



EDI ANNUAL REPORT

2024-25

Group members

Colleges

- Banbury and Bicester College
- Bracknell and Wokingham College
- City of Oxford College
- Farnham College
- Guildford College
- Merrist Wood College
- Reading College
- The Leys College

Training

- Activate Apprenticeships
 - Activate Business School
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EDI Annual Report 2024-2025

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Executive summary

At Activate Learning, matters of equality, diversity and inclusion (EDI) are **everyone's business** and **everyone's responsibility**. We embrace diversity, actively oppose discrimination, and work to create fair opportunities for everyone to develop their full potential.

This report summarises our organisation's demographic makeup and documents the progress made in the 2024-2025 academic year against six objectives we set out to achieve:

1. Work towards ensuring that we create an inclusive environment with safe spaces for neurodiverse staff and students.
2. Improving Outcomes for Disadvantaged Cohorts: Targeted interventions and enrichment opportunities to improve outcomes for students identified as vulnerable. Specifically focusing on working together to improve the attendance of Looked After Children, Care Leavers, Young Carers and Young Parents.
3. Respond and prepare for the Government's approach to SEND reforms.
4. Continue to enhance EDI tolerance, awareness and education through the delivery of a well-planned employee development programme.
5. Promote an inclusive curriculum and support the needs of all learners through continued decolonisation of the curriculum.
6. Continue to drive the engagement with EDI initiatives through internal communication channels.

It also highlights challenges and next steps, and the five aims we're going to work towards in the 2025-2026 academic year:

1. We will be open, transparent and accountable regarding EDI at Activate Learning. Everyone who connects with Activate Learning, both online and in person, will know what EDI means to us, and those who access our organisation as staff, volunteers and learners, will be given the knowledge, skills and support to strengthen and uphold our culture of inclusion and belonging.
2. We will make our spaces accessible and inclusive so that everyone feels that they belong at Activate Learning.
3. We will continue to build on the support we offer students in their learning and safeguarding experiences to ensure that they feel seen, respected, included and valued, and that they are supported in turn to respect, celebrate and include others.
4. We will continue to build on the support we offer staff, whatever their role at our organisation, so that they feel seen, respected, included and valued, and that they are supported to respect, celebrate and include others, meet legal obligations and model ways of creating an organisational culture in which everyone feels that they belong.
5. We will continue to work to make our organisation, and all who participate in it as staff, students and volunteers reflective of the demographics in the communities we exist to serve, where everyone has a fair opportunity to achieve their potential. We will do this using an evidence-based approach to set our priorities and track our progress.

We will hold ourselves accountable to achieve through working towards SMART (specific, measurable, accountable, realistic and time-bound) objectives for each aim, which can be read in the appendix to this report.

Working together, we can create a culture in which everyone feels that they can learn, thrive and belong.



Definitions

We use the following definitions for key terms in this report:

- ▶ **Discrimination:** Treating some people differently than others. Discrimination can sometimes be unlawful. There are some examples of different types of discrimination in the Legislation section of this policy.
- ▶ **Equality:** Giving everyone the same resources or opportunities regardless of their identity and experiences
- ▶ **Equity:** Treating everyone fairly by acknowledging that everyone is different, so people will need different support to ensure equal outcomes
- ▶ **Diversity:** Acknowledging, respecting, and valuing our differences, recognising that everyone is unique and that nobody is a stereotype
- ▶ **Inclusion:** Creating an environment in which everyone is truly respected, valued, and listened to, where decisions are made as much as possible with the people affected by them, where we can freely be ourselves and where we are equally empowered to participate fully in opportunities at Activate Learning
- ▶ **Anti-discriminatory approach/practice:** Actively challenging discrimination when we witness it, maintaining awareness of and challenging our own conscious and unconscious bias, and working with each other to further our learning and understanding of diverse experiences. This is so that we can create a positive, safe, and healthy environment for everyone.
- ▶ **Intersectionality:** Intersectionality is about understanding how different aspects of someone's identity interact to create unique experiences of privilege or oppression. It reminds us that we should not overlook one aspect of identity in favour of another. We should never assume that people's experiences, feelings or support needs are the same, even when they share intersectional identities.

Why Equality, Diversity and Inclusion (EDI) matter to Activate Learning

At Activate Learning, we are committed to becoming an extraordinary provider of learning for the learners, employers and communities we serve. Our Learning Philosophy recognises that people learn and develop best when they feel emotionally secure and when they work in a safe environment. The principles of fairness, diversity inclusion and equality are central to supporting emotional wellbeing and psychological safety, which in turn are vital in achieving our vision. These principles are also at the core of our values: 'we transform lives', 'we act with trust and integrity' and 'we value everyone'.

