



Investors
in Diversity
Silver UK

Eastern Education Group

Investors in Diversity
Silver

**Report Prepared by
Dr Siraz Natha**

Table of Contents

Assessment Summary.....	4
Data and Interventions	4
Methodology.....	4
Executive Summary	6
Destination 1 - Your organisation is effective in advancing FREDIE	8
Destination 2 - Your culture makes people of any background feel safe, valued, and included.....	12
Destination 3 - FREDIE is core to your organisation's strategy or business plan.	16
Destination 5 - Effective operational and line management of FREDIE.....	21
Destination 6 - You are able to demonstrate that your selection and recruitment practices are fair and seek to address under-representation of people with different protected characteristics in your workforce at all levels	24
Destination 7 - Retention, reward and progression processes are fair and where required, you are working towards eliminating any unfair pay gaps... 27	
Destination 8 - You are using your performance management systems to improve inclusion, engagement and productivity	30
Destination 9 - Your organisation has fair and inclusive procurement practices	33
Destination 10 - Effective communications	36
Survey Results Comparison	38

Assessment Summary

The assessment process enables the National Centre for Diversity Assessors to make a recommendation as to whether an organisation meets the requirements of the Investors in Diversity Standard and has achieved the Silver Award.

To gather sufficient evidence, the Assessors have drawn on information from the Diagnostic Surveys and the interviews with the organisation's staff, its leaders and other stakeholders.

Data

Type of data	Number of responses
Internal Stakeholders	343
Leaders	N/A
External Stakeholders	N/A
Service Users	214

Interventions

Type of Interventions	Number of responses
Individual interviews	10
Telephone interviews	N/A
Facilitated discussion groups	1
Perception surveys	N/A

Methodology

1. Initial surveys to establish the current position.
2. Pre-assessment with feedback on areas for further improvement.
3. Diagnostic surveys to obtain staff and student feedback.
4. Interviews with a range of colleagues including Senior Leaders and Managers.
5. Focus group with a cross-section of staff within the organisation.
6. Self-assessment against the ten iD (Silver) destinations.

Elisha Soanes and Piers Alexander have been the lead contacts throughout the process, and I would like to thank them for their support during the accreditation process which has been extremely helpful.

I am pleased to award Investors in Diversity (Silver) to Eastern Education Group (EEG) and I have made several recommendations to assist with the current work that is progressing and to support with the EEG intention to create an inclusive environment for all colleagues and students. I have very much enjoyed the interactions as assessor and look forward to working with you both in the future.

The FREDIE Journey

The FREDIE journey is made up of a series of steps, taken to move an organisation towards a fair, respectful, equal, diverse, inclusive and engaging culture.

The summary of steps taken is as follows:

Starting Out

- The FREDIE journey started in August 2023, with a commitment to achieve Investors in Diversity (Silver) award, and included a pre-assessment to identify current position and areas for further improvement.

Cultural Audit

- Diagnostic surveys were carried out with staff and students in November 2023 to measure the culture of the organisation and identify key strengths and areas for improvement.

The Results

- The responses from the diagnostic surveys were analysed and incorporated within this report as part of the re-accreditation.

Self- assessment

- A self-assessment document outlining how EEG is meeting the ten destinations of the liD Standard was submitted in June 2025.

Interviews

- Another key element of the liD Standard assessment is undertaking interviews with staff and students within EEG. This was undertaken on 13 & 17 June 2025.

Assess

- In June 2025, the Assessor carried out an assessment of practice across the EEG to identify how it met the requirements of the Investors in Diversity (Silver) Standard.

Verification

- This report was verified on 11/07/25

Executive Summary

The NCfD is pleased to confirm that Eastern Education Group (EEG) has been successfully assessed at achieving the Investors in Diversity (IiD) Silver award.

This report presents the findings of the IiD assessment and provides a list of recommendations which will help EEG make the necessary further improvements to maintain and enhance its good EDI position ahead of the next IiD assessment.

Originally known as Eastern Colleges Group, Eastern Education Group was formed in 2023 to reflect the expansion of their educational offering which spans from primary education through to adulthood.

Amongst the six Values of the EEG, there is a specific Value 'Ensuring inclusivity', which states 'We fight for inclusivity and diversity within our student body, staff, and communities; addressing discrimination wherever it arises. We promote these values internally and externally, using all touchpoints to reflect our commitment to equality of educational and career opportunities.'

