



Strategic Equality Plan 2024-2028

Introduction

NPTC Group of Colleges (The College) welcomes the opportunity to publish a Strategic Equality Plan covering the period 2024 to 2028 in line with the requirements of The Equality Act 2010. This act replaced a wide range of anti-discrimination legislation in Britain which had predominately addressed individual equality strands. In addition, the 2010 Act widens the scope of protection to include several additional groups, or protected characteristics as they are now known, not previously covered under legislation.

The protected characteristics covered by the law are listed below.

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual Orientation
- Marriage and Partnership*

* only in respect of the need to eliminate discrimination

The aim of the 2010 act is to strengthen the law, smooth out anomalies and provide clarity for those who need to ensure compliance with the act. In addition, it provides guidance and protection for individuals and groups and for any individual seeking advice on equality issues.

As a listed public body, the College has responsibilities under this act to comply with the public sector equality duty, known as the general duty. The general duty has three elements and public bodies must have due regard to all three.

The three elements or 'aims' as they are usually referred to are;

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. To advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. To foster good relations between people who share a protected characteristic and those who do not.

Applying the general duties to the work of the College will aim to ensure we remove or minimise disadvantages experienced by people due to their protected characteristics, try to meet the needs of people from protected groups where these are different from the needs of other people and encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low. Fostering good relations requires us to tackle prejudice and promote understanding between people who share a protected characteristic and those who do not.

The act specifically states that meeting this duty may involve treating some people more favourably than others, as long as this does not contravene other provisions within the Act.

Specific Duties

Wales has taken the equality agenda much further than other nations in the UK with the Welsh Government implementing a set of specific duties which are designed to detail the steps a listed body must take to demonstrate they are paying due regard to the general duty.

These specific duties were introduced to assist public bodies fulfil all three aims of the general duty as it is outlined above. The specific duties are designed to ensure that equality issues are included in policy design and within service delivery and they are:

- Setting Equality Objectives and publishing a Strategic Equality Plan
- Ensuring we engage with people who have an interest in how the College's decisions affect them
- Collecting and publishing information relevant to compliance with the General Duty
- Carrying out Equality Impact Assessments and publishing the results if there is a substantial impact on a group with a particular protected characteristic
- Gathering and publishing employment monitoring information annually
- Promote knowledge and understanding of the General Duty amongst its employees and use its performance assessment procedures to identify and address the training needs of its employees in relation to the General Duties
- Set a gender pay equality objective where a gender pay difference is identified
- Think about including conditions relevant to the General Duty in its procurement processes.

The Strategic Equality Plan and the associated Equality Objectives are in themselves a requirement of the specific duties and one that the College has been working towards for some time. The main purpose of a Strategic Equality Plan is to record in one published document the steps a listed body is taking to fulfil the specific duties. The plan must be publicly available and in an accessible format.

Who are we?

NPTC Group of Colleges (The College) came into existence on 1 August 2013 when Neath Port Talbot College merged with Coleg Powys. It is one of the largest Further Education (FE) providers in Wales in terms of learner numbers, with approximately 10,000 learners of whom over 4,000 are full time. The College employs around 880 staff and has an annual turnover of circa £70million. It covers nearly 30 per cent of the country's land mass. The College offers a large portfolio of academic and vocational courses of both full and part-time courses across its 8 sites to more than 270,000 residents across South to North Wales.

The four main Colleges are based in Afan, Brecon Beacons, Neath and Newtown and the sites at Llandarcy, Maesteg, Pontardawe, and Swansea, provide education and training for almost every vocational area, including the 6th Form Academy based at Neath College and the outstanding Sports Academy based at Llandarcy.

The College also delivers bespoke training for industry and business in the region and plays a leading role in the provision of community-based learning. The College operates a franchise with Neath Port Talbot Borough Council delivering Adult and Community Learning. On behalf of Powys County Council, the College delivers at many outreach centres. The College is also the Lead Partner of fourteen training providers brought together for the purposes of delivering education and training under the Welsh Government's Work Based Learning Apprenticeship Contract. This Work-Based Learning Partnership is collectively known as Skills Academy Wales (SAW).

The College prides itself on an outstanding quality higher education programme, delivered in partnership with University of South Wales, University of Wales Trinity St David, Glyndŵr University Wrexham and Pearsons. It delivers over 40 higher education programmes including BSc (Hons) and BA (Hons) Degrees, Foundation Degrees, HNDs, HNC's, Diplomas in Higher Education, Certificates of Higher Education, and the Postgraduate/Professional Certificate in Education. The College is currently planning on expanding this provision even further.

The College is served by two local authorities, Neath Port Talbot and Powys. Neath Port Talbot has a population of 142,300 of which 22,200 (25.6%) are economically inactive, 2.3% points higher than the Welsh average of 25.2%. Of those economically inactive 5,300 (23.8%) want to work. Approximately 3,300 adults (4.9%) are unemployed and 24.1% of households are workless. Powys, also served by the College covers a quarter of the land mass of Wales and has a population of 132,500; 2.4% are unemployed and approximately 20% are economically inactive, of these 23% are actively looking for employment. 31% of learners come from areas of deprivation across Neath Port Talbot and Powys. Of the learner population, 9% reside in the most deprived areas and around 4.4% live in the least deprived areas.

Promotion and Awareness of Equality and Diversity

Promoting equality and diversity is seen as integral to our work with the College's mission statement being:

"Inspiring learning, enriching lives, delivering success"

This is underpinned by the Vision that the College will be:

- A key partner in strategic networks;
- A college delivering excellent teaching and learning;
- An enterprising and entrepreneurial college;
- A college that successfully prepares learners for positive progression;
- A recognised lead in using technology;
- An employer of choice;
- The employers' choice for learning and engagement;
- A college that is helping to tackle poverty by improving economic prosperity;
- A college that promotes Welsh-medium and bilingual learning.

Our College value statements commit us to being 'bound by equity and diversity as our guiding principles'.

Enabling success for all learners through the provision of high quality, flexible teaching and learning opportunities through a broad range of vocational and academic disciplines is the central aim of our work. In addition, we seek to be a responsible employer to our staff, a successful service provider in our commercial enterprises and a committed and enthusiastic partner in our community activities.

Our value statements set out our commitments regarding the approach we take to ensure we meet the highest standards. The College is committed to being;

- Learner and learning centred in our actions;
- Caring and inclusive in our attitudes;
- Responsible and respectful in our behaviour;
- Bound by equity and diversity as our guiding principles;
- Professional and corporate in our conduct;
- Enterprising and innovative in our outlook;
- Tolerant and supportive in our responses.

Our strapline "More than just an Education" conveys that learners will receive outstanding education and training experiences, opportunities to participate in a wide range of extra curricula activities and learner involvement initiatives including the GATE programme for more able and talented learners.

Staff are aware of the role equality and diversity plays through the recruitment and selection process, during their induction, through an online Equality Diversity and Inclusion training module and role specific training.

