

Equality Diversity Inclusion

Annual Report 2021/22



Message from the Principal



Thank you for taking the time to read our **Equality, Diversity and Inclusion Annual Report for 2021/22.**

Runshaw is a college in which every learner and every member of staff really does matter. We promote equality, diversity and inclusion in all that we do.

Ensuring equality, celebrating diversity and promoting inclusion are core to Runshaw and are an integral part of all we do for our learners, our staff, our governors, employers and the wider community.

The college actively seeks to provide an environment in which:

- equality of opportunity is the norm for all learners and staff
- diversity is promoted, advanced, and embraced
- barriers to learning and progression are removed, whenever and wherever reasonably achievable

We have clear duties under The Equality Act 2010. This report shows that we do much more than just meeting those duties. It highlights and celebrates what we have been doing in 2021/22 to continue to be a diverse, inclusive, and successful organisation.

This report presents an equality, diversity, and inclusion analysis of the college at this current time. It highlights our key achievements, and highlights some areas in which we will be taking further actions.

We hope that you find the report interesting, relevant, and useful. If you have any comments on the report and/or any ideas as to how we can make further improvements to Equality, Diversity and Inclusion at Runshaw College, please contact me by email Russell.C@runshaw.ac.uk.

Kind regards

A handwritten signature in black ink, appearing to read 'Clare Russell'.

Clare Russell
Principal & CEO

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Introduction

This is Runshaw College's Equality, Diversity and Inclusion Annual Report for 2021/22. The report is linked to the College Mission Statement, Values and Strategic Plan and informs our equality objectives contained within the Strategic Plan. All of these contribute to our vision for equal opportunities for all.

The purpose of this document is to share and celebrate equality, diversity and Inclusion at Runshaw, to report on the progress of equality objectives, as detailed within the College Strategic Plan, and to report on progress against our statutory duties under The Equality Act 2010.

The Public Sector Equality Duty states that the college must have due regard to the need 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

This is evidenced through and in the contents of this report.

Equality, diversity, and inclusion are at the heart of all aspects of the college's work. Advancement of equality of opportunity and inclusion permeates the college and has been well established for many years. The college continues to strive to maintain and continually improve this. Appropriate policies, procedures and projects are in place so that the college fulfils, and often exceeds, legal requirements.



Introduction

Management Forums for Equality and Diversity

Equality and diversity at Runshaw is led by various management groups:

- **Student Support Managers (student focus)**

This forum meets weekly, and membership includes Assistant Principals, programme Heads of Studies, the Head of Study Support, Head of Student Services and Head of Safeguarding and Wellbeing. The remit of this group is:

- o To agree on strategies relating to all aspects of student support
- o To discuss and confirm operational items relating to all forms of student support
- o To receive and share key updates covering all student support matters from safeguarding, personal development, safety, behaviour, attitudes, security, wellbeing, pastoral issues, and all wider curriculum topics
- o To review and moderate student disciplinary, prevent, safeguarding and attendance issues
- o To monitor and update progress on college strategic objectives relating to student support, services and wellbeing

- **SMT Quality (quality focus)**

This forum meets six times per year and includes the College Principal, Deputy Principals, Assistant Principals, the Director of Quality and the Head of QMIST (Quality, Management Information and Student Tracking). The remit of this group is:

- o To agree the college Quality Strategy
- o To monitor the operation of the Quality Strategy and any risks to its implementation
- o To monitor the effective operation of the college quality processes
- o To review and improve key processes as required
- o To determine the college approach to staff and student feedback
- o To maintain an overview of relevant external quality standards/frameworks
- o To approve the publication of the Equality, Diversity and Inclusion Annual Report

Introduction

- **SMT Monitoring (includes staffing focus)**

This forum meets six times per year. This group includes the College Principal, both Deputy Principals and Assistant Principals and the Director of Quality. The remit of this group is:

- o To monitor the performance of the college against identified Key Performance Indicators
- o To identify areas where performance is at risk, agree actions to mitigate those risks and monitor closely
- o To review complaints made against the college
- o To review feedback from internal consultations and any required actions

The college's teaching, learning and assessment key performance indicators are monitored during this meeting and data is analysed to identify any emerging gaps in in-year and year-end performance between different groups of learners.

- **SMT HR**

This forum meets six times per year and involves the full Senior Management Team (SMT) – the College Principal, both Deputy Principals and Assistant Principals, the Director of Quality, Director of Schools, Employer and Community Relationships, Vice Principal of Finance and Director of Facilities. This group has the following remit:

- o To determine the college HR & CPD strategy
- o To monitor the operation of the HR & CPD strategy and any risks to its implementation
- o To review and monitor the effective operation of college HR policies/processes, reviewing as required
- o To agree the college approach to staff health and wellbeing
- o To keep under review the external HR environment
- o To identify any risks to the college culture and recruitment
- o To monitor staff recognition strategies
- o To determine appropriate staffing structures, succession planning and appraisal arrangements

Introduction

This group oversees the Equality and Diversity strategy for staff, reviews key Equality and Diversity KPIs as well as feedback from the Equality and Diversity Champions and Mental Health Champions groups, agreeing key interventions as required.

- **Equality and Diversity Champions**

There are fourteen Equality and Diversity Champions who meet three times per year with two members of the College Management team.

- **Mental Health Champions**

There are twenty-four Mental Health Champions who meet three times per year with two members of the College Management team.



Student Freshers' Fair



Mental Health Day



2. Celebration of Equality and Diversity in 2021/2022

The college supported many fundraising activities in 2021/22 including, but not limited to: Frontiers, Children in Need, Comic Relief, Breast Cancer Awareness, Poppy Appeal, Help for Heroes, Derian House, St Catherine's Hospice, local foodbanks in Chorley and South Ribble Local Women's Refuge.