(EEG website, www.easterneducationgroup.ac.uk)

The Assessor has undertaken the Investors in Diversity assessment as it is seen as an opportunity to review and reflect on EEG's current culture and practice in respect of Equality, Diversity and Inclusion (EDI) which is the term used by the organisation to communicate FREDIE initiatives and commitments.

The Assessor has spent time reviewing the detailed self-assessment evidence submitted by EEG, as well as the IiD Diagnostic surveys and interviews with staff at the organisation.

During the assessment interviews, staff described the journey undertaken as part of the IiD process, and that this has enabled EEG to implement good EDI policies and practices, involving both staff and students in this journey. The IiD survey results are positive overall and again, demonstrate the continued effort to implement good EDI processes across the organisation.

As with any process that seeks continuous improvements, there are areas for EEG to continue focusing on in the coming two years around equality, diversity and inclusion within the workplace and student population, as well as further embedding a truly inclusive, supportive culture for both staff and students.

There have been improvements since the first survey (2023) for staff responses in relation to staff:

- awareness of any plans to improve Equality, Diversity, Inclusion (EDI) in the organisation (43% to 46%)

- receiving any training in the last 12 months (70% to 78%)
- receiving training in promoting good mental health at work
- believing they have unconscious bias (55% to 59%)
- stating their manager has made it clear that they are committed to improving practices around EDI (69% to 73%)
- are aware of EDI policies and clear about the responsibilities that this places on them (70% to 76%)
- thinking that EEG is inclusive of all people whatever their background (67% to 69%)
- feeling there is fairness within EEG in terms of: Recruitment (81% to 85%); Reward (59% to 64%)
- feeling: valued and respected by senior managers (49% to 54%); included by senior managers (45% to 48%); trusting senior managers (35% to 41%).

However, there were a few areas where further improvements are required amongst staff:

- team or department discussing the advantages of having diversity within EEG (63% to 55%)
- being treated less favourably because of: Sex (34%); Age (26%); Disability (19%)
- witnessing: inappropriate behaviour (18% to 22%); Bullying & harassment (16%)
- been bullied or harassed (6% to 9%)
- being more inclusive of Black/Asian/Minority Ethnic communities (12%), LGBT people (10%), and Disabled people (15%).

Destination 1 - Your organisation is effective in advancing FREDIE

Summary of approach

Since 2023, Eastern Education Group (EEG) has been proactive in putting in place measures to ensure that the organisation is effective in advancing equality of opportunity for all. EEG has developed a number of initiatives, including: EDI Board & Steering Group and Action Plan; FREDIE Communications Plan, weekly planning meetings between Communications and EDI leads.

Implementation of the liD Action Plan is driven through regular EDI Board meetings and staff Steering Groups, including a [Race Relations Forum](#). In 2024/25, [Equality Objectives](#) were aligned with EEG's strategic goals to support measurable improvement. Case studies and working groups continue to inform policy and practice. A Neurodiversity Steering Group has been set up, with staff trained online by an external trainer on workplace adjustments, legal duties, and addressing ableism. A pilot EDI Workshop Programme will launch at West Suffolk College in 2025/26, co-developed with Student EDI Ambassadors, linking inclusive language and disciplinary learning to employability. Completion earns an EEG certificate, with rollout across the Group planned post-evaluation. The LGBTQIA+ Staff Network is expanding through external partnerships, aiming to support both staff and students.

In March 2025, an EDI staff homepage was launched, showcasing training, events, and updates. [A Diversity Calendar \(2024–25\)](#) has also been created to support year-round engagement.

EEG has broadened EDI training via Personal Development Days, team sessions, and public events, for example [International Women's Day 2024](#), featuring lectures and guest speakers. Workshops have covered [inclusive language](#), unconscious bias, neurodiversity (including manager training), anti-racism, and [supporting migrant students](#).

A new partnership with a local secondary school enables delivery of workplace EDI workshops. Targeted sessions such as 'How to Talk EDI Without Fear of Getting It Wrong' and 'Unpacking Unconscious Bias in Hiring, Teaching and Assessment' have been well received, with staff reporting increased confidence in discussing EDI topics and applying them in practice. Related sessions delivered to students have also supported curriculum-specific development, for example around customer service skills.

Staff have access to shared resources, including presentations, and handouts. An EDI Scheme of Work engages students with all nine protected

characteristics and embeds anti-racism in the curriculum. EDI leads and ambassadors support development through meetings, [research, and book clubs](#). [Bespoke in-house training](#) continues across teams.

Between January 2025 and March 2025, a total of 24 training sessions were organised by Business Support staff, and 3,051 courses were completed by staff members. The top non-mandatory courses included Sexual Harassment Awareness (595 completions), JCQ Compliance for Teaching Staff (63), and Licence to Lead: Mental Health First Aid (26); EEG Strategy and Values (16); Recruiting and retaining team members (7).

