BISHOP BURTON College

Equality, Diversity & Inclusion Report 2022 - 2023

1 Introduction

1.1 Equality, Diversity and Inclusion remains central to the College's values and is actively promoted within the student body and with all stakeholders.

1.2 The Equality, Diversity and Inclusion Committee is responsible for promoting the development of the College's Single Equality Scheme and for providing an annual report to Corporation.

The Committee works in two parts:

- Policy & Procedures Group
- Practice & Delivery Group

The Equality Act 2010 remains the most up to date anti-discrimination law and continues to be a single act which strengthens the law to help tackle discrimination and inequality.

The Act requires colleges and other public bodies to publish relevant information demonstrating their compliance with this duty on an annual basis. To comply with this legislation, colleges are free to choose what is published and in what format. The College utilises a single Equality Scheme in order to demonstrate compliance.

1.3 The scheme ensures the College can show due regard for the following:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between different parts of the community.

This covers, age, disability, gender reassignment, marital or civil partnership status, pregnancy and motherhood, race (including ethnic or national origin, colour and nationality), religion or belief (including lack of belief), sex and sexual orientation.

The College ensures information published reflects these expectations.

The priorities for 2022 – 23 were identified by the College's EDI Policy & Procedures Group as:

- To provide information and make recommendations to the Strategic Leadership Group on the operation and effectiveness of all aspects of equal and diversity in relation to staff, students and external stakeholders.
- To set and monitor Equality & Diversity Impact Measures (EDIMs) and implement necessary improvements.
- To monitor changes in relevant legislation to ensure compliance and the timely introduction of best practice.
- To review policies and procedures with respect to Equality & Diversity.

- To review and recommend alterations to college produced materials in line with the equality and diversity policies.
- To effectively implement the College's Single Equality Scheme
- To support the monitoring of the HE Access & Participation Plan.
- To ensure that training is provided for all, to include Governors, managers, staff and students to ensure they understand the importance of equality and diversity, including British Values and Prevent.
- To review student achievement and attainment gaps and make recommendations
- To raise awareness of EDI including guidance on the provision and access to services and facilities
- Engage with external groups who can support the dissemination of good EDI practice throughout the College.

The priorities identified by the Practice & Delivery Group are as follows:

- To drive and oversee the implementation of Equality, Diversity and Inclusion initiatives with promote equality, diversity and inclusion at all levels within the College.
- Monitor and evaluate the effectiveness of existing EDI initiatives.
- Identify and address areas for improvement in EDI practices
- Foster an inclusive culture through education and awareness programmes.
- Collaborate with departments across the College to integrate EDI into curriculum and organisational processes.

2   Achievement Gaps Between Different Groups of Learners

2.1   Further Education

Achievement rates in further education have fallen continuing a three year trend in 2022/23. National Performance data is yet to be published (and has not been published since 2019/20) however anecdotally the national benchmarks for achievement have also fallen for 2022/23.   The scale of lower achievement is not yet fully understood, the main factors have been external examinations across a range of technical subjects, for a cohort who did not sit their GCSE exam series, inadequate preparation of students for exams, turnover of staff, and inexperienced staff.

Broadly, achievement gaps have increased in 2022/23 compared to previous years, this is within the context of a fall in achievement rates for historically more successful groups, and a higher proportionate impact of issues identified for those groups with lower attainment.

The college QIP for 2023/24 has identified the need for an holistic review of the student journey from first engagement through to completion to ensure right student, right course and strong aspirations around achievement and progression. It also has identified the need for examination preparation across the College.

Table 1: Achievement Rate Performance Gaps by Gender

		2020 / 21	2021 / 22	2022 / 23
16-18	**Female**	93%	82.6%	81%
	Male	92%	79.6%	72%
	All (Male / Female)	92%	81.2%	77%
19+	**Female**	81%	83.5%	70%
	Male	79%	76.6%	76%
	All (Male / Female)	79%	80%	73%

Table 1 shows that since 2020/2021, male achievement has fallen behind female achievement rates at both age groups, the gap has widened to 9% which is out of line compared to previous year and national benchmarking.

Table 2: Achievement Rate Performance by Gender and Level

		Number of Leavers	Achievement 2022 / 23
Level 1	**Female**	240	65%
	Male	327	56%
Level 2	**Female**	893	81%
	Male	812	75%
Level 3	**Female**	880	82%
	Male	483	80%

Table 2 highlights again a similar pattern in performance between females and males at Level 1, however, the gap between female and male achievement narrows at higher levels and is more in line with national benchmarking.

Males studying at level 1 has performed particularly poorly. This can partially be attributed to very poor achievement rates in level 1 construction in 22/23 (95% male cohort, representing 31% of all level 1 starts, with an overall achievement rate of 42%). Remedial work is underway to improve the outcomes of this group, including a change of qualification, a stronger emphasis on 'right student, right course' and better planned examination preparation and entry to exams. More analysis of the wider level 1 cohort (both male and female) is required to ensure students are successful in the phase of their studies.

At level 2, there is still a significant gap between female and male achievement, an holistic review of qualifications on entry and progression pathways is underway to ensure students are enrolling on the right level of course. This ties in with more intensive work on teaching, learning and assessment to support staff development and intervene sooner if student experience is not as it should be.

Table 3 Achievement by LLDD

	2020 / 21	2021 / 22	2022 / 23
No difficulty / disability	91%	82.9%	79%
Has difficulty / disability	93%	79.5%	74%

Table 3 demonstrates that, achievement of students with a declared disability has decreased and there is now a 5% gap between those with a declared disability and those without. This gap has widened even within the context of all students performing less well comparatively in 22/23.

This highlights the impact of the move to more externally examined units on those declaring a disability or learning difficulty, despite special considerations and exam access arrangements being fully implemented.

Leaders and managers have high expectations of all students including those with special educational needs and/or disabilities; the latter are supported to achieve close to, or frequently better than, their peers within the foundation department, however further development work is to take place to ensure those that are with main vocational departments receive the same level of support and challenge. Education and Health Care Plans, individual risk assessments and personal support plans are carefully constructed with the support of Health and Welfare teams, monitored and reviewed to ensure that students become more independent over time and achieve to their full potential. Those of EHCP plans continue to remain a focus on the College quality improvement plan for 2022/23.

A Foundation/Level 1 mentor programme is being introduced at the Bishop Burton Campus which supports students referred by academic staff. A mentor has been appointed at Riseholme to deliver a similar scheme (this post is TUF funded). They will start in the next couple of weeks.