Research in the UK Education sector is very clear that discrimination in any form is negatively impacting people's education outcomes, with a domino effect on their futures, as well as a negative impact on those indirectly affected by it, reducing the safety, wellbeing and prosperity of society as a whole. We wholeheartedly agree

with the [Association of Colleges](#) that 'it is socially, morally and economically right to prepare our learners for life and work in a world that is diverse', and to do so in a way which treats everybody with dignity, fairness and respect. We know that these matters are equally important and relevant within the workplace and acknowledge that we are within a sector in which there is a lack of representation and equity within the workforce that is reflected in our own organisation's staff makeup and experiences.

At our organisation, matters of equality, diversity, inclusion are therefore **everyone's business and everyone's responsibility**. Activate Learning embraces diversity, actively opposes discrimination, and works to create fair opportunities for everyone to develop their full potential, building upon equality legislation and legal requirements in pursuit of best practice.

Who are we at Activate Learning?

At Activate Learning we aim to reflect the diversity of the communities we exist to serve. We operate across three counties: Berkshire, Oxfordshire and Surrey. For this iteration of the EDI Annual Report, we have chosen to compare our whole organisation's makeup to Census 2021 data for Oxfordshire, while we work on a more refined method of comparison.

Learner makeup: 21,922 students

This data is a snapshot taken on 27th August 2025. There are some ways in which we should expect our student populations to not be representative of the general population. Rather, we would aim for over-representation of minoritised groups, who we know experience poorer educational outcomes, and we already do some work to pro-actively welcome these groups.

- ▶ **Gender:** 54.4% of our learners are female, 45.4% of our learners are male, and 0.1% of our learners do not define themselves as male or female. Oxfordshire 2021 Census data shows that 51% of the surveyed population identify their sex as female and 49% identify their sex as male. 92% of the surveyed population aged 16+ identify with a gender that is the same as their sex registered at birth, 1% do not, and 6% preferred not to say. This data demonstrates that we are relatively reflective of the Oxfordshire population, with a slight over-representation in those who identify as female and a slight under-representation those who identify as male.
- ▶ **Disability:** 44% of our under-16 learners have a declared disability, 33% of our learners aged 16-18 years have a declared disability, and 23% of our learners who are aged 19+ have a declared disability. In comparison, Oxfordshire 2021 Census data shows that 15% of the surveyed population declared that they had physical or mental health conditions or illnesses which affect their ability to carry out day-to-day activities.



Ethnicity:

Ethnicity	Students	Census
BME Total	27%	12%
Any Other	4%	1%
Asian / Asian British - Any other Asian background	3%	2%
Asian / Asian British - Bangladeshi	1%	0%
Asian / Asian British - Chinese	1%	1%
Asian / Asian British - Indian	2%	2%
Asian/ Asian British - Pakistani	3%	2%
Black / African / Caribbean / Black British - African	4%	1%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	1%	0%
Black / African / Caribbean / Black British - Caribbean	1%	0%
Mixed / Multiple Ethnic group - Any Other Mixed / multiple ethnic background	1%	1%
Mixed / Multiple Ethnic group - White and Black African	1%	0%
Mixed / Multiple Ethnic group - White and Black Caribbean	2%	1%
Mixed / Multiple Ethnic group - White and Asian	1%	1%
Other ethnic group - Arab	1%	0%
Not BME Total	73%	87%
Not provided	8%	-
White - Any Other White background	10%	9%
White - English / Welsh / Scottish / Northern Irish / British	53%	77%
White - Gypsy or Irish Traveller	0%	0%
White - Irish	0%	1%

53% of our students identified as White British compared to 77% of the surveyed population of Oxfordshire, an under-representation of 24%. By contrast, students from racially minoritised communities are collectively over-represented by more than double the recorded Oxfordshire Census population. This over-representation is reflective of educational outcomes by ethnicity, and ethnicity data on child poverty ([The Guardian, 2022](#)).

Staff makeup: 2,399 employees

This data is a snapshot taken on 30th September 2025. We still have work to do to improve the employee data we hold, so that we can have greater clarity on our identities as a workforce and make stronger data-based decisions going forward.

