

# EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT

2023/24

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## Group members

### Colleges

- Banbury and Bicester College
- Bracknell and Wokingham College
- City of Oxford College
- Farnham Sixth Form College
- Guildford College
- Merrist Wood College
- Reading College
- The Oxford Partnership colleges (Saudi Arabia)

### Schools

- The Bicester School
- Bicester Technology Studio
- Theale Green School
- UTC Heathrow
- UTC Oxfordshire
- UTC Reading
- UTC Swindon

### Training

- Activate Apprenticeships
  - Activate Business School
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## OUR COMMITMENT AND INTENT

Activate Learning is on an ambitious mission to transform lives through learning, by enabling opportunities, creating life chances, and generating prosperity for individuals and communities. In achieving this mission, Activate Learning is committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment, victimisation and fostering good relations.

The Learning Philosophy and our Values underpin equality, diversity, and inclusion. We believe that everyone has the capacity and ability to learn and develop and do so best when they feel emotionally secure and when they work in a safe environment. We acknowledge this for all our students and staff and pay particular attention to those groups who may be marginalised due to protected characteristics.

We aim to promote a culture of equitable opportunity for staff and students across Faculties, Services, Teams and Departments and strive to provide a safe, professional, accessible environment; delivering services, education and progression opportunities that are inclusive and allow individuals from all walks of life to access free from prejudice and/or discrimination.

### Overview of Equality Legislation

The general equality duty as detailed in the Equality Act 2010 requires us to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

## VISION AND MISSION



- **Consistency** means that we deliver consistently high 'quality' and 'relevant' education provision wherever we serve.
- **Community** means that we are a complex community of communities (both internal and external) and that we strive to deliver as much social and economic value as possible to our communities.
- **Collaboration** means that we work well with civic, education and community partners and employers to achieve our vision and mission.

## Our Learning Philosophy

The Activate Learning philosophy provides a common set of values and language for learning across our colleges and workplaces. It helps us collaborate and achieve success for our learners, our people and the employers and communities we serve. We believe anyone is capable of great things if they can learn to believe in themselves. Our learning philosophy shows how hard work, persistence, the right incentives and a supportive and safe environment, can change the way we learn and develop highly employable talent for our own organisation, our local communities and the employer partners we work with.

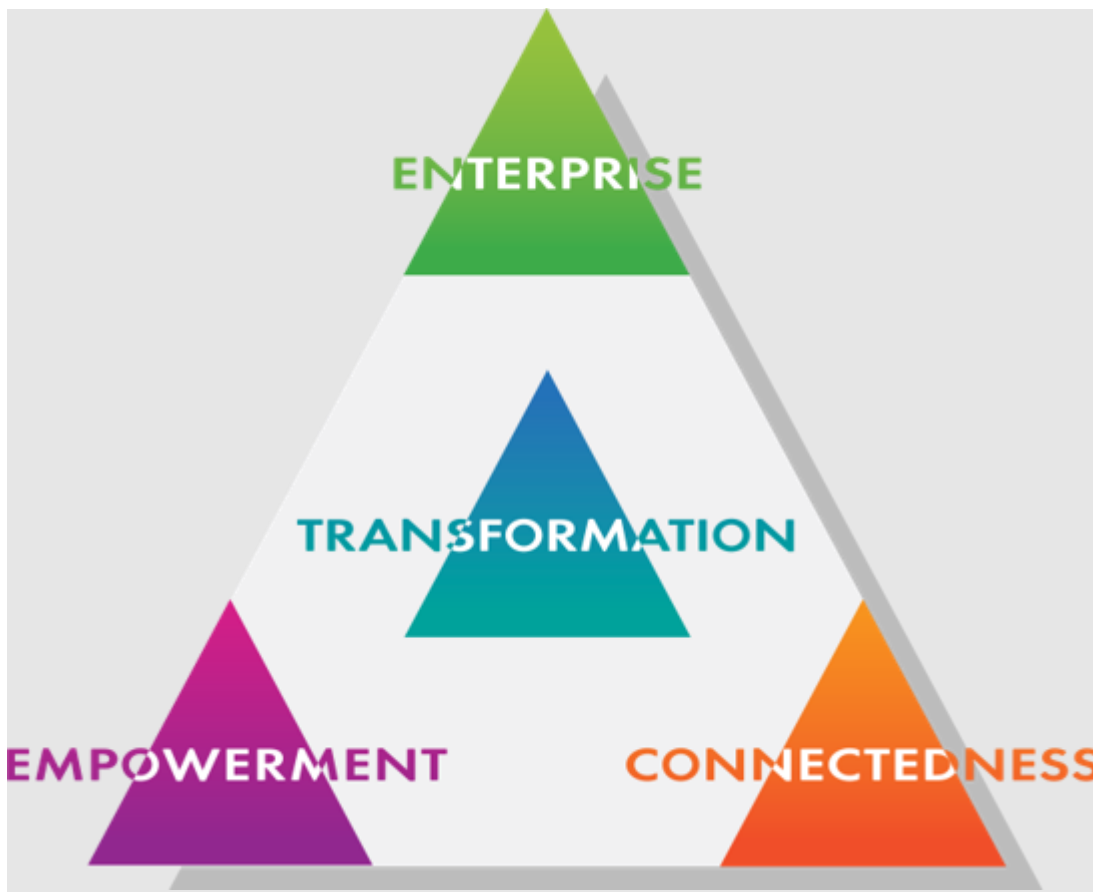


## Our values

Our aspiration is for everyone to be the best they can be.

We fuel confidence and drive ambition in both our students and our employees alike and develop the strength, confidence and agility to meet the demands of tomorrow, to make the most of their future, and to succeed.

- We help people to embrace a positive mindset and to grow more confident through learning.
- We inspire people to take charge and actively shape their lives and futures.
- We encourage people to believe in themselves and to believe in others.
- We ignite positive energy in people, enabling them to switch-on, to be present, engaged and active in all their dealings.
- We value energised people who will stand-up, speak-up, participate and contribute, people who will make a positive and significant impact through their actions.
- We encourage and empower people to take responsibility. Responsibility prompts engagement, engagement drives progress.



## OUR ATTRIBUTES

Our employer co-created attributes serve as the underpinning framework for our Learning Philosophy led culture and articulates the behaviours that we aspire to demonstrate and aim to develop.

