

**Equality & Diversity implementation Measures (EDIMS)**

**EXECUTIVE SUMMARY**

The College has a duty to report annually on outcomes and implementation measures for E&D. This is the draft of the 15-16 EDIMS report. The format of a report from 2012 has been used. HR data will be attached in the final report. This report will undergo an update in format and will also involve improved data collection and analysis (for example - a cross-College summary of value-added data by ethnicity). The 'data book' project will feed into data required for this report. The Leaders in Diversity report and action plan will act as catalyst for a significant improvement in how we gather and report EDIMS for students.

**IMPLICATIONS (for learners/staff/finance/E&D/legal/Safeguarding/health & safety etc.)**

To ensure all significant risks are considered and appropriate mitigating actions taken.

**LINK WITH COLLEGE STRATEGY (specify aim/objective/priority) AND RISK REGISTER**

E&D is an area that requires development and strategic direction.

Risks:

- 2.2** Failure to acquire and utilise management information prevents effective control of college
- 3.4** Failure to provide adequate student support including SEND and Equality entitlements leads to a reduction in results, loss of reputation and legal breach
- 5.3** Breaches of Employment Law including E&D legislation

**ACTION REQUIRED (Decision/Discussions/Information)**

The Committee is asked to confirm the adequacy of the assurance given and report back to the Audit Committee accordingly.

## **Student Equality & Diversity Implementation Measures 2015-16**

The College has a commitment to report on key statistics under its Equality & Diversity Policy. The key findings from 2015-16 are outlined below, although it is important to note that the move to linearity across subjects continues to make year-on-year comparisons regarding achievement and success rates, challenging.

### **Student Applications**

Gender and ethnic diversity statistics show little change from previous years. The gender imbalance is in line with national figures at level 3. The ethnic background of students applying is diverse and the proportion of BAME applicants is similar to the latest census data for the immediate area, and higher than the surrounding area. For comparison of figures relating to ethnicity, the 2011 census data showed the BAME population of Brighton and Hove as 19.5%, East Sussex as 8%, and West Sussex as 11.1%.

<b>Year</b>	<b>% BAME applicants</b>	<b>% Male applicants</b>	<b>% Female applicants</b>
2015-16	20.3%	47.37%	52.63%
2014-15	21.6%	49.25%	50.75%
2013-14	20.8%	47.54%	52.46%
2012-13	22.3%	45.24%	54.76%
2011-12	18.7%	45.45%	54.55%

### **Student enrolments (ethnicity)**

The number of BAME students converted from application to enrolment is slightly lower as a proportion, but is still broadly in line with Brighton & Hove population data (from census) and exceeds that of East & West Sussex, from where the College draws a significant intake. Overall enrolment percentage of BAME students has seen sustained growth across the past five years.

<b>Year</b>	<b>BHASVIC</b>	<b>FE Colleges locally</b>
2015-16	18.4%	<i>No data</i>
2014-15	17.9%	<i>No data</i>
2013-14	17.9%	<i>No data</i>
2012-13	17.5%	12.6%
2011-12	16.9%	7.7%

## Student enrolments (gender)

Recruitment of males increased slightly in 15-16, and although we still recruit a slightly higher proportion of females than males, the gender balance is now almost equal.

Year	BHASVIC		FE Colleges locally	
	Male	Female	Male	Female
<b>2015-16</b>	49.26%	50.74%	<i>No data</i>	<i>No data</i>
<b>2014-15</b>	46.59%	53.41%	<i>No data</i>	<i>No data</i>
<b>2013-14</b>	46.38%	53.62%	<i>No data</i>	<i>No data</i>
<b>2012-13</b>	45.91%	54.09%	51%	49%
<b>2011-12</b>	46.02%	53.98%	50%	50%

## Student Retention

College retention in 2015-16 was 91.03%. There was no significant difference between male and female retention (male 90.05%, female 92.02%). These figures are similar in previous years, with three out of the five previous years seeing a slightly higher retention for female students, and two slightly higher for male students. In the past five years total retention has been between 94.58% and 91.03%, with no consistent upwards or downwards trend. It is perhaps helpful to consider that retention rates have been above 90% every year since 2008-2009, having been 80-90% in the years prior to that.