Throughout this academic year, we have highlighted a variety of awareness days and campaigns. This is added to staff calendars to ensure that the full college community is engaged. Regular notices of events are sent to students via our ASPIRE magazine and ASPIRE app, as well as Progress Mentor groups. Notices have included Sexual Health Week (supported by our local NHS Sexual Health Team), Jeans for Genes, Black History Month, World Mental Health Day and a range of religious celebrations, including Eid, in which we have a day of celebration alongside our Muslim community, distributing dates and sweets, with the opportunity for students to come together to celebrate.

The college has further developed contemplation and faith facilities which are used for prayer, contemplation, meditation and reflection. Facilities and ablution spaces are available in Langdale Study Zone, alongside additional facilities over Friday lunch, led by two members of staff who lead Islamic prayer for students on their hold day. The times of prayer and opening times of the spaces are advertised via Progress Mentor sessions and via the ASPIRE app. A group of students from our Multifaith Society have also written articles for ASPIRE magazine on what their religion means to them.

British Values, equality, diversity and inclusion are standing agenda items on our Student Council, with cross-college awareness raising events taking place for EU issues, Holocaust Memorial, Black History, Disability Awareness and Celebration of Cultural and Religious Festivals e.g., Eid, Diwali, Easter and Chinese New Year. These events support programme pastoral curriculum in developing inclusivity. We have an active Multifaith Society that takes place on a weekly basis via our enrichment team, who arrange a diverse range of promotions and events for the religious events previously mentioned. A cultural event that took place in college in 2022 gained seven million views on social media, and brought together students of all faiths and cultures in celebration.

The Student Council membership consists of sixty-five cross-college members, representing all student areas, with regular meets each month. The group have half-termly meetings that are led by cross-college teams to make students aware of the services available to them, as well as increase student voice and present suggestions for improvement. One suggestion requested the availability of Halal food for students to be more readily available in catering outlets, as well as more vegetarian and vegan options. This was implemented in January 2022. Another suggestion to have an event celebrating culture in college was organised by students alongside the Enrichment Team.

The college facilitates a vibrant LGBTQ+ group who meet weekly. The meetings are chaired on a rotating basis by the group members supported by staff. This has included celebrating Pride and Pride Awareness Month, with events in the Student Entrance and a 'wave your flag with pride' activity. Student Services signed up with the Proud Trust to provide resources to our LGBTQ+ group and deliver additional mentorship to staff.

2. Celebration of Equality and Diversity in 2021/2022

The college continues to offer the 'Wrapped Condom Distribution Scheme.' The national initiative was introduced to significantly improve sexual health awareness and meet the needs of all young people. Students do not need to register with the scheme, and can drop into Student Services to receive free condoms; they are also signposted to sexual health advice and screening. The college arranges termly visits from NHS Lancashire, who provide sexual health advice and support to the college community. Additionally, Runshaw participates in the 'Period Poverty' campaign, distributing free sanitary products to any student who wishes to use this service. This has expanded to a range of menstrual products, with disposables available in all toilets, and reusables available in Student Services, displayed on the reception desk.

Runshaw radio (The Voice @ Runshaw) broadcasts across site throughout the college day. As well as the day-to-day music and awareness notices, there are several special programmes, which are produced and presented by the students each week. There are several cultural awareness promotions and music programmes, supporting different faiths and beliefs, and the LGBTQ+ community. Our FSS students enjoyed a session with our resident DJ around running and playing music, and were able to utilise their skills to deliver their own show.

The college offers a mixture of recreational sport catering for all students, with several indoor activities in the Enrichment Hall, including badminton, keep fit, circuit training, table tennis, glow badminton, yoga, pool and board games including 'Connect 4', 'Jenga' and 'Scrabble'. We have introduced several mixed ability activities including table tennis, table football, football, dodgeball and basketball as well as 'Girls Zone' sessions, which allow female students to carry out activities more comfortably. To provide accessibility to all learners, the Enrichment Team have developed Runshaw Xtra, an online enrichment programme, to provide additional opportunities to all, irrespective of physical ability. This includes a range of activities that allow students to participate.

We have introduced a Runshaw Wellbeing Instagram account accessible to both staff and students, which is updated daily. The fulltime Wellbeing and Mental Health facilitator takes a lead focus on mental health and wellbeing for students, and has worked with LRC staff, to implement the Bloom's framework. This is to develop and support the wellbeing of learners who are referred, via the delivery of face-to-face sessions.

Over four hundred students attended introductory sessions on the British Sign Language enrichment programme with the Head of Student Services, taking place as a six-week programme. All college transport services are now wheelchair accessible. Meaning, the services can accommodate learners in wheelchairs, decreasing barriers to their attendance at college.

Due to the increasing implications of the financial crisis, we have offered discretionary support over one semester to ensure that students can access college. The number of students receiving discretionary bursary support increased by 18%.

3. Our Learners

3.1 Runshaw College Students







Runshaw College serves an increasingly diverse demographic* which creates a rich and inclusive learning environment for all our students.

	Female (%)	Male (%)	Non-White British (%)	White British (%)	Declared Disability (%)
Runshaw College students 20/21	51.8	48.2	19.2	80	17.8
Runshaw College students 21/22	49.9	50.1	21.3	78.3	15.2

*We have more female students than is the norm across the sector (46%) and fewer students with declared disabilities (26%). We have a lower-than-average proportion of students from minority backgrounds (27%) but this is increasing year-on-year. (AoC College Key Facts 21/22)

3.2 Learner Profile and Achievement Rates

COLLEGE OUTCOMES

COLLEGE OUTCOMES																														
Year	Starts	Comp	Ret	Nat Avg	Target	Pass	Nat Avg	Target	Achieve	Nat Avg	Target	High	Nat Avg	Target	Highest	Nat Avg	VA	Avg Grade	ALPs	Target										
Target			-	87%	91%	-	95%	100%	-	83%	91%	-	61%	72%	-	35%			Score	Grade	Target									
18/19	7524	6685	89%	+2%	-2%	98%	+3%	-2%	87%	+4%	-4%	70%	+9%	-2%	41%	+6%	0.1		0.97	4.49	-1									
19/20	7350	6770	92%	+5%	+1%	99%	+4%	-1%	91%	+8%	0%	73%	+12%	+1%	37%	+2%	-0.2		1.03	3.46	0									
20/21	7935	7212	91%	+4%	0%	98%	+3%	-2%	89%	+6%	-2%	75%	+14%	+3%	44%	+9%	-0.3		0.87	2.35	+2									
21/22	7024	6247	89%	+2%	-2%	96%	+1%	-4%	85%	+2%	-6%	66%	+5%	-6%	34%	-1%	-0.7		0.73	3.92	0									
3 Year Trend	+2%					0%					+2%					+5%					+3%					-0.3				

The achievement rate for the college represents a 2pp decline in retention that was a direct result of the COVID pandemic, with 107 more student leavers due to health issues in 21/22 than in the previous year and a 2pp decline in the pass rate. It is worth noting the significant issues learners faced in returning to examinations post COVID.