Students address equality and diversity throughout the induction process and during the tutorial programme to ensure understanding. Tutorial content and delivery is reviewed annually and the College gathers student feedback on the relevance and effectiveness of the tutorials.

We seek to maximise all opportunities to mainstream diversity within existing college events and also to attempt innovative ideas wherever possible.

We believe that equality of opportunity is at the heart of all we do and is central to achieving our mission and promoting success for all our students. NPTC Group of Colleges is an inclusive organisation and believes it is essential that all members of the College community feel valued and able to fulfil their potential. An important element of this vision is that equality and diversity are not separate or additional concerns but central to our College life and work.

How we developed the Strategic Equality Plan and Objectives

In order to ensure our plan was comprehensive, robust and relevant we have been guided at all times by Welsh Government priorities, Equality and Human Rights Commission Guidance and relevant UK legislation, including the Equality Act 2010.

The College has worked to ensure this plan is both topical and comprehensive by relating it to the aims detailed within the Colleges Strategic Plan 2023 – 2027.

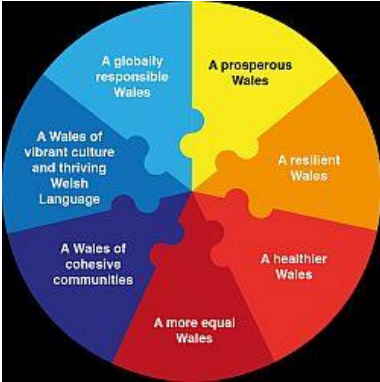
Statistical analysis from the College’s Annual Equality Reports has highlighted issues which have been incorporated within several equality objectives in this plan. We have also recognised that aspects of our data collection reveal a low disclosure rate for certain protected characteristics. To rectify this and ensure we move towards a better understanding of the diversity of our stakeholders we have included an objective specifically relating to the improvement of data quality and disclosure.

The College has utilised the research undertaken by the Equality and Human Rights Commission in the publication ‘Is Wales Fairer?’ 2023. The evidence it contains is a significant steering point for our fourth Strategic Equality Plan. The publication ‘Is Wales Fairer’ provides a comprehensive review of how Wales is performing on equality and human rights. It offers a challenge to all interested parties and public bodies to address deep seated inequalities and promote equality to everyone living in Wales. The review looks across all areas of life including:

- Education
- Work
- Living standards
- Health
- Justice and Security
- Participation in Society

The areas as set out by the review were considered alongside the protected characteristics to enable us to make a decision in formulating our equality objectives.

In setting our equality objectives the College has also given consideration to the Wellbeing of Future Generations (Wales) Act 2015 which remains a key driver for policy and legislation in Wales. The College is committed to maximising its contribution to seven national wellbeing goals which are illustrated here. As an education provider and an employer we need to consider the goals when making decisions and the impact they could have on people living their lives in Wales in the future.



The Act also asks individual public services to apply five ways of working:

- Long term**

The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.
- Prevention**

How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.
- Integration**

Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.
- Collaboration**

Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.
- Involvement**

The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

We believe that our final ten objectives which have been reviewed and modified following consultation remain relevant and are robust.

Engagement with our local communities, with students through the annual Student Representative Conference and with staff through focus groups and other events have provided valuable evidence for setting our equality objectives. These activities helped us to understand the needs of our students and our workforce and helped us shape the Equality Objectives.

In January 2020, the College consulted with 210 student representatives on the Strategic Equality Plan. Students from all protected characteristics were involved in the consultation. Focus groups were held on all sites, where students were invited to discuss the following questions:

- Do you believe the College is fair and equal?
- In what ways do you think the College is fair and equal? What do we do well?
- In what ways do you think the College is not fair and equal? What could we do better?
- How can we encourage different types of students to get along?

In summary, the consultation found that:

- The vast majority of students found that the College was fair and equal. Students reported that they had not experienced unfair treatment or discrimination based on their protected characteristics, and overwhelmingly felt that all students had equal access to opportunities and support.
- Good practice cited included: LGBT support, support for disabled students, a zero-tolerance approach to bullying and harassment, student voice mechanisms that allow students from various protected characteristics to have their views heard, friendly and supportive tutors, and fair treatment based on gender.
- Of all protected characteristics, attendees felt that the College should particularly focus on activities to support LGBT+ students (sexual orientation and gender reassignment), and students with mental health issues (disability).

Specifically, students recommended:

- Continued focus on mental wellbeing support for all students, and ensuring this is widely publicised and well-resourced
- LGBT+ awareness initiatives, including marking LGBT History Month, a rainbow pin badge or lanyard “ally” campaign, and attendance at Pride events
- Trans-specific awareness raising, including staff and student training sessions
- Staff training on tackling inappropriate language and “banter” in the classroom
- Use of diverse students in promotional materials to encourage more women to apply for male-dominated subjects, and men to apply for female-dominated subjects.
- Continued focus on improving the accessibility of the physical college environment.

All recommendations were incorporated into the final Strategic Equality Objectives.

In March 2023, as part of the Annual Student Representative Conference, Student Support shared an update on the Welsh Government Vision for an anti-racist Wales by 2030. Learners were also provided with an opportunity to take part in a consultation on their thoughts on the Anti Racist Action Plan in relation to college life. Students took part in facilitated discussions on;

- Respect – positive values and behaviour respecting diversity and inclusion.
- Change – changing what we can do to respect differences.
- Reporting - exploring ways to report and record incidents of racist abuse discrimination and/or bullying.
- Awareness raising – student training anti-racism.

Although the focus of the consultation was on anti-racism the feedback on Equality Diversity and Inclusion in a wider sense was captured and has been considered in the development of our objectives.

Specifically students recommended the following key actions;

- Establishing Diversity Ambassadors and Allies.
- Cultural events and celebrations.
- Improved information platforms, utilising infographics, posters, banners.
- Report, Record, Respond - develop a new system for reporting discrimination bullying and harassment.
- Access to safe and inclusive spaces and societies
- Inclusion training for staff and students using workshops, experts, focus groups.
- Curriculum revised to include history of culture and racism in tutorial and induction activities

In preparing the Strategic Equality Plan, consultation has taken place with the EDI Strategy Group, the Board of Governors, the Senior Management Team, the Unions (UCU, Unison and NEU), and our staff and students. Stakeholders and interested parties were invited to comment on all aspects of the equality objectives with the following questions being asked:

- Thinking about each priority how well do you feel the College has done with achieving this priority during the last 4 years? (Respondents were asked to rate each objective as achieved, making progress, unable to comment or need to improve)
- Should this remain a priority for the next four years?
- Please tell us more about why you have chosen your response?
- What other priorities do you think would be important for us to add to our Strategic Equality Plan?

Feedback was actively sought from diverse groups, to ensure that those from all protected characteristics had the opportunity to share their views. The feedback was overwhelmingly positive, with at least 71% of respondents stating that each of the objectives remained relevant and important for the College going forward.

