

Ruskin Mill Trust

Equality and Diversity Report 2015

1. INTRODUCTION

Ruskin Mill Trust (RMT) recognises its need to provide an Equality and Diversity report to reflect how it is making progress in ensuring that it meets its responsibilities under Equalities legislation and most importantly offers an inclusive environment where its students and staff can thrive without fear of discrimination, harassment or victimisation.

Progress against Key Challenges set for 2014-2015:

STAFF DATA COLLECTION:

We continue to collect data for staff using our HR-Net system. This is collected from staff at the time of recruitment. We encourage all staff to submit up-to-date data through the equal opportunities monitoring form.

Progress 2014-2015

In July 2015, there were 642 members of staff (employees) working for the Trust Group, of which 633 had returned an Equal Opportunities Questionnaire, which gave a return rate of 99%.

This is the same rate of return as last year

Target for consideration for 2015-2016 onwards:

- *The Trust will seek to achieve 100% return rate*

STUDENT DATA COLLECTION:

Student data is collected at the time of application to the Trust apart from age that is shown in this report as at July 2015. As a group of independent specialist disability colleges and schools all of the students have a declared disability.

Progress 2014-2015

Admissions data is held on our student database and the admissions process has a long lead in time from the first enquiry to the conversion into offering and accepting a place.

Work has been done to enhance the admissions process to ensure that we are able to consider the needs of the individual student, however the changes in the funding arrangements mean that whilst we may feel able to offer a student a valuable experience with us, the funders who support each placement may be looking for a different opportunity for the prospective student.

Target for consideration for 2015-2016 onwards:

- *The Trust will look to further strengthen the Pathways/Admissions Team to ensure that the most robust process meets the needs of the students and also the funders.*

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- *The Trust will look to review where an application is rejected by part of the provision and the reasoning for this.*
- *The Trust will review the data of applications where funding cannot be agreed.*
- *The Trust will review its provision as the student cohort becomes increasingly complex due to general further education Colleges and mainstream schools now admitting students with increasingly complex needs and the impact this may have on the staff profile needed.*

IMPACT ASSESSMENTS

Target for consideration for 2015-2016:

- *Review and modify the Trust's impact assessment toolkit to ensure it is still fit for purpose;*
- *A full review of all policies and procedures will be undertaken and all will receive an updated equality assessment with an action plan drawn up of key actions to be undertaken by the end of 2016.*

EQUALITY AND DIVERSITY WITHIN THE TRUST

There is an individual at the Senior Management team level with assigned responsibility for equality and diversity on each main site of the Trust.

The role of the person with responsibility for Equality and Diversity is to inject renewed vibrancy, positivity and embedding equality and diversity across the Trust from the bottom up and act as a point of contact for staff and student alike.

The Director of Human and Organisational Development has a Trust wide remit of bringing together the good practice and sharing this across the Trust.

Target for consideration for 2015-2016 onwards:

- *Each College to ensure that they have appropriate processes in place to ensure that Equality and Diversity is promoted within the College and residential provision;*
- *External communities to be invited to develop relationships and awareness at a local level;*
- *Each College to ensure that students are involved in an appropriate manner either through representation on the meeting or through the student council;*

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NEW CHALLENGES FOR 2015-2016

Equality and Diversity within the curriculum

The Trust has a rich curriculum which is craft based. It will seek to ensure that there are significant opportunities for students to embed ethnicity diversity throughout the curriculum by making this both more explicit and visible.

Target for consideration for 2015-2016 onwards:

- *The Trust will ensure that staff have the appropriate training to recognise the opportunities to embed equality and diversity within their sessions and to broaden the understanding of the students.*
- *The Trust will look to develop case studies which evidence students understanding of equality and diversity*

Staff training in Equality and Diversity

All staff and volunteers will receive training in Equality and Diversity at least bi-annually

Target for consideration for 2015-2016 onwards:

- *The Trust will look to develop additional options for training which meet the learning needs of all staff and workers.*

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2. SUMMARY OF EQUAL OPPORTUNITIES DATA FOR ALL STAFF WITHIN THE RMT GROUP

The data analysed is produced from the Equal Opportunities Monitoring report and is recorded and extracted from HR-Net.

HR-Net records 642 staff working for the Trust Group in July 2015. The completion rate for the monitoring forms has remained at 99% and it is this 99% of completed forms that this report is produced from.

The data has been aggregated at a level that ensures anonymity but each College produces their own annual report

For staff the following information is broken down into the following sections

- Ethnicity
- Gender
- Disability
- Age
- Caring Responsibilities
- Religion or Belief
- Sexual Orientation
- Gender Reassignment

Target for consideration for 2015-2016 onwards:

- *The Trust will look to ensure future data is in line with the protected characteristics, so data will be available on marital or civil partnerships status and pregnancy and maternity.*

ETHNICITY:

Ethnicity is recorded on HR-Net broadly using the 2011 census categories to describe Ethnicity. The Equal Opportunities Questionnaire, which staff were asked to complete, also uses similar 2011 Census comparable ethnicity categories.

In addition it gives staff an additional choice which is: prefer not to say. Staff who did not give information on ethnicity is in the not stated /not known category.

For the purposes of this report ethnicity data has been broken down adopting the broad ethnic groupings used in the latest Education and Training Foundation's Report on Further Education Workforce Data dated September 2014 to enable a comparison with external data for our sector.

