identified as White, 79 (43.89%) identified as male and 9 (5.00%) disclosed a disability or learning difficulty.

2018/19 Analysis of workforce composition data

During the academic year 2018/19 North Lindsey College received 5.47% more job applications from applicants who identified as White than Doncaster College.

In the same timeframe Doncaster College received 0.06% more job applications from applicants who identified as male than North Lindsey College and 0.38% more job applications from applicants who disclosed a disability or learning difficulty than North Lindsey College.

in 2018/19 the total number of starters who identified as White in Doncaster College exceeded their counterparts in North Lindsey College by 4.44%; NLC had 0.56% more starters who identified as male whereas Doncaster College had 1.31% more starters who disclosed a disability or learning difficulty.

Furthermore, the Group is required by law to monitor and publish the composition and recruitment of its staff and students on the basis of age, gender, disability and ethnicity. The following tables illustrate the staff and student diversity profile 2018/19 in relation to the 2011 census data:

Doncaster College

(Table includes 2017/18 figures in brackets)

Protected Characteristic		Doncaster Profile	Staff Profile	Student Enrolment Profile (E&T Inspection Rules)
Ethnicity	White	95.20% (95.2%)	95.33% (97.55%)	70.89% (only includes White British) (75.74%)
	Black, Asian and Minority Ethnic (groups) (BAME)	4.80% (4.8%)	3.94% (2.46%)	29.11% (24.26%)
	Not provided	NA	0.73%	NA
Gender	Male	49.30% (49.3%)	35.04% (32.08%)	42.60% (43.03%)

	Female	50.70% (50.7%)	64.96% (67.92%)	57.40% (56.97%)
Disability	Declared disability/learning difficulty/health problem	11.10% (11.10%)	6.28% (4.17%)	25.63% (16.93%)
<p><i>(Data Source: Students Proachieve 16/01/20)</i></p> <p><i>(Data Source: Staff: DNCG HR and Payroll System 17/01/20)</i></p> <p><i>(Data Source: Doncaster Profile 2011 Census)</i></p>				

The above table shows that the student profile exceeds the local profile in terms of ethnicity and disability.

North Lindsey College

(Table includes 2017/18 figures in brackets)

Protected Characteristic		North Lincs Profile	Staff Profile	Student Enrolment Profile (E&T Inspection Rules)
Ethnicity	White	93.06% (93.06%)	91.56% (93%)	83.19% (only includes White British) (90.94%)
	Black, Asian and Minority Ethnic (groups) (BAME)	6.94% (6.7%)	4.38% (7.0%)	15.03% (6.6%)
	Not provided	NA	4.06%	1.78%
Gender	Male	49.30% (49.3%)	38.13% (38%)	52.76% (48%)
	Female	50.70% (50.7%)	61.87% (62%)	47.24% (52%)
Disability	Declared disability/learning difficulty/health problem	5.7% (5.7%)	5.31% (6.0%)	30.82% (29.3%)

(Data Source: Students Proachieve 16.01.20)

(Data Source: Staff: DNCG HR and Payroll System 17/01/20)

(Data Source: North Lincs Profile 2011 Census)

The above table shows that the student profile exceeds the local profile in terms of ethnicity and disability.

In line with legislative requirements the Group sets Equality Objectives, against the legislative requirement to advance equality of opportunity, to eliminate unlawful discrimination and foster good relations and monitors progress against them. DN Colleges Group regularly reviews its Equality Objectives, closing a number and setting new ones as appropriate. An update on progress will be submitted as required by legislation by 30 March 2020.

Equality and Diversity Summary Reflecting the Ofsted Education Inspection Framework (EIF)

The following section of the report aims to provide an overview of how well leaders and managers develop the quality of provision for students, apprentices and trainees of all ages, levels (FE and HE), abilities and backgrounds and to show the extent to which public funding is used effectively to support the most disadvantaged cohorts together with those who are least likely to participate in education; work with partners to widen participation and support all students' progression to improve their life chances and employment prospects.