Respondents also listed a number of equality and diversity priorities from across a range of protected characteristics that they felt the college should focus on; the most common priorities shared were:

- Ensuring equity of treatment and opportunity
- Tackling instances of bullying, harassment, and disrespect
- Race equality and tackling racism
- Support for disabled staff and students
- Ongoing EDI education and training for staff and students

These are all key priorities in the SEP, and we are pleased that the SEP reflects the priorities and concerns of our staff and students.

Student Voice



In December 2022 the College appointed a Senior Student Involvement, Wellbeing and Inclusion Officer (SSIWIO) This role combined student engagement, wellbeing and inclusion into one holistic role, allowing wellbeing and equality and diversity to be fully embedded into student engagement activities across the College.

Equality and Diversity is embedded in the mandatory student representative training and Student Union Executive Committee training, where student leaders are taught the importance of equality and diversity, of representing diverse voices, and asked to consider the valuable perspectives that people from different backgrounds can bring to consultation and decision-making. The training includes a formal induction, which includes a session with the Children's Rights Unit and SSIWIO to provide officers with an overview of key information and skills needed in their roles as well as content around unconscious bias and adopting an inclusive approach.

Student Union

The Student Union work with the College to mark a number of Equality, Diversity and Inclusion calendar dates throughout the year via events and campaigns. The College has an annual equality and diversity calendar of events, where an awareness-raising campaign is run for staff and students each month The calendar is updated every year, however events have included:

- LGBT History Month
- Mental Health Awareness Week
- Pride Month
- Black History Month
- Holocaust Memorial Day
- Young Carers Action Day
- Hate Crime Awareness Week

In 2020, following a review of the Student Union Constitution the role of Equality & Diversity Officer was introduced to the Executive Committee, whose role is to ensure equality and diversity matters are considered in Student Union decision-making, and work with the Events Officers to run events and awareness campaigns throughout the academic year. In 2023, in

recognition of the importance of the role it became a paid post for the first time (along with the Student Union President and HE Officer). The Equality & Diversity Officer also sits on the College Equality, Diversity and Inclusion Strategy Group. The Constitution contains a zero-tolerance statement against bullying, harassment and discrimination on the grounds of any protected characteristic.

E-STEP Tutorial Programme

Equality Diversity and Inclusion is embedded within the College E-STEP Tutorial Programme, a weekly programme of tutorial sessions on pastoral and vocational topics including health and wellbeing, employability, and digital skills. All students undertake this programme weekly as part of their college timetable. As part of this programme dedicated equality and diversity sessions take place within the term, there have been dedicated sessions to coincide with key events such as Black History Month in October, LGBTQ+ sessions in February to coincide with LGBTQ+ History Month and Anti-Racism resources have been created and shared with our students leading to creating further awareness amongst both our students and staff on our NPTC Anti-Racist Wales Action Plan. Teaching staff have support available in the teaching of these areas and many of them have had the Anti-Racism training by Show Racism the Red Card increasing confidence to tackle these sensitive subjects. The College Equality Diversity and Inclusion calendar is embedded within the programme, so students are informed of relevant campaigns at key points throughout the year. Following the tutorial programme, tutors may request bespoke awareness-raising sessions for specific classes to expand upon the learning received from the tutorial programme. Equality and Diversity related areas of the programme have been reviewed annually to ensure the terminology used is up to date and inclusive and to ensure the content remains relevant for our staff and students.

Diversity Calendar

The College has developed an annual calendar of events that celebrate Health & Wellbeing and Equality, Diversity, and Inclusion. A selection of key events are agreed each year to commemorate and celebrate a diverse array of activities throughout the academic year for both staff and students.

The calendar acts as a useful tool in a number of College groups including the Staff and Student Involvement Groups, the Equality Diversity and Inclusion Strategy Group and the Employer of Choice Strategy Group for us to plan accordingly. In these group meetings, we discuss ideas for resources to be shared with both staff and students as well as involvement activities to mark the significant dates.

Each EDI date the Group approve is categorised by protected characteristic. It is also agreed that each campaign should aim to include:

- All-staff internal comms and social media coverage
- Virtual or in-person events
- Library displays and social media campaigns.
- Library reading lists on related topic.
- Coverage in ESTEP tutorial programme

Mental Health and Wellbeing

Since signing the Time to Change Pledge in 2017 the College has continued to develop its strategy for mental health and expand on a range of support mechanisms to support staff, including the team of trained staff who are mental health first aiders (MHFA). At present the College has 129 trained MHFA's which equate to just over 16% of our workforce. There has been a huge focus on breaking down the stigma surrounding men's mental health in the last two years and as a result, the proportion of men accessing the training and becoming MHFA's, has increased by 15%. These staff have come forward from a variety of different job roles both support and academic, particularly in the areas of Construction and Engineering.

time to change
let's end mental health discrimination

The College's Health and Wellbeing Coordinator works closely with the team of MHFA to ensure they have access to a range of resources for signposting, as well as arranging events to encourage staff to talk about mental health and seek support when it is needed. Events such as 'tea and talk' sessions are arranged and supported by a number of MHFA throughout the academic calendar and are an opportunity for all staff to discuss mental health in an informal setting.



Our focus on health and wellbeing has also been to improve and expand the wellbeing resources that are available for our staff and line managers. With the creation of the health and wellbeing hub on SharePoint, this has made resources accessible for staff to explore proactive ways to support their wellbeing. Combined with the introduction of the Mental Health Conference and Wellbeing days this has also enabled us to consistently improve the health and wellbeing support provided to staff over the last four years.

In June 2022 the College held its first Mental Health Conference at Theatre Brycheiniog Brecon, this conference was an opportunity to speak to all of the MHFA collectively, for there to be open and honest discussions about supporting staff with their mental health and an opportunity for them to hear from a guest speaker about their mental health struggles. In 2022 the guest speaker was Nigel Owens, International Rugby Referee, who spoke to the team about his own personal struggles and how "Talking openly about mental health is still something new. The more conversations we have, the more we share, and the better we are."

June 2023 saw the return of the annual Mental Health Conference and this event was supported by guest speaker Simon Western CBE. Simon spoke to the team about personal resilience, his inspiring talk and question and answer session covered his experiences as a Falklands War veteran, battles with mental ill health and addiction, and how the staff and the young people we work with can all find resilience in themselves. Feedback from both conferences from all attendees have been extremely positive with many reporting finding the event invaluable. The conferences are always streamed live on our College internal platforms so that all staff and students have the opportunity to engage and take something away from the event regarding their own mental health.

Disability and ALN Support

The College is committed to meeting the educational needs of all of our students in order that they can reach their full potential and **be all they can be**. By putting in place the right support at the right time, significant barriers to achieving individual potential can be removed, whilst

ensuring compliance with the Additional Learning Needs and Educational Tribunal Act (Wales) (ALNET) 2018 and the Equality Act 2010.