In terms of Level 2 and above, the College is piloting the 6 week mentor programme from this week at both campuses with a handful of students, with the aim to identify any issues or gaps. It is expected that this programme will develop as students request additional support from January.

Table 4 Students from disadvantaged areas

	2020 / 21	2021 / 22	2022 / 23
Number of leavers	7038	7046	3635
Uplift Achievement Rate	86%	80.0%	63%
No uplift Achievement Rate	91%	81.8%	78%

The gap between these two groups has grown again having closed last year. However, work on the quality of teaching, learning and assessment, in addition to 'right student, right course' is underway to improve achievement rates for both groups for 2022/23.

The College plans to work with partner schools and colleges throughout the East Riding and Lincolnshire to track and support students who attract the Pupil Premium or who are in receipt of Free School Meals in order to improve their attainment of Level 3 qualifications by age 19.

Table 5 Black, Asian and Minority Ethnic Students

	2020 / 21	2021 / 22	2022 / 23
BAME Achievement Rate	87%	80.3%	77%
Non-BAME Achievement Rate	92%	81.2%	77%

Table 5 demonstrates the achievement gap between Back, Asian and Minority Ethnic student compared to white and white British students has closed, however both groups have performed poorly compared to previous years, confirming the trend for the college overall, with work planned to improve outcomes for both of these groups.

2.2   Higher Education Success Rates

	22/23		21/22		20/21	
Total Students	285		278		384	
Polar 1 and 2	77	72%	86	63%	131	70%
Polar 3-5	137	79%	109	79%	146	75%
Deprivation Area	93	83%	74	65%	113	72%
Non-Deprivation Area	107	81%	120	75%	163	73%
Male	65	92%	50	71%	74	74%
Female	151	71%	147	71%	204	72%
Disability	92	75%	78	68%	107	71%
Learning	30	77%	38	83%	49	75%
Physical	26	76%	22	67%	27	79%
Mental	31	72%	17	52%	25	60%
Unknown	3	75%	1	33%	6	60%
No Disability	124	76%	119	73%	171	73%
Mature	92	71%	89	73%	105	71%
Young	121	79%	92	69%	147	72%
BME	7	78%	6	86%	4	67%
White	209	76%	191	70%	274	73%
Full Time	177	83%	168	73%	243	74%
Part Time	39	54%	29	62%	35	65%
Residential	56	88%	28	80%	36	77%
Non-Residential	160	72%	169	70%	242	72%
Bishop Burton	202	75%	176	70%	248	74%
Riseholme	14	88%	21	81%	30	63%

All institutions planning to charge more than minimum course fees must have in place an Access & Participation Plan approved by the Office for Students (OfS). The plan includes an analysis of the College's current position (access), an analysis of success (continuation and degree classifications) and progression (employability). It also includes planned actions to increase access and participation from relevant groups.

The variation plan was approved by the OfS and implemented during 2022-23. During 2023-24 a new APP Plan will be written based on risks to equality of opportunity. Further indicators will also be added such as care leavers and care experienced.

The EDI Committee was relaunched during 2022/23 and APP was a standard agenda item. The APHE sits on this committee.

The college continues to carry out collaborative work in conjunction with Humberside Outreach Programme (HOP) and the LincHigher initiative in Lincolnshire (LincHigher). The college joined the Landex group to work more closely with a range of colleges and universities delivering specialist land-based provision, believing this would provide opportunities to share good practice and examine issues which may be unique to land-based providers.

Funds were secured during 2022-23 to offer attainment raising activities at Riseholme College for under-represented groups of young people. The plan included a range of outreach activities and events that targeted schools.

In January, UCBB had a full week of employability events to provide students with a range of opportunities to engage with industry, be inspired by alumni and network with employers. The enrichment week included our annual enterprise event, where guest lectures from inspiring leaders across the globe were held virtually. One day provided curriculum specific focus, welcoming employers, guest speakers and demonstrations to ensure students gain awareness of a wide-range of roles and opportunities for their next steps

Later in the year, all students were invited to join the Graduate Showcase with the opportunity to view the various research projects. The Graduate Showcase provided opportunity for students to hear from a range of alumni and graduates about their current roles, career pathways and progression in industry.

## 3   Embedding Equality & Diversity within the Curriculum

The promotion of general and vocationally specific Equality and Diversity in lessons remains good. This topic area is introduced to students during their induction period and throughout their learning journey. Students develop their awareness and understanding of Equality and Diversity in both their 'Personal and Professional Development' sessions and throughout their primary learning goal, through embedding in teaching and informal and formal assessments. The aim is to reflect real world situations and scenarios that each student will encounter as a citizen, employee and employer.

All staff are encouraged to plan for and deliver lessons that reflect the distinct nature of the group and the individuals within it. This information is captured within 'group profiles', which ensures that all staff are aware of key characteristics of the group and the individuals within it. All lessons are differentiated to meet the needs of the different characteristics. This continues to be a key area of focus during all formal and informal observations of learning, teaching and assessment and is commented on in all observations of learning, teaching and assessment feedback.

Tutors skilfully manage students' behaviour, addressing issues of inappropriate language and behaviour as they arise. Incidents of bullying, harassment, stereotyping and discrimination, although uncommon, continue to be dealt with promptly and effectively.

To supplement students' awareness and understanding of Equality and Diversity the College deliver two cross campus themed weeks, 'Equality and Diversity Week' and 'Health and Respect Week'. Each supplement the on-programme learning and are compulsory for further education students; these cover Health and Wellbeing, Mutual Respect, Difference and Diversity and Enterprise and Citizenship. These events are supported by a wide range of external agencies who engage with students to raise their awareness of issues such as stereotyping, substance abuse, volunteering opportunities and different religions and cultures. HE students have access to all events. (See report on E&D week at appendix 1)