In addition, this section is intended to demonstrate that DNCG offers a positive and respectful culture in which staff know and care about all students and apprentices and have high aspirations for them.

Ofsted's most recent monitoring visit report published in October 2019 following their visit in September 2019 evidences the DNCG culture:

"Leaders and senior managers have a clear vision for the college group post-merger and promote high expectations for all students and apprentices. ... Leaders and managers are highly conscious of their social responsibility. They place significant emphasis on providing a broad and balanced curriculum which ensures that students and apprentices have access to challenging and character-building opportunities alongside the qualifications that they study towards."

The DN Colleges Group is fully committed to all aspects of Equality, Diversity and Inclusion as they relate to and impact upon all stakeholders. As a Group we recognise that diversity is a positive attribute and force which brings a multitude of benefits. By placing Equality, Diversity and Inclusion at the heart of our organisation, we will, as a result, embrace and reflect all of the many aspects of our diverse workforce and student population. The aim of this policy is to support that intention by providing a framework for continuous improvement and to ensure the Group works together towards achieving equality for all. However, all stakeholders work to ensure that the Group moves beyond compliance to securing excellence in all areas of work.

The DN Colleges Group is committed to ensuring that all forms of prejudice and unfair discrimination are unacceptable and challenged. Training and awareness raising of these standards will be ongoing. Marketing materials, promotional messages and information aim to support equality of access and opportunity to the local communities served by Doncaster College and North Lindsey College.

The purpose of the Equality, Diversity and Inclusion (EDI) Policy is to demonstrate the DN Colleges Group's commitment to the Public Sector Equality Duty, mandated by the Equality Act 2010. It also demonstrates the Group's commitment to ensuring all students, staff and stakeholders are treated equally and that diversity is valued across the two colleges.

The DN Colleges group consolidates protection against discrimination on the grounds of: age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Quality of Education

The Group continues to integrate Equality and Diversity effectively into learning and teaching as evidenced by lesson observations and learning walks. Teachers develop students' understanding of Equality and Diversity issues well. Equality and Diversity are promoted inside and outside the classroom as an integral component of learning and teaching and monitored through lesson planning and observations/learning walks.

Teaching and assessment staff continue to be supported in embedding Equality and Diversity themes in their delivery to students through the development and provision of appropriate resources and relevant training on a regular and on-going basis throughout the academic year; facilitating and co-ordinating positive input by subject/curriculum area Equality Champions who provide advice and guidance for teaching staff and students regarding Equality and Diversity issues. A range of bespoke resources has been developed for to improve promotion of Equality and Diversity in curriculum areas.

Teachers have continued to enhance the embedding of Equality and Diversity themes, Prevent and Fundamental British Values (FBV) in teaching and learning leading to improved judgements in observation reports and walk-throughs. Outstanding teaching and learning has been identified.

Staff Equality and Diversity Champions have contributed to the embedding of Equality and Diversity themes which is reflected in both the work produced and increased student participation. Examples include work carried out in Inclusion and Digital Technologies in respect of Black History Month and the creation of related products. Leaders in other areas – including Child Care, Health and Social Care, Sport and Uniformed Services have involved students in organised visits to places of workshop including Mosques, Sikh Temple and local churches. Project outputs have been shared at monthly Equality and Diversity Staff Champion meetings.

Online and face-to face learning resources addressing 'Fundamental British Values' and 'Extremism' have been introduced to students. Responses have been positive. Student surveys indicate students understand issues associated with radicalisation and extremism.

The Staff Equality and Diversity Champions team have continued to hold regular meetings. Staff Champions have continued embedding diversity themes in teaching and have shared examples of good practice. Examples of good practice include Creative Arts student work addressing themes such as Religious Identity and artists, Mental Health issues and Gender-related violence. Sports students have worked on fitness programmes with ESOL and Inclusion students. In Maths students have undertaken work related to statistics of the Holocaust. Inclusion students have produced work relating to events such as International Day of Happiness and other Diversity events. In the areas of Digital and Health and Social Care, students have created memes with equality messages. Construction students have also visited the National Holocaust Memorial Centre as part of their enrichment programme. Focused interventions for apprenticeship provision to address the embedding of Equality and Diversity in teaching and learning has raised awareness of rights and responsibilities among employers and collaborative partners; the assurance of which has commenced with the

devising of work-based scenarios for trainees to develop critical thinking skills complemented by questions delivered at reviews to develop understanding of Equality and Diversity and Fundamental British Values (FBV).