2015-16 retention for BAME groups ranges between 70.27% and 100%. Retention of white British students was 91.32%. Considering the wide range of retention rates for different ethnicities, it is worth examining this in closer detail. Retention rates are calculated by comparing the enrolment in each subject in October to how many students are still enrolled by June the next year. It is important to note that where an ethnicity has fewer enrolments overall, the impact on the retention percentage from a small number of individuals dropping a subject can be dramatic. With this in mind, the table below shows the original number of students enrolled as well as the percentage retained.

Ethnicity	2015-16		2014-15		2013-14		2012-13	
	Total enrolled	% retained	Total enrolled	% retained	Total enrolled	% retained	Total enrolled	% retained
11 Bangladeshi	64	96.88%	95	98.95%	89	89.89%	73	93.15%
12 Indian	36	88.89%	60	96.67%	52	100.00%	62	98.39%
13 Pakistani	21	95.24%	37	94.59%	32	100.00%	24	100.00%
14 Other Asian	83	91.57%	108	97.22%	119	93.28%	73	91.78%
15 African	38	94.74%	82	84.15%	83	85.54%	57	87.72%

16 Caribbean	7	100.00%	9	100.00%	10	100.00%	11	100.00%
17 Other black	58	98.28%	4	100.00%	1	100.00%	3	100.00%
18 Chinese	40	85.00%	95	98.95%	93	100.00%	64	93.75%
19 Mixed White/Asian	117	91.45%	218	95.87%	207	89.86%	153	97.39%
20 Mixed White/African	73	89.04%	130	88.46%	121	90.91%	87	95.40%
21 Mixed White/Caribbean	30	83.33%	75	96.00%	117	87.18%	95	94.74%
22 Mixed Other	74	94.59%	115	98.26%	112	92.86%	119	89.08%
23 White British	4678	91.32%	7663	93.01%	7686	92.51%	6878	94.56%
24 White Irish	27	92.59%	40	97.50%	40	100.00%	34	100.00%
25 White Other	267	86.89%	407	92.87%	381	92.39%	342	95.91%
98 Other	169	89.35%	189	92.59%	132	92.42%	78	93.59%
99 Unknown	37	70.27%	94	85.11%	50	92.00%	41	95.12%
<b>All ethnicities</b>	<b>5819</b>	<b>91.03%</b>	<b>9421</b>	<b>93.15%</b>	<b>9325</b>	<b>92.46%</b>	<b>7750</b>	<b>94.58%</b>

*Note: Overall enrolments are significantly fewer in 2015-16 due to changes to the Study Programme composition and linearity.*

### **Achievement (gender)**

Overall, grades achieved are similar for male and female students.

In A2 slightly more males are achieving A\* grades, however fewer males than females are achieving A, B grades. For the A and B grades, this is over 5% (6.49% for A and 5.59% for B), however when the highest grades are examined over previous years, there is no consistent pattern of higher male or female achievement, and few differences above 5%.

Year	A* grade		A grade		B grade	
	Male	Female	Male	Female	Male	Female
<b>2015-16</b>	13.73%	10.85%	17.71%	24.20%	26.35%	31.94%
<b>2014-15</b>	16.76%	13.23%	20.46%	24.12%	27.33%	30.46%
<b>2013-14</b>	10.27%	11.21%	23.43%	20.00%	28.09%	26.12%
<b>2012-13</b>	8.84%	7.71%	19.68%	21.75%	25.95%	32.83%
<b>2011-12</b>	9.18%	13.53%	19.83%	18.46%	25.53%	28.98%

## Achievement at A2 Level by Gender (lower grades)

More males than females achieved C, D, E and U grades (see below)

### A2 Level 2015-16

Gender	C		D		E		U	
	No	%	No	%	No	%	No	%
<b>Female</b>	326	20.34%	143	8.92%	51	3.18%	9	0.56%
<b>Male</b>	303	22.36%	180	13.28%	72	5.31%	17	1.25%
	<b>629</b>	<b>21.26%</b>	<b>323</b>	<b>10.92%</b>	<b>123</b>	<b>4.16%</b>	<b>26</b>	<b>0.88%</b>

14-15

Gender	C		D		E		U	
	No	%	No	%	No	%	No	%
<b>Female</b>	310	19.08%	139	8.55%	50	3.08%	24	1.48%
<b>Male</b>	243	18.76%	146	11.27%	59	4.56%	24	1.85%
	<b>553</b>	<b>18.94%</b>	<b>285</b>	<b>9.76%</b>	<b>109</b>	<b>3.73%</b>	<b>48</b>	<b>1.64%</b>