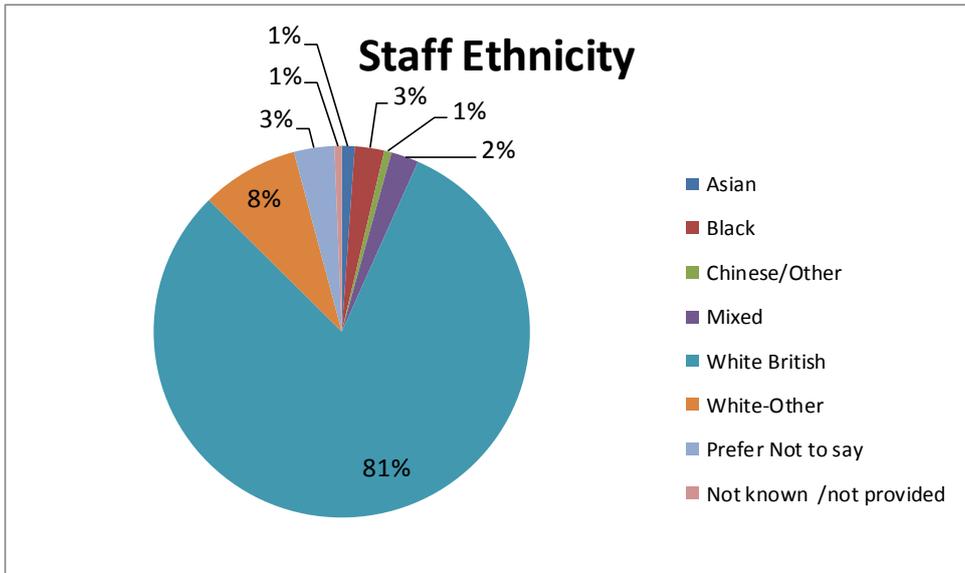
The groups are aggregated into the following categories:

- Asian
- Black
- Chinese/Other
- Mixed
- White British

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White -other
Prefer not to say
Not known /not provided

Chart One: RMT detailed ethnic breakdown of staff in July 2015



Source: RMT E&D Staff data - July 2015

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Chart Two: comparison between Further Education (FE) Sector Report ethnic breakdown percentages and RMT ethnic breakdown July 2015

Broad ethnic group	FE sector Data	RMT HR-Net July 2015	Variance (%)
Asian	3.3%	1.1%	-2.2%
Black	2.7%	2.5%	-0.2%
Chinese/Other	1.4%	0.6%	-0.8%
Mixed	0.9%	2.4%	+1.5%
White-British	63.8%	80.9%	+17.1%
White-other	3.6%	8.4%	+4.8%
Prefer not to say)		
Not known/not provided) 24.2%)	4.1%	-20.1%

Sources: Table of Ethnicity of further education staff 2012-2013 published by the Education & Training Foundation Sept 2014 &
Source: RMT E&D Staff data - July 2015

Findings:

Benchmarking against national data reflected in the Further Education Workforce Data for England reveals:

- Staff from the category: Mixed, White British and White Other backgrounds are over represented at RMT than in the sector as a whole.
- The remaining ethnic groups at RMT are under-represented (but please note the higher levels of reporting within RMT compared to the external benchmark data)
- Within the third of English FE Colleges who supplied data there is a very high percentage of respondents (24.2%) who prefer not to provide their ethnicity or it is not known, but within RMT only 4.1% of staff have either made a conscious choice not to provide this information or not responded to this question.

Conclusion:

The Trust's staff are drawn from a rich diversity of backgrounds and although there are 80.9% with a White British ethnic origin, there is a high proportion (c.15%) of staff from other backgrounds.

The Trust continues to value the cultural diversity this brings to both its students and staff and considers this to be strength within the organisation.

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The Trust continues to draw 6.6% of its staff from non-white backgrounds and is maintaining its position in terms of recruiting staff from black and minority ethnic (BME) backgrounds.

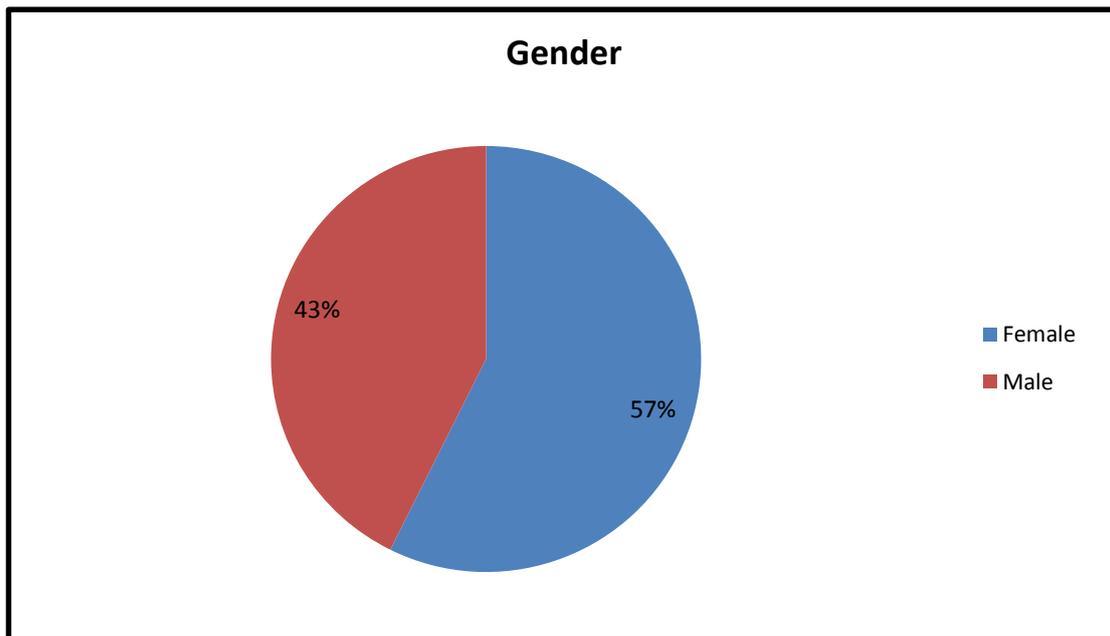
Compared to the 2011 national census our workforce appears to be under-represented in terms of staff from Asian and Black ethnic backgrounds but this may be considered to be largely due to regional variations within England and Wales, particularly in the South West where our own percentage distribution is much closer to the census distribution.

Target for consideration for 2015-2016 onwards:

- *The Trust will continue to develop its relationship and partnering with external communities with regards to areas of ethnic under-representation in the workforce.*

GENDER OF STAFF:

Chart Three: RMT gender breakdown of staff In RMT July 2015



Source: RMT E&D Staff data - July 2015

Chart Four: Comparison between FE sector SIR 2012-2013 gender breakdown percentages and RMT gender breakdown July 2015

Gender	FE sector SIR 2012-13 (%)	RMT HR-Net July 2015 (%)
Female	64%	57%
Male	36%	43%

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Sources: Source: RMT E&D Staff data - July 2015
Further Education Workforce Data for England. An analysis of the staff individualised record data 2012-2013

Findings:

The Further Education sector as a whole has a gender differential of 28% compared with the Trust which has a differential of 14%.