During 2020-2024 the College has focused on ALN transformation and preparation for the implementation of the ALNET Act and has been taking steps to becoming an inclusive college. The College aims to be a college that is inclusive to all students with ALN, it wants to be a college that is accessible to all students regardless of their abilities. As part of this transformation stage the college has remodelled the Student Support Team who are able to deliver the requirements of the ALNET Act, this includes a specialist ALN Team and the legislative ALNCo Role. A full training programme to upskill all members of staff around ALN awareness has been delivered; which will further ensure the college's strategic ALN Transformation message "ALN is Everyone's Business" is adopted by all. The college has achieved many of its objectives towards becoming an inclusive college, including becoming an Autism Aware College awarded by AutismWales.org on 8th July 2022.

Staff Neurodiversity Network

Neurodiversity is a term originally coined by Australian sociologist, Judy Singer, in the late-1990s. It is a wide spectrum that covers a range of hidden neurological conditions including Autism/Asperger's, Dyslexia, Dyspraxia, learning disabilities. In 2023, a staff Neurodiversity support group was set up which is steadily growing in membership. The group provides a space for staff to share and talk openly and positively about their experiences, and to support each other. Some of those involved in this initiative have now gone on to support others both inside and outside of the organisation and their work has been recognised through awards.

Disability Confident Scheme

The Disability Confident scheme supports employers to make the most of the talents disabled people can bring to the workplace. In April 2018 the College became 'Disability Confident Committed', progressing to a 'Disability Confident Employer' in April 2019. As a disability confident employer the College continues to demonstrate that it goes the extra step to make sure that disabled people get a fair chance.



Stonewall Cymru School & College Champion

The College has been a Stonewall Cymru School & College Champion since 2020. The programme for schools and colleges in Wales, is designed to develop LGBTQ+ inclusion across our services by measuring, tracking and celebrating our progress. At our Annual Student Representative Celebration conference in March 2023, we invited Stonewall Cymru to present a session on LGBTQ+ Identities. This subject had been identified as a priority for our students as they were keen to develop their knowledge and understanding. Following on from the event the student representatives requested staff also attend and this programme to help them better understand LGBTQ+ learners and this is currently being rolled out to staff. The workshops are planned to coincide with our Diversity Calendar marking both Pride and LGBTQ+ History month.



Trans Guidance

In 2020 the College produced a detailed guidance document for staff on how to support trans students. The guidance outlines guiding principles which includes information on key areas such as record-keeping, confidentiality, terminology, and contains a Personal Plan template for staff to complete with students who require support. The guidance was written using Stonewall guidance and best practice from the sector. The publication of this guidance was accompanied by staff LGBT+ awareness training, where staff were taught about key concepts in LGBT+ equality and language.

Gender Neutral Toilets

In February 2020 the College introduced gender-neutral and accessible toilets in every building on all sites. These toilets are open to people of all genders to use, and are wheelchair accessible.

Period Dignity

The Welsh Government Period Dignity Grant has helped the College to deliver on key outcomes in line with the objectives of the fund. Learner outcomes have included:

- Benefit from consistent and easy access to period products.
- Learners on low incomes are less likely to be disrupted by their period and have improved experiences of menstruation.
- Financial savings, particularly for learners impacted by austerity.
- Less concern and embarrassment about menstruating.

The grant has been used to provide period products and free vending dispensers across all College sites. In addition to this, funding has been allocated to hygiene products, underwear and jogging bottoms. Through the COVID pandemic lock down learners were able to access products delivered to their homes or through vouchers to spend at local supermarkets.

Menopause Workplace Pledge

In 2022 the College signed the Menopause Workplace Pledge demonstrating its commitment to recognising that menopause can be an issue in the workplace and women need support. Prior to signing the pledge, in 2020 the College created a forum for staff experiencing all stages of the menopause. The forum has allowed people to talk openly, positively and respectfully about the menopause and it has enabled us to actively support signpost and inform staff with several guest speakers invited in to talk about diet, hormones, and general medical support information. Since its inception the group has steadily grown and now has over 50 members.

White Ribbon Campaign

White Ribbon is a global campaign that encourages people, especially men and boys, to individually and collectively take action and change the behaviour and culture that leads to abuse and violence.

In June 2022 the College became White Ribbon accredited and committed to end men's violence against women. In order to become accredited the College had to develop and deliver a comprehensive action plan that aimed to change the cultures that lead to abuse and violence

and promote gender equality. To wear a white ribbon is to promise never to commit, excuse or remain silent about male violence against women, a number of College staff have undertaken White Ribbon Champion training and lead the programme, developing resources and events to deliver this strong message to both staff and students.

For the last two years the College has marked White Ribbon day and we have asked staff and students to pledge their support by signing giant white ribbons that were available in all main reception sites. PCSOs and other specialist organisations also attended to answer any questions that staff and students may have.



To run in conjunction with the White Ribbon Campaign the College has also installed a 'safe space' section on its website for all users. Online Safe Spaces' is a discreet portal that opens in a pop-up window. The service provides support, advice and helpful contact numbers for those at risk of domestic abuse. It leaves no internet history trace, and provides quick exit options for the person seeking information. Online Safe Spaces provides a host of helpful links and information, including; when to dial 999, national helplines, local support groups and further useful links. It also includes a questionnaire to determine the participant's risk of domestic abuse.

Maternity Pledge

During this academic year, the College created the 'Pregnancy and You' toolkit on SharePoint. This toolkit has been created to provide guidance and support to expectant employees along their pregnancy journey. We have also introduced a return to work meeting for employees who are returning from a period of maternity leave to support them back into the workplace with a further check in in meeting between weeks four and six.



The College has also recently signed up to the Maternity Pledge, which has been coined as 'a social enterprise to keep mothers in the workplace and help them navigate their matrescence.' Matrescence is the physical, psychological and emotional changes an individual goes through after the birth of their child. There are five pillars to the pledge:

- Fulfilling the legal requirement for pregnancy and maternity leave
- Create a maternity leave and return to work plan
- Communicate to all employees how maternity leave works

- Help employees maintain an emotional connection with the workplace when they are on leave, this is to prevent the build up anxiety upon their return
- Support an employees return to the workplace following maternity leave

By signing up to the pledge we are given matrescence packs, the pack draw reference to positive birth experiences, expectations vs reality and podcast links. The packs are a toolkit to support expectant parents on their pregnancy journey and to also offer support and guidance once the baby has been born- 'need to empower parents to take care of their own perinatal mental health'.

By signing up to the pledge we are demonstrating that 'we are a workplace that values working mothers, we are actively helping mothers back into the workplace after maternity leave. We are raising awareness of matrescence'

Partnership Working

Partnership working has been a particular area of focus for us at the college. Since December 2022 we have widened our external organisational networks vastly which has resulted in greater collaboration and sharing of best practice particularly with an EDI focus. It has also widened our local community engagement. We recently attended the Wales Windrush 365 events, Port Talbot BME networking events and NPTCVS held their AGM here at NPTC.