13-14

Gender	C		D		E		U	
	No	%	No	%	No	%	No	%
<b>Female</b>	255	21.98%	145	12.50%	79	6.81%	16	1.38%
<b>Male</b>	315	23.28%	137	10.13%	57	4.21%	8	0.59%
	<b>570</b>	<b>22.68%</b>	<b>282</b>	<b>11.22%</b>	<b>136</b>	<b>5.41%</b>	<b>24</b>	<b>0.96%</b>

There were significant gender achievement gaps (ie more than 5% difference in the pass rate) in the following subjects at AS level; females out-performed males in Communication & Culture, Law and Music. Males out-performed females in Environmental Studies, Government & Politics, ICT and Spanish. The significant gap at A2 was as follows; males out-performed females in Accounting. However, it is important to note that, statistically, these percentages relate to small numbers of students. For example, the pass rate difference for A2 Accounting shows that 50% of the 4 females passed, compared to 100% of the 14 male students.

There are significant imbalances in the gender make-up of subjects, which reflect national trends in gendered study choices, but offer

scope for improvement. In 2015-16, the number of students, by gender, who completed A2 subjects with significant gender imbalance (split of 75%/25% or more), are shown below.

<b>Subject</b>	<b>Male students</b>	<b>Female students</b>	<b>Imbalance</b>
<i>Accounting</i>	14	4	78% male
Art (5)	10	64	87% female
Communication and Culture	7	22	76% female
<i>Computing (4)</i>	40	5	89% male
Dance (3)	1	10	91% female
<i>Economics</i>	70	23	75% male
Health and Social Care (1)	0	21	100% female
Performance Studies	2	6	75% female
Photography	19	68	78% female
<i>Physics</i>	98	26	79% male
Psychology	56	191	77% female
Sociology	15	94	86% female
Textiles (2)	1	31	97% female

*() Numbers in brackets reflect the rank order of subjects in 15-16, with highest gender imbalance*

### **Success Rates (level 3) Qualifications**

Female Success is slightly higher than male and this is in line with the national picture in Sixth Form Colleges. Nevertheless there have been some improvements in the male success rate from previous years.

#### **Qualification Success Rates**

##### **By Gender**

	<b>Female</b>	<b>Male</b>
<b>2015-16</b>	<b>89%</b>	<b>86%</b>
<b>2014-15</b>	88%	87%
<b>2013-14</b>	87%	83%

Ethnic minority success rates are marginally lower than those of white British students, but the parity of success improved in 15-16.

### **Parity of Success - Qualification Success Rates**

	<b>Ethnicity</b>			
	<b>BAME</b>	<b>White</b>	<b>Unknown</b>	<b>All</b>
<b>2015-16</b>	86%	88%	51%	88%
<b>2014-15</b>	84%	88%	70%	88%

ESOL students (composed largely of under-19 asylum seekers and refugees) represent a proportion of the BAME students at the College. As a cohort, 75% of ESOL students are 'high needs' or vulnerable learners, nevertheless, it is worth noting that success rates are excellent (92.41% across all Entry level and Level 1 qualifications).

### **Value Added**

Overall College summary data for value-added achievement is not currently available, although gender and ethnicity value-added achievement scatter-graphs have been analysed and reported on at Department level for specific courses and individual classes.

### **Conclusions**

The College is reaching a wide range of applicants, and the figures show that this is broadly in line with the ethnic profile of the local region. Conversion to actual enrolments is marginally weaker, but still representative of the Brighton & Hove population and above the BAME profile of Sussex as a whole. The gender gap on enrolments has narrowed.

Gender achievement gaps are being monitored, with a focus on the slightly lower achievement of boys (grades C-U) which also reflects a national picture. Departments continue to monitor any learning gaps of both gender and ethnicity, and report on these in their annual self-assessment report.

Gender imbalance in subject choice reflects wider societal issues, but does offer scope for reflection on potential changes in recruitment and advertising for these subjects to encourage and support applications from their under-represented gender.

Value-added achievement, particularly for ethnic minority groups, requires improved monitoring at a cross-College level, and improved data gathering on all the protected characteristics for students, and its subsequent analysis and reporting, will be considered as part of the Leaders in Diversity survey findings and subsequent action plan.