Conclusion:

The Trust has seen a marginal change in its gender profile. Whilst there was a recent trend towards a bigger gender differential it has now continued to reduce again this year.

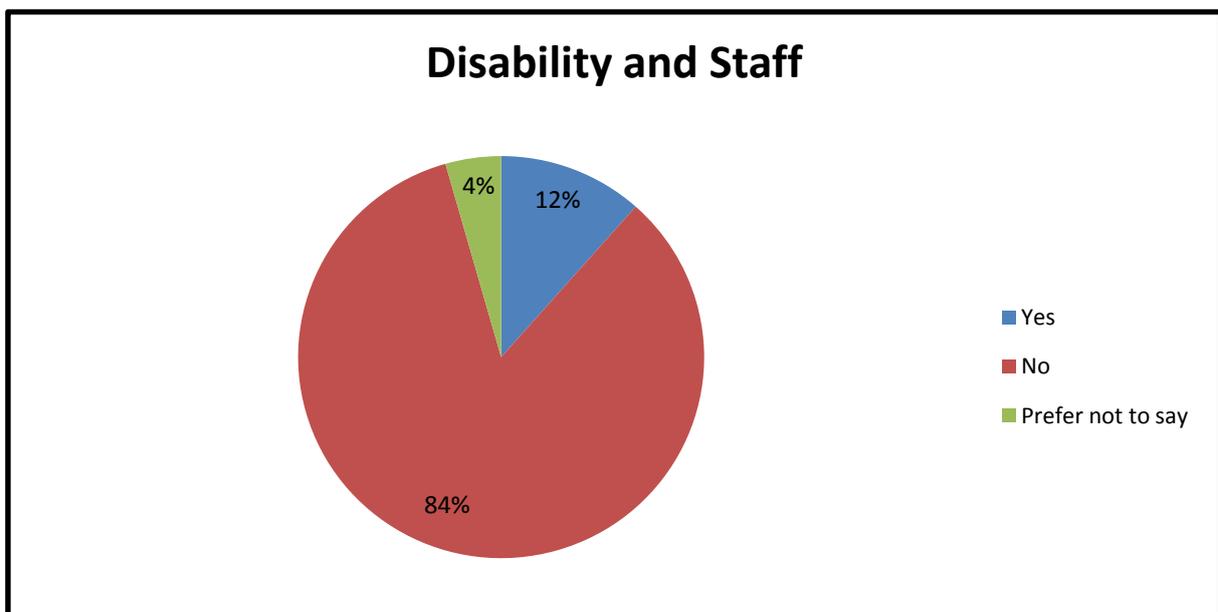
The Trust has taken steps to challenge gender stereotyping both with students and staff. The students have role models within RMT who are working in occupations often stereotyped as gender specific such as metal work (male dominated) and care work (female dominated)

Target for consideration for 2015-2016 onwards:

- *The Trust will continue to review the small reversal in the trend over the last 2 years to ascertain whether there are any underlying causes.*
- *The Trust will continue to review the gender balance in different staff groups across the Trust to look at whether there are any specific gender biases within any of the roles.*

DISABILITY AND STAFF:

Chart Five: Disability and staff at the Trust



Source: RMT E&D Staff data - July 2015

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Chart Six: Trust staff disability by type
Source: RMT E&D Staff data - July 2015

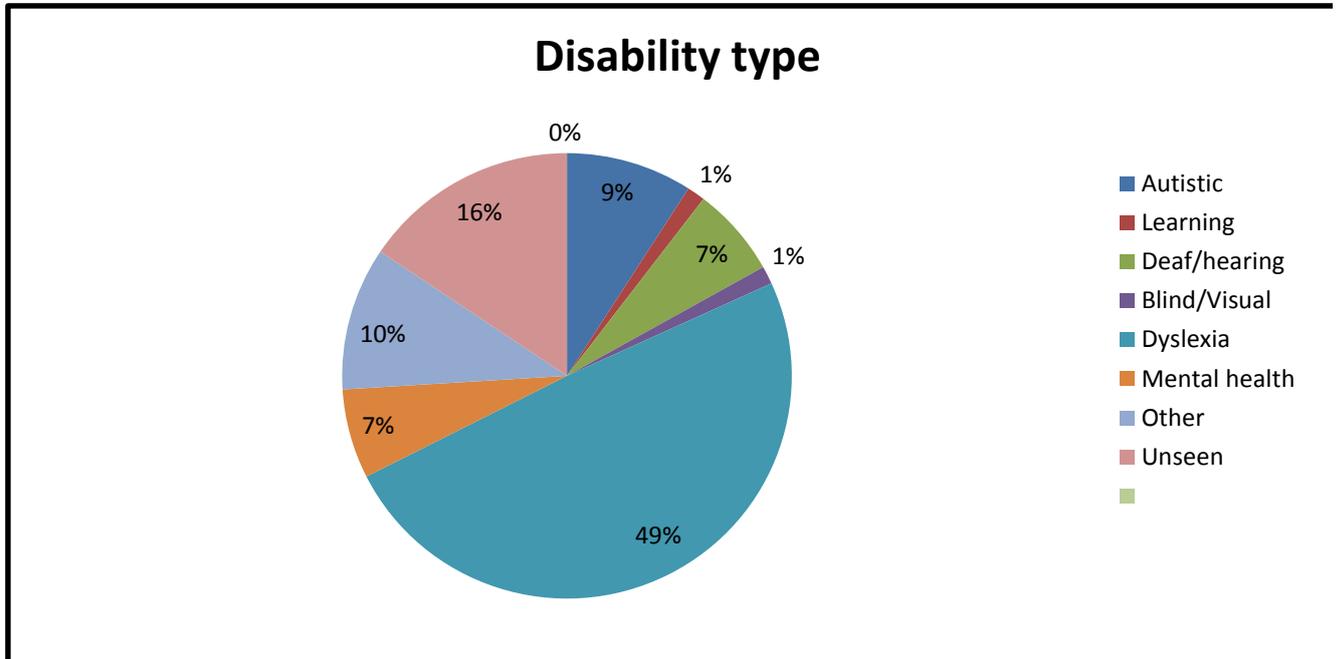


Chart Seven: Comparison between FE sector SIR 2012-2013 disability percentages and the Trust disability percentages July 2015