Discussions have been initiated with the Apprenticeship team to develop and progress further initiatives including collaborative work with employers to raise awareness of Equality and Diversity related issues in the workplace alongside Prevent and FBV.

Both colleges hold a range of Equality and Diversity events to ensure the safety and wellbeing of its students, notably Stay Safe Week, Child Sexual Exploitation Awareness day (in line with local campaign) Anti-Bullying Week, World Mental Health Day, LGBT History Month. Such events raise students' awareness of their own personal safety. The Group holds a variety of events to promote Equality and Diversity by and within the Curriculum Areas, Student Union and Learning Resource Centres. These included: International Holocaust Memorial Day, Black History Month, World Mental Health Day, Lesbian, Gay, Bisexual and Trans History Month, Anti-Bullying Week, International Women's Day and Remembrance Day where Equality and Diversity was represented by the inclusion of the work of conscientious objectors.

A poster campaign raised awareness of the Prevent Duty and British Values to develop students' understanding and knowledge and was also embedded within the online learning modules developed by Academic Services. An inclusive approach to education is promoted that includes developing students' understanding of the Prevent Duty and British values.

The Group holds a variety of events to promote Equality and Diversity within the Curriculum Areas, Student Union and Learning Resource Centres, which very effectively support student engagement. The majority of students behave well and respect staff, College property and their peers and want to achieve.

In line with the Group's Widening Participation Strategy there are effective partnerships to facilitate access for those who are traditionally disengaged from education. Of particular note is the work with looked-after young people and students aged 14-16, some of whom are or have been elective home educated.

Student Equality and Diversity champions have made a positive input to a range of cross-college events and groups including the Respect week and Jeans for Genes; LGBT student group input made to Freshers' Fair, Respect Week and National Hate Crime Week. Students have taken a lead in progressing the work of this group and it should be noted that an increased number of trans students have expressed an interest in the group. This has resulted in trans students working with Marketing to produce short videos. BAME students have also made input to Black History Month. LGBT students have organised and taken part in a podcast which has been shared via the VLE. Students with a hidden disability have recorded a similar podcast.

Staff and student awareness of Equality issues has been positively achieved and embedded within the culture of the Group through online resources, extra-curricular activities and the formation of student groups. Collaborative work in association with Student Engagement Officers has taken place to co-ordinate a regular programme of cross-college activities/events throughout the college year related to the Equality and Diversity calendar and to develop awareness of Equality and Diversity themes amongst the student population. The facilitation of new student groups has occurred within the context of an active podcast group which has brought together LGBT students and students with hidden disabilities.

Equality and Diversity are promoted in the classroom as an integral component of learning and teaching and monitored through lesson planning and observations. The Group has prioritised this approach through training at all levels of the organisation. Embedding is effectively monitored through lesson observations, quality assurance and improvement processes.

The Group works in partnership to develop a range of strategies that actively target a diverse range of hard-to-reach students through outreach and curriculum initiatives thereby promoting social inclusion, and in this context, has the following:

- Close links with local schools and particularly strong links to the special schools
- Effective partnerships with local councils and schools, external agencies, parents or carers and young people. The Group continues to deliver personalised learning programmes to Key Stage 4 students
- Nursery provision at the two colleges facilitate access to learning
- The Children's University initiative and Forest School which engages learning opportunities for children up to the age of 14 years to raise aspirations and standards
- A Woodland Learning Centre to promote social and educational inclusion, thereby developing confidence, self-esteem and communication skills in traditionally excluded students
- A multi-faith chaplaincy service resulting in effective links with curriculum delivery and pastoral support
- Effective pastoral support for vulnerable students and students at risk

The Group effectively promotes Equality and Diversity through its culture and ethos, teaching and learning resources both online and face to face, website, prospectuses, plasma screens, promotional materials, posters, and tutorials, and through displays of students' work. Additionally, there is effective promotion of Equality and Diversity through both student and staff inductions.