## **Staff Equality & Diversity Implementation Measures 2015-16**

For the full text of the report, see HR Committee papers (Autumn 2016)

### **Staff Recruitment Statistics**

The number of vacancies, applications received and the number of applicants interviewed over the last four academic years:

Year	Number of vacancies				Number of Applications returned				Number of Applicants shortlisted			
	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
<b>Support</b>	14	23	28	34	186	335	325	257	61	91	100	116
<b>Teachers</b>	29	27	31	33	207	116	208	281	90	65	96	94
<b>SPH</b>	1	0	0	1	9	0	0	?	6	0	0	6
<b>Total</b>	44	50	59	68	402	451	533	538	157	156	196	210

Number of unfilled vacancies over the last three years

Year	2013/14	2014/15	2015/16	Notes for current year (if needed)
<b>Support</b>	0	0	1	HR Manager, a one year temp contract was advertised twice but unfilled
<b>Teachers</b>	1	0	2	Teacher of Computing and Head of English, both were re-advertised and both positions were filled
<b>Total</b>	1	0	3	



## Ethnicity

Staff applications by ethnicity over the last three years

	BHASVIC 2013-2014		BHASVIC 2014-2015		BHASVIC 2015-2016		Brighton & Hove 2011 (Census)
	no	%	no	%	no	%	%
<b>White</b>	336	88%	403	90.2%	<b>367</b>	<b>90.6%</b>	89.1%
<b>BAME (Black, Asian and Minority Ethnic)</b>	46	12%	41	9.2%	<b>37</b>	<b>9.1%</b>	19.5%
<b>Not stated</b>	0	0	3	0.7%	<b>1</b>	<b>0.2%</b>	-
<b>Return rate of monitoring forms</b>	382	85%	447	84%	<b>405</b>	<b>75%</b>	-

Staff appointments by ethnicity over the last three years

	BHASVIC 2013-2014		BHASVIC 2014-2015		BHASVIC 2015-2016		Brighton & Hove 2011 (Census)
	no	%	no	%	no	%	%
<b>White</b>	42	93.3%	54	91.5%	<b>52</b>	<b>89.7%</b>	89.1%
<b>BAME</b>	3	6.7%	5	8.5%	<b>6</b>	<b>10.3%</b>	19.5%
<b>Not stated</b>	0	0	0	0	<b>0</b>	<b>0</b>	-
<b>Total</b>	45	100%	59	100%	<b>58</b>	<b>100%</b>	-

Ethnicity in 2015-16

	Number of applicants		Number shortlisted		Number appointed		Brighton & Hove 2011 (Census)
	no	%	no	%	no	%	%
<b>White</b>	367	90.6%	150	93.2%	52	89.7%	89.1%
<b>BAME</b>	37	9.1%	11	6.8%	6	10.3%	19.5%
<b>Not stated</b>	1	0.2%	0	0	0	0	-
<b>Total</b>	405	100%	161	100%	58	100%	-

**Age**

Age in 2015-2016 (by teaching and support staff)

Teaching staff

	applicants	as a % of applicants	shortlisted	as a % of people shortlisted	appointed	as a % of people appointed
<b>30 or under</b>	56	25.8%	14	17.9%	5	21.7 %
<b>31-40</b>	52	24%	21	26.9%	5	21.7%
<b>41-50</b>	68	31.3%	29	37.2%	11	47.8%
<b>51+</b>	41	18.9%	14	17.9%	2	8.7%
<b>Total</b>	217	100%	78	100%	23	100%

## Support staff

	<b>applicants</b>	<b>as a % of applicants</b>	<b>shortlisted</b>	<b>as a % of people shortlisted</b>	<b>appointed</b>	<b>as a % of people appointed</b>
<b>30 or under</b>	80	42.6%	31	37.3%	16	45.7%
<b>31-40</b>	34	18.1%	14	16.9%	5	14.3%
<b>41-50</b>	42	22.3%	25	30.1%	9	25.7%
<b>51+</b>	32	17%	13	15.7%	5	14.3%
<b>Total</b>	188	100%	83	100%	35	100%

## Gender

The number of applicants by gender over the last three years

<b>Year</b>	2013-2014		2014-2015		<b>2015-2016</b>	
<b>Male</b>	158	41.4%	147	32.9%	<b>142</b>	<b>35.1%</b>
<b>Female</b>	222	58.1%	295	66%	<b>261</b>	<b>64.4%</b>
<b>Did not answer</b>	2	0.5%	5	1.1%	<b>2</b>	<b>0.5%</b>
<b>Total</b>	382	100%	447	100%	<b>405</b>	<b>100%</b>