Mandatory training learning plans are automatically assigned to all new joiners, typically on their second day of employment. Previously, new joiners were required to complete all training within two weeks. However, due to the increasing volume of essential training, EEG have adopted a phased approach over four weeks, and Sexual Harassment Awareness needs to be completed by end of week three and EDI by end of week four.

Staff interviewed feel that the EEG leadership team place a high emphasis on EDI, and this is reflected not just in words but also by actions and resources that are allocated towards EDI initiatives, such as celebration days every year that enable staff to mix and build relationships. Staff also feel that the EDI Board and Staff EDI steering Groups provide a strategic focus to the EDI work within EEG, which links to the EEG strategy and EDI action plan.

Summary of Impact

- The leadership team are showing a positive commitment to FREDIE which is cascading across the organisation, and this is shown in the survey results where between 92%-98% of staff said they understood FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement).
- There is a good focus on EDI training with 78% of staff stating they have undertaken diversity training in the last 12 months, which compares to the 2023 survey result of 70%. The most popular subjects for further training were: neuro-equality; promoting mental health and wellbeing; and unconscious bias.
- 46% of staff are aware of plans to improve FREDIE which is a slight increase from the previous survey at 43%. This demonstrates the need for key EDI related messages to continue across EEG and to be checked for accessibility to all staff.

- 85% of staff agree that EEG should be awarded Investors in Diversity award (similar to the 2023 survey response of 86%), with 49% of these staff saying that EEG is a role model for other organisations, whilst 36% of staff saying that it needs to improve a few things as well.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"In the past 15 years of working at the college, I have seen a massive improvement in all aspects of EDI, not just for the students but also for all staff."

"I think overall the college has a great attitude to EDI but not all staff members buy into it consistently. The people promoting EDI or for whom it is more central to their job role are passionate about it."

"Working in a huge organisation could feel like 'I'm just a number in the payroll'...but not in here. I feel appreciated, valued and my efforts are recognised."

"The college promotes acceptance through various programmes such as the annual culture day and the EVOLVE sessions." (Student response)

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Monitor complaints and grievances by protected characteristics to effectively measure culture.
2. Ensure that the EDI action plan includes the recommendations from this report, with progress monitored and reported on a regular basis (at least quarterly).
3. EDI refresher training to be provided or embedded into other training. For example, management training and recruitment.
4. Continue to raise awareness amongst staff and students of what plans EEG has to improve FREDIE. Ensure there are regular updates/news articles about progress against the action plan.
5. Communicate to staff what EDI related steering groups there are and how they could contribute to these. Encourage Steering Groups to visit different

parts of EEG to explain what their role is and to gain feedback on what people want to see addressed.

6. Provide further training on how staff can reduce the impact of their conscious biases against people from different protected characteristics.
7. Provide training to all staff on topics requested in the survey results: Unconscious bias, Neuro-equality, and mental health/wellbeing.



Overall result for Destination 1: Met

Destination 2 - Your culture makes people of any background feel safe, valued, and included

Summary of approach

EEG has continued to build on the feedback from the first diagnostic surveys to develop a culture that makes staff and students of any background feel safe, valued and included.

EEG has implemented a group-wide review of policies to ensure alignment with EDI principles, supported by a structured Equality Impact Assessment (EIA) [process](#). A central Policy Team reviews all core documents for inclusive language and compliance. Mandatory training on EDI, Prevent, and Tackling Hate Together is ongoing for all staff. Multi faith rooms are allocated across the groups and [guidance](#) for the use of the rooms have been created.

Work is underway to consolidate FREDIE-related messaging across all colleges of the EEG, ensuring visibility and consistency. The Internal Communications team is collaborating with HR and Marketing teams to publish a single, approved policy and group-wide statement.

To continue to better understand staff and student views, focus groups and surveys, launching in 2024 are beginning to capture views on inclusion from under-represented groups. Case studies have been collected from staff to promote voices of staff via different stories and being promoted via online, internal communications, and weekly staff meetings. EDI leads will continue to support this programme to inform improvements in culture and practice.

EEG is further embedding good EDI culture by incorporating diversity in the curriculum, have EDI leads across all the EEG sections, and have steering groups for ethnically diverse students and LGBTQ plus students. Alongside this, the EDI leads have launched staff networks for race, religion and women in leadership.