- ▶ **Gender:** 56.23% of our population identify as female and 23.51% identify as male, showing a slight over-representation of women (Oxfordshire 2021 Census data shows that 51% of the surveyed population identify their sex as female) and a significant under-representation of men (49% of the surveyed population identify their sex as male in the Oxfordshire Census). We are missing gender data on 19.55% of our staff and approximately 1% of our staff have disclosed that they identify with a gender which is neither exclusively male nor female, which is reflective of Oxfordshire Census data.
- ▶ **Ethnicity:** 62.36% of our workforce identified as White British compared to 77% of the surveyed population of Oxfordshire, an under-representation of almost 15%. By contrast, staff from racially minoritised communities are over-represented at 17.84% compared to 12% as the figure for the recorded Oxfordshire Census population. However, we cannot draw meaningful analysis from this information as we are missing ethnicity data for 19.42% of our staff.

- ▶ **Disability:** Only 5% of our workforce have disclosed that they define themselves as having disability or long-term health condition compared to 15% of the surveyed Oxfordshire population. 71% of our workforce have declared that they do not have a disability compared to 85% in the Census, and we do not have this information for 24% of our staff. With this proportion of missing information, it is not possible to say with accuracy whether disabled people are under-represented in our workforce or not.
- ▶ **Sexual orientation:** Oxfordshire 2021 Census data shows that 87% of the surveyed population identifies as heterosexual/straight compared to 65% of our workforce, 8% of Census participants advised they prefer not to share their sexual orientation compared to 7% of our workforce, 2% of Census participants identified as bisexual compared to 4% of our workforce and 1% of Census participants identified as gay/lesbian, which reflects our workforce. We do not hold data on the sexual orientation of 22% of our workforce.

We will continue to monitor our staff profile across other aspects of identity, including all protected characteristics defined in the Equality Act (2010). We will exercise caution in interpreting patterns from small data sets, and we will not publish or share data which could identify individuals.

We also recognise the need to look out for and address disparities in pay and progression; we already complete gender pay gap reporting, with our latest report publicly available to view, and are looking to further our understanding through different demographic lenses with fuller staff demographic data profiles going forward.

The work we've done on our EDI journey in the 2024-2025 academic year

This year we've worked to address EDI in several ways:

Working towards ensuring that we create an inclusive environment with safe spaces for neurodiverse staff and students

We familiarised ourselves with [PAS 6463 guidance](#), which advises on the design of building environments for a neurodiverse society, to make physical spaces more inclusive for everyone and witnessed some of these in put into practice in the RNIB's buildings. We have taken this guidance on board when planning for the development of new sites, for example our new development at Merrist Wood, and updating our current spaces, such as a student space at Guildford College.

Improving Outcomes for Disadvantaged Cohorts: Targeted interventions and enrichment opportunities to improve outcomes for students identified as vulnerable, with a specific focus on working together to improve the attendance of Looked After Children, Care Leavers, Young Carers and Young Parents

Student NEET (Not in Education, Employment or Training) rates have risen among all identified vulnerable cohorts (LAC, Care Leavers, Young Carers, and Young Parents), with the overall NEET rate rising from 4% to 8%. This signals ongoing need for focused interventions, though the rate is still below the national average.

- ▶ **Commitment to Care Leavers:** Activate Learning has enhanced its support for care-experienced learners by signing up to the Care Leavers Covenant and Care Leaver Friendly Employer Charter, demonstrating a commitment to better outcomes for young people aged 16–25 transitioning from care.
- ▶ **Commitment to Looked After Children:** We received £12,000 in external funding which provided tuition, enrichment, and engagement activities

for Looked After Children (LAC), with the aim of improving attendance and attainment.

- ▶ **Use of data intelligence:** We have created a Vulnerable Learner Power BI report, which supports us to implement targeted interventions by assigning vulnerability scores to learners. The report assists faculty decision-making around early help and retention.
- ▶ **Strengthened transitions:** An automated system now streamlines the transfer of safeguarding files from feeder schools, boosting efficiency, and bespoke assessment days support LAC ESOL applicants' transition to us.
- ▶ **Raising staff awareness:** New staff briefings on Young Carers, LAC, and Care Leavers have been launched or scheduled, supporting staff knowledge and identification of at-risk cohorts. These have led to better support for young carers.
- ▶ **Safeguarding and support resources:** We added a safeguarding section to our external website with specific focus on support for those in care. We also launched a Student Support ALO (Activate Learning Online) Hub, providing centralised access for students to our safeguarding and wellbeing support resources.