We have regular contact with organisations such as NPTCVS, Safer NPT communities, NPT BME Community Association, Local Authority Powys and Neath Port Talbot, EYST (Ethnic Youth Support Team) Race Equality First, Swansea University, Black Leadership group, CAENTR (Centre for African Entrepreneurship), Educators for Wales, the Gherker community and we now sit in on the PAVO community connectors meetings for the Powys area.

Both the HR director and SO-EDI are members of the Colegau Cymru Equality Network and continue to attend regular meetings for sharing of best practice and collaboration across the FE sector. This group meets at least once every term.

NPTC have also set up a community engagement group. It was observed the local area had no global majority groups where shared communities could come together in a safe space. Neath 'Chai and Chat' was launched in May 2023 collaboratively with NPTCVS and NPTCBC Local Authority and takes place every Thursday in Neath local library.

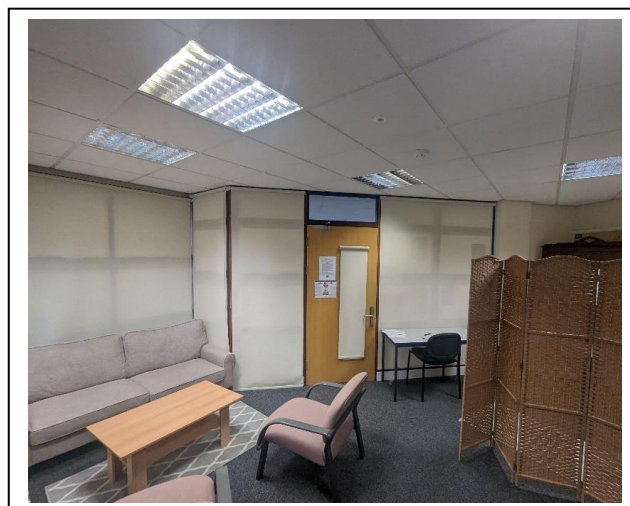
This has been very successful attracting up to twelve different nationalities at any one time and the average number of participants stand at around twenty per week. We have had Bangladeshi, Filipino, Iranian, Indian, Nigerian, Pakistani, Polish, South African, Syrian, Turkish, Ukrainian and Welsh participants.

Many wider organisations are now using this platform to share their services and to be able to reach out to the wider local community. This is done using a booking system and the waiting list of that is evidence to its success within the Neath Local Authority area.



Contemplation rooms

The College has dedicated contemplation rooms on three of its main sites. The rooms are clearly signposted and promoted to new staff at induction. These rooms are quiet spaces for people of all faiths and none, and include holy texts, prayer mats and beads, comfortable seating, and ambient lighting and music. The rooms were designed and furnished using student and staff feedback from people from a range of different faiths. Regular checks to the rooms are done to ensure appropriate usage and availability. In conjunction with these rooms wash facilities are available within close proximity.



Young Adult Carers

Following the successful implementation of the QSCS Award (Quality Standard in Carer Support) in 2020, the College is preparing for reaccreditation in 2024. Through literature and a marked presence across the College the allocated carers lead and specialist wellbeing officer have successfully raised the profile of young carers and communicated to both staff and students the barriers faced whilst in education. Young carers have benefited from financial and wellbeing guidance, access to external support services and a positive direction to HE or the world of work Young Carers. The College identified young carers as part of a target group who may require additional support. This was especially evident during covid, where young carers faced loneliness and isolation whilst caring for loved ones. To alleviate the solitude, the wellbeing team made weekly contact, offering both financial and welfare provision.

For some time, the College registration process has allowed students to identify as a young carer. Acknowledgement has permitted students to attend a designated enrolment day providing opportunity to discuss individual needs and receive ongoing wellbeing support. The QSCS award brought the additional benefit of creating a Carers Charter; allowing young carers to record their specific needs on a bespoke Pattern of Care form and carry a carer card. Literature developed specifically for young carers placed in prominent locations, in addition to being digitally available, allowed students to identify as a young carer throughout their time at college. The appointment of a specialist wellbeing officer became the 'voice' of young carers. The role created a marked presence across the College, endorsing one-to-one intervention, in addition to coordinating wellbeing groups and events. Emphasis on Young Carers Action Day brought local community support groups to the College and allowed students to actively engage with the local services.

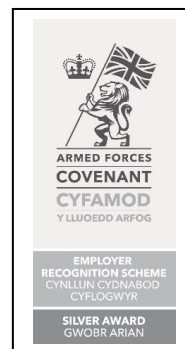
Employers for Carers

The College has been a member of Employers for Carers since February 2022, a charity set up to ensure employers have the support to retain and empower employees with caring responsibilities. Since 2022, we have worked with Employers for Carers to identify and engage with our staff who have caring responsibilities, signposting support and guidance. We have also reviewed and 'care-proofed' our policies and trained and supported our line

managers to implement carer friendly practices. The College has also rolled out its Carers Passport Scheme and also promote support available to staff nationally and locally.

Armed Forces

The College is proactive in promoting recognition and additional support for armed forces veterans and children of serving families. The College received recognition for the support it provides by initially attaining the prestigious Bronze Armed Forces Covenant Award. The College has now been recognised and is the proud holder of the Armed Forces Employer Recognition Scheme Silver Award. The College has an Armed Forces Champion who works closely with our Student Support team providing support to armed forces veterans and children of serving families, which offers, wellbeing and financial support across the College.



Our Strategic Equality Objectives

Our Equality Objectives will help us to meet the specific equality duties and will ensure that we continue to make progress in improving equality and diversity at the College.

The Equality Objectives for 2024-2028 are as follows:

- To ensure our student population is representative of the communities we serve. Following an analysis of our data and current research we have identified the need to focus on subject-specific gender segregation and our apprenticeships.
- Through the implementation of the Anti-Racist Action Plan, establish a culture where our education and work experience is one that is safe, respectful and inclusive for people of all ethnic and racial backgrounds.
- To establish a culture which promotes a positive and supportive learning and working environment with regards to mental health and wellbeing through the implementation of the Health and Wellbeing Strategy.
- To improve the accessibility of the physical and digital, learning and working environment
- To create an inclusive environment that supports flexible learning and working.
- To improve the progression, retention and attainment of our student population with protected characteristics, as indicated by our data, to realise their full potential.
- To embed Equality and Diversity throughout the College through regular events, campaigns and awareness raising.
- To improve the quality and disclosure rate of the staff and student equality data so that our actions continue to be well informed.
- To ensure fairness in pay with regards to gender and ethnicity.
- To foster a supportive, safe and inclusive culture that aims to eliminate bullying, discrimination, harassment and micro-aggressions or any other unacceptable behaviours.

