

**Education
Partnership
NorthEast**

Equality, Diversity & Inclusion Annual Report

2020/21



Hartlepool
SixthForm

Sunderland
College

Northumberland
College

H S N



We are committed to promoting equality and strive to ensure that all communications and learning materials are available in various languages and formats, including large font.

An enlarged print version of this document is available on request. If you would like this document in an alternative format to meet your needs, please contact:

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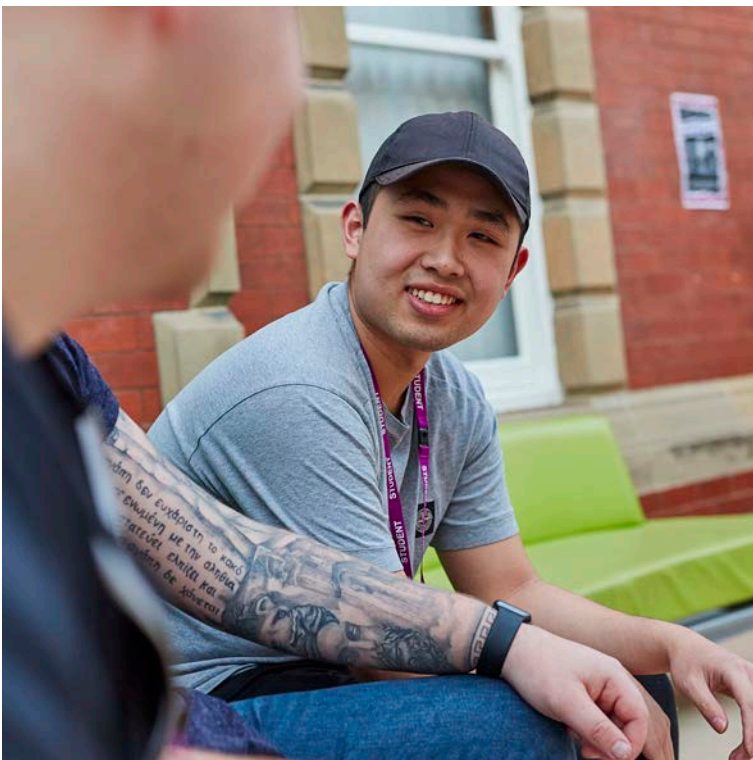
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Foreword

This report reflects a refreshed approach to equality, diversity and inclusion at the College and demonstrates a commitment to public sector duties as described in the Equality Act (2010) to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity between people who share a protected characteristic and those who don't.
- Foster or encourage good relations between people who share a protected characteristic and those who don't.

Equality, diversity and inclusion is highly important to me, I strive to ensure it is on the top of any agenda. The College works hard to ensure it is at the core of our organisation, working with staff, students and our community to promote inclusivity. My role involves ensuring that all students have a voice and help in shaping their own futures and ensure a positive and enriching experience for all. As a student with Autism myself I saw the work that went through an inclusive curriculum and personal development programme, using this support myself to enable me to succeed on my course and progress to my current role. I am proud to now be part of that team and work with other staff and with students to continue this work and ensure all students are a success. 20-21 presented us with new challenges, but also opportunities as we came together and supported one another. The report provides examples of the work we do and the impact we have on the lives of our students and wider community.



Taylor Finnigan,
Student President

The College's successes

Staff and students played an active role in **Sunderland Pride** and city-wide **LGBT events**



Shortlisted by the **LGBTQ North East Awards for 'Creating Safer Learning Spaces,'** recognition of our commitment to providing a culture of inclusiveness across all campus.

The College was selected as an Association of Colleges (**AoC**) **Sport Inclusion Hub**, one of only **12** across the country, to play a leading role in promoting sport for disabled students, exceeding all targets set.



Achievement of Carers Federation **Quality Standard in Carer Support.**

94%

of students said they are treated fairly by the college, **5%** above national benchmark.

1788

hours volunteered by students to support the local community and promote inclusion.

LGBTQ+ inclusive practice was recognised by Stonewall Workplace Equality Index as the **top college** in the North East.

The College's NECOP programme successfully engaged over 1400 to improve progression to higher education.

Effective support and early intervention for mental health and wellbeing has ensured a three-year trend in the 15% reduction of high-risk safeguarding concerns relating to mental health and wellbeing.

Over **2000** wellbeing checks were carried out with **267** vulnerable students during lockdown, all of who remained on programme and achieved.

92%

of students agreed that the college helped to keep physically and mentally well.

287

students took part on our first Mental Health and Wellbeing Conference.

13%

increase in young carers and care experienced students progressing to an Apprenticeship, Higher Education or Further study since 2018.

The College's commitment

The College aims to respond to the diverse needs of students, staff, partners and stakeholders, and celebrate the diversity of the College community. Equality and diversity is an essential ingredient for overall quality improvement and the College recognises the importance of transforming lives by overcoming educational and economic disadvantage. It is passionate about equality and diversity and exceeds expectations to ensure inclusion and community involvement. This report reflects a refreshed approach to equality and diversity at the College and demonstrates a commitment to public sector duties as described in the Equality Act (2010) to:

The College aims to:

- Remove or minimise disadvantages experienced by people due to their protected characteristics
- Take measures to fulfil the needs of individuals from protected groups where they are different from the needs of other persons
- Support and encourage individuals with protected characteristics to participate in the life of the College, especially where participation is disproportionately lower



The Equality, Diversity and Inclusion Committee:

- 1** To foster an inclusive environment by challenging the culture and contributing to solutions for change to raise Education Partnership North East's (EPNE) profile as a sector leader in equality, diversity and inclusion
- 2** To articulate the EPNE's vision for equality, diversity and inclusion that shifts the agenda beyond compliance to a celebration of diversity.
- 3** To undertake horizon-scanning that may impact on the EPNE's delivery on its commitment to equality, diversity and inclusion.
- 4** To validate and, where appropriate, define performance measures against relevant priorities including but not limited to those outlined in the Strategic Plan.
- 5** To review staff and student data (qualitative and quantitative) to monitor progress against these performance measures.
- 6** To highlight successes and identify barriers/challenges, introducing innovative ways of tackling identified issues.
- 7** To oversee the implementation of the Equality, Diversity and Inclusion Policy and its action plans.
- 8** To produce EPNE's annual report to the Board of Governors and additional reports to the Executive Leaderships Team as required.