Responding and preparing for the Government's approach to SEND reforms

Activate Learning works with 23 Local Authorities, families, and communities to improve SEND (Special Educational Needs and Disabilities) processes, funding, and provision. Every learner gets access to careers advice and dedicated student support teams, including Education and Healthcare Plan (EHCP) coordinators. All curriculum offers are being reviewed regularly, with increased focus on high needs and inclusion.

- ▶ **Life Skills curriculum:** The curriculum for students with learning difficulties and disabilities (LLDD) is based on the "Preparing for Adulthood" agenda, covering key areas like community, health, work, and independent living.

All learners on Level 1 and above courses receive weekly Personal and Social Development (PSD) lessons to help them prepare for adulthood.

► **High Needs provisions and trends:**

Numbers are increasing:

1,083 high needs funded learners in 2024-25 (up from 953 in 2023-24);

1,478 EHCP learners in 2024-25, up from 1,163 last year.

More than 40% of our students with High Needs funding are on cross-college courses. Approximately 25% of our students require reasonable adjustments for exams. Specialist assessors see students quickly, both in-person and online.

- **SEND provision trends:** There is a rise in students needing Level 1+ and alternative provision. The most common needs are autism, dyslexia, ADHD, and self-harm or mental health challenges. Many learners have multiple issues, such as dyslexia and autism, together. Complex medical difficulties are also increasing.
 - 48% of consultations resulted in the college being unable to meet the students' needs. Reasons include requests for bespoke solutions, challenging behaviours, and safeguarding concerns. Staff are taking specialist training to support these students.
- **Response to SEND Reforms:** We have been participating in SEND forums, working with local government towards the development of new funded provisions, engaging in local authority inspections to strengthen SEND provision. We have hosted SEND

events, collaborating with schools, community organisations and other providers. We have focussed internally on supporting and tracking the needs and progress of high needs learners and vulnerable groups closely, reviewing and improving processes for support allocation, annual reviews, and responding to student consultations. Pre-commissioned learner places and specialist internship programmes are growing as a result.

Continuing to enhance EDI awareness, acceptance and education through the delivery of a well-planned employee development programme

We have created a number of EDI-centric opportunities to further employee development through workshops and forums which centre psychological safety and growth.

- **Online workshops:** This year we have continued to support staff engagement with EDI in ways that support increased acceptance, knowledge and understanding. We have hosted a wide range of online and in-person EDI workshops across the academic year for staff at all levels in the following areas: gender inclusion, neurodiversity inclusion, disability inclusion, anti-racism – including decolonising the curriculum and reclaiming the narrative of Black history, anti-ableism, Pride and LGBTQ+ identities, equity, equality, privilege and power, and allyship. We have also collaborated with the Employee Wellbeing Lead to host webinar events for World Mental Health Day and Carers Week.
- **Viva Engage as a route for conversation:** We have continued to create engagement opportunities with all staff through our Viva Engage staff social media platform. We have shared information on key inclusion calendar events to support a culture of belonging amongst colleagues and invited staff feedback on topical inclusion news such as the Supreme Court ruling on women in relation to the Equality Act and the subsequent draft EHRC guidance, the government's Immigration white paper, and proposed cuts to support for disabled people.

Promoting an inclusive curriculum and supporting the needs of all learners through continued work towards decolonisation of the curriculum

Context for decolonising the curriculum:

‘Decolonising the Curriculum is about identifying, acknowledging and challenging the ways in which colonialism has impacted [...] knowledge and learning. It is not about deleting existing knowledge or history, but about embracing knowledge systems outside of typical Western understanding, and which have hitherto been ignored. Decolonising is integral to an inclusive curriculum, and seeks to both recognise and address the legacies of disadvantage, injustice and racism that have arisen from historic global domination by the Western world’ ([Manchester Metropolitan University](#)).

There is limited national research on decolonising the curriculum in Further Education. The Association of Colleges highlights that decolonisation is important because it helps all learners feel included, and ensures the curriculum relates to local communities and businesses. It recommends that the Further Education sector should:

- ▶ Reform and integrate technical and academic learning pathways.
- ▶ Redesign assessments to be more inclusive.
- ▶ Fund workforce training in inclusive teaching.
- ▶ Invest in digital inclusion.
- ▶ Implement wellbeing strategies for diverse learner needs.