3. Our Learners

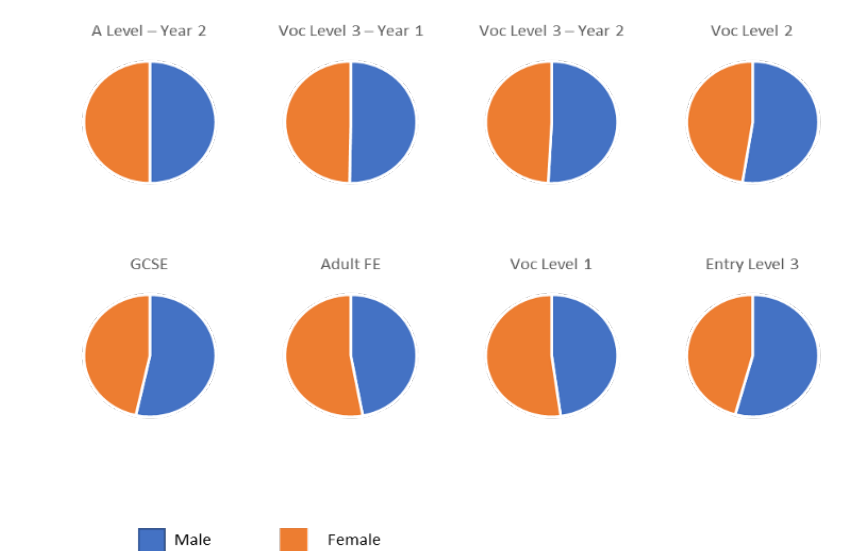
Gender

There remains no significant gap in achievement between genders although, bucking the national trend slightly, male students outperform their female counterparts by 1pp.

Figure 3. Student Profile by Gender

Gender	19/20	20/21	21/22
Female (%)	89.6	89.3	84.6
Male (%)	91.4	88.9	86.5
Total (%)	90.5	89.1	85.4

Whilst overall there is not a significant difference between male and female achievement, there are some local differences worth noting. For example, female students on Vocational Level 2 programmes perform less well than their male counterparts by 8pp, but on Vocational Level 1 programmes outperform them by the same margin.



3. Our Learners

Ethnicity

Data shows that our non-white British students perform marginally better overall than their white British counterparts. The difference in performance has been relatively static over the past three years, with only a 1pp difference being seen in 21/22.

Figure 4. Achievement Rates by Ethnicity

Ethnicity	19/20	20/21	21/22
NWB (%)	91.1	91.1	86.8
WB (%)	90.3	88.9	85.1
Total (%)	90.5	89.1	85.4

Learning Difficulty or Disability

There continues to be a slight difference in performance of learners with declared learning difficulties or disabilities and those without declared learning difficulties or disabilities. In 21/22 this was a difference of 7pp overall. In pockets, this difference is more pronounced than in others, for example, Non LLDD learners outperform their LLDD learner counterparts by 12pp in A Level and 8pp on Vocational Level 3 Year 1 programmes. Where this trend is bucked, however, is on Vocational level 2 programmes where Non LLDD learners are outperformed by 7pp by students with declared LLDD.

Figure 5. 2020/21 Achievement Rates by Learning Difficulty or Disability

LLDD	Leavers	Achievement	National Avg	Gap
Yes	1062	81%	80.8%	0.2%
No	5396	88%	84.6%	3.4%

4. Staffing & Governance

4.1 FE Sector Data

Prior to academic year 2020/21, FE workforce data was collected on behalf of the DfE by the Education and Training Foundation (ETF) in its annual Staff Individualised Record survey. The last ETF data collection process collected data for the academic year 2018/19.

In 2018 the DfE undertook a consultation process to review the FE workforce data collection process, which resulted in a new data collection survey, which opened for the first time in 2021, collecting data for the academic year 2020/21. This data collection process is managed by Education Skills Funding Agency (ESFA). However, anticipating 'teething issues' the first year of data collection was non-mandatory and results were not published. Whilst the 2021/22 FE Workforce Survey was mandatory for all colleges, this has not yet been published.

Consequently, the last published FE sector workforce data remains 2018/19, collecting a wide range of information on staff including age, gender, ethnicity, sexual orientation, occupation, and annual pay from 186 providers. It remains the most comprehensive sector data available based on over 91,800 individual records.

FE providers are classified as one of four types: Colleges, Local Authorities, Independent, and Other. Colleges make up over half of the sample (110 of 186) and the 97 General Further Education Colleges (GFECs) that submitted data constitute over half of GFECs (168) in England.

Association of Colleges (AoC) College Workforce Survey for 2020/21

The Association of Colleges is the national organisation for colleges and the employer organisation for FE colleges who collect and publish data, including workforce data. Eighty-five colleges in England and one in Wales completed the survey for the academic year 2020/21, which is a markedly lower response rate than recent years equating to 38% of the sector.

The survey focuses primarily on the key headline performance indicators and benchmarks that HR departments in colleges frequently report on such as staff composition, headcount and FTE, staff turnover, key terms and conditions, workforce development, sickness absence and recruitment.