An action plan to support the achievement of the objectives has been developed and can be found at Appendix 1 at the end of the report.

Employment Equality Data

As an employer the College collects information relating to age, disability, marriage and civil partnership, race, religion or belief, sex and sexual orientation. Information is initially collected during recruitment however at selection we ensure short listing is completed without reference to these characteristics. The College has implemented a HR system to enable staff to update and amend their own personal details online. Reports and analysis are informed by this data with the expectation that the information it provides will result in more robust and complete statistics.

Procurement

NPTC Group of Colleges complies with all applicable UK procurement legislation, in particular the principle of non-discrimination, and apply the rules to all tenderers in a fair and transparent manner.

The College advertises contracts on the national procurement website sell2wales.co.uk. Also, the College advertises all contracts worth over £30K on Contracts Finder and issues quotes and tenders in line with it's Financial regulations.

Tender specifications are drafted with the aid of a Sustainability Risk Assessment template. The evaluation criteria are discussed with a Project Team, ensuring that valid Sustainability Risk Assessment Tool questions are included within the evaluation. Tenders can be a two stage process if they are over the UK threshold: a restricted process, where first there is a pre-qualification process and then the College will select a group of suppliers capable of fulfilling their needs; and then the tender, by which a supplier will be chosen from the group.

The pre-qualification criteria is concerned with things that have happened in the past (e.g. experience, technical capability, health & safety, quality and diversity & equality) while the tender stage is concerned with what will happen in the future (e.g. pricing, project methodologies) The College also uses the Open Procedure, which means that any interested supplier is free to submit a tender. All tenders have 'terms and conditions' attached which reference the Equality Act 2010.

The College has two methods of monitoring contracts a Service Level Agreement – to agree on a statement of objectives, or Key Performance Indicators - these represent the minimum level of service that would be expected.

NPTC Group of Colleges has adopted the principles of the 'Opening Doors Charter' for SME-friendly procurement. The College will include in suitable tenders, the use of sustainable development criteria in determining value for money, including assessing the impact of economic, environmental and social factors. SMEs are encouraged to embrace sustainable development and the Procurement Officer will offer advice where suitable. The College attends 'Meet the Buyer' events, these are aimed at SMEs so they have the opportunity to meet with the public sector Procurement Officers, and have access to future tenders.

Third sector organisations have the opportunity of tendering for College contracts via sell2wales.

NPTC Group of Colleges complies with all applicable EU and UK procurement legislation, in particular the principle of non-discrimination, and apply the rules to all tenderers in a fair and transparent manner.

The College advertises contracts on the national procurement website – sell2wales.co.uk Also suppliers from the Colleges Approved List will be invited to tender for low to high value tenders/quotes issued by the College.

Our Monitoring & Review Procedures

The equality and diversity agenda at NPTC Group of Colleges is championed by the Vice Principal for People and Digital who chairs the College Equality Diversity and Inclusion Strategy Group (EDI Strategy Group). The EDI Strategy Group meets termly and has representation from all areas of the College including Trade Unions, the Student Union, and Board of Governors. The group oversees compliance with the Equality Act 2010 and has overarching responsibility for the implementation and review of the Strategic Equality Plan.

The Equality Objectives are monitored by the EDI Strategy Group each term and progress reported to the Senior Management Team and the Resources and General Purposes Committee of the Corporation Board. In addition, a report is produced annually on employment monitoring information and progress.

The Strategic Equality Plan is a working document and where actions are not achieving the intended outcome a determination can be made to modify actions and/or the objective after reviewing the available evidence.

Publication and Accessibility

NPTC Group of Colleges will ensure that the Strategic Equality Plan and Equality Objectives are published and accessible to all.

The documents will be available on the College website and on both the student and staff intranets in Welsh and English. Hard copies will be available on request at each campus and will be available in alternative formats as required. We will circulate an electronic version to partner organisations and feeder schools. Alternative formats will be available in line with our standard accessibility statement;

“If you or someone else you know would like this document in an alternative format please contact the HR department at hr@nptrcgroup.ac.uk or on 07825 365 367.”

Strategic Equality Plan 2020-2024

Objective no.1

To ensure our student population is representative of the communities we serve. Following an analysis of our data and current research we have identified the need to focus on subject-specific gender segregation and our apprenticeships.

'Is Wales Fairer 2023' reports that gender segregation in certain subject areas remains prevalent, including STEM A-Levels, vocational subjects, and apprenticeships. To address this, the College will undertake an up-to-date review of college-wide data, and pilot targeted initiatives. The specific initiatives will be informed by the data picture, using sector guidance and best practice, and will be monitored and evaluated to ensure impact is being made.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
Marketing	Using the data, identify areas of underrepresentation and implement strategies for improvement	<ul style="list-style-type: none"> Review of marketing material and campaigns to ensure diverse images are used throughout. Piloting targeted initiatives and assess through evaluation. 	VP: Academic and HMC	
Schools	Using the data, identify areas of underrepresentation and implement strategies for improvement	<ul style="list-style-type: none"> Devise area-specific initiatives to address imbalances Progress scrutinised in HoS annual review report to DMG. 	VP: Academic and HoS	
Pathways/SAW Partnership	Using the data, identify areas of underrepresentation and implement strategies for improvement	<ul style="list-style-type: none"> Devise area-specific initiatives to address imbalances Progress scrutinised in SAW annual review report to DMG. 	AP: Skills PTM/ SAW Equality Lead	

Strategic Equality Plan 2020-2024

Objective no.2

Through the implementation of the Anti-Racist Action Plan, establish a culture where our education and work experience is one that is safe, respectful and inclusive for people of all ethnic and racial backgrounds.

We pledge to take a stand against racism within our College and in the wider community. We invite our staff, students and stakeholders to make the same commitment to ensure the College is a welcoming place for all. Our vision and our responsibility are therefore not to be simply non-racist but to become visibly and actively anti-racist.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR/All Areas	Implementation of the Anti-Racist Action Plan	Implementation of the operational objectives outlined in the Anti-Racist Action Plan.	HRD	

Strategic Equality Plan 2020-2024

Objective no.3

To establish a culture which promotes a positive and supportive learning and working environment with regards to mental health and wellbeing through the implementation of the Health and Wellbeing Strategy.