The College

Strategic objectives, values & local community

Education Partnership North East is one of the largest providers of post-16 education in the North East of England. The College 'group' consists of Northumberland College, Sunderland College and Hartlepool Sixth Form. There are six campuses across the region offering a wide range of academic and vocational provision for school leavers and adults.

The College delivers to approximately 12,000 students, over 4700 are full-time 16-18 year olds. 64% aged 16-18 are from disadvantaged backgrounds and 21% have multiple categories of disadvantage. 16.8% of our students have a learning difficulty or disability, and 2% have an Education Health Care Plan (EHCP).

The North East is an area of high social and economic deprivation.

In the April 2020-March 2021 period, the North East unemployment rate was 5.9%, with 23.7% of households workless. Unemployment is above England and England excluding London rates and the second highest rate among the eight-core city LEPs.

- The North East has the second highest rate of child poverty in the UK at 35% (behind London at 39%)
- The North East saw the UK's biggest increase in child poverty from 2014 to 2019 (rising from 26% to 35%)
- All 12 North East councils are included in the 20 UK local authority areas which saw the highest increases in child poverty from 2014 to 2019
- Of the 20 UK Parliamentary constituencies which saw the highest increases in child poverty from 2014 to 2019, more than half are in the North East (End Child Poverty 2019).

Sunderland, Northumberland and Hartlepool are each areas of high social and economic deprivation.

- Sunderland: unemployment is 5.9% and well above the national average, with 21% of households workless. Child poverty is 36% in 2019. The proportion of residents with qualifications at level 2 and above is 2.5% below the national average. (Nomis July 2019).
- Hartlepool: unemployment is 7.2% significantly higher than the regional average and almost double the national average. Child poverty is 37.3% in 2019. The proportion of residents with qualifications at level 2 and above is well below the regional average and 5.7% below the national average. (Nomis July 2019).
- Northumberland: unemployment is 4.4% which is above the national average; 19.7% of households are workless and child poverty is 32% in 2019. The proportion of residents with qualifications at level 2 and above is very slightly below the regional average. (Nomis July 2019).

The College has developed strong relationships with local partner schools to ensure that young people have the opportunity to fulfil their potential and are supported by seamless transition processes that are underpinned by timely provision of information, advice and guidance.

Index of Multiple Deprivation Index Rank average score

	IMD 2004	IMD 2007	IMD 2010	IMD 2015	IMD 2019
Sunderland	22	35	44	37	22
South Tyneside	27	38	52	32	12
North Tyneside	80	102	113	130	84
Gateshead	26	52	43	73	47
Newcastle	20	37	40	53	36
Hartlepool			21	18	5
Northumberland				136	115
Darlington					69
County Durham					49
Middlesborough					1
Redcar and Cleveland					28
Stockton-on-Tees					51

The College's aspiration is '**Excellence at the heart of everything we do**'.

To realise this vision, the College will excel in the pursuit of excellence to enable an increase in student population and growth in performance by uniting the College's people and culture and strengthening their reputation locally, regionally and nationally. Purposefully bold and challenging, the College aspires to be:

In the **top 10 colleges** nationally for **student achievement**

In the **top 30 of colleges** nationally for **financial health**



Values

The College aspires to be the best in all that we do and to enable employees and students to reach their full potential. A culture of strong values means strong results for all of our stakeholders. This is why a set of professional values are fundamental to the pursuit for excellence and must underpin all activities.

The professional values and behaviours provide a valuable framework for use by people at every level of the organisation. They help to evaluate decisions and instill confidence in the choices that are made.

Authentic:

We are who we say we are, we do what we say we will do.

Respectful:

We value the opinion of others and the contribution they make.

Innovative:

We work hard to create a dynamic, forward-looking culture.

Ambitious:

We are determined to achieve our vision and goals.

Strategic goals

Goal 1: Shape and evolve a career focused curriculum

Our focus is providing curriculum pathways that meet the current and future demands of the region's labour market.

Goal 2: Create outstanding learning opportunities for our students

An unwavering and relentless focus on developing our students through outstanding teaching, learning, support and assessment.

Goal 3: Unite our culture and empower our people

A culture built on developing high performing people, who are empowered to lead, innovate and take ownership.

Goal 4: Strengthen our financial resilience and invest in our resources

We will build our financial resilience and strengthen our resources to ensure all stakeholders benefit from outstanding learning environments.

Goal 5: Engage locally, regionally and nationally and build our reputation

We will be an engaged and influential sector leader with a strong reputation and winning partnerships.



Section 1:

Eliminate unlawful discrimination

Our approach:

Treat all students, staff and stakeholders fairly and equitably regardless of a protected characteristic including age, race or ethnicity, disability, gender, gender preference, sexual orientation, religious beliefs, non-belief, membership of professional associations or trade unions, marital status, family responsibility and socio-economic standing.

Raise awareness of equality and diversity within and outside curriculum settings, to challenge and minimise discrimination and prejudice.

Work in partnership with the local communities, Northumbria Police, Cleveland Police and Hate Crime Advocacy to ensure all incidents of hate crime are reported and that support is provided to victims.

The impact: of our work

Holocaust Memorial Day, January 2021

Holocaust Memorial Day was promoted, with staff and students taking part in various virtual activities to raise awareness of events past and present. Over 580 students across our campuses also took part in a live Q&A with a Holocaust survivor, with 100% of students attending agreeing it had improved their understanding of discrimination and the impact it can have.

Student:

“This really opened my eyes to the first-hand experiences during the holocaust and the impact this had – the survivor was younger than my little brother now. We must never forget what happened and must continue to raise awareness of the impact prejudice can have and be the light in continuing to promote equality of rights.”



LGBT+

The College's LGBT+ group has continued to strengthen, with over 60 students regularly joining together across all campuses. Virtual meetings and peer support continued during lockdown. The group offers peer support and the opportunity to talk in confidence in a safe, supportive environment. The group has also been instrumental in helping the College to make changes and improvements that create a more inclusive environment for the LGBT+ community. The college now host and support an LGBT+ group for school age pupils from the local community.