Disability	FE sector SIR 2012-2013 (%)	RMT HR-Net July 2015 (%)	Variance (%)
Yes	4%	12%	+8%
No	85%	84%	-1%
Prefer not to say	2%	4%	+2%
Not known/Not provided	9%	0%	-9%

Sources: RMT E&D Staff data - July 2015

Table 11: Disability among teaching and all staff 2012-2013

Further Education Workforce Data for England. An analysis of the staff individualised record data 2012-2013

Findings:

The Trust has a significantly higher rate of declared disability than the sector does as a whole. The sector as a whole is 4% whereas 12% of the staff within the Trust have declared a disability.

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49% of identified disabilities are under the category dyslexia and the Trust is taking ongoing measures to ensure that reasonable adjustments are made to help staff with dyslexia. There has been a significant decrease over last year, but the comparatively high percentage continues to demonstrate that staff are willing to identify their disability and anecdotally this could be due to the level of support offered in this area by the Trust.

Conclusion:

The Trust records 12% of staff as having a disability and this is 8% higher than that for the sector as a whole.

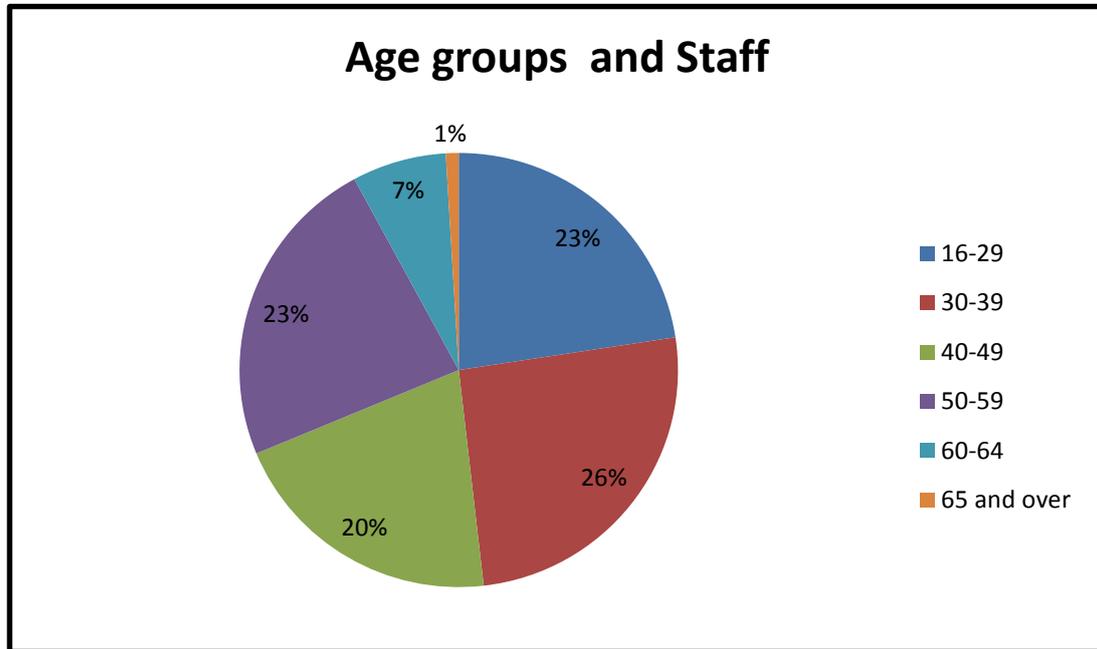
Target for consideration for 2015-2016 onwards:

- *The Trust will continue to maintain its Positive about disabled two ticks' status;*
- *The Trust will try to sustain its positive approach to the employment of people with disabilities by continuing to offer all staff with a declared disability a one to one confidential interview with a member of the Department of Human Resources to determine what adaptations /adjustments may be needed to help staff in their roles within the college;.*
- *The Trust continues to explore additional ways to support those staff that have declared dyslexia as a disability and works with these staff on a one to one basis.*

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AGE AND STAFF

Chart Eight: Age Groups and staff



Source: RMT E&D Staff data - July 2015

Chart Nine: Comparison between FE sector SIR 2012-2013 age band percentages and the Trust age band percentages July 2015

Age band	FE Sector SIR 2012-2013	RMT HR-Net July 2015	Variance
16-29	13.2%	22.6%	+9.4%
30-39	19.3%	25.6%	+6.3%
40-49	27.2%	20.5%	-6.7%
50-59	27.6%	23.4%	-4.2%
60 and over	11.8%	7.9%	-3.9%
Not known/not provided	0.9%	0.0%	-0.9%

Sources: RMT E&D Staff data - July 2015

Table 5: Age group of all further education staff and teaching staff 2012-2013. Further Education Workforce Data for England. An analysis of the staff individualised record data 2012-2013

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Benchmarking against the FE sector:

The age distribution within the Trust has remained fairly constant but with a steady increase in our percentage of older employees over age 40.

The Trust has the greatest variation in the percentage of staff compared to the FE sector in the youngest age category 16-29 with 9.4% more than the benchmark.

The Trust has a curriculum which concentrates on physical outdoor activity and this may account for its comparatively younger overall age profile compared to more sedentary roles in the more mainstream FE sector.