Internal initiatives at Activate Learning:

We created and launched two staff surveys (for 16-19 Study and HE programmes) to prompt reflection and promote inclusive change in curriculum planning for September 2025. Data from these surveys will be analysed by December 2025. We have also held enrichment activities with high levels of student engagement, led by Heads of Student Experience for events including Black History Month, Pride Month, and International Women’s Day. These celebrate diversity, raise awareness, and support marginalised groups. Additional activities such as debates, clubs, and cultural fairs have helped to improve dialogue and increase intercultural understanding.

Continuing to drive engagement with EDI initiatives through internal communication channels

- ▶ **Achievements this year:** EDI themes are regularly featured in staff newsletters and on the intranet, with content about cultural heritage months, staff stories, and training opportunities. Data updates from the EDI dashboard and diversity metrics have been shared to promote transparency. Viva Engage is used to promote EDI resources and statements, linking to the Activate Learning EDI SharePoint page. Visuals and graphics for key EDI days (like Black History Month, Pride Month) help raise awareness among staff and students. Senior leaders include EDI in strategic communications. Staff engagement is measured through newsletter open rates, clicks, tools activity, and qualitative feedback.
- ▶ **Areas for improvement:** More staff-led stories (blogs, interviews) would create deeper and more authentic engagement. Communication is often one-sided, so adding interactive formats (polls, Q&A, forums) would increase staff participation. Metrics focus on reach rather than behavioural change (e.g. whether awareness leads to training uptake) and it would be helpful to track and gather qualitative feedback about the impact of our communications more effectively. Some campuses/departments engage more with our communications, so visibility of our EDI communications is uneven.

Ensuring a strategic focus and intent on inclusivity and wellbeing in our organisation’s Strategic Plan 2025-2030

The core goal of Activate Learning’s organisational strategy is to prioritise people and an organisational culture that centres wellbeing and inclusion.

Our organisational values were developed with input from 900 staff. They are:

- ▶ We care deeply about what we do
- ▶ We value everyone
- ▶ We transform lives
- ▶ We act with trust and integrity
- ▶ We are ambitious and forward-thinking

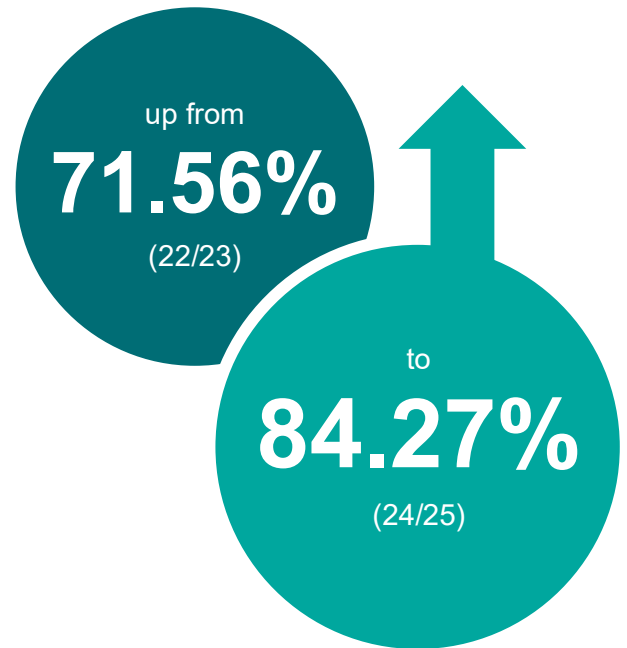
These values ensure the “golden thread” of people is embedded in the new Activate Learning strategic plan, with major training and briefing scheduled for the 2025/2026 academic year. Our wellbeing and EDI work is complemented and supported by this strategy and our organisation’s values.