Staff appointments by gender over the last three years (by teaching and support staff)

### Teaching Staff

<b>Year</b>	2013-2014		2014-2015		<b>2015-2016</b>	
<b>Male</b>	9	45%	8	27%	<b>8</b>	<b>34.8%</b>

<b>Female</b>	11	55%	22	73%	<b>15</b>	<b>65.2%</b>
<b>Total</b>	20	100%	30	100%	<b>23</b>	<b>100%</b>

Support Staff

<b>Year</b>	2013-2014		2014-2015		<b>2015-2016</b>	
<b>Male</b>	7	28%	8	27.5%	<b>9</b>	<b>25.7%</b>
<b>Female</b>	18	72%	21	72.5%	<b>26</b>	<b>74.3%</b>
<b>Total</b>	25	100%	29	100%	<b>35</b>	<b>100%</b>

Gender in 2015-2016

	<b>Applicants</b>	<b>as a % of applicants</b>	<b>Shortlisted</b>	<b>as a % of people shortlisted</b>	<b>Appointed</b>	<b>as a % of people appointed</b>
<b>Male</b>	142	35.1%	54	33.5%	17	29.3%
<b>Female</b>	261	64.4%	107	66.5%	41	70.7%
<b>Did not answer</b>	2	0.5%	0	0%	0	0%
<b>Total</b>	405	100%	161	100%	58	100%

## **Disability**

The number of applicants by disclosed disability over the last three years

	2013-2014	2014-2015	<b>2015-2016</b>	<b>as a % of applicants</b>
<b>Disclosed disability</b>	21	24	<b>13</b>	<b>3.2%</b>
<b>None disclosed</b>	361	423	<b>392</b>	<b>96.8%</b>
<b>No response</b>	0	0	<b>0</b>	<b>0%</b>
<b>Total</b>	382	447	<b>405</b>	<b>100%</b>

Staff appointments by disclosed disability over the last three years

	2013-2014	2014-2015	2015-2016	<b>as a % of appointments</b>
<b>Disclosed disability</b>	3	0	0	<b>0%</b>

Disclosed disability in 2015-2016

	<b>Applicants who answered the question</b>	<b>as a % of applicants</b>	<b>Shortlisted</b>	<b>as a % of people shortlisted</b>	<b>Appointed</b>	<b>as a % of people appointed</b>
<b>Disclosed disability</b>	13	3.2%	2	1.2%	0	0%
<b>None disclosed</b>	392	96.8%	159	98.8%	58	100%
<b>No response</b>	0	0	0	0	0	0
<b>Total</b>	405	100%	161	100%	58	100%

## Sexual identity

The number of applicants by sexual identity over the last three years

	2013-2014	2014-2015	2015-2016	as a % of applicants
<b>Bisexual</b>	6	11	10	2.5% (2.5)
<b>Gay</b>	11	8	8	2.0% (1.8)
<b>Heterosexual</b>	323	368	349	86.2% (82.3)
<b>Lesbian</b>	4	14	8	2.0% (3.1)
<b>Other</b>	4	8	1	0.2% (1.8)
<b>Prefer not to say</b>	34	38	29	7.2% (8.5)
<b>Total</b>	382	447	405	100%

Staff appointments by sexual identity over the last three years

	2013-2014	2014-2015	2015-2016	as a % of appointments
<b>Bisexual</b>	1	0	0	0 (0)
<b>Gay</b>	2	2	2	3.4% (3.4)
<b>Heterosexual</b>	36	49	53	91.4% (83)
<b>Lesbian</b>	0	2	1	1.7% (3.4)
<b>Other</b>	0	0	0	0 (0)
<b>Prefer not to say</b>	6	6	2	3.4% (10.2)
<b>No response</b>	0	0	0	0 (0)

<b>Total</b>	45	59	58	100%
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Sexual Identity 2015-2016

	<b>applicants</b>	<b>as a % of applicants (2014-2015 % in brackets)</b>	<b>shortlisted</b>	<b>as a % of people shortlisted (2014-2015 % in brackets)</b>	<b>appointed</b>	<b>as a % of people appointed (2014-2015 % in brackets)</b>
<b>Bisexual</b>	10	2.5% (2.5)	1	0.6% (1.2)	0	0 (0)
<b>Gay</b>	8	2.0% (1.8)	2	1.2% (2.4)	2	3.4% (3.4)
<b>Heterosexual</b>	349	86.2% (82.3)	144	89.4% (85.2)	53	91.4% (83)
<b>Lesbian</b>	8	2.0% (3.1)	5	3.1% (2.9)	1	1.7% (3.4)
<b>Other</b>	1	0.2% (1.8)	1	0.6% (0.6)	0	0 (0)
<b>Prefer not to say</b>	29	7.2% (8.5)	8	5.0% (7.7)	2	3.4% (10.2)
<b>No response</b>	0	(0)	0	0 (0)	0	0 (0)
<b>Total</b>	405	100%	161	100%	58	100%