### Our Leadership attributes and behaviours



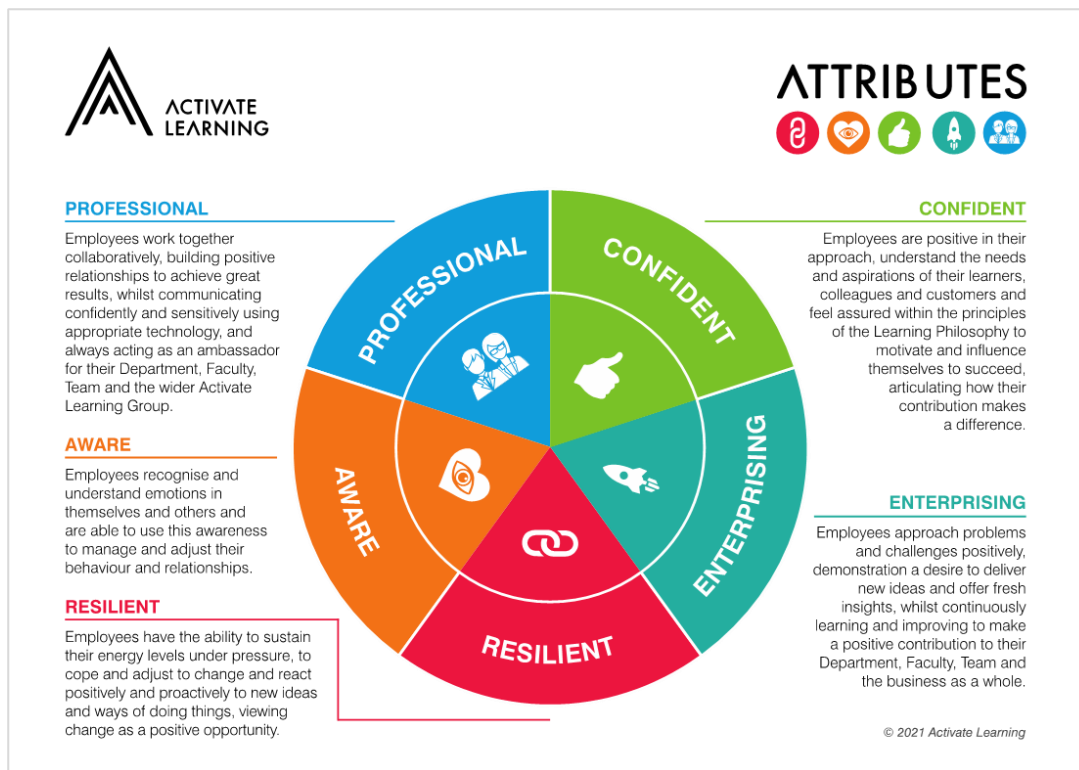
## OUR LEADERSHIP ATTRIBUTES AND BEHAVIOURS provide purpose and direction

Managers and leaders understand and support Activate Learning's long-term mission, vision and goals and communicate this enthusiastically in a clear and compelling way, always putting students and their learning at the heart of everything we do.





## Our Staff attributes and behaviours



## Our Learner Attributes

Our aim is to prepare our students for both the present and a vastly different future than what exists today. For many years employers have been stating that qualifications alone do not make someone employable, and they continuously urge education establishments to give equal focus to the development of attributes critical for sustained success in employment.

Through wide ranging consultation with stakeholders and several iterations we have agreed on five core attributes to develop and celebrate. The attributes are Resilient, Aware, Confident, Enterprising, and Professional.

Naming the attributes is one thing but through our approach to teaching and learning, we give them meaning and build learners understanding about their importance and relevance. Attributes are brought to a learners' conscious level through defining the features and behaviours associated with them so that they can identify what the attribute looks like, sounds like and feels like. Learners develop their understanding over time through the consistent use of this common language and understanding starting from day one of their learning journey with us.



## OUR EDI AMBITION AND DRIVERS

We are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation, and fostering good relations between all who work or learn at, or use the services of Activate Learning. We aim to create and maintain a working and learning environment in which everyone can participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment. We recognise that everyone has a right to equality of opportunity irrespective of race, disability, gender, gender reassignment, age, nationality, sexual orientation, religion or belief, marital or civil partnership status, pregnancy or maternity status, or socio-economic status, background, or class. Equality and diversity is central to all that we do, and fundamental to our mission and values.

### EDI Committee

To ensure full compliance with the duties set out in the Equality Act 2010, an Equality, Diversity and Inclusion Committee has oversight of organisational performance. The committee is chaired by the DCEO and is made up of representatives from the key areas across the organisation and ensures that a rigorous approach is taken to assess organisational performance, identify EDI objectives, implement improvements and report on the progress against objectives. A link Governor attends the committee and provides governance oversight of the work and progress of the committee. Group members annually set EDI objectives that are approved, implemented and reported on.

### EDI Objectives 2023/24

For 2023/24, The EDI committee agreed the following objectives:

#### Monitoring of high needs learners

- Review and track numbers, growth patterns, training needs to better understand the overall landscape of our high needs learners
- Review and track numbers of our vulnerable groups
- Review and track learners with EHCPs, impact on teaching staff, impact on resources
- Track how information in EDI is shared with faculty colleagues, with clear actions and accountability

#### Monitoring of looked after children

- Review and track attendance and retention
- Progress review points
- Step by step interventions

#### Staff development

- Responsive & relevant development programmes to support our staff to give learners the best possible experience
- Include elements of our support programmes in as many of our staff development opportunities as possible, including but not limited to Induction, L&D Programmes for Group Services & Faculty staff, online modules

## Mental Health Strategy

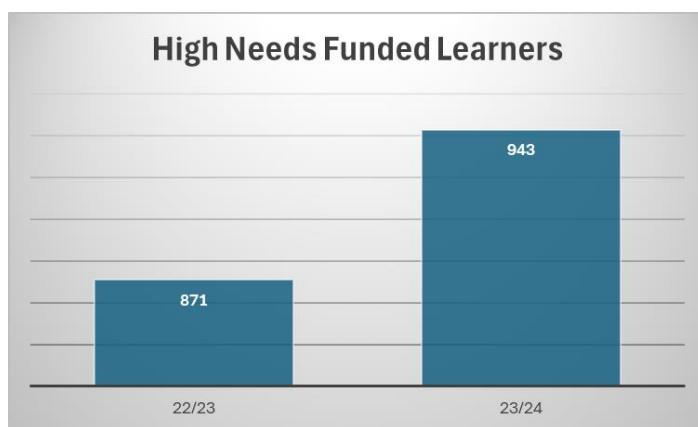
- Monitor the progress of our mental health strategy, providing an update report for the EDI committee in February 2024 and again in June 2024