4. Staffing & Governance

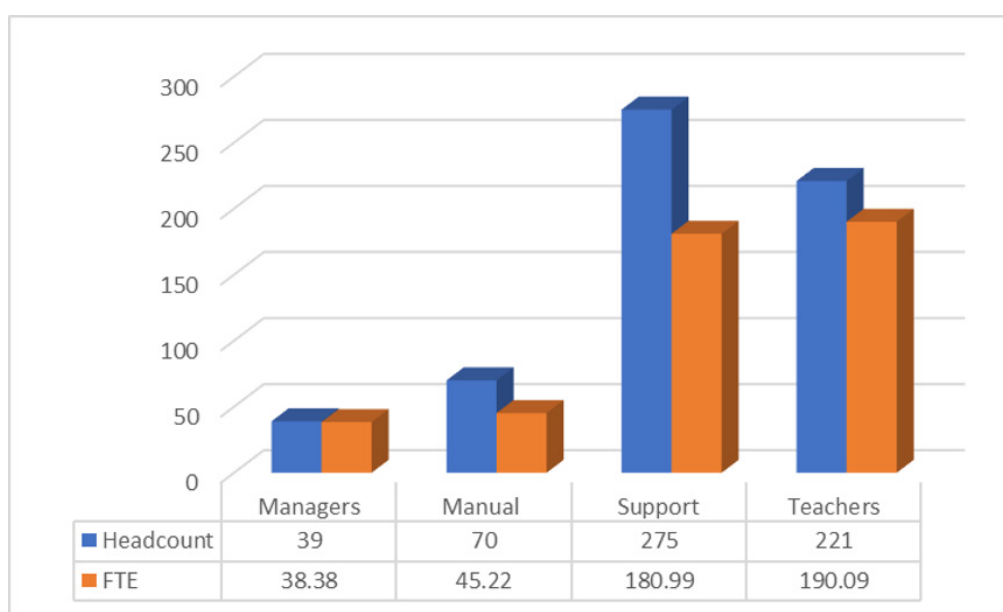
Data Collection

The college collects equalities monitoring data on all job applicants and current staff. All applicants are required to complete an equality monitoring form as part of the online recruitment process although they may select 'prefer not to say'. Staff can electronically update their own equalities data themselves through the HR Portal or by directly notifying the Human Resources team.

4.2 Staff Profile

As of 31st July 2022, the college employed a total of 605 staff in manual, support, teaching and managerial roles. This is slight reduction in headcount of 28 staff from the previous academic year. This represents a full-time equivalent workforce of 455 which includes all casual and hourly paid staff.

Figure 6. Staff profile by category of staff (headcount and full time equivalent)



According to the SIR, support staff in a variety of roles make up the largest group of staff in the sector at 53%, followed by teaching staff at 41% and managers at 7%. Over the last five years teaching staff now make up a smaller proportion of all staff (49% in 2014 to 41% in 2019).

This data mirrors the AoC College Workforce Survey 2020-21, which indicates that in an average college, the composition is 52% support staff, 40% teachers and 8% managers.

At Runshaw, we employ slightly more support staff (57%) than the sector which is likely to be attributed to directly employing catering and cleaning staff as opposed to contracting out these services. We employ slightly fewer teaching staff than the sector (37%) which can be attributable to a wide range of factors.

4. Staffing & Governance

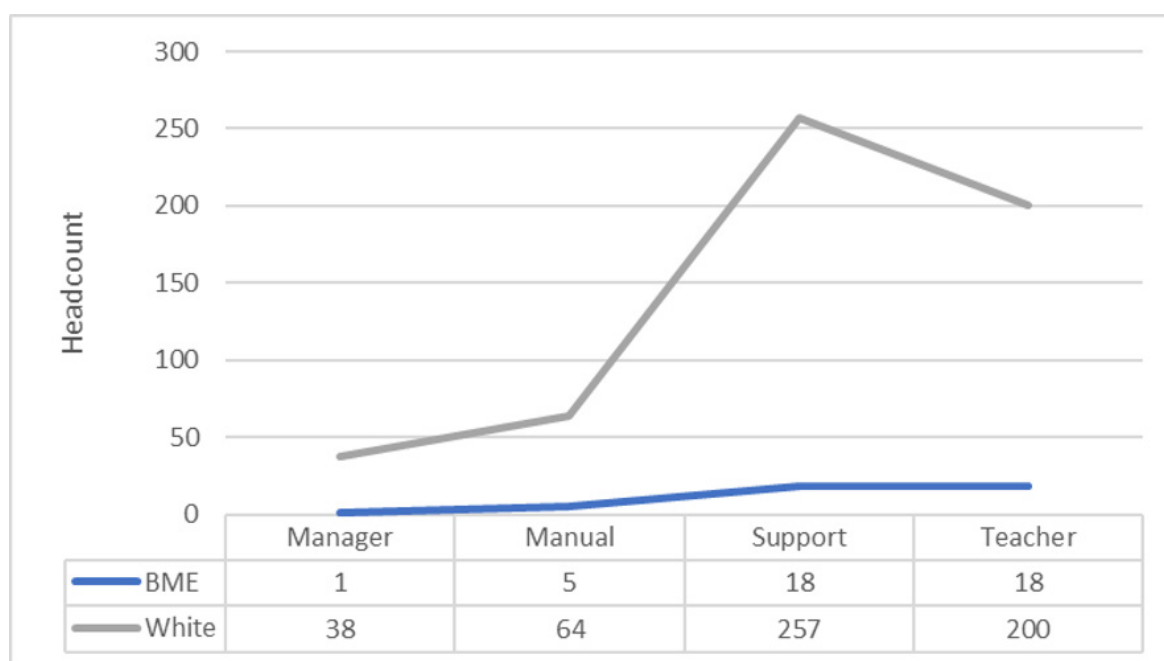
4.3 Ethnicity

92.4% of all staff self-disclose as White British, with a further 6.9% self-reporting as ethnically diverse (including white minority groups). 0.7% have indicated that they would 'prefer not to say' or have not provided this information which is a very low rate of non-disclosure.