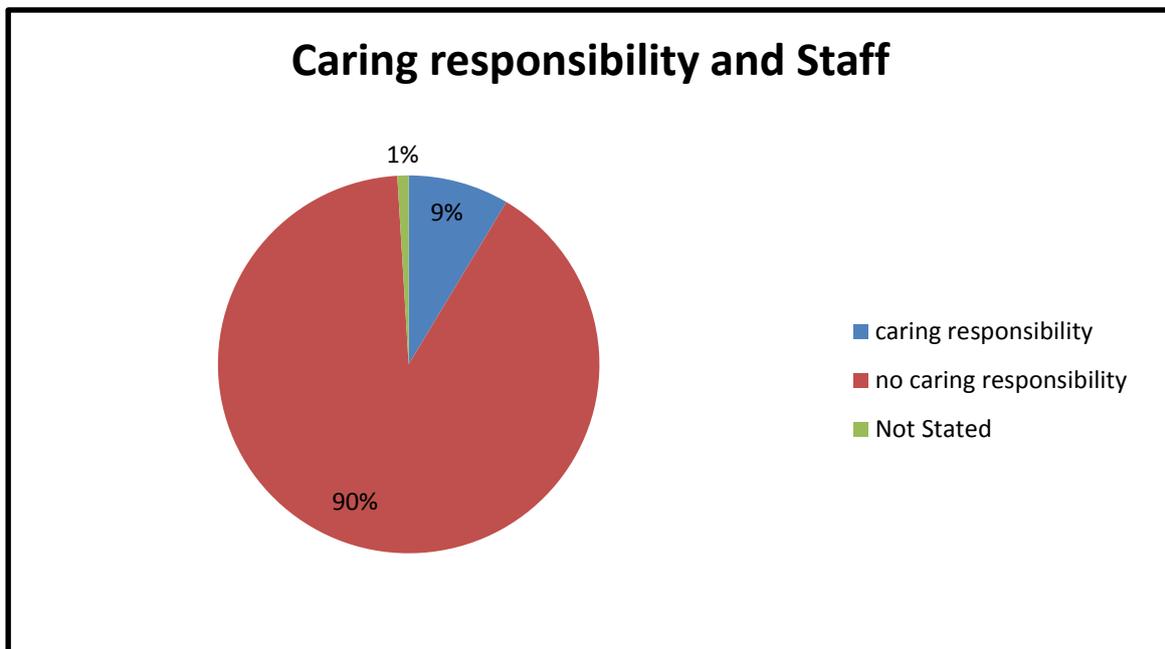
Conclusion:

Target for consideration for 2015-2016 onwards:

- The Trust will explore jobs by age range to see if particular roles are being predominantly undertaken by a particular age group and how to encourage other individuals if this is the case and how the Trust can support these staff.*

STAFF WITH CARING RESPONSIBILITIES:

Chart Ten: Caring Responsibility and Staff



Source: RMT E&D Staff data - July 2015

There is currently no data available from the external FE sector survey 2012-2013 with regards to caring responsibilities. Therefore, no equivalent comparison can be made of this data. However, the Trust does monitor this internally.

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Findings:

Within the Trust, 9% of staff recorded caring responsibilities, whilst 90% of staff state they have no caring responsibilities which is a c.17% reduction in staff with caring responsibilities over the last two years.

Benchmarking against national statistics:

Figures from the 2011 census revealed that approximately 11% of the population continue to provide care for their family members, neighbours, friends and others. This is a marginal increase compared to the last census.

Conclusion:

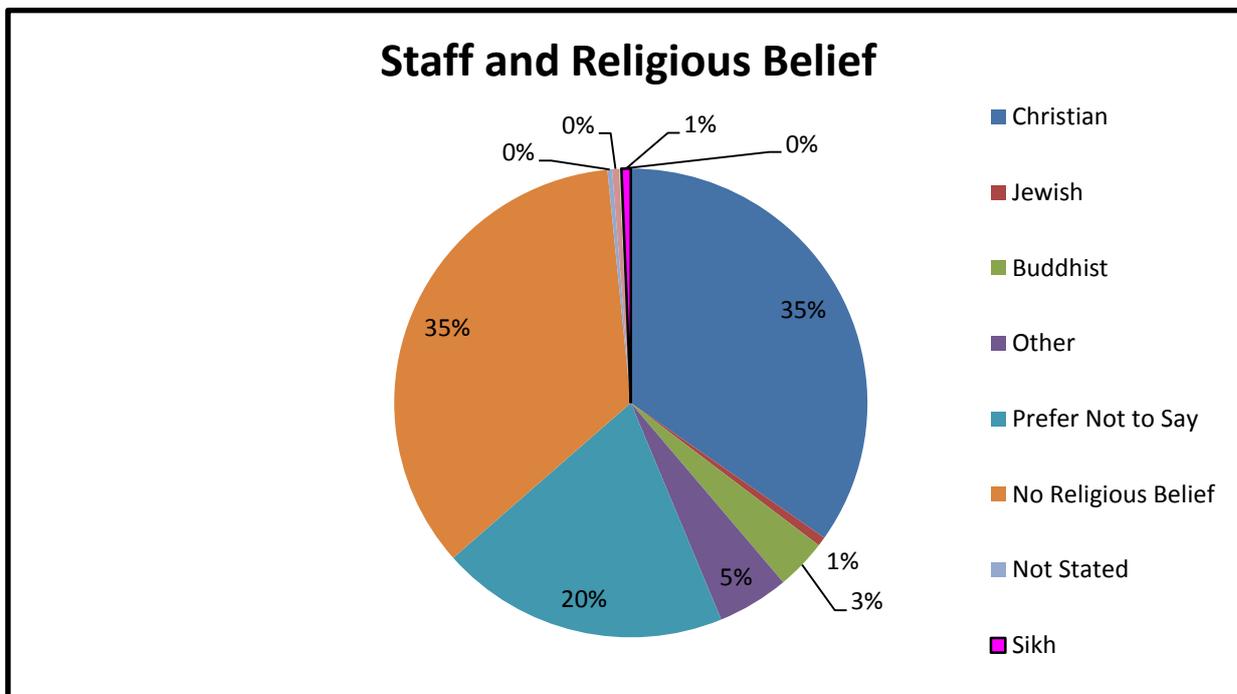
The Trust continues to currently employ a similar proportion of staff with caring responsibilities than the population as a whole based on the 2011 census.

Target for consideration for 2015-2016 onwards:

The Trust will continue to ensure that its policies and practices actively continue to support staff with caring responsibilities.