Monitoring the progress of our Mental Health Strategy

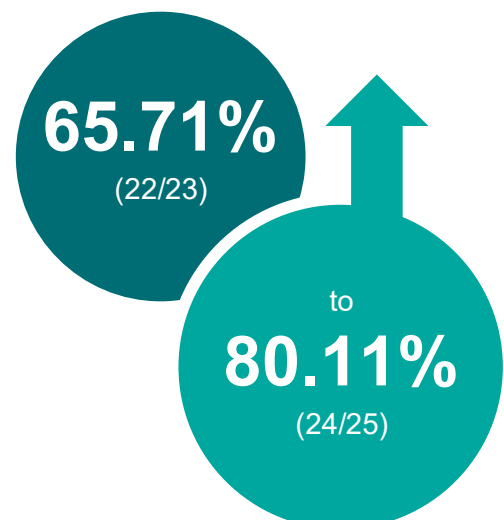
Staff context

- ▶ This year we have taken several major steps to advance wellbeing. A dedicated Employee Wellbeing Lead was appointed in January 2025 and this role has been made a full-time offering to continue our momentum in prioritising staff wellbeing across our organisation. Our fundraising initiative, MindGreen, launched in July 2023 to improve wellbeing for staff and students, has continued to bring in funding, raising £22.8k to date for wellbeing initiatives across our campuses.
- ▶ We upgraded our menopause support services including provision of the Adora app for additional external assistance. Group Directors were given budget to fund wellbeing and social activities to support a greater sense of organisational community.
- ▶ We introduced a policy for remote working during breaks and holidays to promote work-life balance, and most college campuses now have agile, modern workspaces to provide variety and meet staff needs for different working environments.
- ▶ We celebrated Mental Health and Inclusion calendar events both in person and online and we have continued to close all colleges for two weeks at Christmas and New Year to promote staff wellbeing, an initiative we commenced in 2022, which has received very positive feedback from staff.

- ▶ **Key wins:** Our staff survey shows that managers and leaders are increasingly considerate of staff workload and wellbeing:



The number of staff feeling valued at work has also increased from:



Student context

- ▶ **New Wellbeing Advisor role:** We launched a Wellbeing Advisor role in September 2024 to address increased mild-to-moderate student mental health needs. This role has supported over 300 students with a 93% retention rate. Positive student feedback and high engagement secured permanent funding from Spring 2025.
- ▶ **Digital student support:** Student feedback led to the re-launch of the digital Student Support Hub via Activate Learning Online in May 2025, providing easier access to student-focused mental health and wellbeing resources. We have also increased engagement with students attending wellbeing sessions by adopting a booking form system, which has also been pivotal in managing increased referrals for frontline support. We're also reviewing our systems and processes and investing in new software to streamline administrative processes and maximise our frontline support offering.
- ▶ **Mental health and attainment:** There is lower attainment among students with declared mental health needs. Our Vulnerable Learners report will be used for to inform targeted interventions and guide avenues for further learning and development.
- ▶ **Staff training:** Our Deputy Mental Health Lead completed Mental Health First Aid (MHFA) Instructor and Suicide First Aid Tutor training and has gone on to train 14 members of staff as Suicide First Aiders and 29 members of staff as Mental Health First Aiders. We also received Applied Suicide Intervention Skills training for staff from specialist organisation, Papyrus, boosting organisational best practice. We will continue to enhance the output and impact of the MHFA programme in the new academic year.
- ▶ **Mental health and community events:** This year, we've held events for students, staff, and the communities we exist to serve that centre our commitment to wellbeing. These include the 177km MindGreen Mega Run for men's mental health and Reading College's community pampering event for older people during Mental Health Awareness Week.
- ▶ **Strategy development:** Our first Mental Health Strategy, "Mental Health Matters Here," has concluded. The next strategy iteration will launch soon, featuring achievements and setting out future goals to sustain and advance stigma reduction and open dialogue., and we will also draw on findings from the OxWell survey, which we have participated in, to guide future wellbeing practice. We have also renewed our commitment to the Association of Colleges' Mental Health Charter and remain active participants in their forums, sharing our achievements and collaborating to address ongoing challenges in our sector.

Our next steps: a roadmap to achieve our EDI objectives

Based on the findings in our 2024-2025 EDI Annual Report, conversations with staff and students gathered since April 2025, and changes in the EDI landscape on a local, national, legal and education-centric space, it has been necessary to put together five EDI aims for our organisation.

EDI Aim

AIM 1: ORGANISATIONAL CULTURE:

We will be open, transparent and accountable regarding EDI at Activate Learning. Everyone who connects with Activate Learning, both online and in person, will know what EDI means to us, and



The five aims cover:

- ▶ organisational culture
- ▶ accessible and inclusive environments
- ▶ student experience
- ▶ staff experience
- ▶ effective gathering and use of data

All five EDI aims were chosen following discoveries made in this year's report as well as wider work carried out by the EDI Manager, incorporating feedback from staff and students.

The EDI Committee will support our organisation to work towards these aims through the completion of deliverable SMART objectives – specific, measurable, accountable, realistic and time-bound goals that elevate us from simply gathering data to putting our findings into action.

The objectives, housed in their own planning document, will be refreshed annually, and our progress and challenges within this academic year will provide the narrative for next year's report.

We look forward to progressing our EDI aims and ambitions with increased involvement, connection and support across our organisation.

Working together, we can create a culture in which everyone feels that they learn, thrive and belong.