A healthy college is defined as a place where a college is adopting a whole systems approach to health. This involves creating a learning and working environment and shared institutional culture where health, and wellbeing are recognised as being core to success and allows both staff and students to reach their full potential.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR / All areas	Implementation of the Health and Wellbeing Strategy	<ul style="list-style-type: none"> Implementation of the operational objectives outlined in the Health and Wellbeing strategy. 	HRM	
Student Support / All areas	Implementation of the Health and Wellbeing Strategy	<ul style="list-style-type: none"> Implementation of the operational objectives outlined in the Health and Wellbeing strategy. 	AP Students	

Strategic Equality Plan 2020-2024

Objective no.4

To improve the accessibility of the physical and digital, learning and working environment

As a result of the COVID pandemic a greater focus has been placed on digital learning and working and as a result a focus is placed on ensuring digital accessibility for all. It is also essential that we continue to improve physical accessibility into the working and learning environment.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
Estates	Improve physical accessibility to sites and facilities so that all areas are compliant with the requirements of the Equality Act. and are COVID secure.	<ul style="list-style-type: none"> Audit of all sites and report of actions required to be produced. Consultation with staff and students to identify areas of concern and potential issues and to assist prioritisation. Implementation of actions from site audit and consultation. Carrying out Equality Impact Assessments on new builds and refurbishments. 	DoC	
ILT	Ensure the digital learning and working environment is accessible for all.	<ul style="list-style-type: none"> Implementation of the Digital Strategy with regards to digital inclusion, with consideration given to the impact on staff and students with protected characteristics. Staff and students are aware of and make use of the immersive assistive technology available through the Windows 10 platform and Office 365 Apps. 	VP: People and Digital & DD	
Student Support	Ensure that all students are digitally included and can access teaching and support services in college and through remote access	<ul style="list-style-type: none"> Use and promotion of the Welsh Government digital inclusion fund to make provision for digitally excluded FE students Annual student consultation through the Student Representatives to identify awareness of WG digital inclusion fund, awareness of other forms of digital learning 	AP Students	

Strategic Equality Plan 2020-2024

		<p>support services, and generate recommendations to better support digitally excluded students.</p> <ul style="list-style-type: none">• Implementation of actions from consultation.		
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Strategic Equality Plan 2020-2024

Objective no.5

To create an inclusive environment that supports flexible learning and working.

Research tells us that 'flexible' work is evolving rapidly. At its core are individuals with potentially greater freedom over when, where or how to fulfil their particular roles or carry out their studies. This will help us to create a supportive and inclusive learning and working environment for individuals with protected characteristics, as well as giving us a competitive edge as an employer and learning provider.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR	Continue to improve flexible working practices at all levels within the organisation	<ul style="list-style-type: none"> • Raise awareness of the operational benefits and ways to implement flexible working among line managers. • Provide and promote a range of policies that support and promote flexible working. • Continue to engage with the Disability Confident Employer scheme and implement recommended actions in order to achieve Disability Confident Leader status. • Include 'belonging' as a sub-area of the Staff Perception Survey to explore staff experiences of flexible working - data analysed and recommendations produced. • Implementation of recommended actions from consultation. 	HRD	
Academic	Continue to improve flexible learning to meet the needs of our students.	<ul style="list-style-type: none"> • Continue to build upon current blended learning approach so learning can be accessed flexibly by students, e.g. evenings and weekends • Use and promotion of the Welsh Government digital inclusion fund to make provision for digitally excluded students • Annual student consultation through the Student Representatives to identify awareness of WG digital inclusion fund, awareness of other forms of digital learning 	AP: Quality AP: Students SSIWO	

Strategic Equality Plan 2020-2024

		<p>support services, and generate recommendations to support flexible learning for students.</p> <ul style="list-style-type: none"> • Implementation of actions from consultation. 	HoS	
Student Support	Enhance student access to support services digitally	<ul style="list-style-type: none"> • Utilise a range of technology to develop support services that are more accessible for students, including online workshops, webinars, video series, and use of social media. • Annual student consultation through the Student Representatives to generate recommendations to enhance student access to support services. • Implementation of actions from consultation. 	AP Students	
HR and Student Support	Upskill staff teams and student leaders so they have the knowledge and experience needed to seek out and respond effectively to stakeholder views	<ul style="list-style-type: none"> • Mandatory consultation training for selected staff groups and student leaders to ensure they are equipped to constructively participate in and facilitate college involvement activities. • Raise awareness of college involvement activities for all staff and students, targeting those from underrepresented and vulnerable groups so they can participate in involvement activities, so their views are represented. 	AP: Students	

Strategic Equality Plan 2020-2024

Objective no.6

To improve the progression, retention and attainment of our student population with protected characteristics, as indicated by our data, to realise their full potential.

This is a continuing target and an ongoing priority for the College. We are also mindful of the national sector picture, which shows that students from certain groups have lower progression, retention and attainment rates. Our actions will be informed by our data, so that we can give all students the best opportunity to reach their full potential.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
AP: Quality	Provide data to assess progression, retention and attainment of all students, broken down by gender, ethnicity, and disability.	<ul style="list-style-type: none"> Establishing baseline data and benchmark against national figures. Use data to inform subsequent actions to address any progression, retention or attainment gaps. 	Quality	
Marketing	Using the data, identify areas of under representation and consider strategies for improvement	<ul style="list-style-type: none"> Review diversity of images in marketing materials and campaigns Pilot targeted initiatives and assess through evaluation, as per objective 1.1. 	HoMC	
Student Support	Work with current students and experts to develop interventions and advisory services for students who identify as: Ethnic minority, care leavers or care-experienced, carers, disabled, female - where females are under-represented in the academic discipline and male – where males are underrepresented in the academic discipline , LGBTQ+, parents or from widening participation backgrounds	<ul style="list-style-type: none"> Bespoke interventions and support packages are developed and put in place so students who are from the identified vulnerable and underrepresented groups, can succeed. Success rates of students who are from the identified vulnerable and underrepresented groups is commensurate with or higher than the overall College success rates. 	AP: Students	

Strategic Equality Plan 2020-2024

Objective no.7 To embed Equality and Diversity throughout the College through regular events, campaigns and awareness raising.				
Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. By continuing to raise awareness and promote equality through regular campaigns we can ensure Equality and Diversity remains embedded throughout the Group.				
Dept/Area	Operational Outcomes	Achieved by	Lead	Date
EDI Strategy Group	Schedule a programme of annual awareness raising activities which provide opportunities for participation across all levels and subjects.	<ul style="list-style-type: none"> • Providing a programme of events throughout the year that cover a wide range of E&D areas • Sharing good practice and providing case studies • Continuing to ensure E&D themes and content are embedded throughout ESTEP tutorial programme • Monitoring via EDI Strategy Group 	SO:EDI / SSIWO	
HR and Student Support	Devise and implement an effective framework of involvement activities that is clearly understood by students and staff and delivers the measurable improvements in the overall quality of the learning and working environment	<ul style="list-style-type: none"> • Target training for staff and students from underrepresented and vulnerable groups so they can participate in involvement activities, so their views are represented (as per objective 5.4) 	HRM / SDM	
Board	To ensure the Board has a strategic overview of EDI within the Group.	<ul style="list-style-type: none"> • Ensure there is Board representation on the EDI Strategy Group. • E&D training to be provided for Board members 	AP: Governance	
Board and SMT	Leaders and key staff maintain professional relationships with the College's community particularly those who represent different ethnic, faith, minority and vulnerable groups	<ul style="list-style-type: none"> • College Managers, Governors and SO:EDI are active members of local and regional community cohesion working groups 	VP: External Relations & SO:EDI	