## Diversity profile

- Create a safe space to increase the EDI disclosure of our workforce to 65%

# OUR PROGRESS AGAINST OUR EDI OBJECTIVES

## Monitoring of high needs learners



It is worth noting that we commissioned 731 places from the ESFA but exceeded this by enrolling an additional 215 learners, which reflects a growing trend in numbers over the past three years. This highlights the increasing demand for places. In 2023/24 we retained 94.8% of the high needs funded learners.

## EHCP Numbers by campus:

### 22/23

Campus applied for	Count of Campus applied for
Reading	447
Oxford	377
Merrist Wood	223
Guildford	210
Farnham	39
Bracknell	267
Blackbird Leys	2
Banbury	163
	11
<b>Total</b>	<b>1739</b>

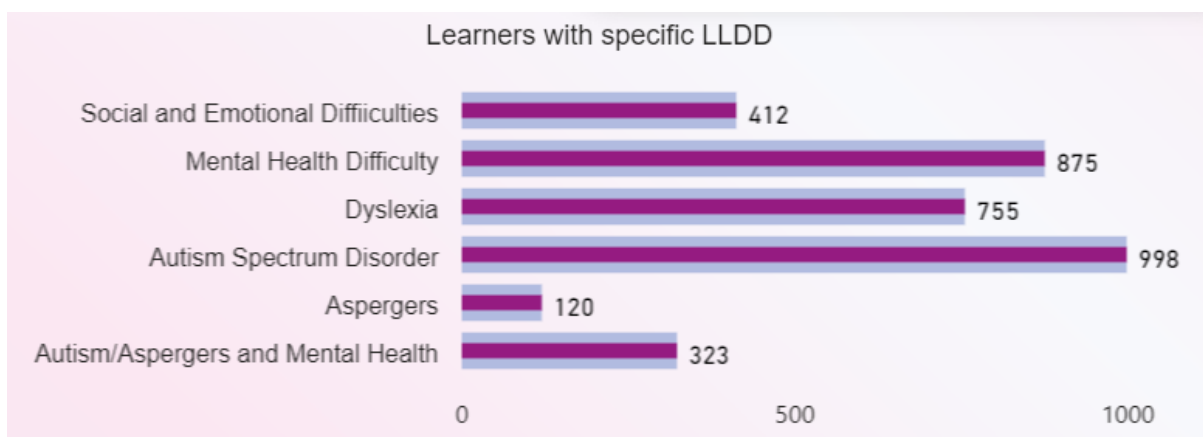
### 23/24

Campus received	Count of Campus received
Banbury	169
Bracknell	312
Farnham	26
Farnham, Guildford	4
Farnham, Guildford, Merrist Wood	4
Guildford	160
Guildford, Farnham	1
Guildford, Merrist Wood	18
Merrist Wood	224
Merrist Wood, Guildford	16
Oxford	502
Oxford, Blackbird Leys	4
Reading	498
<b>Total</b>	<b>1938</b>



**24/25 – EHCP Numbers that will be supported across the Group:**

<b>Total Number of EHCP 24/25</b>	
<b>Campus received</b>	<b>Count of Campus received</b>
Banbury	122
Blackbird Leys	1
Bracknell	217
Farnham	20
Guildford	239
Merrist Wood	197
Oxford	250
Oxford/BBL	1
Reading	439
<b>Grand Total</b>	<b>1486</b>

**23/24 – 28.4% of learners had an LLD**

With the increase in the numbers of learners with specific learning difficulties, additional support was offered to teachers through teaching skills sessions and teacher tips infographics.

The achievement levels for 2023/24 are as follows:

High Needs - 85.9% > 87.1%

EHCP - 83.2% > 84.2%

Declared Mental Health - 76.0% > 76.8%

## Monitoring of looked after children

The Group's overarching intent for the year has been to foster an inclusive environment where looked-after children (LAC) can achieve their full potential. Our aim was to:

- Implement a system to monitor and track the attendance, retention, and academic progress of looked-after children, ensuring prompt identification and resolution of issues.
- Set high expectations for looked-after children, promoting their inclusion and empowerment to excel through clear progress reviews.
- Equip staff with the skills to understand the complex issues affecting looked-after children, enabling tailored interventions and support systems to meet their specific needs.

To achieve this, the following steps were implemented throughout the last academic year:

- **Identification:** Updates were made to our application and enrolment form ensuring more comprehensive capture of an applicant's LAC status.
- **Tracking:** An internal application was created to log looked-after learners, allowing systematic tracking of this cohort once on roll. Monthly Faculty Quality and Consistency Boards and termly Safeguarding Committee meetings tracked attendance of LAC learners, comparing to peers across their faculty and campus for follow up. Their attendance, retention and forecast achievement was compared to their peers, at the end of the academic year.
- **Monitoring:** A Power BI report was enhanced to track attendance of LAC students, with weekly reports analysed and shared with the Local Authority. Daily communication to carers were generated to immediately alert to any unexplained absences.
- **Retention Strategies:** Automated alerts were made to the Student Support team when withdrawal request was submitted for a LAC student, ensuring additional support could be implemented, and the necessary professionals informed. Monthly collaboration with Student Finance directed the provision of vulnerable and hardship bursary funds to those deemed most in need reducing barriers to engagement.
- **Progress Reviews:** Regular progress review meetings with key stakeholders assessed each LAC's academic and personal development. Termly Personal Education Plans (PEPs) set clear goals, updated based on progress reviews, tailoring education to each child's needs.
- **Destinations:** For the first-time, analysis of onward destinations provided a benchmark for future comparisons to be drawn.
- **Targeted Interventions:** Proactive collaboration between the Student Support and Careers Team implement targeted and individualised careers guidance for LAC students. Additional Transition and Retention Advisor posts were created in Surrey and Reading to meet increased demand, and we hired an additional DDSL in Surrey to provide increased supervisory capacity to the teams. A free breakfast club was established for all students.
- **Multi-Agency Collaboration:** Enhanced collaboration with Local Authority, Social Care and Virtual Schools ensured holistic support for LAC students to proactively address issues of concern. Monthly meetings between Virtual Schools and Activate Learning were implemented.
- **Trauma-Informed Practices:** All staff were trained in trauma-informed practices, contributing towards a safe, supportive learning environment for LAC students, in line with our Mental Health Matters Here strategy. The Student Support Team also

undertook enhanced training in Suicide Prevention First Aid, Suicide Prevention Awareness and Eating Disorder Awareness.