## Religion or Belief

The number of applicants by religion or belief over the last three years

	2013-2014	2014-2015	2015-2016	as a % of applicants
<b>Buddhist</b>	4	2	5	1.2%
<b>Christian</b>	134	144	129	31.9%
<b>Hindu</b>	2	0	1	0.2%
<b>Jewish</b>	4	0	5	1.2%
<b>Muslim</b>	8	3	9	2.2%
<b>Sikh</b>	0	0	0	0
<b>No religion</b>	184	242	218	53.8%
<b>Other</b>	12	17	7	1.7%
<b>Prefer not to say</b>	32	36	31	7.7%
<b>No response</b>	2	3	0	0
<b>Total</b>	382	447	405	100%

Religion or Belief in 2015-2016

	Applicants	as a % of applicants	Shortlisted	as a % of people shortlisted	Appointed	as a % of people appointed	Brighton & Hove 2011 (Census)
<b>Buddhist</b>	5	1.2%	1	0.6%	0	0	1%



<b>Christian</b>	129	31.9%	47	29.2%	18	31.0%	42.9%
<b>Hindu</b>	1	0.2%	0	0	0	0	0.7%
<b>Jewish</b>	5	1.2%	3	1.9%	0	0	1%
<b>Muslim</b>	9	2.2%	5	3.1%	3	5.2%	2.2%
<b>Sikh</b>	0	0	0	0	0	0	0.1%
<b>No religion</b>	218	53.8%	94	58.4%	33	56.9%	42.4%
<b>Other</b>	7	1.7%	2	1.2%	1	1.7%	0.9%
<b>Prefer not to say</b>	31	7.7%	9	5.6%	3	5.2%	-
<b>Total</b>	405	100%	161	100%	58	100%	-

## **Key statistics for current staff**

### **Gender**

Gender of staff employed during the academic year 2015-2016 (excluding SMT)

	<b>Teaching staff</b>		<b>Support staff</b>		<b>Evening Language Tutors (ELT)</b>	
	number	%	number	%	number	%
<b>Male</b>	<b>57</b> (58)	<b>38.8%</b> (40)	<b>40</b> (34)	<b>29.6%</b> (28.8)	<b>1</b> (2)	<b>3.8%</b> (10)
<b>Female</b>	<b>90</b> (87)	<b>61.2%</b> (60)	<b>95</b> (84)	<b>70.4%</b> (71.2)	<b>25</b> (18)	<b>96.2%</b> (90)
<b>Total</b>	<b>147</b> (145)	100%	<b>135</b> (118)	100%	<b>26</b> (20)	100%

Figures in brackets = data for 2014-2015

Gender of managers / non managers during the academic year 2015-2016 (excluding SMT and ELT)

	Teacher				Support			
	Managers		Non-Managers		Managers		Non-Managers	
	number	%	number	%	number	%	number	%
<b>Male</b>	<b>11</b>	<b>55.0%</b>	<b>45</b>	<b>35.2%</b>	<b>4</b>	<b>18.2%</b>	<b>37</b>	<b>32.7%</b>
	(13)	(65)	(44)	(36.1)	(5)	(23.8)	(29)	(29.9)
<b>Female</b>	<b>9</b>	<b>45.0%</b>	<b>83</b>	<b>64.8%</b>	<b>18</b>	<b>81.8%</b>	<b>76</b>	<b>67.3%</b>
	(7)	(35)	(78)	(63.9)	(16)	(76.2)	(68)	(70.1)
<b>Total</b>	<b>20</b> (20)	100%	<b>128</b> (122)	100%	<b>22</b> (21)	100%	<b>113</b> (97)	100%

Figures in brackets = data for 2014-2015

### Ethnicity

Current staff managers by ethnicity  
(including SMT)

