



**Kendal College**  
a brighter future

# **Equality Report**

# Kendal College

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The College has produced an Equality Report to be read  
in conjunction with the College's Equality policy

**2018/19**

## Part 1 - Introduction and Foreword

This report provides the College with an opportunity to outline developments in equality and diversity during the academic year 2018/19

The overriding purpose of the Equality Report is to provide readers with an overall view of the approach taken by the College to support its community and the right of everyone in College to be treated with respect and dignity in an environment that values diversity, whether it be staff and students receiving equal treatment, or to eliminate attitudes and behaviour that prevent equal treatment.

The scope of this scheme reflects the College community that includes the following groups of people:

- Students who currently are enrolled on Kendal College courses delivered on the College campus or delivered in the workplace, or pre-employment programmes delivered off-site
- People who do not currently access our courses and for whom there may be significant barriers to coming to College
- Staff currently working in the College or who are interested in applying to work at the College
- Visitors to the College, in particular those who access our services including the College restaurant, salons or conference facilities as well as Kendal Museum and the Castle Dairy. This category includes contractors working at the College on new build projects.
- The wider community of Cumbria and in particular South Lakes, North Lancashire and Eden

## Part 2 – Equality Objectives (2016-2020)

The College has adopted the following as key equality objectives based on identified gaps from the college self-assessment report data and which are monitored annually to check on progress that lead to an improvement in service for the identified target groups. There will be one more year for analysis of these targets before new ones are generated, based on quantitative and qualitative evidence of difference:

<b>Objective</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>Commentary</b>
Increase apprenticeship recruitment of students with declared disabilities by 10 over the next 4 years	15	21	29	38	There is an increase of 9 over the figures for last year and an overall increase of 23 since the target was set
Reduce the achievement gap between those with a disclosed mental health disability and those without disability to 10%	83% v 87% (-4%)	78% v 86% (-8%)	82% v 86.4% (-4.4%)	78.2% v 88.4% (-10%)	There has been an increase in the gap between the two achievement rates based on 101 students (down from 122 the previous year)
Increase the number of apprentices from minority ethnic backgrounds by 5%	58	40	61	51	The number has dropped from the previous year with all ethnicities representing less than 1% of the college student population. However, this figure meets ethnicity breakdown for the local community
Improve achievements for students from African Caribbean or black/Caribbean ethnicity to 70% minimum	100%	100%	100%	100%	Achievements continue to be much improved from when the target was set and is based on 14 learners in total.
Maintain a maximum gap of 5% in success rates between male and female students each year	88% male and 86% female	86% male and 85% female.	85% male and 87% female	85% male and 89% female	The gap identified in the objectives continues to be reached but with an increase to 4% from 2% last year

Embedding equality into the College necessitates a whole-College approach and it is our responsibility to continue to be agents of change and set an example within our local community. We ensure that our College is accessible to students from all backgrounds and take account of community cohesion when developing new provision alongside ensuring provision meets Cumbria LEP and employment priorities.

To do this we have considered the following factors:

**Involving staff at a senior level** – Strategic responsibility for equality and diversity lies with the Senior Leadership team and is monitored through regular management meetings. There are clear links into other key agenda such as apprenticeships and employability linked to Government initiatives to ensure that access into training is equitable.

Assessing the equality impact of policies, procedures and practices is the responsibility of appropriate senior managers working with their teams. Our equality policy is reviewed and updated on an annual basis, with final approval from the Board of Governors.

**Identifying and sharing a clear vision** – Staff development events, team meetings, staff briefings, inclusion within self-assessment and lesson observation are all ways in which the College's vision of equality is cascaded around the College and its staff. There is an emphasis on ensuring that equality is fully embedded within all College activities.

New staff induction introduces staff to the opportunities presented through equality and diversity, both through curriculum and in promoting an equality culture to our students. Student induction includes specific reference to the expectations in equality, the eradication of discrimination and the development of a culture of respect in every aspect of college life, including when students are on activities outside the college.