STAFF AND RELIGIOUS BELIEF:

Chart Eleven: Staff and Religious Belief



Source: RMT E&D Staff data - July 2015

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Chart Twelve: 2011 Census recorded beliefs of the general population

(There is currently no data available for comparison with the external FE sector SIR return 2012-2013 with regards to religious belief).

The 2011 census findings on religion showed:

- 59.3% Christian
- 4.8% Muslim
- 1.5% Hindu
- 0.4% Jewish
- 0.4% Buddhist
- 0.8% Sikh
- 25.1% No religious belief
- 7.2% Not stated

Findings:

Christian beliefs are highest amongst staff at 35% while those who hold no religious beliefs has remained relatively constant at 35%.

20% of our staff prefer not to state their religious belief.

Conclusion:

The Trust's staff religious beliefs do not reflect the national profile. The composition of staff reflects a rich diversity in religious beliefs. Beliefs declared include: Paganism, Quaker and variations of Spiritual. There are 3 staff who are Muslim and 1 who is Hindu but these numbers are too small to appear as percentages on the chart.

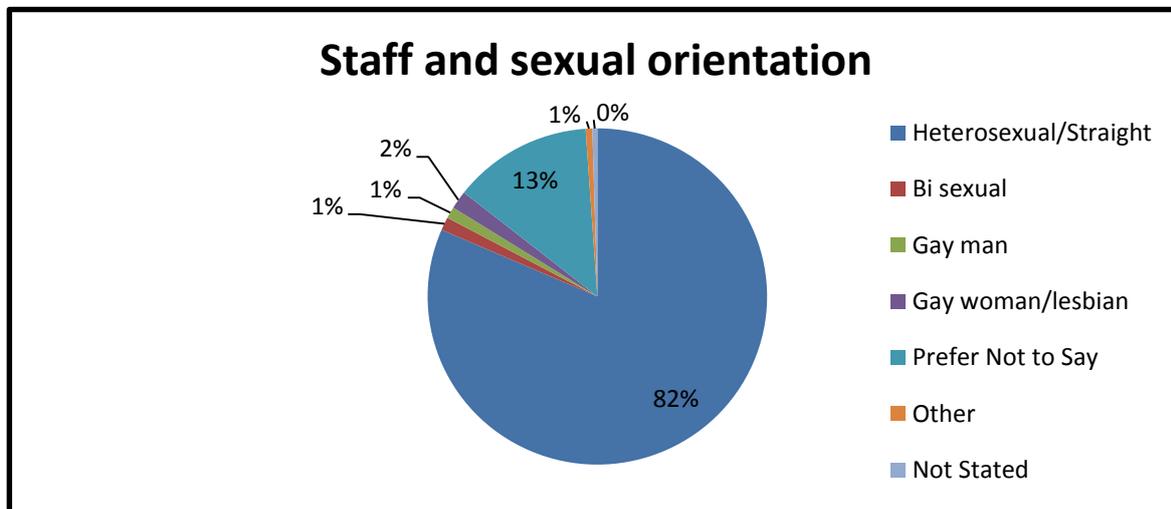
Target for consideration for 2015-2016 onwards:

- *The Trust will continue to promote spirituality in a non-religious way and will seek to encourage staff from communities whose beliefs are under - represented.*

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SEXUAL ORIENTATION AND STAFF:

Chart Thirteen: Staff and sexual orientation



Source: RMT E&D Staff data - July 2015

There is only limited data available from the FE sector SIR return 2012-2013 with regards to sexual orientation. That external data reports that 73.9% of staff have either declined to report their orientation or its simply not known. Therefore, no meaningful comparison can be made with that data.

Findings:

82% of Trust staff who declared their sexuality states this to be heterosexual/straight whilst 13% of staff either prefer not to say or do not state their sexuality, which is consistent with previous years.

Benchmarking against national statistics:

There was no question included in the 2011 census asking people to record their sexual orientation so no definitive national benchmarking data exists.

Conclusion:

The Trust shows a figure of 3% of staff who are gay men and gay women with an additional 2% as bi-sexual. There is limited variation in overall percentages by category of sexual orientation since our last report.

Target for consideration for 2015-2016 onwards:

- *The Trust will continue to offer training on sexual orientation and create an environment where staff feel safe to acknowledge their sexuality openly without fear of harassment or bullying;*
- *The Trust will be exploring the possibility of working with lesbian, gay and bi-sexual (LGB) groups e.g. Stonewall, to ensure that the Trust continues to be LGB friendly.*

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GENDER REASSIGNMENT AND STAFF:

The Trust fully acknowledges its responsibilities to staff that have or wish to go through the transition.

Target for consideration for 2015-2016 onwards:

- *The Trust will continue to work with organisations such as Stonewall to identify positive ways in which the Trust can support individuals as well as awareness raising.*

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3. SUMMARY OF EQUAL OPPORTUNITIES DATA FOR ALL STUDENTS WITHIN RMT

The data analysed is produced from the admissions and information recorded on the student database Databridge. Databridge records all active students on all three sites at the Trust.

The data given has not been disaggregated at an individual level to ensure anonymity.

Data for each college is contained in the Appendices.

For student information is broken down into the following sections

- Gender
- Age
- Ethnicity
- Religious Belief

ADMISSIONS DATA:

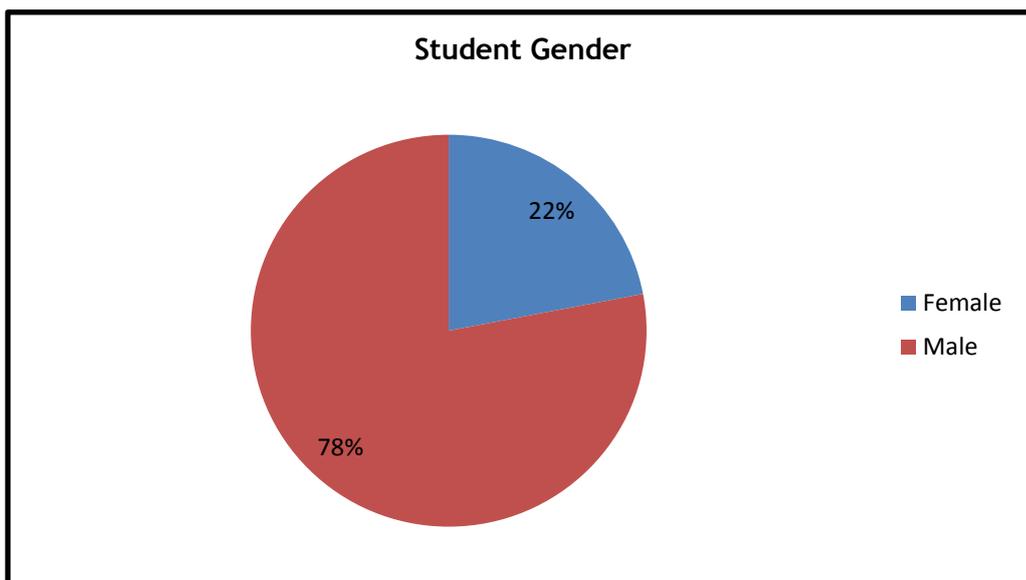
The Admissions process has a necessary and long lead in time from the first enquiry to the conversion into offering and accepting a place.

Target for consideration for 2015-2016 onwards:

- *Ensure accurate admissions data is available looking a return rates of applications to identify any areas for review and assessment.*

STUDENT GENDER

Chart Fourteen: Current Student Gender Profile



Source: July 2015 student gender data

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Findings:

Student data shows that the population is predominantly male. This male bias is also consistent with the type of students admitted to the Trust as students on the autistic spectrum are at least four times more likely to be from a male population.

Source: Worcestershire Adult Asperger Syndrome Parents.

Benchmarking against national statistics:

There are more female students within the FE sector as a whole than male students with over 54% of students, female and only 46% male.

Conclusion:

The male/ female breakdown across the Trust is inconsistent when compared to the FE sector as a whole. However the male/ female breakdown reflects and is consistent with the type of special needs students admitted to the Trust and is in line with the type of students which the Trust specialises in (Students on the autistic spectrum are at least four times more likely to be from a male population.)

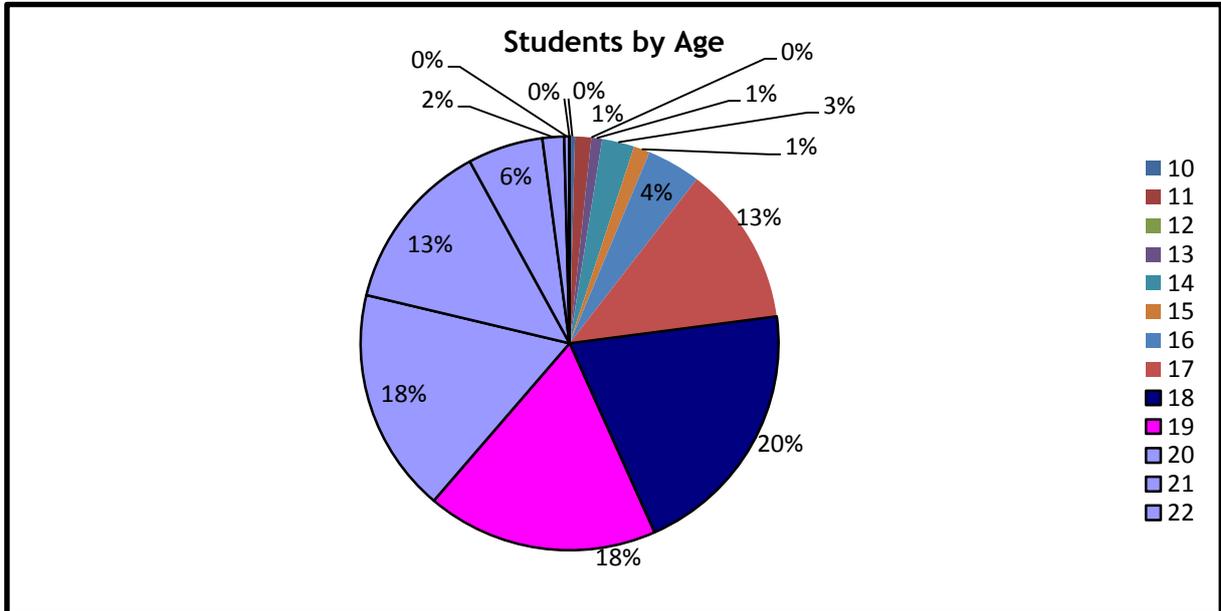
Areas for consideration for 2015-2016 onwards

- *The Trust will look at alternative methods of marketing its provision to try and attract more female students with relevant needs;*
- *The admissions team will analyse their data to establish whether any of the Colleges are more or less attractive to female students, and then work with that College to identify possible reasons for this;*