Runshaw uses local benchmarking data from South Ribble and Chorley, given that this is where the majority of staff employed at the college live. According to the latest 2021 census, the population in South Ribble is predominantly white (95.4%), with non-white minorities representing the remaining 4.6% of the population. Asian people were the largest minority group in South Ribble accounting for 2.1% of the population. The composition of Chorley is very similar, being predominantly white (95.6%), with non-white minorities representing the remaining 4.4% of the population. Asian people were the largest minority group in Chorley accounting for 1.9% of the population. The college has a higher ethnically diverse profile at 6.7% compared to the local area, with South Ribble at 4.6% and Chorley at 4.4%.

Most ethnically diverse staff are employed in support roles (23 staff), followed by teachers (18 staff) and managers (1). When reviewing job roles, there is a representation of ethnically diverse teaching staff in a range of subjects and support staff in a variety of professional and technical roles. 45% of our ethnically diverse staff are from Asian heritage.

Figure 7. Category of staff by ethnic background (July 2022)



4. Staffing & Governance

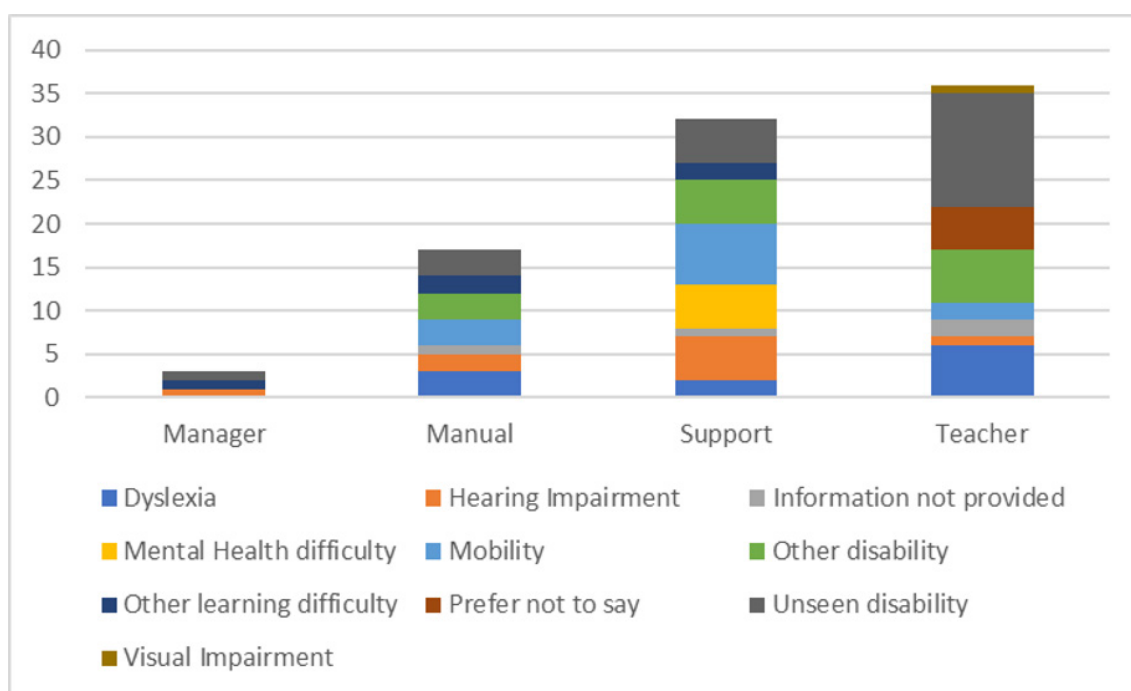
4.4 Disability

Nearly 13% of staff have declared a disability, which is higher than the sector at 10% according to the SIR, but still below the working age population who have declared a disability which is one in five individuals (20%) according to ONS statistics.

The largest number of staff with a disability are employed in manual roles (22%), followed by teaching (13%), support (11%), and management (7%).

Of those respondents that specify their condition, unseen disability is the largest category (22 staff).

Figure 8. Category of Staff by Type of Disability (July 2022)



4.4.1 Mindful Employer

The college continues to be recognised as a 'Mindful Employer', an initiative co-ordinated by the Devon Partnership NHS Trust, having been recredited until December 2022. This voluntary Charter requires employers to show a positive and enabling attitude towards applicants and staff with mental health issues in all aspects of working life.

4. Staffing & Governance

4.4.2 Association of Colleges Mental Health and Wellbeing Charter

Runshaw is committed to the AoC Mental Health and Wellbeing Charter. Since 2019, further work has been undertaken to create an environment that promotes and supports student and staff wellbeing. A key part of this Charter is to:

- Promote equality of opportunity and challenging mental health stigma
- Provide appropriate mental health training for staff
- Provide targeted individual mental health support where appropriate

All staff receive mandatory Mental Health Awareness training, and several staff are Mental Health First Aiders. We have twenty-eight Mental Health Champions, who are drawn from all areas of the college with the remit of:

- Promoting and championing positive mental health, removing any barriers and perceived stigma
- Communicating and sharing the views of staff and students on mental health issues
- Assisting in the communication and embedding of mental health strategies, particularly in their own area of work

4.4.3 Disability Confident

The college is proud to be a Disability Confident Employer (Level 2) which demonstrates our commitment to create an inclusive and welcoming environment for disabled people and those with long-term health conditions.

As a Disability Confident employer, we have committed to the following actions:

- Actively looking to attract and recruit disabled people
- Providing a fully inclusive and accessible recruitment process
- Offering an interview to disabled people who meet the minimum essential criteria for the job
- Being flexible when assessing people so disabled job candidates have the best opportunity to demonstrate that they can do the job
- Making reasonable adjustments as required
- Ensuring employees have sufficient disability equality awareness
- Promoting a culture of being Disability Confident



4. Staffing & Governance

- Supporting employees to manage their disabilities or health conditions
- Ensuring there are no barriers to the development and progression of disabled staff
- Ensuring managers are aware of how they can support staff who are sick or absent from work
- Valuing and listening to feedback from disabled staff
- Reviewing our Disability Confident self-assessment

Significant support is provided to staff with disabilities, based on individual need, utilising the services of Occupational Health. Adjustments have included phased returns to work, reduction in working hours on a temporary or permanent basis, modified duties, and providing specialist support and equipment, working closely with Access to Work.