The Ofsted Inspection report of June 2017 refers to a culture of motivation, collaboration and support which learners and apprentices embrace and mirror in their behaviours, which is noted as outstanding. It is this culture of respect that demonstrates the best elements of equality for all students accessing the College. Further reference is made to the high level of support for learners with additional needs to ensure they are able to take an active part in lessons from the start of their course.

Positive action in respect of widening access is demonstrated through provision for those not in employment and through the development of training linked to vacancies under the umbrella of the Kendal College "JobWorks" programme. The

College has widened its activities to ensure that those who are disadvantaged through unemployment receive a high level of support. Support for those who have been made redundant or who struggle to have the right skills to access job vacancies continues to be offered, even in this area of low unemployment, with a wide range of opportunities and training courses tailored for this market.

**Staff development** – In addition to ways of cascading of information as described above, equality is included within the overall College staff development programme. The programme has in the past included outside expertise and specific training sessions on dyslexia and deaf awareness, dealing with mental health and race equality. Additional training is also provided by experienced staff within the Learning Services team to support tutors of disabled learners in the use of specialist equipment and strategies for dealing with different disabilities such as mental health or learning difficulties. Staff within that team have developed specialist knowledge of supporting students on the autistic spectrum or having a greater understanding of dealing with suicide.

**Learner Experience** - Evidenced from the student questionnaire and reported in the 2018/19 College self assessment report, the vast majority of learners feel they have been treated fairly, (95%), and both staff and learners work positively to provide a healthy and safe environment in which to learn and work. Learners demonstrate positive and mutual respect in classrooms and public areas across the College campuses. Learners are able to demonstrate an excellent understanding of how to keep themselves safe in workshops and in the workplace, and appropriate personal protective equipment and risk assessments are in place.

Expectations of students is high, and 94% of students state that they have been taught well and 90% that they are prepared for their next steps. Effective liaison of support strategies between ALS and tutors have raised expectation and performance.

Extracts from the College's 2018/19 Self Assessment report include:

- 86% of staff stated that equality of opportunity is embedded in the college
- 95% of learners feel they are treated fairly
- Achievement rates of male students versus female students at age 16-18 within the academic year 2018-19 are 1.9% lower and at age 19 plus they are 2.8% lower.
- 316 (9.7%) of learners who study at Kendal are from wards that attract an uplift
- 223 learners (6.8%) declared an ethnicity that is non-white British
- 446 learners (13.6%) have a declared disability.
- On study programmes learners that were subject to free school meals achieve less well than other students (-8.8%).

- 10 full time eligible learners (<1%) categorising themselves as looked after/care leavers.
- Achievement rates for those with an Education & Health Care Plan were 3% higher than for those without.

**Recruitment of Learners** – The importance of placing learners onto appropriate programmes is key to their individual success and continued participation in learning. Our curriculum has been developed to provide training at a level that suits individual needs and includes a range of opportunities at entry and level 1.

All guidance is carried out under the framework of the matrix standards and the Gatsby Career Standards to ensure impartiality and involves a specialist tutor as well as support tutors where required. Early identification of special educational needs is a key factor in meeting the needs of all learners and specialist staff attend all guidance events. Closer links with school SENCOs (Special Educational Needs Co-ordinators) have been established to set up an early referral system for students who are already identified as having support needs so that their transition into college can be carefully planned and managed. Protocols for sharing of transition information are in place across South Lakes Federation schools so that key information on individual students can be shared before they start College which in turn ensures that support can be pre-planned although one key local school is not prepared to meet the protocol

Admissions processes are learner-focussed and communication using text messaging is used to encourage and follow up attendance. Processes for recruitment have been streamlined to ensure levels of support are appropriate for all learners.

The College is increasingly working with learners who are unemployed to provide training into work with progression onto higher level training or into jobs. We recognise the importance of both curriculum development and information, advice and guidance in ensuring we reach targets to support more people into work with short course and taster provision to encourage more people into lifelong learning.