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STUDENT AGE PROFILE

Chart Fifteen: Student Age Profile across the Trust



Source: July 2015 student age data

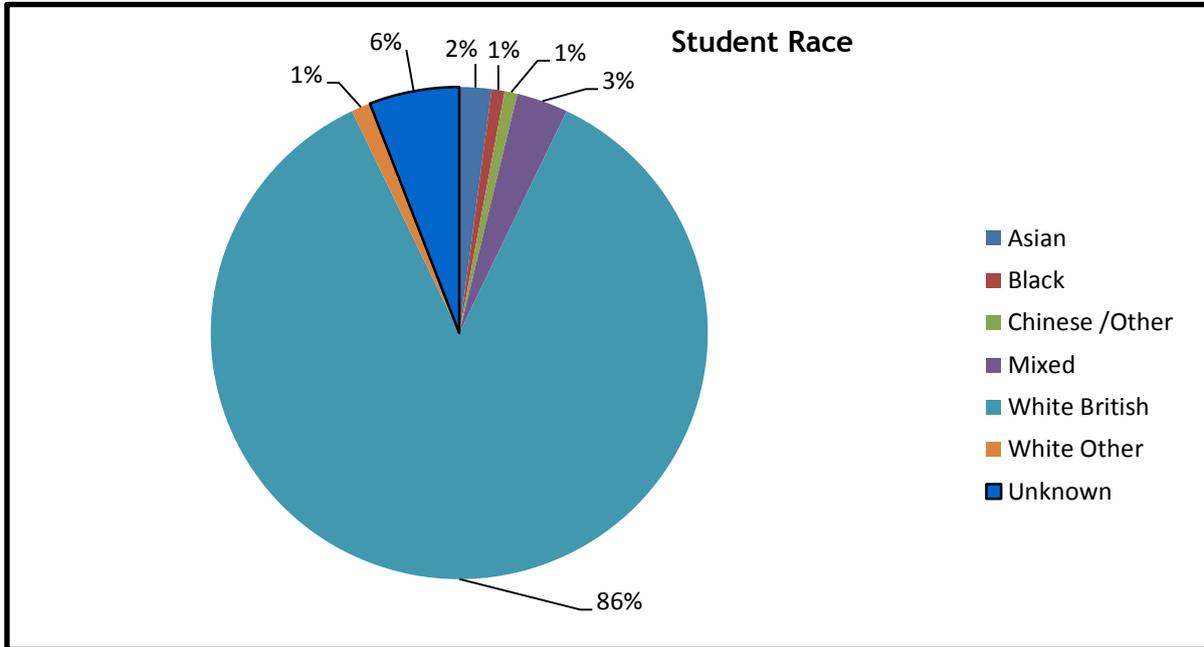
Findings and Conclusions:

The median age of students in the Trust is 17 with a return to a much broader and majority spread of ages between 17 and 21 as in previous years. This partly reflects a trend in the last few years of older students coming into the Trust and the increasing need for such placements.

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STUDENT ETHNICITY

Chart Sixteen: Student Ethnicity Profile



Source: July 2015 student ethnicity data

Findings:

White British students make up 86% of the student cohort (the same percentage as last year), and there is a further 1% of the student population recorded as White Other. Students from Asian, Black, Mixed or Chinese and other ethnic minorities, represent 7% of the cohort (the same percentage as last year), and there are a further 6% of the student cohort who have not declared their ethnicity.

Benchmarking against national statistics:

The latest available statistics for the UK FE sector show that ethnic minorities comprise c.20% of this population but there are significant regional variations

Conclusion:

White British students make up a greater proportion of the Trust student population than they do in the FE sector as a whole. The Trust is aware that racial discrimination and disadvantage is endemic within the referral and statementing process for Learners with difficulties and disabilities. It therefore, takes every step to ensure that all of its promotional and publicity materials are appropriately diverse. In addition it has established links with a number of BME disability groups within each region.

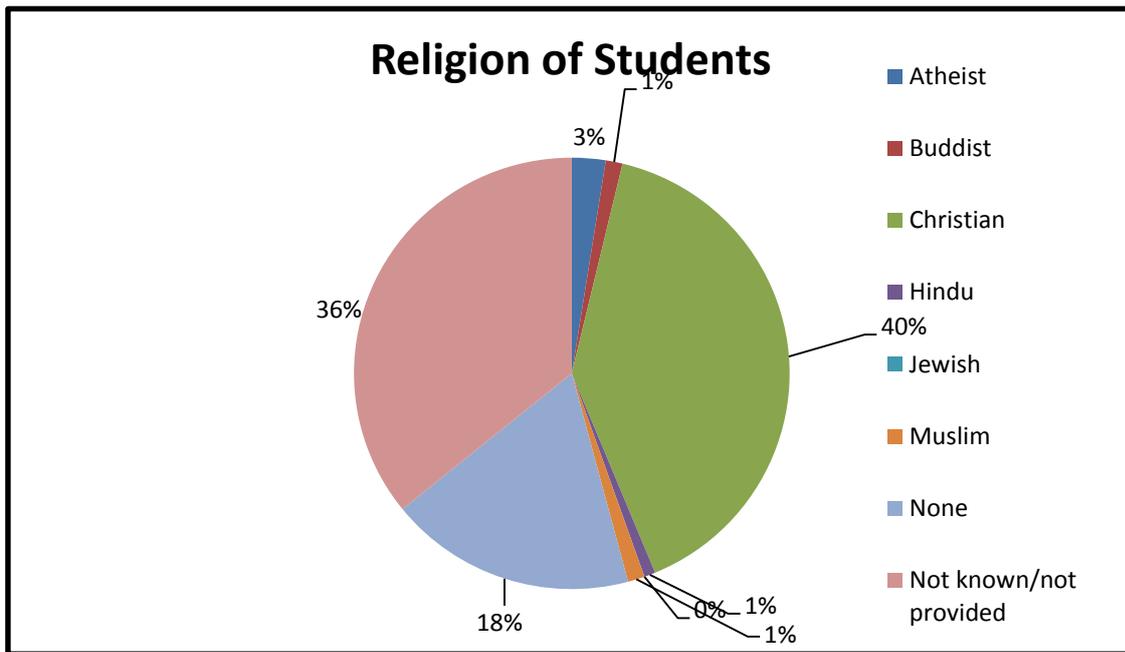
Areas for consideration for 2015-2016 onwards

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- *The Trust will make every effort to map and identify BME populations, and the prevalence of LLDDs within them, in the day catchment areas within each College; secondly, the Trust will take active steps to engage with these communities, so that we can win their confidence and ascertain their needs*

STUDENTS AND RELIGIOUS BELIEF

Chart Seventeen: Students and religious belief



Source: September 2014 student religious belief data

Findings:

36% of the student population have not provided data on religious belief and of those who do 40% describe themselves as Church of England, Catholic or Christian.

Conclusion:

As a large percentage of the student population have either not provided data on religion or do not hold a religious belief it is hard to draw any detailed conclusions from the data available.

All students have the opportunity within their residential setting to access religious services of their choice and it is part of the educational curriculum to make the students aware of the different religions in the world.

Areas for consideration for 2015-2016 onwards

- *The Colleges within the Trust will continue to encourage all students to provide information about their religious beliefs*
- *The Colleges within the Trust will continue to support all students with their spiritual welfare and beliefs.*