Strategic Equality Plan 2020-2024

Objective no.8 To improve the quality and disclosure rate of the staff and student equality data so that our actions continue to be well informed.				
Analysis of staff data has shown a steady improvement in disclosure rates however for certain characteristics it remains low. The College recognises that in order to truly improve equality we must base our actions on the actual profile and needs of our staff and students.				
Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR	Improve staff equality disclosure rate to provide robust and comprehensive staff equality data on all protected characteristics.	<ul style="list-style-type: none"> • All staff invited to update records on HR dashboard annually at the following key points of the year: induction, appraisals, CPD days. • Awareness raising of importance and benefits of collecting and monitoring data, giving staff confidence in disclosing. • Production of Annual Report every year. • Use the data from the Annual Report to inform future actions and support ELIA's. • Line managers to complete an annual equality review and submit to DMG for scrutiny. 	HRM	
Student Support	Provide robust and comprehensive student equality data	<ul style="list-style-type: none"> • Establish baseline data and review current disclosure rates • Raise student awareness of the importance and use of equality data • Year on year 5% increase in the number of students who feel able to make an equality data disclosure • Use data to inform subsequent actions. 	AP: Students	

Strategic Equality Plan 2020-2024

Objective no.9

To ensure fairness in pay with regards to gender, ethnicity and disability.

We intend to consider the pay differences in relation to gender that exist across the organisation and to identify an objective that will address any difference identified. As part of the College's commitment to anti-racism we also intend to consider pay differences in relation to ethnicity. As part of the College's commitment to being a disability confident employer we also intend to consider pay differences in relation to disability.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR	Measure the Gender Pay Gap, using the data to identify areas of concern and implement strategies for improvement.	<ul style="list-style-type: none"> • Regular analysis of our pay data in relation to gender and recommendations produced where required. • Implementation of actions identified. • Through regular appraisals identify opportunities for female employees on lower paid grades to gain promotion or development. • Promotion of flexible working and family friendly policies to support retention and progression of female employees at all levels in the organisation - see objective 5. • ELIA of Recruitment and Selection process, materials, and website to be conducted, and implementation of any arising actions. 	HRD	
HR	Measure the Ethnicity Pay Gap, using the data to identify areas of concern and implement strategies for improvement.	<ul style="list-style-type: none"> • Regular analysis of our pay data in relation to ethnicity, and recommendations produced where required. • Implementation of actions identified. • Through regular appraisals identify opportunities for BAME employees on lower paid grades to gain promotion or development. • Promotion of flexible working and family friendly policies to support retention and 	HRD	

Strategic Equality Plan 2020-2024

		<p>progression of BAME employees at all levels in the organisation - see objectives 2 and 5.</p> <ul style="list-style-type: none"> • ELIA of Recruitment and Selection process, materials, and website to be conducted, and implementation of any arising actions (see objective 2). 		
HR	<p>Measure the Disability Pay Gap, using the data to identify areas of concern and implement strategies for improvement.</p>	<ul style="list-style-type: none"> • Regular analysis of our pay data in relation to disability, and recommendations produced where required. • Implementation of actions identified. • Through regular appraisals identify opportunities for employees with a disability on lower paid grades to gain promotion or development. • Promotion of flexible working and family friendly policies to support retention and progression of employees with a disability at all levels in the organisation. • ELIA of Recruitment and Selection process, materials, and website to be conducted, and implementation of any arising actions. 	HRD	

Strategic Equality Plan 2020-2024

Objective no.10

To foster a supportive, safe and inclusive culture that aims to eliminate bullying, discrimination, harassment and micro-aggressions or any other unacceptable behaviours.

EHRC research demonstrates that bullying, discrimination, and harassment remains widespread in some workplaces and within education. We already have policies that promote dignity for both staff and students and as a College we adopt a zero-tolerance approach to bullying and harassment. However, we recognise that we need to go further in raising awareness of the issues among the entire college community, and how to report them. We strive to actively celebrate the diversity of our learning community and promote inclusion, and are mindful of the need to eliminate any bullying, discrimination, and harassment.

Dept/Area	Operational Outcomes	Achieved by	Lead	Date
HR	To have a diverse and representative workforce that is welcoming and supportive of each other and our students.	<ul style="list-style-type: none"> Develop an annual training programme for staff on equality and diversity related topics, which explicitly cover discrimination, bullying and harassment, and micro-aggressions. Develop an allyship programme (see objective 1.3) 	HRD / HRM/ SDM	
HR and Student Support	Consider and where appropriate change the membership of college strategic, management and working groups so they better reflect the staff and student profile	<ul style="list-style-type: none"> Using data from Annual Report, devise targets for gender, ethnicity, and disability representation on key decision-making groups, while being mindful of not placing undue burden on any underrepresented groups to sit on multiple committees. 	HRD and AP: Students	
HR and Student Support	Induction procedures and activities ensure that all staff and students understand the importance of equality, diversity and respect for all members of the learning community	<ul style="list-style-type: none"> 100% of staff have completed the Equality and Diversity e-learning as part of the induction process. Staff induction HR presentation to be reviewed, to include clear information about the College commitment to E&D, staff rights and responsibilities, and the importance of E&D in working practices. 	HRD and AP: Students	

Strategic Equality Plan 2020-2024

		<ul style="list-style-type: none"> • See objectives 10.4, 10.5 and 10.6 below for student outcome measures. 		
HR and Student Support	Staff and Student Codes of Conduct are in place and set out clear expectations of student and staff behaviour and the processes to be followed to address breaches.	<ul style="list-style-type: none"> • Develop a student code of conduct that is relevant to all students • 100% of FT students have read and understood the Student Code of Conduct as part of the induction process. • 100% of staff have read and understood the Staff Code of Conduct as part of the induction process. 	AP: Students HRD	
HR and Student Support	To have a reporting system in place for staff and students that is clearly signposted.	<ul style="list-style-type: none"> • Reviewing the effectiveness of our current reporting systems, making changes where appropriate. • Incorporate questions on bullying and harassment into student and staff surveys 	AP:Students/ HRD	
HR and Student Support	The College actively celebrates the diversity of its learning community and promotes tolerance	<ul style="list-style-type: none"> • A calendar of student and staff events is in place that promotes and celebrates diversity • The eSTEP programme has material and tasks that ensure that students have an appropriate awareness of equality and diversity matters 	SO: EDI/ SSIWO	
Curriculum	Completion of the eSTEP tutorial programme modules of equality and diversity, safeguarding and prevent, British values, digital responsibility, and student involvement.	<ul style="list-style-type: none"> • 5% year on year increase in full time FE students having completed the eSTEP tutorial programme modules of equality and diversity, safeguarding and prevent, British values, digital responsibility, and student involvement for the life of the SEP. 	AP: Curriculum	