Our youth worker Stephen Day, was shortlisted for the 'Creating Safer Learning Spaces' award for his tireless work to encourage equality, diversity and acceptance across all of our campuses, ensuring our students and staff feel safe. We also host and support the LGBTQ+ group for younger children across Sunderland at our City Campus.



Student Profile



By age group

At 60.7%, the majority of students are 19+. However, full-time cohort is mainly 16-18.

16-18	4921	39.5%
19+	7558	60.7%

By gender and age

For 16-18 year olds, there is a higher proportion of males, with a higher proportion of females at 19+.

	Male	Male	Female	Female
16-18	2636	53.6%	2285	46.4%
19+	3279	43.4%	4279	56.6%

By ethnicity

The College successfully attracts students from its local BME communities, which is shown in the tables below.

Sunderland and Hartlepool

Demographic Profile								
	Sunderland Borough (2016 Population)		Sunderland College					
	All Ages		All Ages		16 - 18		19 +	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	260,208	93.6%	5602	90.4%	2731	94.7%	2878	86.6%
Asian	9452	3.4%	266	4.3%	89	3.1%	178	5.4%
Black	1946	0.7%	160	2.6%	21	0.7%	139	4.2%
Other	6394	2.3%	159	2.6%	41	1.4%	118	3.6%
Not known	0	0%	11	0.2%	1	0.3%	10	0.3%
Total	278,000		6198		2883		3323	

Student Profile

Northumberland

Demographic Profile								
	Northumberland (2016 Population)		Northumberland College					
	All Ages		All Ages		16 - 18		19 +	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	311,066	98.3%	5546	94.6%	1479	98.4%	4074	93.3%
Asian	2658	0.8%	9	1.6%	5	0.2%	89	2%
Black	338	0.1%	11	1.1%	2	0.1%	65	1.5%
Other	2236	0.7%	41	2.1%	9	0.6%	115	2.6%
Not known	0	0%	33	0.5%	8	0.5%	22	0.5%
Total	316,298		5861		1503		4365	

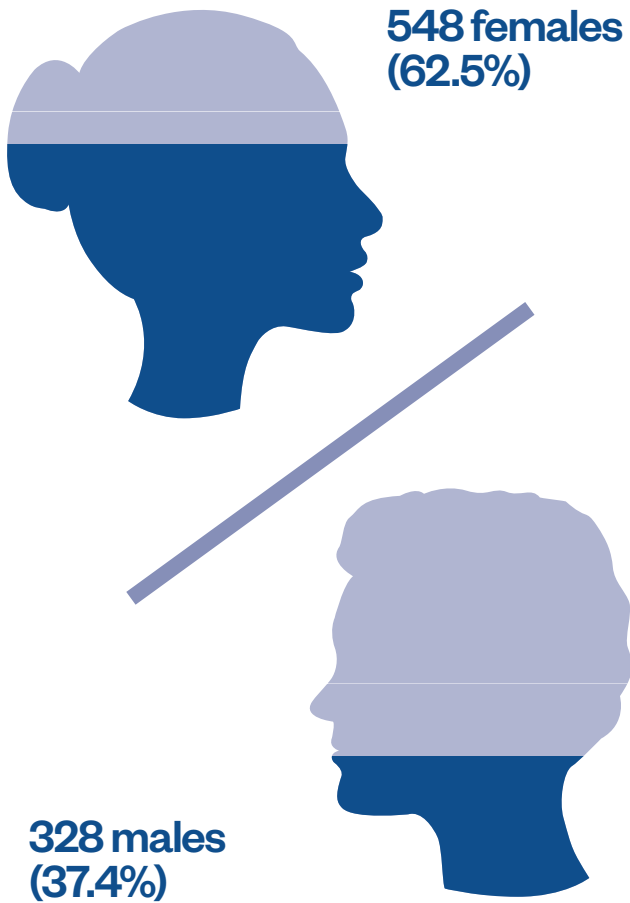
Hartlepool

Demographic Profile								
	Hartlepool (2016 Population)		Hartlepool Sixth Form					
	All Ages		All Ages		16 - 18		19 +	
Ethnic Group	Number	%	Number	%	Number	%	Number	%
White	86,825	98.3%	535	96%	526	92.3%	8	100%
Asian	1235	0.8%	10	1.8%	10	1.8%	0	0%
Black	159	0.1%	3	0.5%	3	0.5%	0	0%
Other	636	0.7%	9	1.6%	9	1.6%	0	0%
Not known	0	0%	0	0%	0	0%	0	0%
Total	88,855		556		548		8	0%

Staff Profile

01 August 2020 – 31 July 2021

By gender



Total staff employed 20/21

876





By disability

Yes	2.5%
No	53.4%
Unknown	44.1%

Disability Confident Employer (Level 2)

Sunderland College is a committed equal opportunities employer and holds the Disability Confident Employer accreditation.

The Disability Confident scheme aims to help employers successfully employ and retain disabled people and those with health conditions. It was developed by employers and disabled people's representatives to make it rigorous but easily accessible.

The five commitments that the College adheres to are:

1. Ensure the recruitment process is inclusive and accessible.
2. Communicate and promote vacancies.
3. Offer an interview to disabled people.
4. Anticipate and provide reasonable adjustments as required.
5. Support any existing employee who acquires a disability or long term health condition enabling them to remain in work.



By ethnicity

White British	87.2%
Other White	0.34%
Indian	0.34%
Pakistani	0.23%
Black - African	0.23%
Black - Congolese	0.11%
Black - European	0.11%
Any other Asian background	0.11%
Any other mixed background	0.34%
Any other background	0.14%
Not stated	5.82%

The ethnic makeup of our College group is comprised of staff who work across the North East ranging from Hartlepool to Berwick.

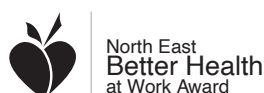
The census data for 2011 showed that the percentage of All White population in the North East was 95.3% and 85.4% in England.

In terms of comparing our staffing profile to that of the North East we can see that we have a lower percentage of white staff at 90.49%. Only 1.21% of staff declared themselves as other ethnic groups. Our area for improvement is where staff have not stated their ethnicity, this is 8.13% so we will be working with the Equality, Diversity and Inclusion Committee to improve collection of this data.