**Recruitment of Staff** – The personal details sheet is detached from the application form for posts within the College and is not seen by the shortlisting panel. This ensures an objective assessment against job related criteria only.

The College holds the Positive About Disability kite-mark and will interview any applicant who has disclosed a disability and meets the essential criteria for the post. For this reason alone, applicants are asked to disclose any disability.

**Governance** – Our governing body is committed to ensuring the College fully meets its responsibilities from the Equality Act. Composition of the board is considered

against equality factors and recruitment of new governors will continue to seek representation from across the community and to widen the College's involvement in community cohesion and taking positive action to meet the needs of all individuals.

## Part 3 – Actively Engaging with People

We promote our commitment to equality through a number of different channels:

- College Prospectus and allied materials
- Course information
- College website
- Student handbooks
- College strategic plan

Images included in our publicity materials reflect the diversity of our College community and are scrutinised for unintentional bias.

An action of high priority for the College has been to develop the genuine and active involvement of people from under-represented groups so that we can find new ways of widening participation through developing a greater understanding of need and through developing wider community links. Building on the relationships that already exist with key stakeholders such as Job Centre Plus and Inspira Cumbria Ltd, we work with partners who can share decision-making with us to shape our actions and outcomes towards our shared vision. A key area of development has been our links with looked-after young people, providing additional communication channels and support through their care providers.

**Current Students** – Our Learning Services SENCOs works closely with all students who disclose a disability to ensure appropriate support is put in place. One-to-one interviews give them the chance to explore issues with learners and review service requirements in light of what they discuss. Students are encouraged to disclose any need to support their protected characteristic and the College will continue to improve its practices in supporting students to overcome barriers.

Where a disclosure of need is made prior to enrolment, the College will ensure reasonable adjustments are made so that the student does not face barriers to learning. There are case studies where very successful interventions have ensured that students with disabilities are able to fully participate in College courses and activities with multi agency working and developing service level agreements where joint provision in place. Where a student is likely to receive support via an Education & Health Care plan, then College staff will organise the application process and monitor how the funds are spent to provide the right level of support. Specialist

private facilities have been developed to support a student on a business studies course to enable privacy throughout his time at the college.

Policies and practices are in place to support any student who raises issues of bullying and safeguarding. Incidents, however minor, are taken very seriously and investigated, using external referral services where appropriate such as invoking an Early Help Assessment through Cumbria Local Safeguarding Children Hub. Annual reporting to governors includes safeguarding. Where an incident involves students from South Lakes Federation schools taking part in key stage 4 vocational learning, we liaise closely with the school to ensure a positive outcome, sometimes providing alternative provision where a student is permanently excluded.

**College Staff** – The procedure for performance review and target setting includes discussion with the staff member of changes to their personal/physical well-being and barriers they might be facing. We expect this to lead to a higher rate of disclosure of disability or other barriers.

Where a member of staff becomes disabled whilst in employment, the College works with them and with its Occupational Health Provider to help the person remain in work. The College ensures that reasonable adjustments are discussed and put in place so that the member of staff is appropriately supported.

We seek to involve more disabled people in our decision-making processes. However, we are aware of “involvement fatigue” and ensure that their involvement is focussed and worthwhile with clear outcomes that benefit the participants. Where appropriate, staff develop their own understanding of need and thereby influence decision-making through relationships with key stakeholders in the community.

**Visitors** - The College welcomes a lot of visitors into the College, to attend meetings and training events as well as making use of College services such as the restaurant and public salons. Through prior knowledge of participants and preparation of resources, we seek to ensure no visitor is disadvantaged when accessing College services.

**Complaints and Compliments Policy** – We encourage staff, students, visitors and the wider community to let us know how we are doing and ensure all issues raised can contribute to continuous improvement. We report to the College governing body on both complaints and compliments that are related to equality and diversity.