4   Staff
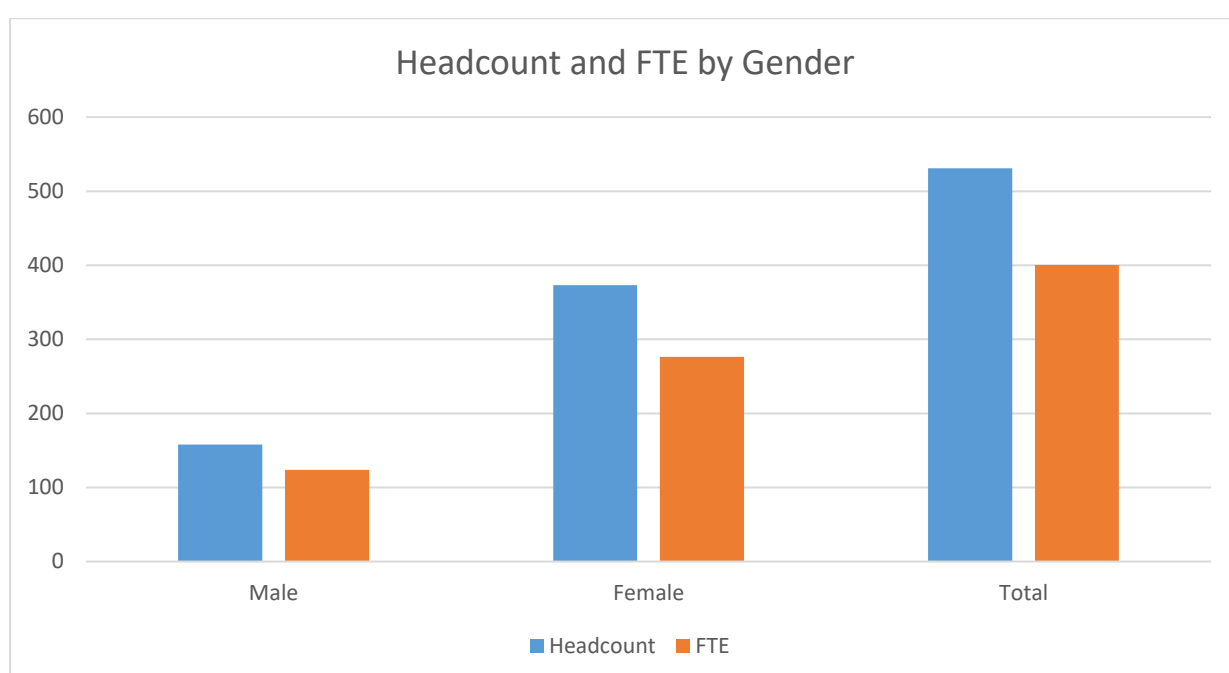
Bishop Burton College's percentage of female employee figure is 70.2% and continues to exceeds the FE College Sector figure of 65.6% of women in the workforce. (Source: FE Workforce Data Release 2021/2022).

Flexible Working
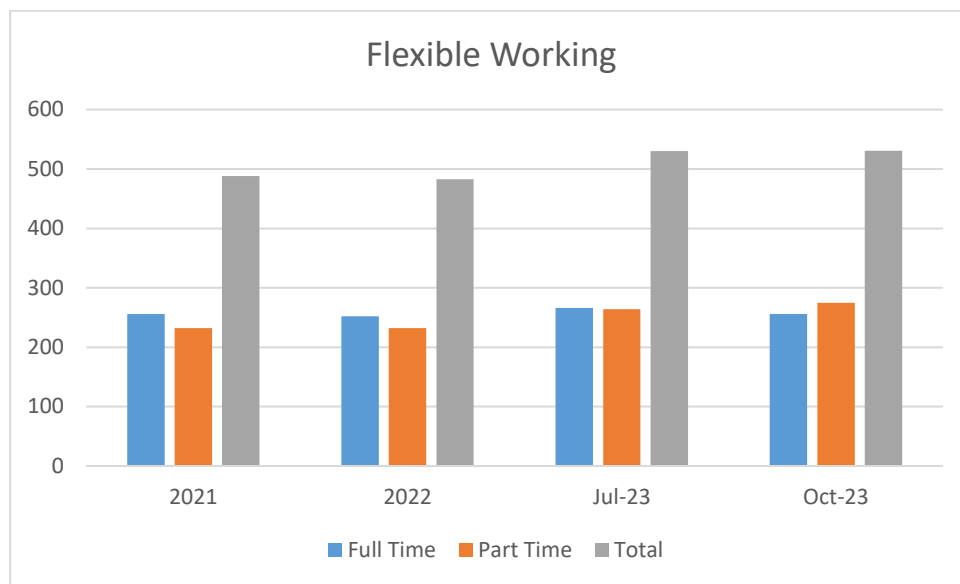
The number of part-time and full-time staff had almost equalised at the end of 2022/23, the demand for flexible working options continues to grow which is reflected in the data for October 2023, where there are more employees working part-time than full time.

Age

The average age of employees remains at 44 years old, slightly under the FE sector as a whole at 45 years.
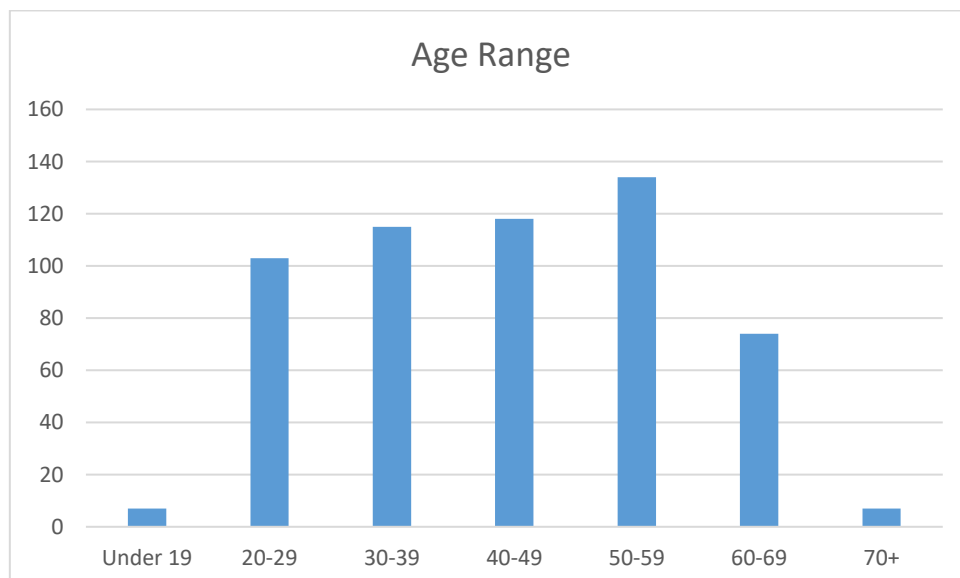
Ethnicity

The proportion of staff from a non-white ethnic origin in the College is 2.8% compared to last year's figure of 3.3%. The proportion for the FE Sector workforce as a whole is 10.2%. The proportion within the East Riding is 3.9%

Disability

The College has 17 members of staff who have declared themselves to be disabled, this has increased by 4 since July 2023. This is 3.2% of staff compared to 5% within the FE sector as a whole. In accordance with the Disability Confident symbol the College is committed to enable, where practical, all staff who become disabled to continue working and make all reasonable adjustments to working arrangements.