Reasonable adjustments are also made to HR procedures for staff with a disability, as considered appropriate. For example, trigger points on the college's Management of Attendance Policy

4.5 Sex

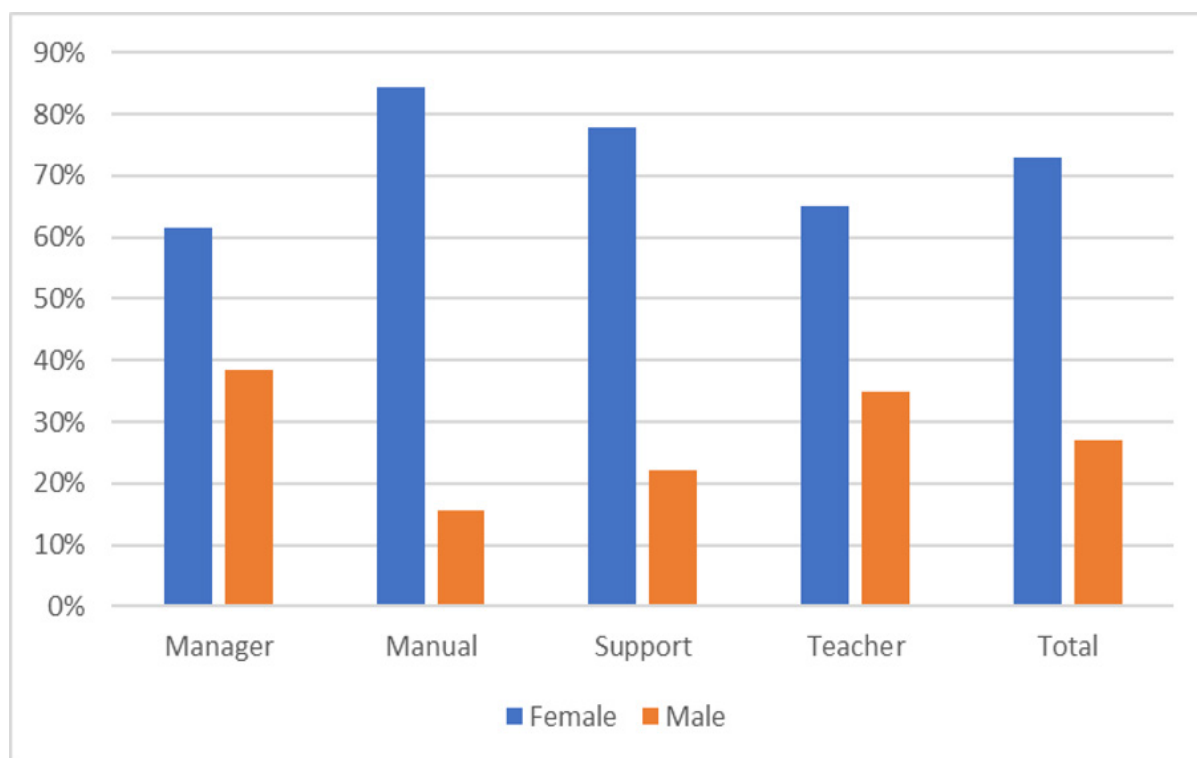
According to the AoC Workforce Survey 2021/22, there has been no percentage change in the number of female employees at 64% (36% are male) compared to the 2019/20 survey. 58% of managers, 59% of teachers and 70% of support staff are female.

At Runshaw, 73% of staff are female which has remained constant over several years. Females significantly outnumber males in every category: 79% of support staff, 65% of teaching staff and 62% of managerial staff are female. Support staff, which is the largest female category, includes catering and cleaning services which are traditionally occupations where women predominate. Similarly, we don't offer construction which traditionally tends to be a more male dominated occupation.

In terms of management roles, nationally the SIR shows that 62% of middle managers and 56% of senior managers are female. At Runshaw, there is a good gender balance in the management team with 60% of middle managers and 67% of senior managers female.

4. Staffing & Governance

Figure 9. % Category of staff by Sex (July 2022)



4.6 Age

The median age at Runshaw is 48 (43 for men and 49 for women) with our youngest member of staff aged 19 and our oldest aged 80. The largest group are aged between 50-59 years at 30%. There is an even spread of staff employed in each age band, except under 29 years at 8% and over 60 years at 16%.

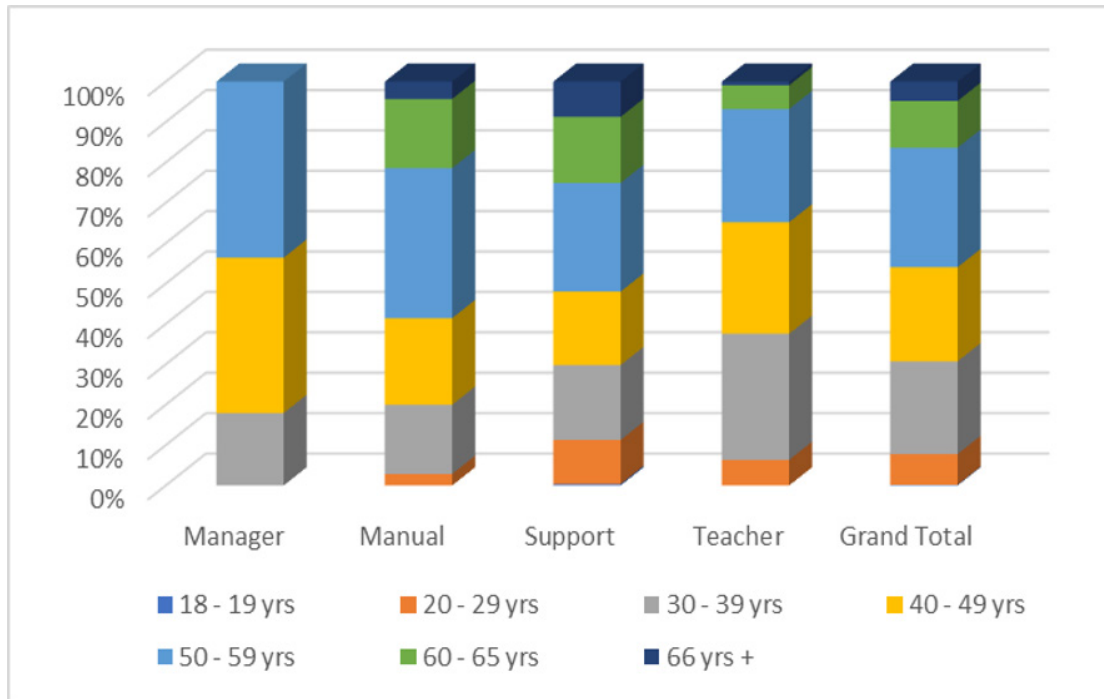
Our age profile has remained constant over several years, including our median age, which is slightly higher than the FE sector.