### **Impact**

Activate Learning's commitment to supporting LAC students has been demonstrated through the implementation of these strategies. However, we recognise that these efforts require further embedding to ensure the impact is fully realised, to close the gap between students who are looked-after, and their peers.

<b>Final Year learners only</b>	<b>Enrolments</b>	<b>% Attendance</b>	<b>% Current Retention</b>	<b>% Forecast Achievement</b>
<b>Overall</b>	<b>24906</b>	<b>80.3</b>	<b>89.3</b>	<b>79.9</b>
16-18	15945	78.3	88.7	79.6
19+	8961	84.2	90.4	80.3
<b>Vulnerable Learners</b>				
Mental Health	4219	74.2	84.3	75.0
Pupil Premium	3573	73.8	86.9	78.0
EHCP	2628	81.9	91.1	84.0
High Needs	2011	83.2	93.3	86.4
<b>Looked After Child</b>	<b>610</b>	<b>69.9</b>	<b>83.8</b>	<b>72.5</b>
Care Leaver	418	70.0	84.4	74.6
Young Carer	287	69.3	82.6	71.5
Young Parent	18	55.8	44.4	21.5

Final Year learners only	Enrolments	% with attendance 85% or better
<b>Overall</b>	<b>24906</b>	<b>53</b>
16-18	15945	50
19+	8961	58
<b>Vulnerable learners</b>		
Mental health	4219	42
Pupil Premium	3573	38
EHCP	2628	60
High needs	2011	64
<b>Looked After Child</b>	<b>610</b>	<b>32</b>
Care leaver	418	23
Young carer	287	32
Young parent	18	0

Destinations 22/23	All students	Looked after children
Apprenticeship	2%	0%
Further Education	40%	64%
Gap Year	0%	-
Higher Education	7%	0%
Not in Education, Employment or Training	4%	4%
Other	1%	3%
Paid Employment	27%	4%
Social Destination	0%	0%
Unknown	18%	25%
Voluntary Work	0%	-

## Staff development

Over the past year we have made the following progress:

- Annual diversity and inclusion calendar was launched to celebrate, promote and raise awareness of the religious festivals, cultural events, and cultural awareness campaigns relevant to our staff and students.
- In February 2024, we welcomed a second cohort of eight pairs of mentors on our Dual mentoring scheme. The scheme pairs senior leaders with staff from Black, Asian and Minority Ethnic (BAME) backgrounds. Participants attended an introductory session to gain insights into the mentoring process and explore ways to enhance diversity and inclusivity in their leadership and management practices. This cohort has seen an increase in applications from female staff.
- Providing informative diversity and inclusion training for all staff to improve cultural sensitivity and awareness within the organisation. This included training around the following topics:
  - Exploring our Unconscious Biases
  - Teachers Induction
  - Diversity and Inclusion
  - LGBTQ+Allyship
  - Understanding Ramadan
  - Inclusive Language
  - International Womens' Day
  - Pride Month
  - Black History Month
- The D&I SharePoint site continues to be a dynamic and valuable resource for our workforce, with regularly updated content that is also promoted via Viva Engage, our internal social networking platform. Relevant information, guides, and resources have been added to support staff on their personal inclusion journey.
- We signed the Armed Forces Covenant to pledge our commitment to the families of our military personnel and achieved our Employer Recognition Scheme Gold Award.

## Mental Health Strategy

We have continued to make progress against the objectives established in our organisational Mental Health Strategy - 'Mental Health Matters Here' - throughout the academic year 2023/2024. This strategy reflects our ongoing commitment to actively destigmatising the topic of mental health, promoting positive mental health and wellbeing for all staff and students, and striving to be a sector leader in our culture of support and inclusivity for anyone needing support with their mental health. The Strategy is reported on at regular intervals to appropriate forums such as the Governing Body, the Safeguarding Committee, and regular updates to the Group Leadership Team via Operations Briefings. Our express commitment to Mental Health and Safeguarding has been reflected in our choice to include a 15-minute standing agenda update item to the beginning of every Operations Briefing, held every 3 weeks in term-time.

Notable successes this academic year include:

- Our Designated Mental Health Lead has begun completing Mental Health First Aid Instructor training through Mental Health First Aid England. This is to replace colleagues who previously delivered the training and have progressed to new opportunities. Once this training is completed, we will reevaluate how MHFA training is rolled out across the organisation and intend to identify key groups and areas where training is lacking to ensure high coverage of support available.
- Through our Mental Health First Aid instructor training we now have 98 trained mental health first aiders available across the organisation.
- Funding was successfully granted to recruit a team of Wellbeing Advisers across the organisation. This has come in response to an increasing number of students presenting with mild-to-moderate mental health support needs requiring support. This team will also alleviate pressure on the safeguarding team who were previously trying to offer this support whilst maintaining their own caseloads. The team are fully recruited and will commence work in late August 2024.
- A Mental Health sub-committee has been established as part of the wider Safeguarding Committee. This will be a primary forum where progress on the mental Health Strategy is reported upon.
- We have continued to develop strong relationships with the AoC in their launch of their new Mental Health Charter, as well as becoming key contributors within the regional and national AoC Mental Health Communities of Practice. We are utilising these opportunities to share knowledge and insights with colleagues across the sector.
- Our programme of events for staff and students with a mental health focus have continued to be successful and well received. These have included World Mental Health Day and Mental Health Awareness Week.
- In August 2023 members of the Safeguarding and Student Experience teams completed Suicide First Aid training to develop their knowledge and skills in this critical area.
- The Governance team are in the process of recruiting a Mental Health and Wellbeing Link Governor to support in the implementation of the Strategy.
- We have successfully been granted funding from the MindGreen Committee to provide training for the Safeguarding and Student Experience teams on supporting students with eating disorders. This is being provided by the Charlie Waller Trust.
- We have provided training and support to the Online team to support in their ongoing CPD of supporting students with their mental health. This was well received by the team and we will continue to roll this out across the wider organisation.