The College aims to promote an inclusive environment where all staff can contribute their best at work, reflecting the College's and Britain's value of mutual respect. The College's objectives in this area are as follow.

- The College aims to create a workforce that is representative of our student body and the local community.

- The College will celebrate good equality and diversity practice.

- The College will ensure our staff are knowledgeable and confident in understanding the needs of our students.

- The College will not tolerate bullying and harassment in any form and will prevent our staff from suffering adverse treatment because of association or perception related to a protected characteristic.

- The College will ensure that our workplace policies and procedures are assessed for their impact on equality and diversity

Performance against these objectives is monitored by the Strategic Leadership Group, the Equality & Diversity Committee and workforce data is published within the Annual HR report submitted to Corporation.

During 2022/23 there were no discipline, grievance or harassment complaints raised by staff related to adverse treatment related to a protected characteristic.

The College has a comprehensive range of HR policies and procedures which are reviewed annually. The College's recruitment and selection policy and procedure is based on Equality and Diversity good practice.

5   Diversity Data of Corporation Members

The data in relation to Corporation Members is shown at appendix 2.

6   Prevent Duty and British Values

The Counter-Terrorism and Security Act 2015 places a duty on Further Education Colleges, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that colleges comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

The College aims to create a welcoming and hospitable atmosphere by adopting and promoting British Values underpinned by College Values as part of daily life in the College. The on-programme survey shows that 99% of students agree they are aware of British values and that aspects are covered during taught sessions. The visual promotion of this is evident on a daily basis.

Students were also introduced to the topic during their induction period. Prevent was also reinforced through the group 'Personal and Professional Development' sessions and through continued embedding and developing of student awareness and understanding in primary learning goal sessions.

British Values (ie democracy; the rule of law; individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) were promoted in the same manner.

Kate Calvert
Deputy Principal HR & Organisational Services
28 November 2023

Equality and Diversity Week 2023 – Bishop Burton College Campus

Summary

Equality and Diversity is highly valued at Bishop Burton College. The Equality and Diversity week is a focus for students to engage with themes of celebrating difference and valuing others. Equality and Diversity week this year the theme was 'Does Discrimination Really Exist?'. With the increasing profile for radical right-wing influencers and social commentators such as Jordan B Peterson, Ben Shapiro as well as journalists like Piers Morgan and Jeremy Clarkson, when talking about societal inclusion and 'wokeness'. Whilst our students may not be directly influenced by these individuals, they are exposed to the broader ideologies they promote and will either agree, reject or not really care with them to various degree.

Why does this matter? To create a culture of equality and inclusion on campus and to appropriately prepare our students for future workplaces the question of what a true lack of inclusivity looks like (discrimination) and what we can realistically do to address it is important. The influencers mentioned above come with their own presuppositions as do their opponents and it is my hope that this week has helped to provide a forum for our students and staff to begin to develop the confidence to understand, demythologise and contribute to the wider debate on discrimination.

Review

We had a central venue for the presentation-based elements and also the provision of classroom resources for teachers and tutors to use themselves to continue the themed discussions in group tutorial sessions.

I hosted eight different themed and interactive talks across seventeen bookable sessions during the course of the week. Each session was designed for 60 students per session in the Conference Hall; allowing 1020 opportunities for students to explore the theme of 'Discrimination'. The eight interactive talks were;

1. What is discrimination? (Foundation and L1)
2. Protected Characteristics and me (Foundation and L1)
3. I was only joking! (All Levels)
4. What is and isn't a protected characteristic? (L2 & L3 or HE)
5. When protected characteristics clash (L1-L3)
6. Discrimination within 'inclusive communities' (L1-L3)
7. Does being inclusive mean I have to be 'woke' (L1-L3)
8. 'You can't say that!' censorship and its relationship with inclusivity (L2-L3 or HE)

The total number of students booking to participate in the events this year was greater than the previous year, with 804 unique students in attendance over the week compared to 660 last year. I made use of Eventbrite to allow staff to book their course groups with reminders nearer the date and which also allowed follow-up after the session.

There was also a 'You're Welcome Here' space in Student Services where students could leave and collect messages of encouragement for each other. Some of the messages left by students included;

> 'Be-You-tiful', 'speak your truth', 'don't by-stand, lend a hand', and 'courage is not being fearless, its moving forward in spite of fear'.

There was also material I produced for use in group tutorial sessions or for classroom-based discussion. This could be used as to follow-up what was discussed in the interactive talks or as a standalone exercise or prompt during EDI week or after.