By sexual orientation Percentage

Bisexual	0.57%
Gay/lesbian	1.94%
Heterosexual	55.2%
Prefer not to say	2.4%
Unknown	39.9%

Positive mental wellbeing

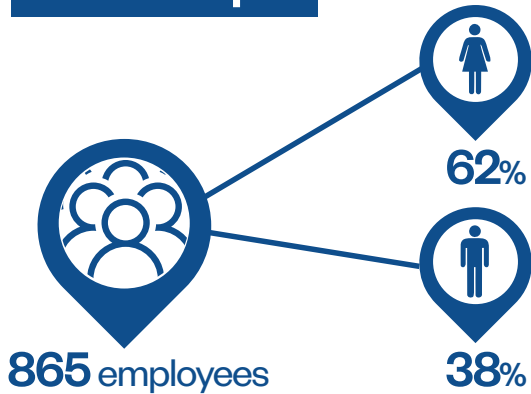


In December 2017, the College achieved its Continuing Excellence Better Health at Work Award (BHAWA). The award recognised the College's approach to health and wellbeing in the workplace and the important work of the College's Wellbeing Action Group.

To achieve the accreditation, the College had to promote at least five different health and wellbeing campaigns, across a spectrum of issues, ranging from menopause awareness through to a fit and healthy living day. For the academic year 2019/20 the College committed to a 12-month focus on positive mental health. The Time to Change Pledge was officially signed in 2019 and 100 Mental Health First Aiders trained across the College group.

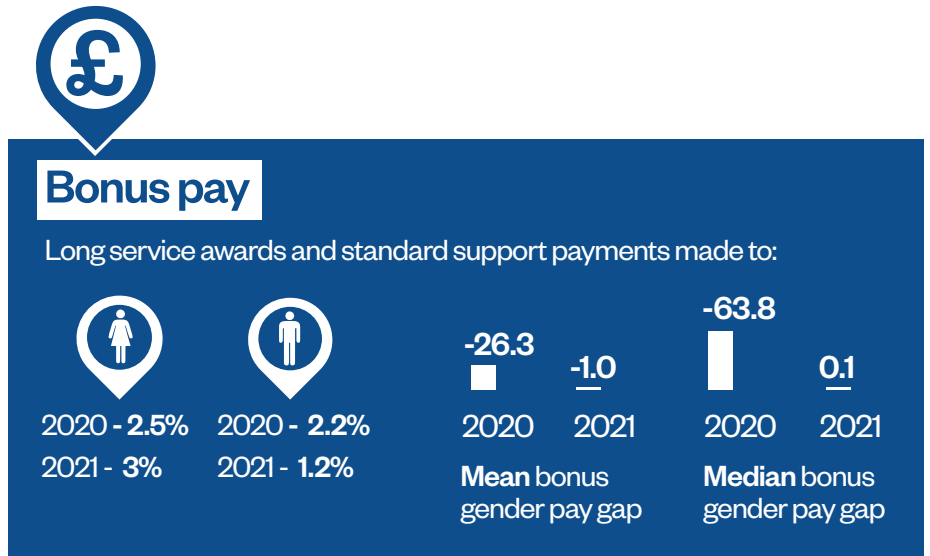
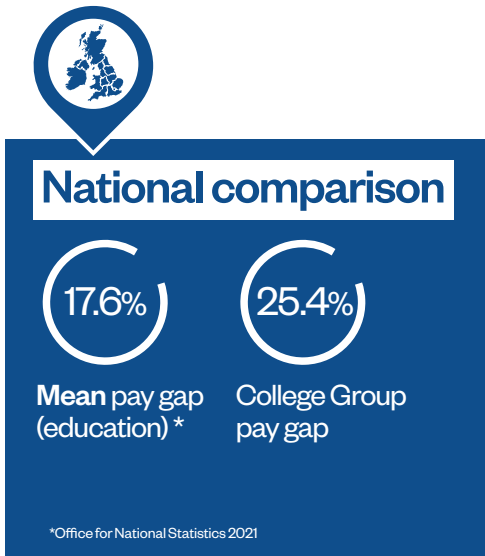
Gender pay gap report summary

Gender split



Gender pay gap

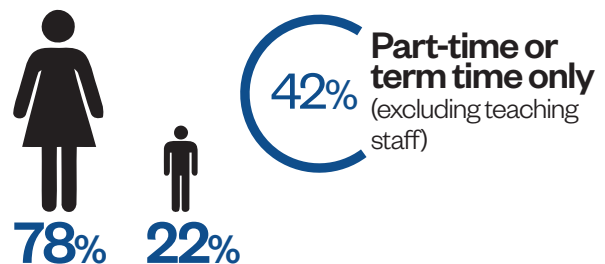
		Female	Male	Gap
Mean	2021 -	£14.71	£15.71	6.4%
	2020 -	£14.44	£15.34	5.9%
	2019 -	£14.26	£15.28	6.7%
Median	2021 -	£13.68	£14.80	7.6%
	2020 -	£13.55	£14.80	8.45%
	2019 -	£13.55	£14.80	8.45%



Employment quartile bands

Band	Female	Male	Grand total
Lower Quartile	140 70.35%	59 29.65%	199
Lower Middle Quartile	121 60.80%	78 39.20%	199
Upper Middle Quartile	117 58.79%	82 41.21%	199
Upper Quartile	113 56.78%	86 43.22%	199
Grand Total	491	305	796

Why gender pay gap?



Actions

- Review your recruitment practise to see if we can encourage more female staff to apply into male dominated academic subjects
- Additional analysis to identify whether people get 'stuck' at certain levels within the organisation
- Additional leaver data analysis to understand reasons for leaving to determine appropriate actions to encourage retention
- Review non declaration of equality data and take agreed actions in conjunction with EDI committee to encourage an increase in applicant and workforce declarations



Equality and diversity training

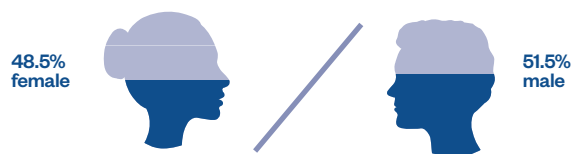
A range of equality and diversity training has been delivered in College and approved training requests for staff to attend external courses, as featured below:

- Equality and Diversity Training*
- Disabled Go Online Training*
- Stress Risk Assessments
- Academic Resilience
- Mental Health First Aid
- Unconscious bias training
- Hate Crime Champion Training

*denotes mandatory training

Governors

The governors of the College play a significant role in creating and maintaining an inclusive organisation where everyone can work, learn and reach their full potential. The majority of governors are local residents and all have a passion to see Sunderland College fulfil its commitment to its community and hold various positions in business, education and community cohesion. The BME governor profile for 20/21 was 3%, which is lower than the student body and local area BME profile of 6%. Governance have actioned the 30% gender profile gap of 30 and the new boards have an overall profile of 48.5% female and 51.5% male.