## Diversity Profile

- EDI rates of disclosure have increased over the year and are now above 65% for all protected characteristics. Specifically, disclosure rates are at 68% for ethnicity, 67% for disability, and 66% for LGBTQIA.



## STAFFING PROFILE 2023/24

### Staff by gender

Year	Governors	Management	Business Support	Teachers	Total
2021/22	Female 50% Male 50%	Female 55% Male 45%	Female 73% Male 27%	Female 69% Male 31%	Female 70% Male 30%
2022/23	Female 50% Male 50%	Female 53% Male 47%	Female 70% Male 30%	Female 70% Male 30%	Female 70% Male 30%
2023/24	Female 72% Male 28%	Female 54% Male 45%	Female 69% Male 31%	Female 68% Male 32%	Female 69% Male 31%

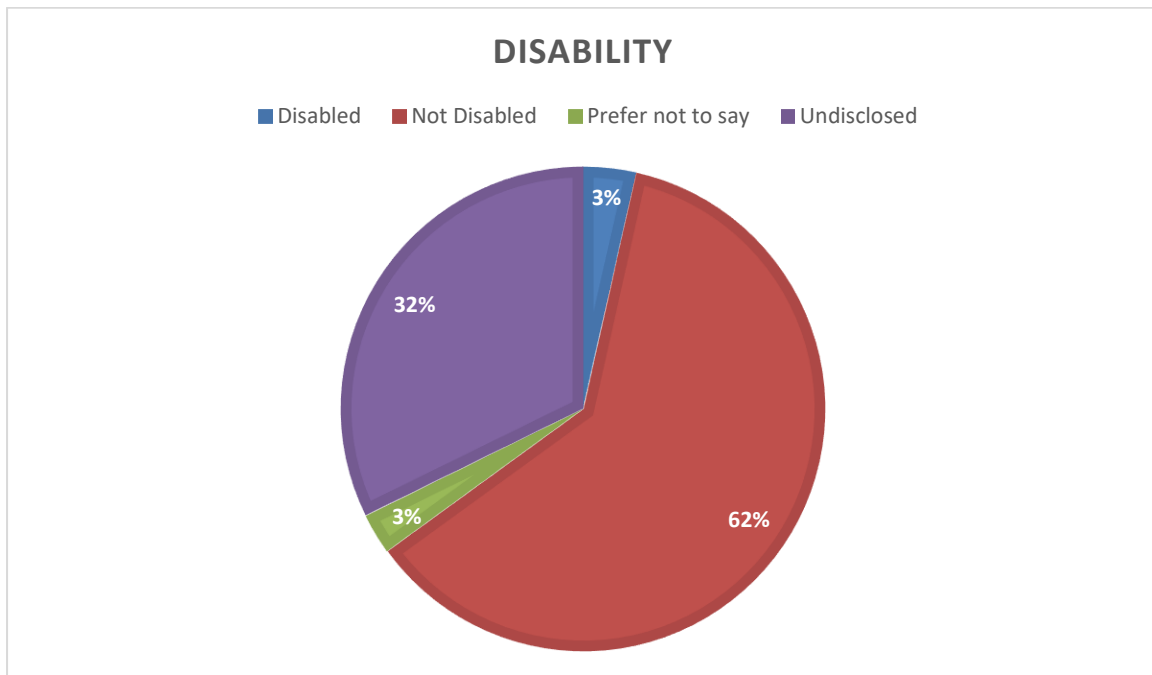
### Staff by age

Year	Staff Group	16-21	22-29	30-39	40-49	50-59	60-65	66+
2021/22	Governors	0%	0%	20%	13%	13%	27%	27%
2022/23	Governors	0%	0%	17%	8%	8%	26%	41%
2023/24	Governors	0%	0%	9%	8%	9%	18%	36%
2021/22	Management	0%	3%	21%	34%	37%	5%	0%
2022/23	Management	0%	3%	23%	31%	31%	12%	0%
2023/24	Management	0%	2%	18%	31%	34%	15%	0%
2021/22	Business Support	6%	19%	19%	18%	22%	10%	6%
2022/23	Business Support	0%	20%	22%	23%	22%	11%	2%
2023/24	Business Support	2%	21%	23%	21%	20%	10%	3%
2021/23	Teachers	1%	7%	21%	25%	31%	13%	3%
2022/23	Teachers	1%	9%	26%	24%	27%	12%	1%
2023/24	Teachers	0%	11%	27%	18%	21%	17%	6%