In order to address the lower survey response rates for confidence in senior leaders by staff, initiatives like 'The Big Listen' have been developed to strengthen engagement between staff and senior leaders. This has started a process of senior leaders being more visible to staff and the intention is for them to listen to the views of staff and implement actions to improve culture overall for staff and students.

To improve staff awareness on demonstrating appropriate behaviours, a new Learning Management System has been developed which includes updated EDI modules on unconscious bias and neurodiversity. Professional Development Reviews have also been revised to reflect organisational values

and training needs, and a one-to-one framework is being developed to support regular, values-driven conversations.

In response to the Worker Protection Act 2023, which came into force in October 2024, all staff must now complete the new Sexual Harassment Awareness training by the end of the summer term 2025. As of April 2025, 42.08% of staff have completed the course. A new Sustainability course has also been added to the mandatory training portfolio.

Staff interviewed responded positively saying that EEG is working hard to ensure that everyone feels safe and supported, although responses in the NCfD surveys show that there is still further work to undertake by EEG to become more inclusive of all protected characteristics.

Summary of Impact

- There are positive results in the surveys which indicate that behaviours for all colleagues around EDI are being embedded. Colleagues taking EDI seriously in terms of their behaviours scored highest at 88% in the survey results, followed by managers at 87% and senior managers at 66%. Whilst these are high response rates, they are slightly lower than the 2023 survey results.
- 79% of staff do not believe they have been treated unfairly at work which demonstrates the work being undertaken to embed the correct approaches and behaviours is continuing to impact positively. The result is a slight decrease on the 2023 survey result of 83%. The highest responses for being treated less favourably related to: Sex; Age; and Disability, which were also the same three Protected Characteristics in 2023.
- Staff have witnessed the following between staff in the last 12 months: 22% inappropriate behaviour; 4% unlawful discrimination; and 16% bullying and harassment. The first and third figures are slightly higher and the second slightly lower than the 2023 survey responses, and demonstrates the need to continue supporting staff to improve their behaviours.
- 9% of staff state they have been bullied or harassed at work in the past 12 months, which is a slight increase from the 2023 survey, which was 6%. EEG has undertaken awareness raising work on inappropriate behaviours and the responses reflect staff more likely to report incidents than previously. EEG needs to build on this and ensure complainants are supported to achieve a satisfactory outcome.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"The organisation works hard to meet the needs of everyone but in doing so misses smaller details that make a big impact. It strives to be the best with messaging and ideals come from a caring and human place."

"Some people tend to get away with bad behaviour more than others."

"In the past 15 years of working at the college, I have seen a massive improvement in all aspects of EDI, not just for students but also for all staff."

"The college is always running events that everyone is able to attend. There are also a lot of support networks in place at college and places to go to speak to someone." (Student response)

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Support colleagues to understand and engage with FREDIE activities and colleague forums in order to improve engagement of underrepresented groups from all Protected Characteristics.
2. Continue to make clear to all colleagues that they are responsible for their behaviours, and this includes acts of discrimination for which they can be personally liable and include this in the EDI policy.
3. Continue to promote an inclusive culture and better understand the responses on [Q9](#) and [Q20](#) of the staff survey for some of the protected characteristics and develop actions to reduce the number of negative responses.
4. Continue to promote a culture that does not tolerate inappropriate behaviours, unlawful discrimination, and bullying & harassment. For example: Training for all in dealing with inappropriate behaviours 'in the moment' rather than moving straight into the procedures; developing a group of key contacts who are not HR or managers that people can go to in the first instance if they feel being treated unfairly/inappropriately.
5. Further support senior managers to improve their profile/behaviours amongst staff, so that they are viewed as being more trusting. For example,

ensure all people managers receive training on key policies at appointment. Ensure policies are brought to life for people managers through use of case studies and scenarios.

6. Undertake further communications with staff and students to inform them of the progress that EEG has made since the last Investors in Diversity (Silver) surveys.
7. Continue to increase awareness amongst students of the work that EEG is undertaking to foster good relations between people from different backgrounds.
8. Further engage with students to better understand how their confidence in how EEG prevents/deals with discrimination and bullying/harassment can be further improved.



Overall result for Destination 2: Met

Destination 3 - FREDIE is core to your organisation's strategy or business plan.

Summary of approach

Strategically, EEG has incorporated inclusion amongst its Values, in order to ensure that EDI is integral to the purpose of the organisation. The EDI policy has been updated and the next update is due in February 2026. A draft outline of FREDIE's business benefits has been developed and will be presented visually to engage staff more effectively. Also, discussions are ongoing around integrating curriculum content - such as the GCSE English Language Scheme of Work focused on protected characteristics - as practical examples of embedding FREDIE in daily practice.