	2013-2014		2014-2015		2015-2016	
	no	%	no	%	no	%
<b>White</b>	49	98%	45	97.8%	<b>46</b>	<b>97.9%</b>
<b>BAME</b>	0	0	0	0	<b>0</b>	<b>0</b>
<b>Prefers not to say/no response</b>	1	2%	1	2.2%	<b>1</b>	<b>2.1%</b>
<b>Total</b>	50	100%	46	100%	<b>47</b>	<b>100%</b>

Current staff non-managers by ethnicity over the last three years (including ELT's)

	2013-2014		2014-2015		2015-2016	
	no	%	no	%	no	%
<b>White</b>	192	84.6%	203	84.9%	<b>221</b>	<b>83.1%</b>
<b>BAME</b>	16	7%	16	6.7%	<b>16</b>	<b>6.0%</b>
<b>Prefers not to say/no response</b>	19	8.4%	20	8.4%	<b>29</b>	<b>10.9%</b>
<b>Total</b>	227	100%	239	100%	<b>266</b>	<b>100%</b>

### **Sexual Identity**

Current Staff by sexual identity over the last three years

	2013-2014		2014-2015		2015-2016	
	no	%	no	%	no	%
<b>Bisexual</b>	2	0.7%	2	0.7%	<b>1</b>	<b>0.3%</b>
<b>Gay</b>	2	0.7%	1	0.3%	<b>3</b>	<b>0.9%</b>
<b>Heterosexual</b>	156	56.3%	170	59.6%	<b>193</b>	<b>61.7%</b>
<b>Lesbian</b>	3	1.1%	3	1.1%	<b>4</b>	<b>1.3%</b>
<b>Other</b>	0	0	0	0	<b>0</b>	<b>0</b>
<b>Prefer not to say/no response</b>	114	41.2%	109	38.2%	<b>112</b>	<b>35.8%</b>
<b>Total</b>	277	100%	285	100%	<b>313</b>	<b>100%</b>

## Religion or Belief

Current Staff by Religion or Belief over last three years

	2013-2014		2014-2015		2015-2016		Brighton & Hove 2011 (Census)
	no	%	no	%	no	%	%
<b>Buddhist</b>	2	0.7%	2	0.7%	<b>2</b>	<b>0.6%</b>	1%
<b>Christian</b>	61	22%	69	24%	<b>64</b>	<b>20.4%</b>	42.9%
<b>Hindu</b>	0	0	0	0	<b>0</b>	<b>0</b>	0.7%
<b>Jewish</b>	3	1.1%	4	1.4%	<b>2</b>	<b>0.6%</b>	1%
<b>Muslim</b>	1	0.4%	3	1%	<b>2</b>	<b>0.6%</b>	2.2%
<b>Sikh</b>	0	0	0	0	<b>0</b>	<b>0</b>	0.1%
<b>No religion</b>	91	32.9%	92	32%	<b>122</b>	<b>39.0%</b>	42.4%
<b>Other</b>	2	0.7%	3	1%	<b>3</b>	<b>1%</b>	0.9%
<b>Prefer not to say/no response</b>	117	42.2%	115	39.9%	<b>118</b>	<b>37.7%</b>	-
<b>Total</b>	277	-	288	-	<b>313</b>	<b>-</b>	-

## Disability

Current staff by disclosed disability over the last three years

	2013-2014	2014-2015	2015-2016
<b>Disclosed disability</b>	10	10	<b>10</b>

## Performance Management and Grievance

Staff disciplinary cases by ethnicity over the last three years

	2013-2014		2014-2015		<b>2015-2016</b>	
	no	%	no	%	<b>no</b>	<b>%</b>
<b>White</b>	1	100%	0	-	<b>0</b>	<b>-</b>
<b>BAME</b>	0	0	0	-	<b>0</b>	<b>-</b>
<b>Prefer not to say</b>	0	0	0	-	<b>0</b>	<b>-</b>
<b>Total</b>	1	100%	0	-	<b>0</b>	<b>-</b>

Staff grievances by ethnicity over the last three years

	2013-2014		2014-2015		<b>2015-2016</b>	
	no	%	no	%	<b>no</b>	<b>%</b>
<b>White</b>	0	-	1	100	<b>0</b>	<b>-</b>
<b>BAME</b>	0	-	0	-	<b>0</b>	<b>-</b>
<b>Prefer not to say</b>	0	-	0	-	<b>0</b>	<b>-</b>
<b>Total</b>	0	-	1	100%	<b>0</b>	<b>-</b>