Figure 10. Average age of staff

	Mean age	Median age	Mode age band
Colleges (SIR)	46	47	50 - 59
Runshaw	47	48	50 - 59

4. Staffing & Governance

Figure 11. Category of staff by Age (%) at July 2022

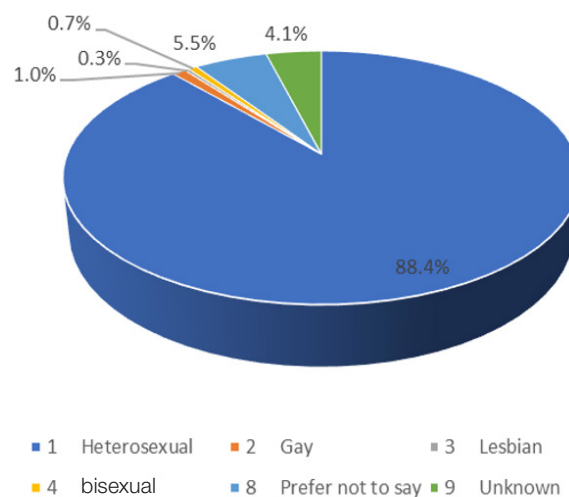


4.7 Sexual Orientation

According to the SIR, 81% of the FE sector self-report as heterosexual; up to 2% identify as bisexual, gay, or lesbian and 17% state that they prefer not to answer the question. The AoC Workforce Survey 2021/22 indicates that 3% of the sector identify as bisexual, gay, or lesbian.

At Runshaw, 88% of the workforce are heterosexual, 2% bi-sexual, gay, or lesbian and 10% are unknown or prefer not to answer the question.

Figure 12. Staff by Sexual Orientation (July 2022)



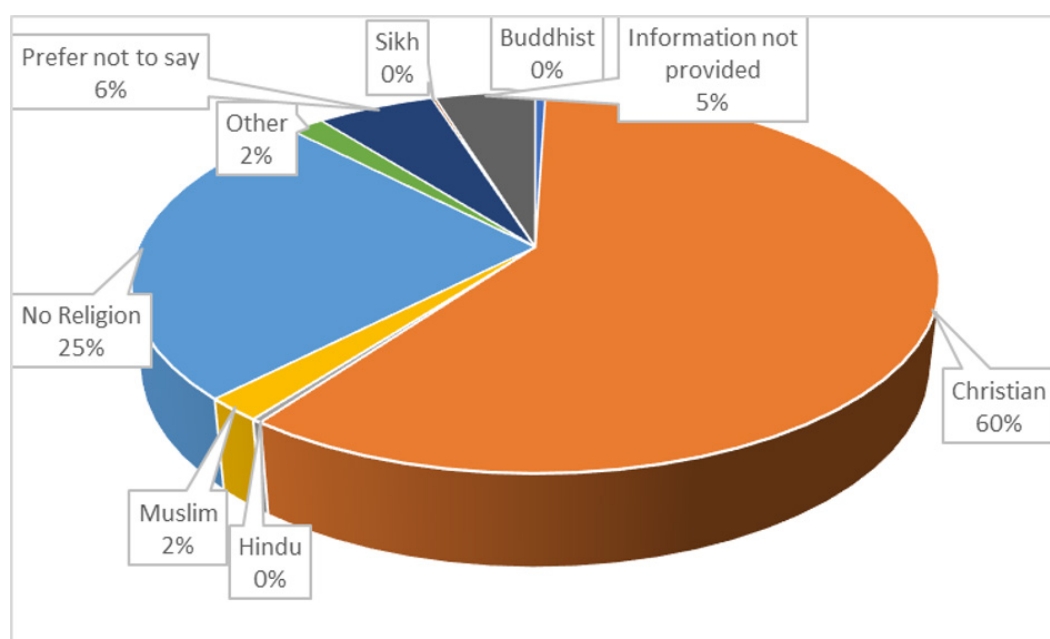
4. Staffing & Governance

4.8 Religion or Belief

90% of staff declared their religion or belief with the majority being Christian (60%) followed by no religion (25%).

There is no sector benchmark data for religion and belief. According to the latest census, the college profile is similar: Christianity (61%) being the most popular religion across both Chorley and South Ribble, then no religion (31%) followed by Muslim at 1.4%(Chorley) and 0.9% (South Ribble).

Figure 13. Category of staff by Religion / Belief % (July 2022)



4.9 Part-Time

When analysing patterns of work, most staff at Runshaw (62%) continue to work part-time. This is much more prevalent amongst support staff where 78% of staff work part-time, compared to 48% of teachers and 3% of managers. Significantly more women (71%) work part time than men (37%).

According to the SIR, 47% of staff work part-time.

4.10 Flexible Working

The college has a Flexible Working Policy in dealing with requests to work flexibly. The Government's logo and strapline 'happy to talk flexible working' is used on the college website, internal staff newsletter and in job packs advertising our commitment to flexible working. Hybrid working, given the pandemic, has accelerated the interest in working flexibly for some administrative staff.