Governors are keen to listen to the voice of students and use it to make improvements that support inclusion and drive equality forward. There is a newly formed Student Union Constitution which includes a Student President who sits on the Board of Corporation as there are two elected student governors which sit on each of the local boards. There is also an Equality, Diversity and Inclusion Officer as part of the new Student Union Executive. Governors meet with representatives from the student body across the academic year.

Our Governors 2020/21



Rob Lawson
Chair of Governors



Ellen Thinnesen
Chief Executive



John Barnett



Jeff Hope



Alison Shaw



John Holmes



Andrew Ferguson



Susan Pollard
Staff Governor



Iesha Heads
SU President



James Stuart



Derek Cogle



Pamela Dawson



Simon Patterson



Neil Salveson



Jill Colbert



Lyndsey O'Leary



Louise Farthing



Julia Fox



Nigel Harrett
Principal



Louise Doyle



Catherine Magog



David Towns



Chris Jones



Toni Rhodes
Principal, Sunderland
& Hartlepool Sixth Form



Lawrence Nixon



Hannah Matterson



Paul McEldon



Sue Houston



Jacqueline Steed



Ian Brown



**Kamareswaradas
Ramanathas**



Louise Bradford



Helen Willey
Staff Governor



Eve Cooper



Sara Sawyer



Natasha Bradshaw

Section 2:

Advance equality of opportunity between people who share a protected characteristic and those who don't

Our approach

- **Ensure policies, services and practices reflect the College's commitment to equality**
- **Celebrate diversity and enable everyone to achieve**
- **Foster inclusivity and removal of barriers**
- **Develop self-confident students who realise they have the potential to be successful and achieve their goals.**

The impact of our work:

Future Me

The College is a core partner in the North East Collaborative Outreach Programme, Future Me, which supports young people from 'cold spots' where progression to Higher Education is especially low. A variety of events, activities and other interventions have taken place throughout the year to help broaden horizons and support transition to HE and promote positive role models, including careers fairs and employer talks to challenge gender stereotypes. The programme engaged over 1400 students in 20-21.



Carers Federation Quality Standard for Carer Support

In the Autumn term, the College became one of the first colleges to be awarded the new Quality Standard in recognition for its outstanding work in supporting young adult carers. The assessment highlighted the College's commitment to embed support for those with caring responsibilities, demonstrating how we identify carers as a vulnerable group and develop a personalised support plan to support them throughout their student journey.

“We are already hearing from our young carers the difference this is making to them and how the transition from secondary school to college has been much smoother due to the college understanding their needs and knowing that someone is available to support them”

Lisa Watson, Carers Service Manager, Sunderland Carers Centre

NNECL Quality Mark for Inclusion and Success of Care Experienced Students

In the Summer Term, we became one of only four colleges nationally to receive the NNECL Quality Mark, highlighting the support and opportunities we provide to our care experienced students. We supported the pilot to help shape the Standard and we were commended for exceeding the criteria.

Support for vulnerable groups during lockdown

Throughout the pandemic, our Student Services Team continued to provide support to our vulnerable students, including care experienced, young carers and young parents as well as students with Education Health Care Plans. Students had access to face to face support on campus as well as wellbeing checks, individualised support packages and workshops to remove any barriers to their learning. 100% of students supported by the Intensive Support Team agreed the support was effective in supporting them to remain in college and in improving their wellbeing. Attendance of our counselling service (which ran virtually) increased by 7% during lockdown.



International Women's Day

As part of International Women's Day in March, we linked with one of our partner employers Engie, who hosted one of our Electrical Installations students, Reanna on industry placement. They helped to set up a Q&A session with one of their female senior managers to discuss career paths as women in the Construction Industry which was shared with the wider student body.



The Girls Network

A successful pilot project (14 students) with The Girls Network was completed which supported empowerment of disadvantaged young women to enhance their cultural capital, linking them with a mentor and a network of professional females to support breaking down of barriers. 100% of students increased their confidence in making decisions and 95% increased their confidence in being interviewed. One of the students was one of only six selected across the country to take part in a national workshop programme, securing work experience in London and another used her confidence to speak on a Women's Waves podcast about her experience.



AoC Sport Inclusion Hub

As the only North East College last year (and one of only 12 nationally) to be a Sport Inclusion Hub, playing a leading role in promoting sport for disabled students. With an AoC target to support 50 students in sport and physical activity, we were able to exceed that with 291 students actively participating across the year. 12 Inclusive Ambassadors were also recruited to support in promoting inclusive activities and work with their peers.



Mental Health and Wellbeing Conference

Our first Mental Health and Wellbeing Conference took place in June 2021, with speakers from Washington MIND and Andy Man's Club, engaging 287 students, with 99% agreeing the event had improved their ability to positively manage their mental health and wellbeing. The event took place virtually but all students were able to collect a 'care pack' from their home campus before the event.

Narrowing achievement gaps

- Education and Training achievement gaps are narrow, with few differences, and none significant, by equality and diversity characteristics including comparisons between the achievements of males and females, those with learning difficulties or disabilities and those without, looked after children and those not looked after, and those in receipt of learning support.
- A very small proportion of learners had high needs. Their achievement rates are above the national rate for 16-18 learners **(+2.3%)**, and 19+ **(+5.9%)**. For 19+ achievement is also above those without high needs **(+2%)**.
- Those in receipt of free meals 16-18 achievement rate is higher at **91.8%** to those not in receipt of free meals at **89.3%**, and are above the national average by **+1.9%**. 19+ achievement rates are higher than those not in receipt **(+1.3%)**.
- By Ethnic Group, 16-18 year-olds that classify themselves as other ethnic groups have achievement rates that are **+0.7%** above those who classify themselves as White.



