

**REPORT FOR THE MEETING OF THE
PEOPLE COMMITTEE
TO BE HELD ON
20th May 2025**

Report title:		Public Sector Equality Duty Report		
Key messages of Report:		The attached papers provide updated information on the College's PSED Report 2024/25.		
Decision				
Information	X			
Discussion	X			
Senior Manager accountable for report:		Phil Pepper	Date of report:	20 th May 2025
Key Strategic theme		All		
Key Corporate Risk		All		

1 EXECUTIVE SUMMARY

This year's report is attached for consideration. This, once agreed, will be published on the College's website as part of our Public Sector Duty to do so.

ANNUAL REPORT ON COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY

2024-2025 INTRODUCTION

The Public Sector Equality Duty requires public bodies to have **due regard** to the need to:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

SUMMARY STATEMENT

We believe that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the college has a framework of procedures designed to ensure that discrimination does not take place and, in the event that it does, that the college takes appropriate action.

The college has a published equality, diversity and inclusion statement of intent, which sets out its vision and objectives in relation to equality and diversity. This statement of intent establishes that the basic principles of inclusion for the college are:

Access – everyone has equal access to, in, and across the college’s campuses and online spaces. Staff can develop their careers with equal ease and dignity in respect to promotion and training opportunities.

Culture – everyone will have a sense of belonging where we feel we that everyone perceives they fit in and can be ourselves without judgement.

Delivery – knowing that the place, the culture and the policies are designed to be inclusive and have the flexibility to be adapted to individual needs.

The college employs staff directly and through directly contracted providers. This document deals with the details of directly employed BSC staff, not contractors.

ELIMINATING UNLAWFUL DISCRIMINATION

The college operates a zero-tolerance policy in relation to discrimination and discrimination-related harassment/bullying. We perceive this part of our equality duty to be a minimum standard that all employees, learners, contractors and visitors to the college will achieve.

We have a number of policies, procedures and processes in place to ensure that we have an understanding of the rights of individuals to study and work in an environment free from harassment and discrimination and that we have robust mechanisms in place for the reporting of, and acting on, complaints of discrimination and harassment. These policies, procedures and processes include:

- Dignity at work policy
- Recruitment and selection practices
- Staff code of conduct
- Student code of conduct and behaviour management processes
- Mandatory training and development for all employees at the college.

Staff data:

Data is provided by staff when they join or leave the college and they are able to update/amend certain elements through the HR self-service system. This is the data which is used to produce the information within this report. We also undertake annual Gender Pay Reporting and are in process of exploring both Ethnicity and Disability Pay Reporting prior to statutory requirement.

Current workforce profile:**Issues and elements to note**

The college employs significantly more females than males. This, clearly, is not a direct representation of the communities it serves, but this is typical of further education colleges and the education sector as a whole. The balance between male and female staff has remained broadly static.

By Gender

Gender		Total
Female	72.11%	
Male	27.89%	100%

By Race

Race	Total
White	45.25%
Black	14.09%
Asian	12.46%
Mixed	3.41%
Other	5.79%
Not Known, Prefer not to say	18.99%
	100.00%

By disability

Disability	Total
No	66.02%
Yes - learning difficulty	0.45%
Yes – Mental Ill Health	0.30%
Yes – Physical impairment	1.78%
Yes – Rather not say	1.78%
Not Known, Prefer not to say	29.67%
	100.00%

Religion

Religion	Total
Atheist	9.20%
Baha'i	0.30%
Buddhism	0.45%
Christianity	26.26%
Hinduism	3.12%
Jainism	0.45%
Judaism	1.93%
Muslim	8.16%
Other	5.19%
Parsi	0.15%
Prefer not to say	1.34%
Rastafarianism	0.15%
Roman Catholic	8.01%
Sikhism	0.45%
Not Known	34.87%
	100.00%

Sexual orientation

Sexual orientation	Total
Bisexual	0.30%
Gay man	0.74%
Heterosexual	50.74%
Lesbian	0.15%
Prefer not to say	6.68%
Not Known	41.39%
	100.00%

Age by bands:

Age by bands	Total
16-29	9.50%
30-39	15.43%
40-49	20.62%
50-59	31.31%
60-69	21.07%
69+	2.08%
	100.00%

Marriage and Civil Partnership

Marriage and Civil Partnership	Total
Civil Partnership	0.74%
Divorced	3.12%
Married	37.24%
Partnered	8.01%
Prefer not to say	3.56%
Separated	1.34%
Single	20.18%
Unknown	0.30%
Widowed	0.74%
Not known	24.78%
	100.00%

Gender Reassignment

Gender Reassignment	Total
No	58.01%
Not Known, Prefer not to say	41.69%
Yes	0.30%
	100.00%

N.B. Information on 8 of the 9 Protected Characteristics in the Equality Act 2010 are provided. No maternity/pregnancy related information is presented, as the data we hold is a 'snapshot' of any staff member who is either on Maternity/Paternity/Adoption Leave or is planning Maternity/Paternity/Adoption Leave.