Attendees Booked for Sessions in The Conference Hall – Total 905

Monday – 259

Tuesday (Equine Lounge) – 269

Wednesday – 126

Thursday – 172

Friday – 79

Classroom Resources

I produced a set of classroom resources that included a flexible presentation for use with all student groups, handouts and suggested web-based tools. These have been well received by teaching staff with a number offering positive feedback on what was provided. The link for these resources is https://ilearn3.bishopburton.ac.uk/mod/folder/view.php?id=181253 and there are some samples attached to the back of this report.
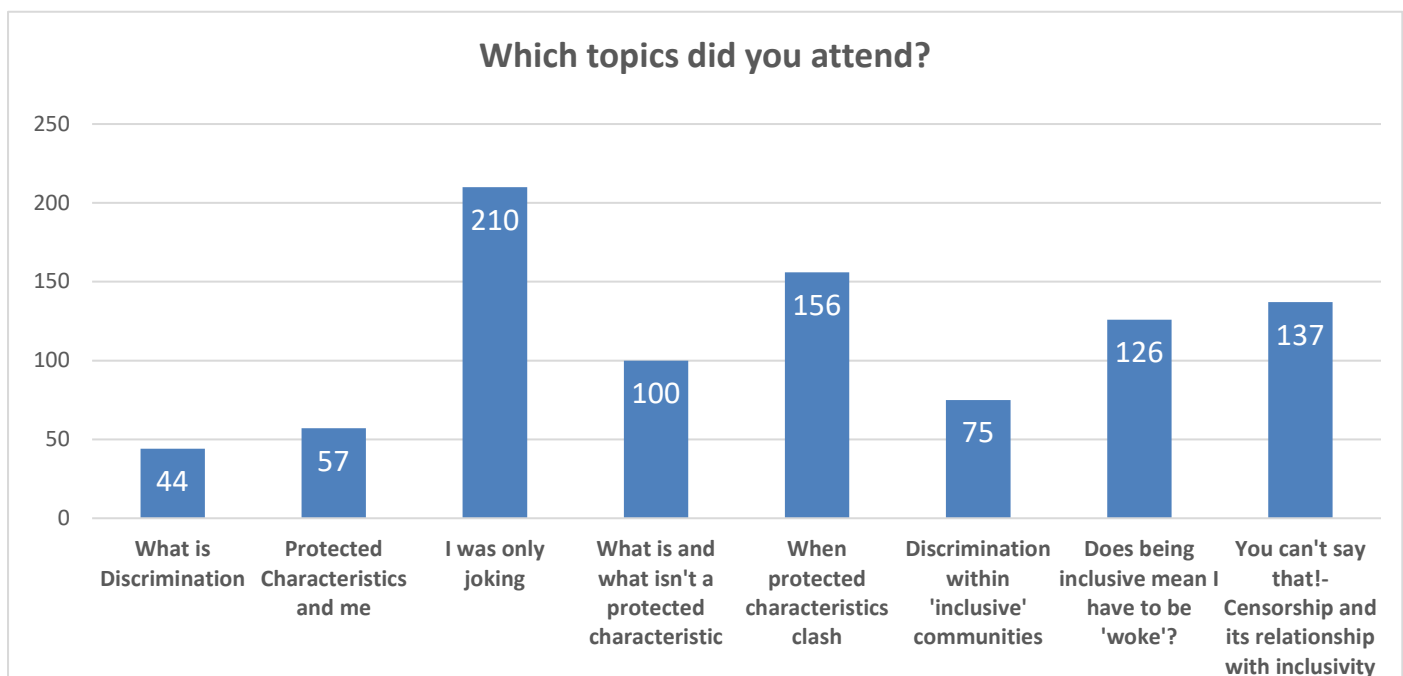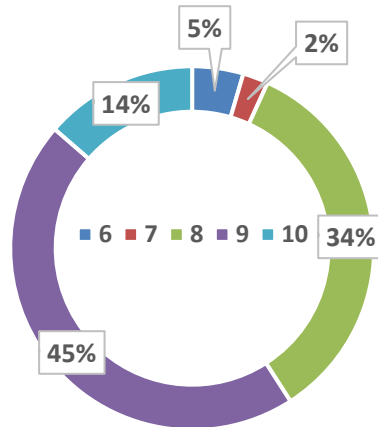
Objectives and Feedback

1. Objectives

The aim of the Equality, Diversity and Inclusion week in 2023 was to help our students engage with issues with discrimination and how to recognise and challenge it in ourselves and others. We explored the impact of the Equality Act (2010), our responsibilities in and out of professional contexts, how to challenge discrimination appropriately and constructively, and how to recognise discrimination when it is hidden or disguised (referencing Andrew Tate, Piers Morgan, Jeremy Clarkson, et al).

2. Data Collection Process

During the week, all participants were asked to fill in a feedback form; the results are below.

Which topics did you attend?

Topic	Attendance
What is Discrimination	44
Protected Characteristics and me	57
I was only joking	210
What is and what isn't a protected characteristic	100
When protected characteristics clash	156
Discrimination within 'inclusive' communities	75
Does being inclusive mean I have to be 'woke'?	126
You can't say that!- Censorship and its relationship with inclusivity	137

HOW WOULD YOU RATE THE EVENT:
WHAT IS DISCRIMINATION?
SHOWING ONLY NON 0% RESPONSES

Legend: 6, 7, 8, 9, 10

- 5%
- 2%
- 34%
- 45%
- 14%

HOW WOULD YOU RATE THE EVENT:
PROTECTED CHARACTERISTICS AND ME
SHOWING ONLY NON 0% RESPONSES

Legend: 3, 4, 8, 9, 10

- 7%
- 2%
- 3%
- 56%
- 32%
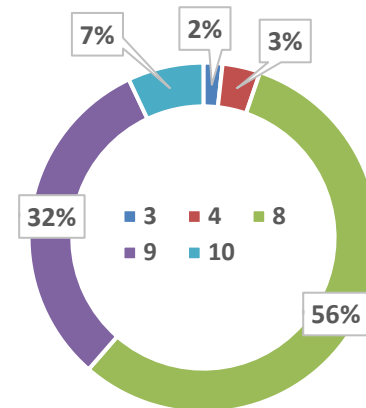
HOW WOULD YOU RATE THE EVENT:
I WAS ONLY JOKING
SHOWING ONLY NON 0% RESPONSES

Legend: 6, 7, 8, 9, 10

- 3%
- 4%
- 18%
- 26%
- 49%
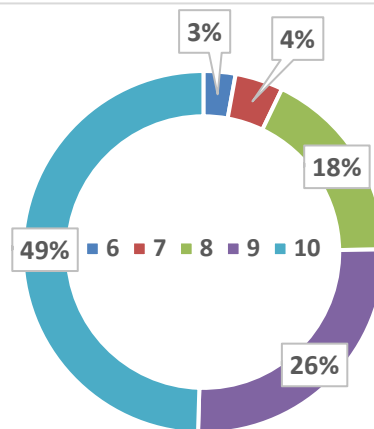
HOW WOULD YOU RATE THE EVENT:
WHAT IS AND WHAT ISN'T
A PROTECTED CHARACTERISTIC
SHOWING ONLY NON 0% RESPONSES

Legend: 3, 5, 6, 7, 8, 9, 10

- 1%
- 1%
- 13%
- 16%
- 17%
- 25%
- 27%
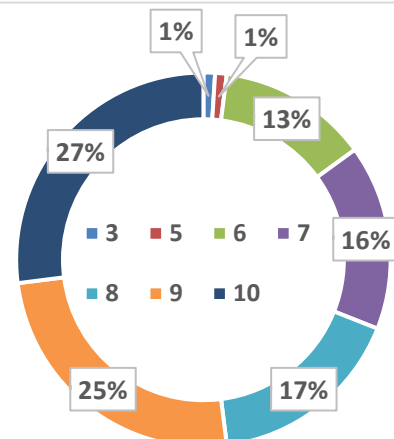
HOW WOULD YOU RATE THE EVENT:
WHEN PROTECTED CHARACTERISTICS CLASH
SHOWING ONLY NON 0% RESPONSES