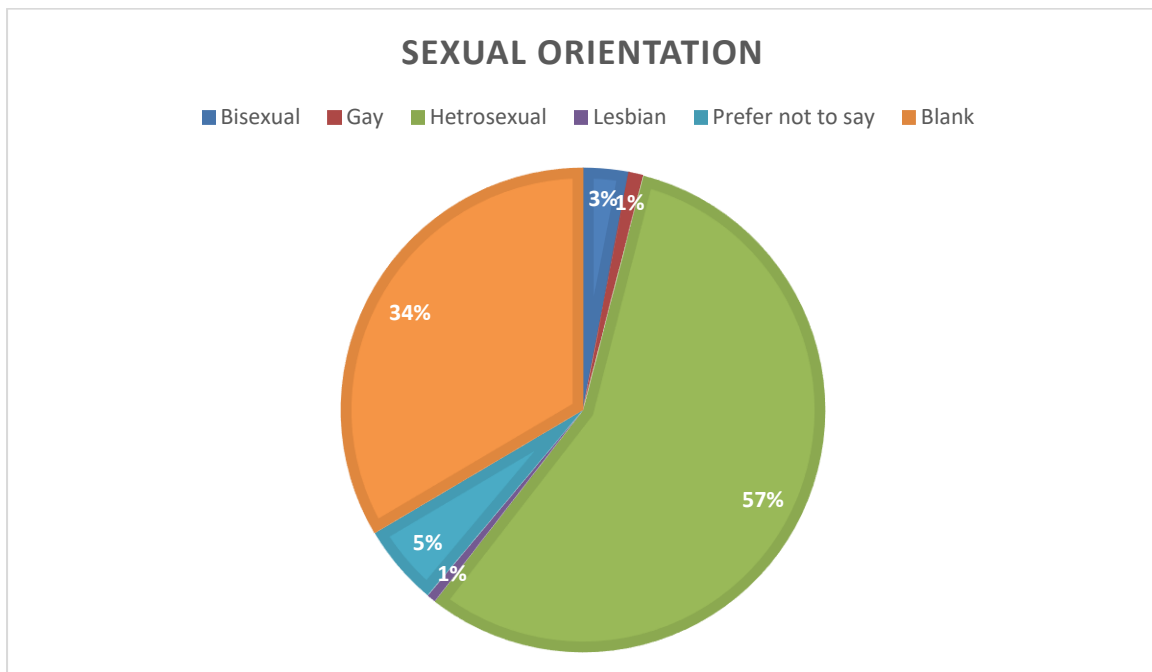
## Staff by ethnicity

Year	Ethnic origin	Asian	Black	Mixed	White	Other Ethnic Group	Not known
2021/22	Governors	0%	7%	0%	93%	0%	0%
2022/23	Governors	5.5%	5.5%	0%	89%	0%	-
2023/24	Governors	13%	0%	0%	80%	0%	7%
2021/22	Management	3%	2%	1%	59%	2%	47%
2022/23	Management	2%	2%	1%	55%	2%	38%
2023/24	Management	1.5%	1.5%	2%	65%	1%	29%
2021/22	Business Support	2%	2%	2%	45%	2%	47%
2022/23	Business Support	2%	2%	2%	42%	2%	50%
2023/24	Business Support	3%	2%	2%	61%	3%	29%
2021/22	Teachers	3%	2%	1%	44%	2%	48%
2022/23	Teachers	3%	2%	1%	40%	1%	53%
2023/24	Teachers	6%	2%	4%	52%	2%	34%

## Staff by Disability



## Staff by sexual orientation



## GENDER PAY GAP

Activate Learning, in line with many FE providers, has more female employees. Since our last report, our mean pay gap has increased by 1.6% to **11.9%** and the median pay gap has decreased by 2.2% to **14%**.

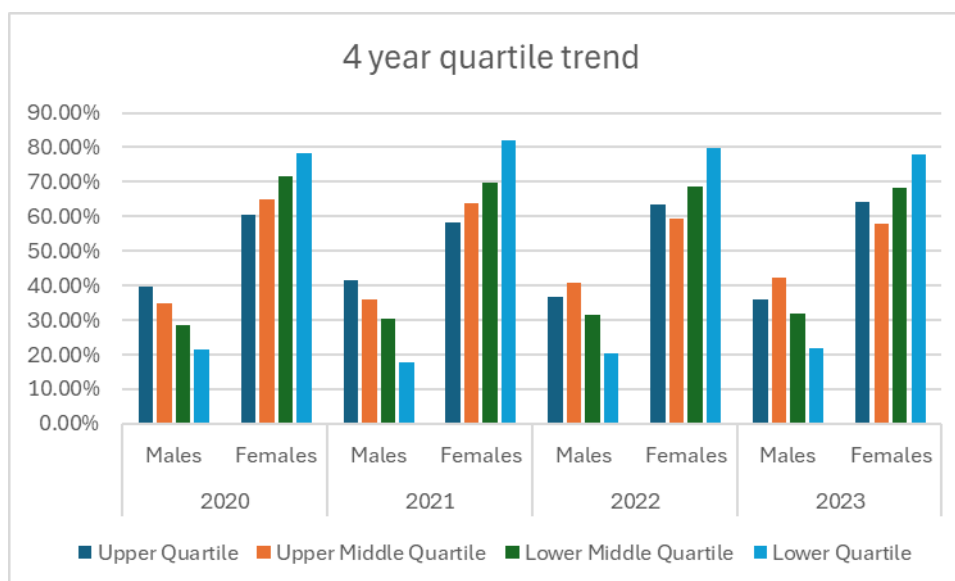
This has been driven by the following factors:

- The mean pay gap is higher within the upper quartile than any other quartile and since 2022 we have seen a 27% increase in the number of male employees earning at the higher levels of the upper quartile.
- The balance of female staff compared to male staff across the four pay bands. Whilst we have a greater proportion of female staff in the whole organisation, 73% of employees in the lower quartiles are female.
- For teaching staff, the mean Gender Pay Gap is 2.4% in favour of female employees.

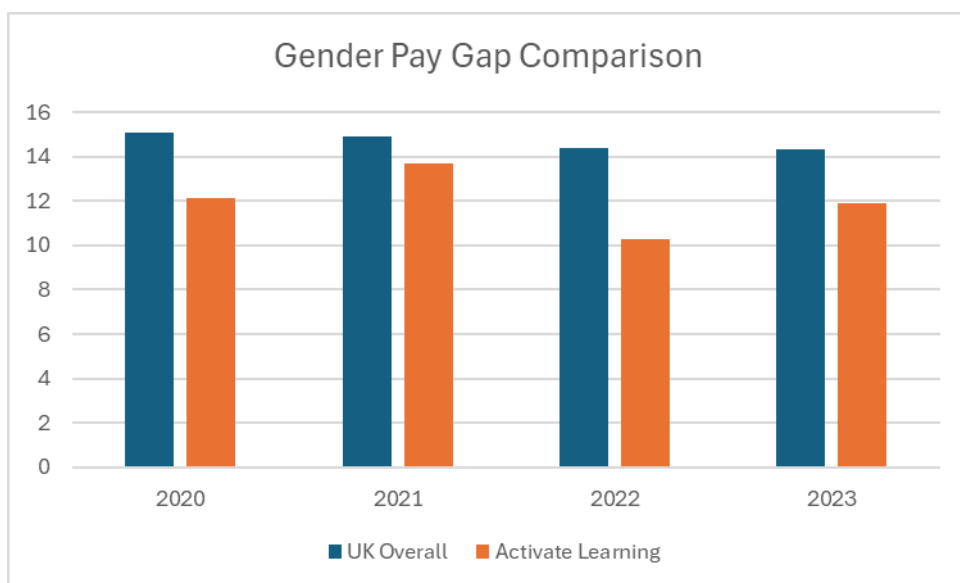
The improvement in the median pay gap has been impacted by:

- An increase of 1.85% in the number of males employed in the lower quartiles compared to 2022.
- A differentiated cost of living increase ranging from 8% for the lower earning employees to 2.5% for the higher earning employees.