Teachers incorporate Equality and Diversity into use naturally occurring opportunities to moderate behaviour or challenge perceptions. As many students will have customer-facing roles in future careers, as an example, we actively promote high standards in customer service, raising awareness and being mindful of protected characteristics as outlined under the Equality Act 2010.

The Student Unions are particularly active in promoting Equality and Diversity across the Group. They also link with the LRCs to host a wide range of displays and publicity linked to the Group's Diversity Calendar.

ESOL provision has expanded exponentially in Doncaster College since 2016/17 and has been graded as outstanding. The provision is inclusive yet academically challenging and aims to meet the needs of the community who do not have English as their first language. ESOL students are active in provision across age ranges, curriculum offer and funding streams. Aware of its duties under the Equality Act, the College works in close partnership with community organisations to foster good relations.

As with FE and apprenticeships all HE staff teams undertake regular, mandatory CPD on sensitive topics. Members of the team discuss these issues within education when supporting students who are exploring and critically evaluating the education sector; thus at every opportunity, the programmes positively model complex subject matter and create an inclusive environment. All staff challenge unconscious bias, should it occur, in an appropriate manner.

All programmes are accessible to the community the Group serves; staff treat students and colleagues with respect and dignity.

All staff provide an environment free from prejudice, harassment, discrimination and victimisation. No complaints from students have been recorded from learner voice or surveys.

The team follow the Groups' policy and materials on reporting any issues of bullying, harassment and discrimination are displayed in all classrooms. During tutorials students are also asked to share feedback and concerns about the curriculum and programme to ensure inclusion is promoted.

During induction all students are informed of the college's approach to issues of Equality, Diversity and Inclusion. Regular learner feedback is collated from learner voice, learner surveys and a structure of student representation at student parliament meetings.

Personal Development

Resources and related activities used in work with students place FBV understanding and awareness in a position which underpins student understanding and awareness of radicalisation and extremism.

The practice of these values has been further complemented by the development of new online resources accessed through the VLE. Students' basic understanding of FBV has improved with an increased emphasis on the development of critical thinking skills evidenced through activities such as extended podcast discussions and student debates.

To promote Movember: student-focused competitions and a major men's health event were held with invited speakers, complemented by work undertaken in curriculum areas. In Hair and Beauty, a project was facilitated with students the results of which were shared with Lee Stafford Education.

During Anti-Bullying Week a series of activities took place with a focus on the theme of 'All Different, All Equal'. Several sessions in a number of curriculum areas were delivered during which students designed social media memes as part of the ongoing Online Civil Courage Initiative. Sessions were delivered with Digital, Business, Health and Social Care, Inclusion, Child Care. The primary focus was upon a creative response to the theme which in some cases extended beyond the specific week.

Extending beyond the week, students went onto create related memes which connected with theme of radicalisation and extremism. During this week a number of staff also engaged students in discussion/critical thinking sessions utilising a range of video resources.

As part of 'I will' week: Health and Social Care staff-initiated work with students through 'pledge' related work.

As part of Amnesty International 'Write for Rights' campaign: the local Amnesty group came into college and hosted a stall during the Christmas Fair. Students were encouraged to send card to prisoners of conscience in various countries across the world.

Students participated in a range of events related to Holocaust Memorial Day with a live webcast broadcast of one of the few remaining Holocaust survivors in association with the Holocaust Education Trust. This was complemented by organised visits to the Holocaust Memorial Centre near Newark as well as a webcast. Staff and students from both colleges completed visits around Holocaust Memorial Day in January 2020.