## Part 4 – Leadership and Management

**Senior Leadership & Management Team** - There is serious and committed support from the College Governing Body and the Senior Leadership team to the ethos of providing a first class service for our learners and to breaking down any barriers that prevent learners and potential learners accessing training and facilities.

Equality and diversity impact measures (EDIMS) are agreed annually and reported through the Corporation Dashboard monthly report. Reporting varies with the stage of the academic year. Early reports concentrate on attendance and retention patterns, later reports will give more focus to outcomes.

Analysis of the data will show us areas of concern or causal links between achievements of those with a protected characteristic compared with those without one and outcomes reported through the annual self assessment report.

## Part 5 – Carrying out Impact Assessments

The College holds a large number of policies and procedures relating to staff, the building, collection of data, personnel, student support services, financial regulations. In addition, there is an infinite number of practices that are not documented in this way.

As a matter of course, all new procedures that require ratification from the Senior Leadership Team are assessed at the time of presentation. As policies and procedures are submitted for review, they too are subject to impact assessment.

**Carrying out Equality Impact Assessment** – Our assessment of the impact of the policy, procedure or practice on different types of people is recorded on a front page and takes account of protected characteristics. The assessment considers the impact of the procedure on groups affected through the identification of any perceived barriers with suggested actions to remove the barriers.

The front page to all policies includes an initial impact assessment and must be completed prior to approval by the relevant management committee. Our aim is to make this process as straightforward as possible so that genuine consideration is given to the needs of the diverse groups of people who access the college provision and services rather than spend time on completing lengthy forms. Priority for impact assessment, with the exception of new and reviewed procedures, is for those that have a direct impact on learners in areas such as admissions, induction, student visits, tutorial, complaints, use of library and IT resources and teaching and learning. Overall responsibility for impact assessment lies with the relevant Senior Manager working with their teams.

## Part 6 – Gathering Information and Data Analysis

Data collection against protected characteristics is an important element of our approach to equality. We routinely collect data about learners on our enrolment form but have adopted the social model in terms of not requesting specific disability or learning support needs at point of entry. Data in respect of student achievement is monitored through curriculum performance review and is used to establish causal links as to why certain learners do not achieve as well as others that in turn lead to interventions to seek improvement. This data is included in the monthly dashboard report to Governors under key performance indicators. The data is also used by curriculum leaders to establish changes to curriculum provision.

Data relating to the South Lakes community and our potential learners is also collected and is used to support our marketing and widening participation strategies linked to getting more people into training and work. Further data analysis is carried out to find areas of low participation as well establishing links between postcode areas with retention and achievement statistics.

**Disabled Learners** - Information relating to disabled learners has been collected to fit in with the needs of the Skills Funding Agency individual learner record requirements. Data is captured during the one-to-one assessment interviews with Learning Services Staff following discussions on support needed. An analysis is produced by the Assistant Principal, College Data and Information on the number of disabled learners accessing College courses by type of disability and by course, including those with high needs and on Education & Health Care Plans.

There are many other ways the College can capture data relating to disability many of which are informal through the different opportunities for disclosure. The personal tutor has an important role to play here in ensuring the information relating to disability support needs is disclosed to appropriate and agreed members of staff for follow up and action.

**Self-Assessment** - Data in respect of equality is analysed and informs the self-assessment of the College against the Common Inspection Framework. The 2018/19 self-assessment report includes a breakdown of headline data comparing those with protected characteristics against the overall student cohort for both learner responsive and employer responsive provision. Gaps in achievement are identified as part of the quality improvement plan.

## Part 7 – Accessing the Report

This report is published annually on the college website - [www.kendal.ac.uk](http://www.kendal.ac.uk)

Printed copies of the scheme will also be available from Student Services at Kendal College and can be obtained in person, by calling 01539 814700 or emailing [enquiries@kendal.ac.uk](mailto:enquiries@kendal.ac.uk)

The scheme can be made available in different formats on request to Student Services.