Legend: ■ 3 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10

- 1%
- 1%
- 14%
- 15%
- 28%
- 27%
- 14%
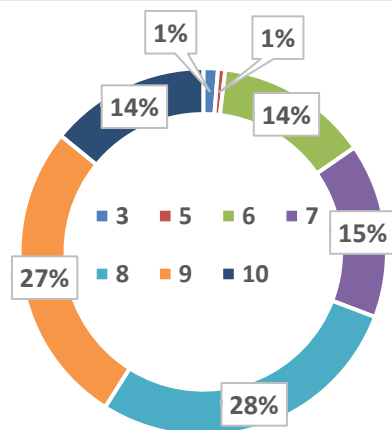
HOW WOULD YOU RATE THE EVENT:
DISCRIMINATION WITHIN 'INCLUSIVE' COMMUNITIES
SHOWING ONLY NON 0% RESPONSES

Legend: ■ 4 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10

- 1%
- 19%
- 21%
- 10%
- 28%
- 21%
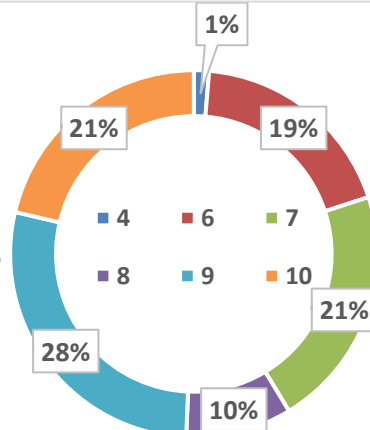
HOW WOULD YOU RATE THE EVENT:
DOES BEING INCLUSIVE MEAN I HAVE TO BE 'WOKE'?
SHOWING ONLY NON 0% RESPONSES

Legend: ■ 3 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10
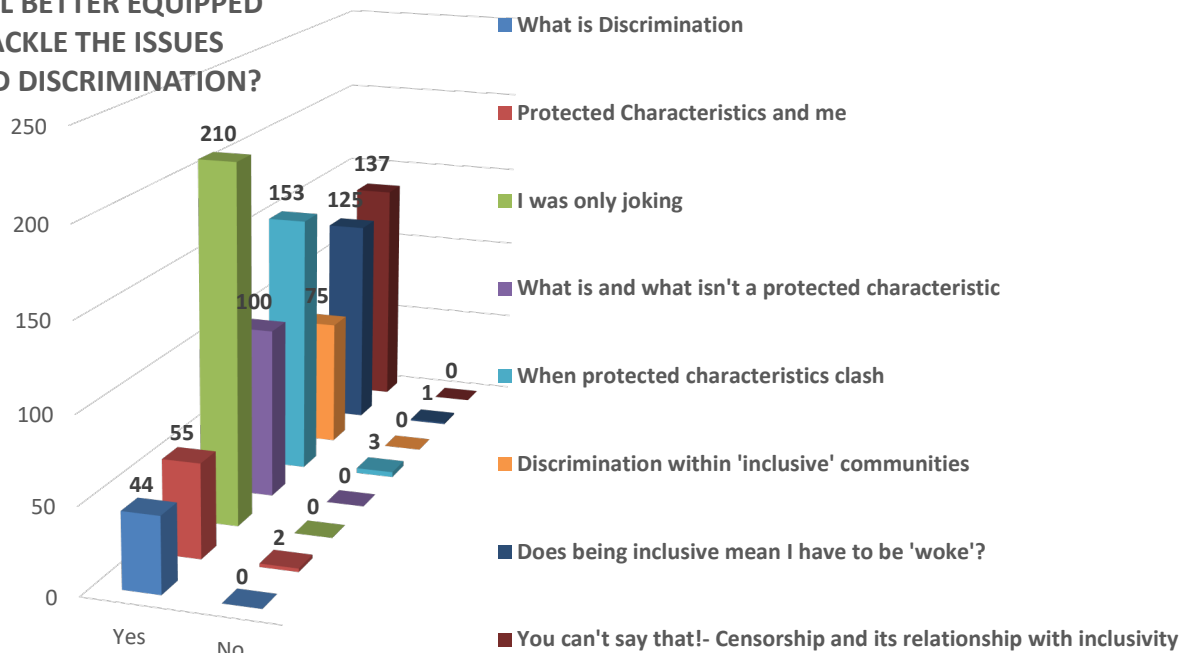
- 1%
- 1%
- 10%
- 19%
- 11%
- 22%
- 36%
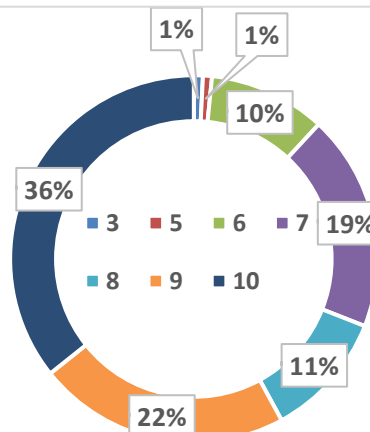
HOW WOULD YOU RATE THE EVENT:
YOU CAN'T SAY THAT! -
CENSORSHIP AND ITS RELATIONSHIP
WITH INCLUSIVITY
SHOWING ONLY NON 0% RESPONSES

Legend: ■ 3 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10

- 1%
- 15%
- 20%
- 15%
- 24%
- 25%
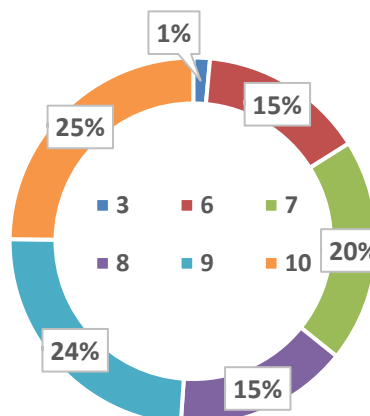
DID THE SESSIONS YOU ATTEND HELP YOU THINK ABOUT THE TOPIC OF DISCRIMINATION DIFFERENTLY?