4. Staffing & Governance

During the 2021/22 academic year, there were fifty-four applications to work flexibly, a significant increase compared to previous years. This increase coincided with a full onsite return to campus, following the pandemic and the introduction of our new Hybrid Working Policy.



20% of requests were submitted by men, an increase on previous years, largely relating to hybrid working. 78% of requests were submitted by support staff (89%), which was expected due to the flexibility of these roles. The majority of requests were approved (94%), with grounds for refusal due to the unsuitability of the role for hybrid working.

4.11 Promotions

Nineteen staff members were promoted during 2021/22 (Ten teachers and nine support staff). 79% were female. 21% of those staff promoted declared having a disability and 74% of staff promoted were under the age of 40. 10% of those staff promoted were part time.

4.12 Disciplinary and Bullying and Harassment

There were two disciplinary cases during 2021/22. Due to the small number, it is not statistically significant to draw any meaningful conclusions. Neither were related to unfair treatment based on a protected characteristic.

4.13 Grievances

There were two grievances raised during 2021/22, neither of which were related to unfair treatment based on a protected characteristic.

4.14 Staff Turnover

Staff turnover was 15.5% in 2021/22, which is a slight increase compared to the previous year, although lower than the sector average at 17.8% (AoC College Workforce Survey 2021/22).

The profile of leavers is similar to the whole college profile, except fewer left from an ethnically diverse background. The percentage of staff leavers aged 60+ was also higher than the college profile, due to an increase in number of retirements.

4.15 Gender Pay Gap

As part of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, a separate report is available on the Gender Pay Gap.

4. Staffing & Governance

4.16 Continuing Professional Development

A range of health and wellbeing activities were delivered in 2021/22, including physical activities, as well as free use of the college gym. There was a dedicated Health and Wellbeing Day on college campus in July 2022, which included a range of activities for staff members to try.

Various resources have been promoted from MIND Lancashire, LEHSC - Emotional Health in Schools & Colleges, Education Support, and Runshaw's Employee Assistance Programme provider.

There is an extensive programme of internal training and opportunities for continuing professional development in equality and diversity available to all staff. This is complimented by opportunities to attend external events and training. To ensure that everyone has a common understanding of what equality and diversity means at Runshaw, all new staff are required to attend a mandatory training session called Introduction to Equality and Diversity, which is included as part of their induction. The focus of this years sessions were pronouns. Next year we plan to offer classroom-based Transgender Awareness training to all staff members.

Staff are required to refresh Equality and Diversity training every three years, by attending a training session, working remotely, or in college to complete this training. These sessions also incorporate British Values. Attendance at mandatory training sessions is monitored carefully, with electronic reports made available to managers with reminders to staff.

Figure 14. Numbers of Staff attending Continuing Professional Development in Equality and Diversity

Course	Numbers in Attendance
Introduction to Equality & Diversity (induction)	77
Equality & Diversity in Practice at Runshaw (classroom)	48
Equality and Diversity On-Line	189
Licence to Recruit	113
Mental Health Awareness (classroom)	27
Mental Health Awareness (online)	82
Mental Health First Aid	21
Unconscious Bias	9
Prevent (classroom)	200
Prevent (online)	254
ACT Awareness	35
ACT Document Checking Workshop (HR Dept.)	8
An Autism Friendly College	12
Sign Language Introduction	47
External E&D events attended	46
Grand Total:	1168

4. Staffing & Governance

Figure 14. Numbers of Staff attending Continuing Professional Development in Equality and Diversity

Activity	Numbers in Attendance
Health & Wellbeing Day Sessions	
5 ways to improve your mental wellbeing	8
The big staff quiz	63
Chocolate bonanza	16
Create your own wellbeing graphic design print	8
Lancashire Carers Service briefing	3
Nordic walking	13
Pottery class	20
Reiki taster	14
Tap dance	8
Tapping circle	5
Pension presentations	10
Will writing webinar	20
Yoga	15
Over 40s Health Check	44
Chiropody/podiatry	15
Enrichment Sessions	
Circuit Training	69
Holiday Italian	18
Holiday Spanish	30
Hand building Pottery Class	37
Wellbeing Walks	44
Yoga	64
Physiotherapy	35
Grand Total:	559

4. Staffing & Governance

4.17 Governance

As of 31st July 2022, the College Board had twenty-six members (sixteen Board and ten Co-opted Members). In terms of full Board members, there are seven (44%) women and nine (56%) men, with a male Chair and female Vice Chair. The majority ethnic profile is White British (69%), with 13% self-identifying as Asian or Asian British, 6% as Black, and 12% as other. Two members have declared a disability, learning difficulty or health condition. 8% identify their sexual orientation as bisexual. The age profile followed an even curve with 25% aged 16-34, 50% aged 35 - 54 and 25% aged 55 - 74 years.

The Corporation Board is committed to cultivating and preserving a culture of inclusion and ensuring equality of participation for all members of the community.

Members from different backgrounds and with different experiences provide the Board with fresh ideas, broader perspectives, and insights into needs and challenges. Working in a diverse team helps broaden everyone's horizons, making for a more innovative and stimulating boardroom environment. The Board continually strives to improve its way of working to be more inclusive and equal. It adopts a pro-active approach to widen participation, and actively seeks to increase diversity when recruiting to vacant positions.

Actions taken in the last twelve months have led to greater diversity amongst Board members in relation to gender, race, age, sexuality and religion. In accordance with its terms of reference, the Search and Governance Committee ensure that Governor recruitment is an open and transparent process, with roles advertised and appointments made openly and on merit.

5. Strategic Goals

- 5.1** Equality, diversity and inclusion is recognised throughout the college's Strategic Plan, under the strategic priority headings; Quality, People, Innovation, Community, Finance and Sustainability. The full Strategic Plan can be found on the college's website.

We will act, monitor, and report on our progress towards achieving these goals throughout 2022/23, via the strategic plan action plan.

RUNSHAW COLLEGE

This report is available in alternative formats on request.
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