Whilst we have a greater proportion of female staff in the whole organisation, 79.78% of our workforce in the lower quartiles are female. This has increased since 2020.



When compared to the Office for National Statistics (ONS) and within the context of the education sector having the third highest pay gap, it indicates that the measures that have been put in place by Activate Learning are having a positive impact on women's pay.



## What have we done to address the gender pay gap?

### Leadership and Management Development

Our Leadership and Management Development pathways continued with 2 Management Development cohorts and 2 Aspiring Managers cohorts. 71% of the participants on these 4 cohorts were female.

In addition to the formal development programmes, the People Manager Essential programme was introduced to develop the awareness, knowledge and skill of people leaders around key people themes. The sessions included topics such as:

- Recruiting and selecting diverse talent
- Developing an inclusive team
- Leading wellbeing for you and your team
- Supporting employees through menopause

### Pay Awards

Recognising the economic and financial challenges that our employees were facing with rising costs; we implemented a differentiated cost of living pay award which ensured that those on the lowest pay received the highest percentage increase. The pay award was effective from 1 November 2022.

## Ways of working

We continued to learn lessons from the ways of working adopted during the pandemic, and developed approaches to ensure, where possible, hybrid and remote opportunities are available. Due to the complex nature of our Group, it is not possible to have a 'one size fits all' approach. Our more student/client roles require increased on campus presence and a significant number of female employees occupy these roles.

## Recruitment and attraction strategies

Our recruitment strategies have ensured a strong focus on equal opportunity and gender neutrality. We have promoted our flexible working practices as a benefit through our advertising and recruitment campaigns and our work with us internet site. This has led to a 13% increase in males selecting flexible and part year contracts.

## Belonging

The establishment of employee networks have increased awareness on a variety of topics and the expertise of these networks is growing in recognition. Menopause cafes and delivery of focussed sessions around menopause for leaders and employees has helped give staff more confidence to talk to their managers about the effects of the menopause on their work and demonstrates the support and commitment of the organisation to female employees through their menopause transition.

## What will we do to further address this gap?

### Recruitment Practices

- Monitor shortlisting and hiring data to ensure that there is no gender bias in any recruitment and selection or career progression process.
- Continue to ensure diverse recruitment panels.
- Promote the flexible, hybrid and family friendly benefits on offer to all candidates.
- Upskill hiring managers in recruitment and selection practice and raise awareness of conscious inclusive thinking and behaviours.
- Build the 'transform your Career' L&D programme to support employees in developing their careers and progression within Activate Learning.
- Update and refresh our 'Work with Us' to better capture the opportunities, culture and benefits available at Activate Learning through the lived experiences of current employees.

### Employee progression and Development

- Advertise all vacant roles across our internal network, enhancing visibility of career progression opportunities and promoting our 'Transform your Career' value proposition through the Talent Acquisition weekly newsletter and viva Engage.
- Continue to promote our Leadership and management development pathways, including the Aspiring Managers Programme, to increase leadership and management capability amongst female employees and aid internal progression opportunities.
- Keep our L&D programme offer relevant and include specific sessions aimed at enhancing the skills and confidence of female employees.



- Promote internal coaching and internal and external mentoring initiatives for female employees.

### **Diversity, Inclusion and Wellbeing**

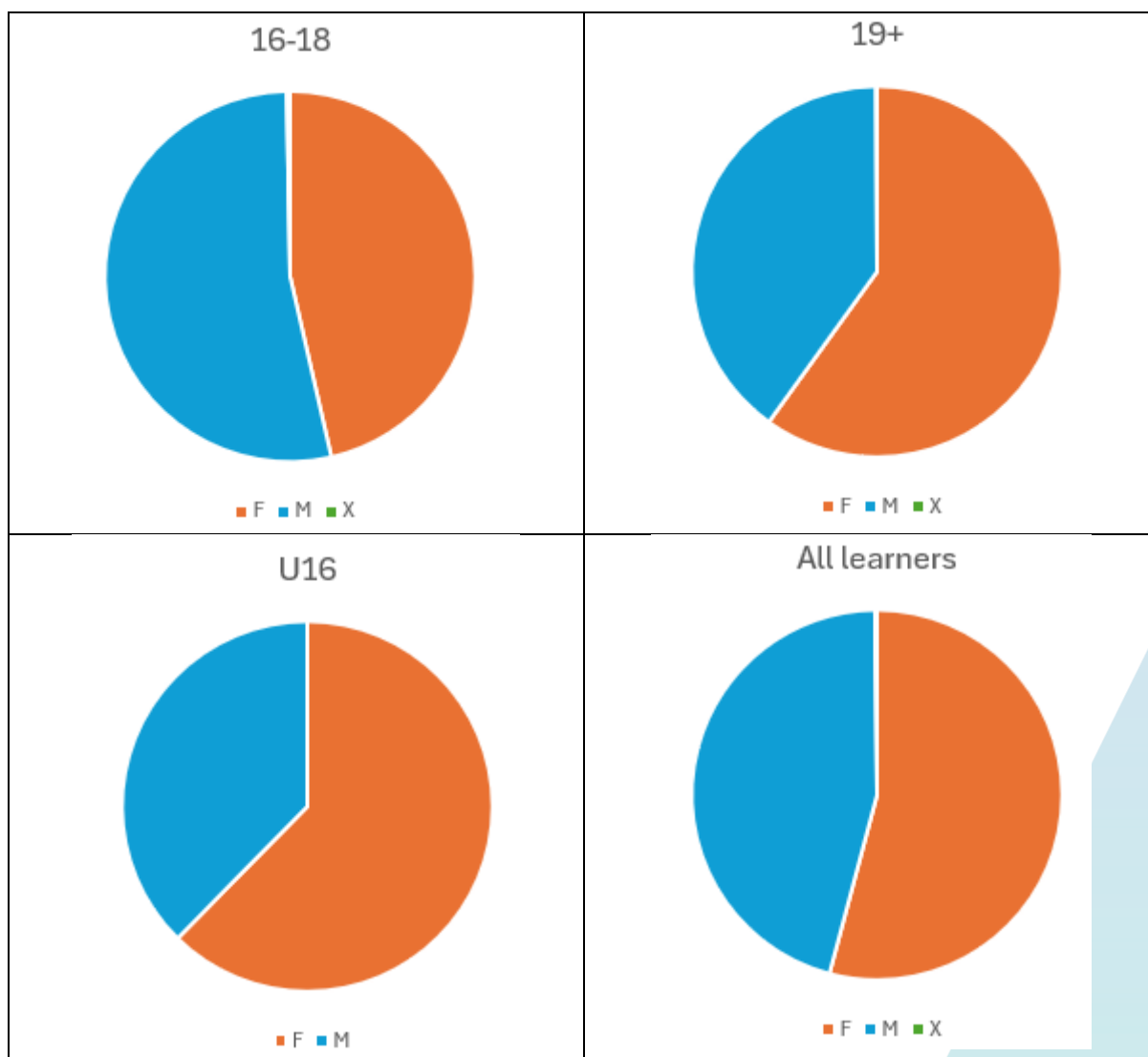
- Continue to invest in equality and diversity training and development through our L&D programme and knowledge and skills hub.
- Celebrate the achievements of female employees and showcase their stories through the Talent Acquisition Bulletin, Viva Engage and International Women's Day.
- Continue to grow our employee resource networks, including our menopause cafes, to raise awareness and provide a voice for female employees.
- Provide specific support to women returning to work after maternity leave and career breaks.
- Share wellbeing insights and resources on a regular basis through our Wellbeing Sharepoint site, Viva Engage and our Wellbeing Newsletter.