By sex

	Education Partnership North East Overall (16-18)			Nat Rate	
	Leavers	Ach	Ach %	Ach Per NR	
18/19	Female	6,457	5,615	87.0%	84.0%
	Male	6,682	5,708	85.4%	83.0%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	Female	5,327	4,620	86.7%	84.0%
	Male	5,543	4,762	85.9%	83.0%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	Female	4,453	3,904	87.7%	84.0%
	Male	4,641	3,917	84.4%	83.0%
	All Learners	9,094	7,821	86.0%	83.4%

	Education Partnership North East Overall (19+)			Nat Rate	
	Leavers	Ach	Ach %	Ach Per NR	
18/19	Female	7,551	6,835	90.5%	89.5%
	Male	6,297	5,853	93.0%	90.4%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	Female	4,730	4,099	86.7%	89.5%
	Male	4,338	3,963	91.4%	90.4%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	Female	5,153	4,554	88.4%	89.5%
	Male	4,607	4,160	90.3%	90.4%
	All Learners	9,760	8,714	89.3%	89.9%

For 16-18, female achievement is higher than male achievement by 3.3%. for 19+ male achievement is higher than female achievement by 2.3%

Disability:

	Education Partnership North East Overall (16-18)			Nat Rate	
	Leavers	Ach	Ach %	Ach Per NR	
18/19	Has difficulty/disability/health problem	2,986	2,546	85.3%	82.0%
	No difficulty/disability/health problem	9,558	8,289	86.7%	84.1%
	No information provided by the learner	595	488	82.0%	81.5%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	Has difficulty/disability/health problem	2,665	2,211	83.0%	82.0%
	No difficulty/disability/health problem	8,201	7,171	87.4%	84.1%
	No information provided by the learner	4	0	0.0%	81.5%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	Has difficulty/disability/health problem	2,316	1,932	83.4%	82.0%
	No difficulty/disability/health problem	6,707	5,834	87.0%	84.1%
	No information provided by the learner	71	55	77.5%	81.5%
	All Learners	9,094	7,821	86.0%	83.4%

	Education Partnership North East Overall (19+)			Nat Rate	
	Leavers	Ach	Ach %	Ach Per NR	
18/19	Has difficulty/disability/health problem	2,509	2,252	89.8%	88.5%
	No difficulty/disability/health problem	10,926	10,058	92.1%	90.3%
	No information provided by the learner	413	378	91.5%	88.6%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	Has difficulty/disability/health problem	1,704	1,497	87.9%	88.5%
	No difficulty/disability/health problem	7,351	6,553	89.1%	90.3%
	No information provided by the learner	13	12	92.3%	88.6%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	Has difficulty/disability/health problem	1,876	1,649	87.9%	88.5%
	No difficulty/disability/health problem	7,831	7,013	89.6%	90.3%
	No information provided by the learner	53	52	98.1%	88.6%
	All Learners	9,760	8,714	89.3%	89.9%

The achievement gap between those 16-18 year olds with declared learning difficulties/ disabilities/health problems and those who have not has narrowed to **-3.6%** from **-4.4%** and for 19+, the achievement gap is **1.7%**.

Ethnicity:

		Education Partnership North East Overall (16-18)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	White British	12,399	10,656	85.9%	83.4%
	Other Ethnicity	739	666	90.1%	83.4%
	No Information Provided	1	1	100.0%	82.3%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	White British	10,343	8,917	86.2%	83.4%
	Other Ethnicity	518	460	88.8%	83.4%
	No Information Provided	9	5	55.6%	82.3%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	White British	8,609	7,400	86.0%	83.4%
	Other Ethnicity	474	412	86.9%	83.4%
	No Information Provided	11	9	81.8%	82.3%
	All Learners	9,094	7,821	86.0%	83.4%
		(19+)			
18/19	White British	11,734	10,705	91.2%	90.6%
	Other Ethnicity	2,087	1,962	94.0%	89.9%
	No Information Provided	27	21	77.8%	90.9%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	White British	7,716	6,877	89.1%	90.6%
	Other Ethnicity	1,297	1,134	87.4%	89.9%
	No Information Provided	55	51	92.7%	90.9%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	White British	7,929	7,022	88.6%	90.6%
	Other Ethnicity	1,801	1,668	92.6%	89.9%
	No Information Provided	30	24	80.0%	90.9%
	All Learners	9,760	8,714	89.3%	89.9%

The numbers of 16-18 leavers of other ethnicity are relatively small and the achievement gap continues to remain narrow at **+0.7** compared to White British students. Achievement rates for those of other ethnicities are consistently slightly better than those of White British students. The achievement rate for adult leavers of other ethnicity at **92.6%** is **+4%** above the rate of those who are White British.

High Needs:

		Education Partnership North East Overall (16-18)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	High needs	235	211	89.8%	83.4%
	Not high needs	12,904	11,112	86.1%	83.4%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	High needs	254	231	90.9%	83.4%
	Not high needs	10,616	9,151	86.2%	83.4%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	High needs	208	183	88.0%	83.4%
	Not high needs	8,886	7,638	86.0%	83.4%
	All Learners	9,094	7,821	86.0%	83.4%

		Education Partnership North East Overall (19+)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	High needs	230	226	98.3%	89.9%
	Not high needs	13,618	12,462	91.5%	89.9%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	High needs	119	113	95.0%	89.9%
	Not high needs	8,949	7,949	88.8%	89.9%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	High needs	153	141	92.2%	89.9%
	Not high needs	9,607	8,573	89.2%	89.9%
	All Learners	9,760	8,714	89.3%	89.9%

Though numbers are relatively small, 16-18 students with high needs have achievement rates that are better than those who do not have high needs **(+2%)**. Similarly, adult students with high needs have achievement rates that are better than those who do not have high needs. **(+3%)**.