Legend:
- What is Discrimination
- Protected Characteristics and me
- I was only joking
- What is and what isn't a protected characteristic
- When protected characteristics clash
- Discrimination within 'inclusive' communities
- Does being inclusive mean I have to be 'woke'?
- You can't say that!- Censorship and its relationship with inclusivity

Yes values: 44, 55, 210, 153, 125, 75, 137
No values: 0, 2, 0, 0, 3, 0, 1, 0

DID THE SESSIONS YOU ATTEND HELP YOU FEEL BETTER EQUIPPED TO TACKLE THE ISSUES AROUND DISCRIMINATION?

Legend:
- What is Discrimination
- Protected Characteristics and me
- I was only joking
- What is and what isn't a protected characteristic
- When protected characteristics clash
- Discrimination within 'inclusive' communities
- Does being inclusive mean I have to be 'woke'?
- You can't say that!- Censorship and its relationship with inclusivity

Yes values: 44, 55, 210, 153, 125, 100, 75, 137
No values: 0, 2, 0, 0, 3, 0, 1, 0

The main recommendations for developing our Equality, Diversity and Inclusion provision in 2024 are:

- To plan termly EDI themes with interactive talks, resources and activities that can be booked for individual classes or larger mixed course groups as appropriate.
- Further develop the 'taste and see' activities and events where students can have a 'hands-on' experience of food, smells and artefacts from different cultures. Include more external agencies and individuals where cost allows.
- Update and promote the Chaplaincy iLearn page resources amongst staff as well as students.

THIS IS ME

Male

Straight

Buddhist

Gender Fluid

Atheist   Gay   White   Liberal   Christian

British   Conservative   Northern   Meat Eater

Pan-Sexual

Muslim

Daughter

- ♦ Circle or highlight the words that might best describe you.
  - ♦ Which of these are you most proud of?
    - ♦ Which has been the most challenging for you to live with?
      - ♦ Stick this up on the board to show just how diverse your campus is

Irish

Vegan

Adult

European

Spanish

Staff

Vegetarian   Southern   Non-Binary

Short   Trans-Male

Trans-Female   Teen   Townie

Asian   Female

Bi-Sexual

Student   Agnostic

Black-British   Rural   Tall   Son

THINKING ABOUT... AGE EQUALITY

A PERSON'S AGE CAN SOMETIMES CAUSE THEM TO LOSE OUT ON OPPORTUNITIES

How and why might this happen?

Have you or anyone you know experienced this?

Is it alright for this to happen?

Who might be most affected by this? Those who are younger or those who are older?

Think... How can we prevent age discrimination when we see it happening?

Thinking About... Gender Equality

Gender is a topic that some people can't agree on and yet it is a characteristic we all share; we all have a gender.

Gender Identity is sometimes confused with a person's sex, which is a purely physical characteristic. Our identity, who we are attracted to, our sex, and how we express ourselves cannot be easily separated but they are not the same things
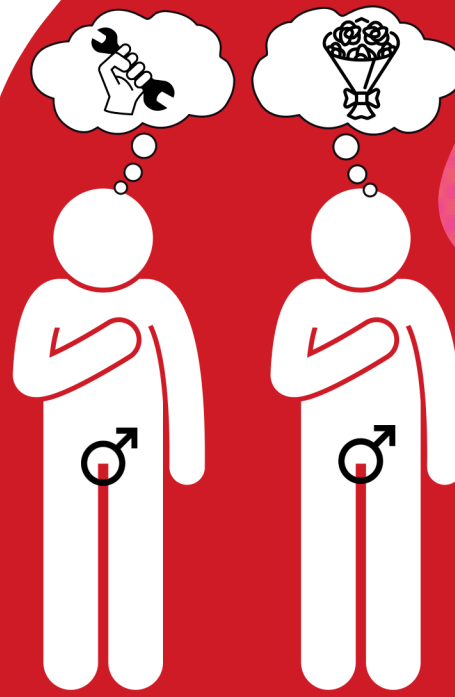
Gender Identity