Student engagement officers have worked closely with the LGBT student group building upon their previous inputs to the Freshers' Fair, Respect week and National Hate Crime week. Students have taken a significant lead in progressing the work of this group and it should be noted that an increased number of trans students have participated in the group with trans students working with marketing in the production of short videos. The LGBT group further participated in events for LGBT History Month in February 2019. These have included the

recording of a podcast focusing on LGBT rights to be uploaded at the end-of-February alongside a screening of the film, 'Pride'. Additionally, posters have been displayed in different curriculum areas highlighting LGBT role models in each of these.

The podcast idea was further developed in early March and May resulting in the establishment of a group of students with hidden disabilities participating in a discussion during which they shared their experiences both within and outside college. Disabilities represented included epilepsy, autism and depression. This podcast was complemented by the May podcast which shared the theme of 'Freedom of Expression'.

Following on from work the previous year when a debate, chaired by the local MP, was organised to reflect the value of Democracy with the topic being "Should the voting age be lowered to 16?", a mock election took place in both colleges in December 2019. The outcome of both reflected the outcome in the General Election the same week. Student Reps also visited the Houses of Parliament. For some students this was their first visit to London.

During June students were invited to participate in a cross-college competition highlighting Gypsy, Roma and Traveller issues to reflect Gypsy, Roma and Traveller History Month which takes place in June.

Collaborative work continued in late May/early June with Amnesty related to a series of events and activities planned for students to tie-in with World Refugee Day including film screenings.

Behaviour and Attitudes

Links have also been made with several external organisations to involve students in community volunteer work working with specific demographic groups. For example, a number of students have participated in a project working with the homeless and which was organised by the local Sikh community

During 'Respect' week: a range of curriculum areas were involved in visits to local Mosques, the Sikh Temple and Christian places of worship. External partners also contributed to lunchtime marketplace events including Amnesty International, Blue Door and White Ribbon.

Students have completed the online 'Side-by-Side' Prevent/FBV training in tutorial sessions.

In National Hate Crime Week in partnership work with Humberside Police and North Lincs Council resulted in presentations for students in the Events Centre with open question and answer sessions.

On World Aids Day students were encouraged to participate in the 'Let's End It' initiative. Students were encouraged to write this year's theme - #LetsEndIt - on their palms, holding out their hand in a 'stop' pose, and take a picture to be uploaded onto social media. They also played an active role in the "Rock the Ribbon" campaign and made donations to the Terence Higgins Trust and wore red ribbons to demonstrate support.

Leadership and Management

The Group has analysed its data to identify three-year trends for whole-Group achievement rates between 2016/17 and 2018/19, categorised by the protected characteristics of age, gender, race and disability which the Group has a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of The Equality Act 2010 (Specific

Duties and Public Authorities) Regulations 2017. Where an achievement gap is identified, an Equality Objective is set, actioned and monitored. Quantitative data is closely analysed in order to address and reverse negative trends which are then reported on a regular basis.

The Group sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of students to narrow the achievement gap. Overall achievement is showing a 3 year improving trend between 2016/17 and 2018/19. The Group overall achievement rate for 2018/19 of 86% is exactly in line with the GFES 2017/18 published average.

Feedback from staff indicates that Equality and Diversity face-to-face training has a very powerful impact which is valued. A blended approach will be implemented in 2019/20 but this should not detract from the current positive impact.

The Group has clear anti-harassment and anti-bullying policies and procedures for both staff and students to ensure that action is taken to combat such behaviour and promote Equality and Diversity and Inclusion. These policies are reviewed regularly to ensure continued effectiveness in the handling of perceived bullying, harassment and victimisation across the Group. The Group's zero tolerance bullying, harassment and victimisation is promoted effectively to students, apprentices, interns, trainees, staff, employers and visitors through teaching and learning resources, the staff and student handbooks, publicity materials, plasma screens, the Colleges' website, induction and tutorial.

The opportunity to disclose gender identity or gender fluidity sensitively is in place supported by following guidance from The Equality and Human Rights Commission. The impact on the student experience is intended to take further move steps to treat all people with decency and respect. Where required, staff will be given appropriate advice to deliver this message.