Free School Meal Analysis

		Education Partnership North East Overall (16-18)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	Free meals	2,086	1,769	84.8%	83.4%
	Not free meals	11,053	9,554	86.4%	83.4%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	Free meals	2,100	1,789	85.2%	83.4%
	Not free meals	8,770	7,593	86.6%	83.4%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	Free meals	1,478	1,287	87.1%	83.4%
	Not free meals	7,616	6,534	85.8%	83.4%
	All Learners	9,094	7,821	86.0%	83.4%

		Education Partnership North East Overall (19+)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	Free meals	140	139	99.3%	89.9%
	Not free meals	13,708	12,549	91.6%	89.9%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	Free meals	100	91	91.0%	89.9%
	Not free meals	8,968	7,971	88.9%	89.9%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	Free meals	85	78	91.8%	89.9%
	Not free meals	9,675	8,636	89.3%	89.9%
	All Learners	9,760	8,714	89.3%	89.9%

The gap in achievement rates between those 16-18 year olds who have free meals and those who do not, at **+1.3%**. Adult students eligible for free meals, though small in number, continue to have consistently better achievement rates.

Learning Support Analysis:

		Education Partnership North East Overall (16-18)			Nat Rate
		Leavers	Ach	Ach %	Ach Per NR
18/19	ALS	1,448	1,277	88.2%	83.4%
	Not ALS	11,691	10,046	85.9%	83.4%
	All Learners	13,139	11,323	86.2%	83.4%
19/20	ALS	1,779	1,561	87.8%	83.4%
	Not ALS	9,091	7,821	86.0%	83.4%
	All Learners	10,870	9,382	86.3%	83.4%
20/21	ALS	1,614	1,360	84.3%	83.4%
	Not ALS	7,480	6,461	86.4%	83.4%
	All Learners	9,094	7,821	86.0%	83.4%

		Education Partnership North East Overall (19+)			Ach Per NR
		Leavers	Ach	Ach %	Ach Per NR
18/19	ALS	408	396	97.1%	89.9%
	Not ALS	13,440	12,292	91.5%	89.9%
	All Learners	13,848	12,688	91.6%	89.9%
19/20	ALS	375	333	88.8%	89.9%
	Not ALS	8,693	7,729	88.9%	89.9%
	All Learners	9,068	8,062	88.9%	89.9%
20/21	ALS	199	165	82.9%	89.9%
	Not ALS	9,561	8,549	89.4%	89.9%
	All Learners	9,760	8,714	89.3%	89.9%

16-18 year old achievement rates for those in receipt of learning support are 2.1% lower than those not in receipt of learning support. Adult students in receipt of learning support have achievement rates significantly lower **(-6.5%)** to those that do not.

Overall Ethnicity Summary – Achievement Rates

18/19

	Education Partnership North East Overall			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
African	461	430	93.3%	86.8%
Any Other Asian background	357	345	96.6%	87.3%
Any Other Black/African/Caribbean background	41	39	95.1%	85.1%
Any other ethnic group	105	102	97.1%	87.4%
Any Other Mixed/Multiple ethnic background	91	81	89.0%	84.7%
Any Other White Background	601	561	93.3%	88.2%
Arab	69	65	94.2%	88.2%
Bangladeshi	466	420	90.1%	89.3%
Caribbean	25	22	88.0%	83.8%
Chinese	41	36	87.8%	90.1%
English/Welsh/Scottish/Northern Irish/British	24,133	21,361	88.5%	86.5%
Gypsy or Irish Traveller	10	10	100.0%	77.2%
Indian	124	117	94.4%	88.8%
Irish	55	46	83.6%	86.1%
Not Provided	28	22	78.6%	87.3%
Pakistani	132	123	93.2%	86.7%
White and Asian	93	86	92.5%	84.9%
White and Black African	110	101	91.8%	84.1%
White and Black Caribbean	45	44	97.8%	81.7%
All Learners	26,987	24,011	89.0%	89.9%

The vast majority of students have classified themselves as English/Welsh/Scottish/Northern Irish/British.

Achievement rates for, Bangladeshi, and Irish are lower than the national averages for those ethnicities.

Where the achievement rate is significantly different to the majority, the number of students is very low by comparison.

Overall Ethnicity Summary – Achievement Rates

19/20

	Education Partnership North East Overall			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
African	280	251	89.6%	86.8%
Any Other Asian background	220	205	93.2%	87.3%
Any Other Black/African/Caribbean background	73	65	89.0%	85.1%
Any other ethnic group	119	109	91.6%	87.4%
Any Other Mixed/Multiple ethnic background	52	44	84.6%	84.7%
Any Other White Background	355	312	87.9%	88.2%
Arab	52	41	78.9%	88.2%
Bangladeshi	280	245	87.5%	89.3%
Caribbean	14	13	92.9%	83.8%
Chinese	38	35	92.1%	90.1%
English/Welsh/Scottish/Northern Irish/British	18,059	15,794	87.5%	86.5%
Gypsy or Irish Traveller	2	1	50.0%	77.2%
Indian	46	44	95.7%	88.8%
Irish	27	23	85.2%	86.1%
Not Provided	64	56	87.5%	87.3%
Pakistani	109	94	86.2%	86.7%
White and Asian	72	55	76.4%	84.9%
White and Black African	50	38	76.0%	84.1%
White and Black Caribbean	26	19	73.1%	81.7%
All Learners	19,938	17,444	87.5%	89.9%

Overall Ethnicity Summary – Achievement Rates

20/21

	Education Partnership North East Overall			Nat Rate
	Leavers	Ach	Ach %	Ach Per NR
African	388	351	90.5%	86.8%
Any Other Asian background	280	260	92.9%	87.3%
Any Other Black/African/Caribbean background	45	42	93.3%	85.1%
Any other ethnic group	224	209	93.3%	87.4%
Any Other Mixed/Multiple ethnic background	104	96	92.3%	84.7%
Any Other White Background	461	424	92.0%	88.2%
Arab	110	97	88.2%	88.2%
Bangladeshi	206	183	88.8%	89.3%
Caribbean	28	27	96.4%	83.8%
Chinese	26	26	100.0%	90.1%
English/Welsh/Scottish/Northern Irish/British	16,538	14,422	87.2%	86.5%
Gypsy or Irish Traveller	3	3	100.0%	77.2%
Indian	66	62	93.9%	88.8%
Irish	37	31	83.8%	86.1%
Not Provided	41	33	80.5%	87.3%
Pakistani	115	102	88.7%	86.7%
White and Asian	95	90	94.7%	84.9%
White and Black African	63	55	87.3%	84.1%
White and Black Caribbean	24	22	91.7%	81.7%
All Learners	18,854	16,535	87.7%	89.9%

Student Voice

As part of the comprehensive Student Voice Strategy, students provide feedback on equality and diversity through cross-college student focus groups, have equality and diversity as a standing item at Student Council meetings and have representation at key college committees. Through the opportunities outlined, students are involved in the decision-making process and have the opportunity to improve the learning experience for themselves and others.