Attraction

Sex

Self- Expression
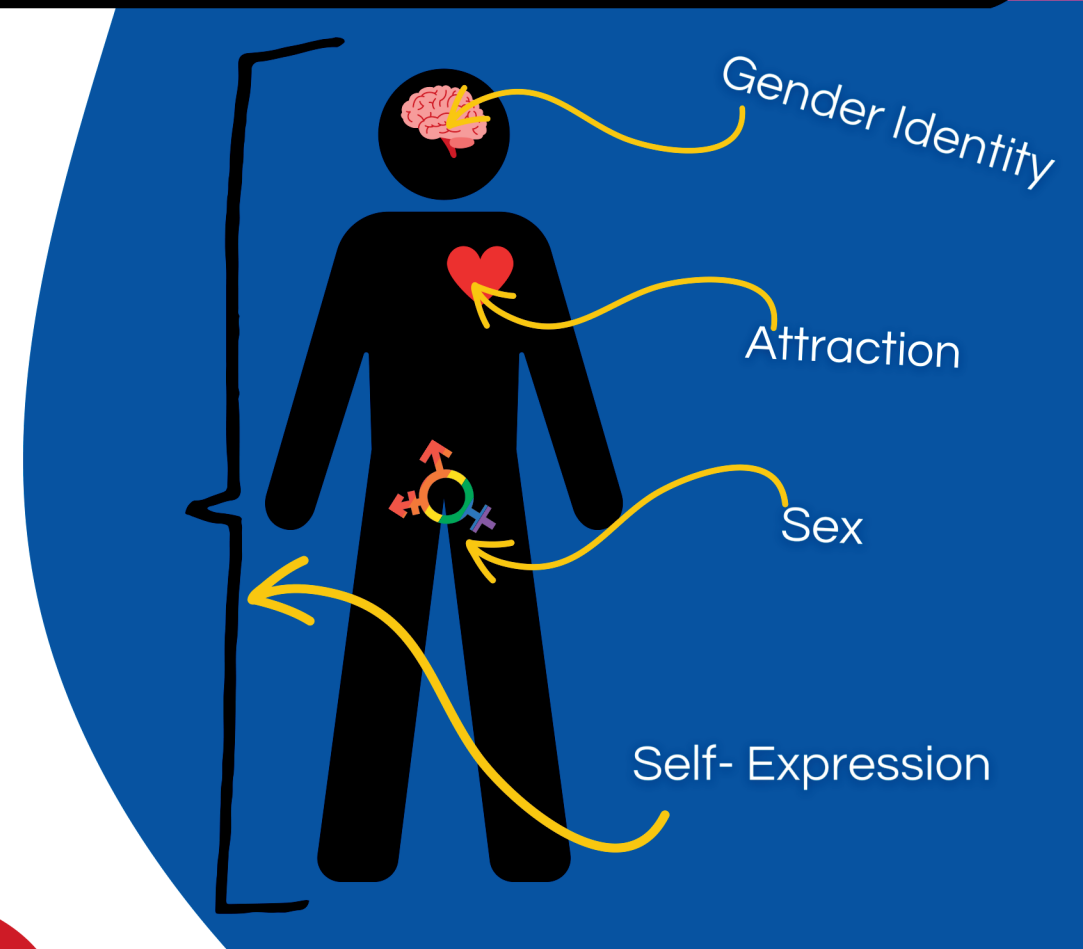
Gender is a spectrum

Not a simple Either/Or

E.g. Two people who identify as male can express that masculine identity in very different ways.

Think... Can you think of a time when you have noticed this with yourself?

Being able to freely express our identity is important to our wellbeing

E.g. We all need to feel valued and feel that we are known and liked for who we are.

Think... Have there been times when you have not been able to be yourself because it may have been embarrassing? How did that feel?
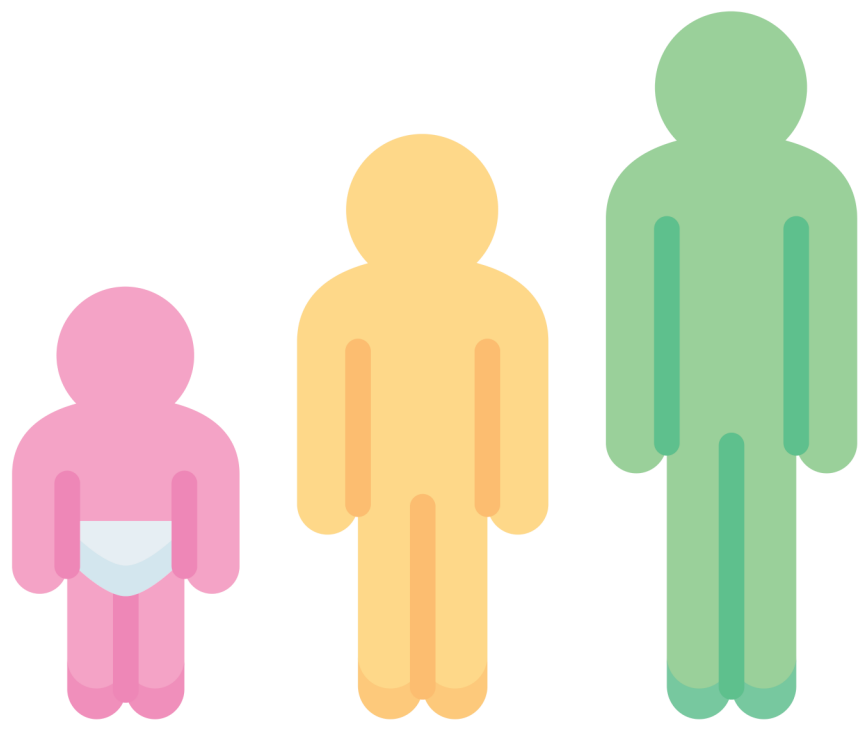
Another person's gender doesn't affect yours

E.g. How someone identifies their own gender does not impact on how you might identify your gender

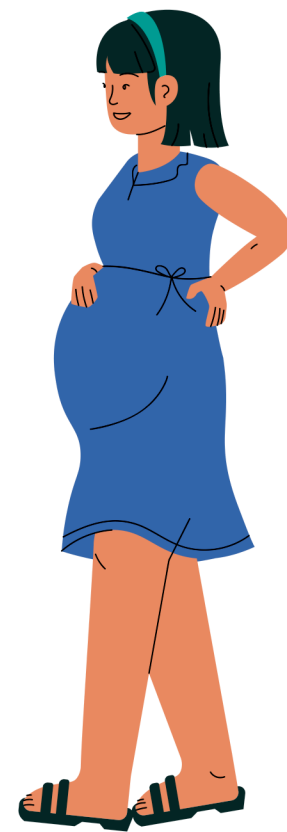Think... Why does gender identity seem like such an important topic for discussion now?

01 Age

02 Gender Reassignment

03 Disability

04 Pregnancy and Maternity

YOU'RE PROTECTED

Everyone has some characteristics which are protected by the Equalities Act 2010. These are your **9** Protected Characteristics

Marriage and Civil Partnership **05**

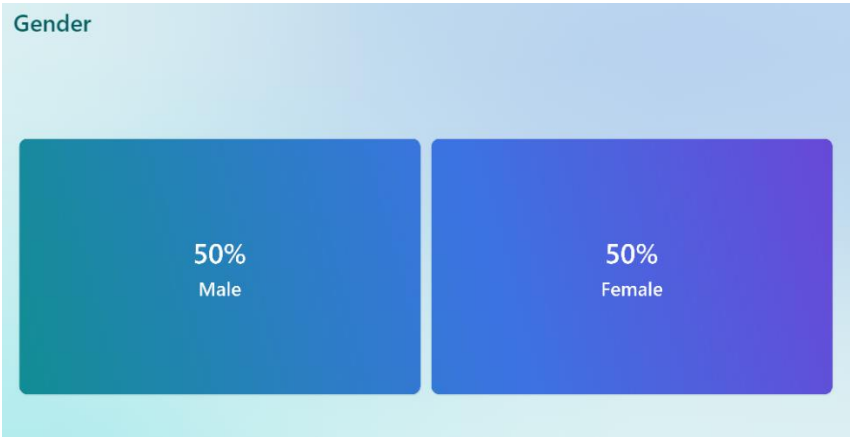**06** Religion

07 Race

08 Sexual Orientation

09 Sex

Diversity Data of Corporation Members

Gender

50%	50%
Male	Female

Age

33%	25%	25%	16%
65 - 74	35 - 44	45 - 54	55 - 64

Do you consider yourself to have a Disability

100%
No

Ethnicity

100%
English / Welsh / Scottish / Northern Irish / British