Systems are in place to ensure that employers and collaborative partners promote Equality and Diversity and subsequent recording on work-based learning documentation has been initiated through the planned scheduling of review sampling and work-place visits following discussions with key staff. Initial discussions have taken place with members of the Apprentice team to plan a recruitment drive within the Black, Asian and Minority Ethnic (BAME) community involving introductory talks in local Mosques.

The review process has been enhanced by newly designed questions relating to Equality and Diversity issues alongside Fundamental British Values. However, it is necessary to build upon these recent initiatives in order to ensure a higher level of BAME trainee recruitment to reflect the local demographic and to also ensure engagement of all stakeholders in respect of Equality and Diversity, Prevent and related legislative compliance to ensure both understanding and practical application.

Significant work has taken place to raise awareness of staff and students of the counter-extremism context of these values as referenced in current government legislation and to embed these values as part of an ongoing Prevent strategy for 2018-19. This has been evidenced in both survey responses, attendance at organised events and related training and completion of online resources. It should be noted that local and regional extremist threats have been analysed to give relevance to such training with an 'Action against Extremism' project delivered in the summer term.

Relations with external organisations and other partners in order to inform the ongoing development of Group policy, strategies and actions have been maintained and developed including Doncaster Minster and Doncaster Conversation Club and Amazon. A positive working relationship has been established with the Stronger Communities section of North Lincs Council and also with Community Cohesion within Humberside Police which enables access to relevant data for comparative analysis (shared inputs made at organised college

events for students in addition to attendance at meetings of the North Lincs Equality and Inclusion Forum. Both colleges have established relationships with community groups to provide support for students and others who may be homeless or otherwise at risk.

The Equality and Diversity leaders have attended a range of Prevent-related events facilitated by Home Office agencies and information from these sessions has been cascaded to staff through the delivery of sessions which have focussed upon current and emerging threats/risks emerging from the far-right locally, regionally, nationally and internationally.

DNCG meets its responsibility to safeguard and promote the welfare of its students. Students who completed the On-Programme Survey said they feel safe in College. They know how to seek help or raise concerns about incidents of bullying or unfair treatment and have confidence that managers and staff will respond quickly and effectively to resolve any raised concerns.

DNCG operates an e-safety and forensic monitoring reporting system on all student PCs to ensure that usage is safe and appropriate which ensures students are aware of how to keep themselves safe online and operate within legal guidelines.

Students who were the victims or perpetrators of bullying were effectively supported to ensure issues were resolved and behaviours modified.

DNCG Equality Objectives

In accordance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, DNCG sets equality objectives for all aspects of its work in the context of narrowing the achievement gap, promoting Equality, Diversity and Inclusion and tackling discrimination. These objectives are set to either advance equality of opportunity *(AEO), foster good relations (FGR) or eliminate unlawful discrimination (EUD).

DNCG have analysed their qualitative and quantitative data categorised by the protected characteristics and introduced two new objectives in the context of emerging issues

The Colleges recognise their legislative duty to set, publish, monitor and review their equality objectives and to report on them to The Equality and Human Rights Commission, Ofsted, the governing body and other regulatory bodies.

Progress against Equality Objectives

- The number of leavers whose race/ethnicity is "unknown" in NLC decreased between 2017/18 and 2018/19 (AEO, FGR)

The following objectives have been achieved

- The achievement gap between females and males apprentices has closed *(AEO)
- The achievement gap between students on study programmes and adult students has been closed (AEO)
- The number of male students in HE at UCD has increased

New Equality Objectives from 2019/20

- To reduce the number of leavers at DNCG whose ethnicity/race is "unknown" by 2021/22 (AEO, FGR)
- To increase the number of BAME apprentices at DNCG by 3% by 2021/22 (AEO, FGR)
- To explore and introduce ways of increasing the number of students who disclose gender identity, sexuality and religion and belief by 2020/21 (AEO, FGR)