Recruitment activities

There were 89 starters and 67 leavers during the academic year to date. The colleges recruitment and selection processes and procedures were followed in all the recruitment exercises used this year. And the exit processes were also all followed when staff left the organisation. Below are the statistics for the 4 most 'statistically sound' groups of staff who either started or left the organisation i.e. gender 100% of data held, Age 100% of data held, Race 80% of data held and disability 73% of data held. Other Equality Act characteristics (such as Religion, Sexual preference, Marital status and gender reassignment) were in the 0-65% range for data held, which have not been used for statistical purposes.

Starters by gender

Gender		Total
Female	73.27%	
Male	26.73%	100%

Starters by age

Age by bands	Total
16-29	16.83%
30-39	22.77%
40-49	26.73%
50-59	20.79%
60-69	11.88%
70+	0.99%
	100.00%

Starters by ethnicity

Race	Total
White	44.55%
Black	14.85%
Asian	15.84%
Mixed	5.94%
Other	7.92%
Not Known, Prefer not to say	10.89%
	100.00%

Starters by Disability

Disability	Total
Yes	6.93%
No	81.19%
Not Known, Prefer not to say	11.88%
	100.00%

Leavers

Leavers by Gender

Gender		Total
Female	64.86%	
Male	35.14%	100%

Leavers by age

Age by bands	Total
16-29	45.95%
30-39	13.51%

40-49	10.81%
50-59	12.16%
60-69	13.51%
70+	4.05%
	100.00%

Leavers by Ethnicity

Race	Total
White	27.03%
Black	9.46%
Asian	10.81%
Mixed	10.81%
Other	1.35%
Not Known, Prefer not to say	40.54%
	100.00%

Leavers by disability

Disability	Total
Yes	6.76%
No	48.65%
Not Known, Prefer not to say	44.59%
	100.00%

There appears to be no evidence of visible nor 'non-intended' discrimination, in relation to either starters or leavers and the processes that were used. The level of starters and leavers by gender appears to be in line with the college demography/profile.

Staff Capability Action, Grievances and Disciplinary Action

During the academic year 2024-25 to date, there have been the following cases:

- 2 capability cases - (2 sickness absence cases) – (2 male, 2 white)
- 1 extended probations – (1 male, 1 white)
- 4 disciplinary – (2 male, 1 white, 2 female, 2 white)
- 3 formal grievances – (1 male, 1 white, 2 female, 1white)

Numbers here are very small, so statistical inference is difficult.

ADVANCING EQUALITY OF OPPORTUNITY

The college works hard to ensure that each individual reaches their full potential regardless of their personal characteristics or socio-economic status.

The college makes all reasonable adjustments to its provision, teaching and learning resources, access, and other publications to enable equal access for all individuals and groups.

Within the college's context advancing equality of opportunity includes the following core foci:

- Ensuring, as far as possible, that our staff body is representative of the communities that we serve.
- Developing our collaborative work with our key local authority stakeholders and other contractors/providers to ensure that the college provides the most inclusive environment and experience that it can and, where it is unable to support a particular learner, it is able to secure appropriate alternative provision.
- Ensuring that our college embraces diversity and difference and celebrates it at every available opportunity.
- Ensuring that equality and diversity is embedded within the college's curriculum offer, teaching and learning practice, and core business processes.
- By promoting careers and courses to under-represented groups.
- Providing resources on the college's intranet (The Hub) to enable understanding, thereby helping to foster good relations;
- Working in partnership with other organisations and individuals to ensure that our learners and staff are exposed to diversity and difference; and
- Working within our local community to support community cohesion.
- Commitment to undertake voluntary Ethnicity and Disability Pay Gap reporting and using the data to further embrace change and equality.

Accessibility

The college's website contains an accessibility statement, which sets out our position and plans to ensure that college publications of all types are accessible to everyone.

Our commitment to accessibility for all is enshrined in the following: Accessibility for all is when the needs of people with varying levels of ability are specifically considered and products, services and facilities are built or modified so they can be used by all.