0-21 On-programme Survey

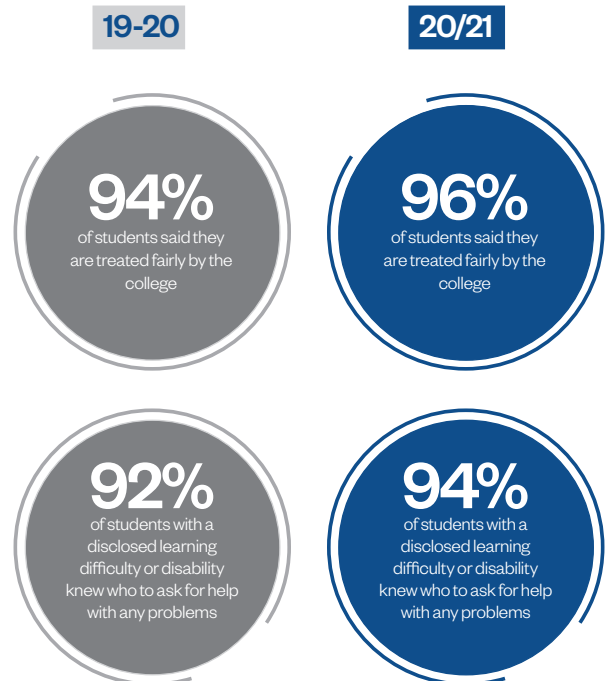
Sunderland College Survey results:



Northumberland College Survey results:



Hartlepool Sixth Form College Survey results:



Section 3:

Foster or encourage good relations between people who share a protected characteristic and those who don't

Our approach

The College strives to be inclusive in all aspects of the provision that it delivers and recognises the richness that comes from strong, diverse and engaged communities. Working with valued community partners ensures our students have opportunities to influence, not only the College environment, but the communities within which they live and work. We provide opportunities for students to become active citizens and good role models who embrace British Values.

The College supports community organisations and development at an operational level through student projects, and at a strategic level through a range of partnership boards. Strategically, the College has representation on various Boards and Committees, which ensures the College is reflected in the local community. This includes the North East Local Economic Partnership, Children's Strategic Partnership, Safer Sunderland Partnership Board, Economic Leadership Board, Educational Leadership Board and Sunderland Bid.

Key partnerships with external agencies include:

- Advocacy Centre North
- Answers
- Brooke Advisory Service
- Cleveland Police
- Collaborative Outreach Programme
- CYPS
- NHS
- Kooth
- Dementia Friends
- FDisruptors
- Friends of the Drop In (FODI)
- Live Life Well
- MESMAC
- North East Refugee Centre
- Northumbria Police
- Northumbria Healthcare
- Sunderland Care and Support
- Sunderland & Washington Mind
- Sunderland BME Network
- Sunderland Carers Centre
- Sunderland and Newcastle Pride
- Psychological & Wellbeing Services
- School Nursing Team
- Talk Works
- Tyne & Wear Fire Service
- Virtual School for Looked After Children
- Women into Policing
- Young Asian Voices (YAV)
- NELEP
- The Girls' Network
- Tees Valley Combined Authority
- Talk Works

The impact of our work:

Cross College Collaboration

Throughout the year, students from different areas of the college came together to run and take part in a range of activities, promoting positive relationships between those with a protected characteristic and those without. Our common room spaces are a hub for these activities.

Sport student coaching one of our directions students in the common room



Makaton Choir

Our Makaton choir returned to campus following lockdown and prepared and performed a number of performance, including “Merry Christmas Everyone” which was filmed and shared with students and staff across our colleges as well as our local community.



Positive Contribution Projects

Students take part in a range of community social action projects as part of their personal development programme, working with local community groups. Each faculty undertook a positive contribution project which have included setting up and volunteering for a new community park run, community art projects and fundraising. We are actively engaged with NCS (200 participants) and Duke of Edinburgh which provide opportunity for students to volunteer within the local community and take part in social action projects. Over 60 community social action projects have taken place, involving over 450 students and 1943 volunteering hours completed for Duke of Edinburgh.

The College took part in nationwide initiative FE Festive Foodbank Friday to support our local foodbanks in the lead up to Christmas. Sunderland Foodbank delivered awareness sessions to students and visits to the foodbank have been set up. Staff and students collected over 1500 food items and contributed to cash donations to support foodbanks in each of our communities as well as £4135 raised to support foodbanks. Following on from this Christmas project, we now have a number of students volunteering at Sunderland Foodbank's new distribution centre and further projects planned.



Section 4:

2021-24 Priorities



Key areas for 2021 - 2024 and onwards:

1. Attract a diverse workforce with the skills and experience to succeed

- Develop a recruitment pack that includes clear information on who we are as an organisation and why we want to attract a diverse workforce
- Develop improved people reporting and analytics
- Increase the level of staff declarations in the categories of disability, sexual orientation and religion
- Minoritised ethnic groups

2. Drive social change to strengthen gender equality and stop violence against others, regardless of gender identity

- Public declaration by governors and leaders to prevent sexual harassment and violence
- Implementation of action plan to tackle Sexual Harassment & Violence
- Develop and deliver Sexual Harassment training to managers and staff
- Develop and deliver a programme of Sexual Harassment awareness for students' sessions across all campuses as a part of induction
- Achievement of White Ribbon Accreditation

3. Drive social change to strengthen racial equality

- Develop and deliver of Race awareness training to managers and staff
- Develop and deliver a programme of Race awareness sessions for students across all campuses
- Embed Hate Crime Champions model across all colleges within EPNE

4. Develop Student Mental Health Champion Programme

- Increase social Provisions Scale for students engaging in peer support
- Minimum of 5 student peer supporters trained per campus by June 2022
- Improved interaction with student-led resources from base-line launch