### **Working Practices**

- Ongoing review of our family friendly and flexible working policies and procedures. .
- Implement a hybrid working policy which recognizes the possibility of occasional remote working even if only a small number of tasks in an individual's role can be performed in this way and greater flexibility outside of term times.

## LEARNER PROFILE 2023/24

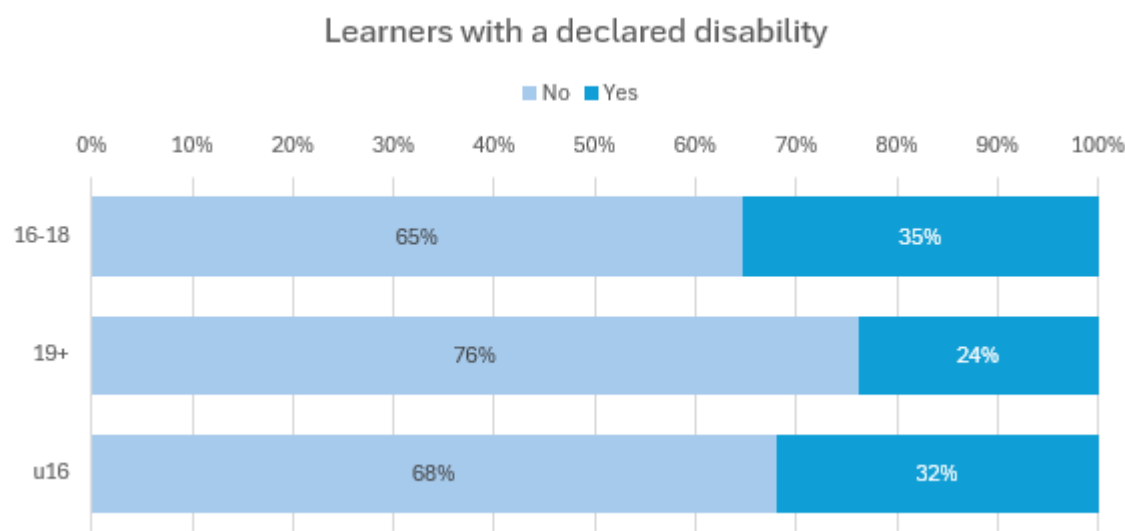
### Students by gender



## Students by ethnicity

	16-18	19+	U16	Total
Ethnicity	16-18	19+	U16	Total
<b>BME Total</b>	<b>2376</b>	<b>3112</b>	<b>75</b>	<b>27%</b>
Any Other	260	635	9	4%
Asian / Asian British - Any other Asian background	240	394	12	3%
Asian / Asian British - Bangladeshi	56	61	2	1%
Asian / Asian British - Chinese	44	145	11	1%
Asian / Asian British - Indian	156	201	10	2%
Asian/ Asian British - Pakistani	319	282	1	3%
Black / African / Caribbean / Black British - African	371	474	4	4%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	86	139	1	1%
Black / African / Caribbean / Black British - Caribbean	119	157	0	1%
Mixed / Multiple Ethnic group - Any Other Mixed / multiple ethnic background	128	145	1	1%
Mixed / Multiple Ethnic group - White and Black African	110	59	4	1%
Mixed / Multiple Ethnic group - White and Black Caribbean	257	148	12	2%
Mixed / Multiple Ethnic group - White and Asian	146	100	7	1%
Other ethnic group - Arab	84	172	1	1%
<b>Not BME Total</b>	<b>6651</b>	<b>8256</b>	<b>390</b>	<b>73%</b>
Not provided	65	534	25	3%
White - Any Other White background	816	1508	26	11%
White - English / Welsh / Scottish / Northern Irish / British	5703	6150	334	58%
White - Gypsy or Irish Traveller	33	8	2	0%
White - Irish	34	56	3	0%
	<b>9027</b>	<b>11368</b>	<b>465</b>	<b>100%</b>

## Students by disability



## OBJECTIVES AND ACTIONS FOR 2024/25

- Work towards ensuring that we create an inclusive environment with safe spaces for neurodiverse staff and students.
- Improve outcomes for disadvantage learner cohorts.
- Respond and prepare for the Government's approach to SEND reforms
- Continue to enhance EDI tolerance, awareness and education through the delivery of a well-planned employee development programme
- Promote an inclusive curriculum and support the needs of all learners through continued decolonisation of the curriculum
- Continue to drive the engagement with EDI initiatives through internal communication channels
- Ensure a strategic focus and intent on inclusivity and wellbeing in the Strategic Plan 25/30
- Monitor the progress of our mental health strategy.