EEG has embedded FREDIE into its operational strategy through the appointment of four EDI Leads and an EDI Coordinator who actively support and embed equality, diversity and inclusion initiatives across all sites. Due to continued demand, EEG is currently recruiting two additional EDI Leads. Equality and Diversity Inclusion Ambassadors have also taken an active role, including curating themed book hubs to promote awareness. In September 2024, these hubs were used to highlight books on diverse identities and lived experiences. The EEG EDI Action Plan is comprehensive and identifies lead officers, and shows good progress on actions listed.

Staff interviewed were able to describe why adopting and focusing work on EDI/FREDIE within EEG strategies/plans helps to strengthen the business case for EEG, in particular being able to attract highly qualified and motivated staff, as well as a broad range of students that reflect the local population. Staff also mentioned that EEG is good at listening to staff and students to better understand where gaps are in relation to EDI, and subsequently leaders are proactive in implementing practices that will address the gaps. An example given was making information available in different formats, including digital that helps those students with different learning needs.

Summary of Impact

- Although a slight decrease since 2023, there was a good response from staff of 78% that EEG encourages them to consider EDI in their daily routine.
- Positive results from the survey indicate that 75% of staff feel they have equal opportunity to succeed in the organisation.
- There was a satisfactory response of 66% of staff feeling that there is fairness for all within the organisation. Although, this is a slight decrease from the

2023 survey of 70%, it still shows that the organisation is continuing to be seen as fair for the majority of respondents.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"We are looking to incorporate EDI data collated from the recruitment process into our IT system, which will enable us to monitor applicant data protected characteristics."

"I know the college collects various data on EDI performance for staff and students. However, whilst I am an EDI Ambassador, I haven't seen much of this information."

"We have an EDI Action Plan and have been working through this, and this contributes to the overall strategic direction that the Group is taking to be as inclusive as we can be."

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to encourage staff on ways they can incorporate EDI in their daily work.
2. Maintain an EDI strategy and EDI action plans and build in the outcomes and recommendations in this report.
3. Ensure senior managers and /or EDI champions do roadshows across EEG to discuss EDI and future plans, and place a focus on getting EDI embedded across the whole of EEG.



Overall result for Destination 3: Met

Destination 4 - Good mental health and well-being are regarded as important in your

Summary of approach

EEG is committed to provide more resources and training for staff regarding how they can improve their own mental health and wellbeing, and continue to support colleagues to improve their mental health and wellbeing. Since 2023, EEG regularly promotes wellbeing support through their weekly staff newsletter, Wellbeing Ambassadors, and all-staff meetings.

During Mental Health Awareness Week 2024, the Staff Mental Health First Aid Network was promoted, alongside a Linktree to signpost local and national support services. New training on wellbeing conversations and financial wellbeing advice was added to the Learning Management System.

The Licence to Lead programme includes Mental Health Awareness and mediation training for all managers. Awareness events have expanded to include World Menopause Day, Sleep Awareness, and Friendship Week. In January 2025, a Wellbeing Roadshow offered activities such as mindfulness, chair massage, and NHS health checks. The Kaido Challenge wellbeing event continues annually, encouraging team participation in mental health and nutrition topics.

Staff Long Service Awards were extended to include SAT staff in 2024 to support recognition and belonging. New wellbeing tools and poster packs for managers were also launched to help support teams. By April 2025, EEG's initiatives included the launch of a Wellbeing Roadshow, Mental Health First Aider support, NHS Health Checks, and long service recognition events.

Participation in professional development and wellbeing sessions peaked in Jan 2025, with 279 staff booking 479 sessions. The four-week Kaido Challenge 2025 saw a 60% increase in engagement, with 260 staff across 45 teams completing in activities focused on sleep, nutrition, and mental health - its anonymised impact report will be shared in the summer wellbeing report. Staff also accessed support through the Employee Assistance Programme—174 counselling calls were made between March 2024 and Feb 2025, and Access to Work supported 7 staff with specialist adjustments.

Eastern Education Group has also registered with the Midlife MOT programme, offering staff aged 45 to 55 access to a free DWP funded 4-month support programme to help them review their work, wealth and wellbeing with the help of their Health and Executive Coaching service. Since being established 15 staff have registered for the Midlife MOT.

Staff interviewed were very positive about the level of support EEG offers around promoting good mental health and wellbeing amongst staff and students. Some staff mentioned that when they have sought support, EEG have been excellent in providing flexibility in their working conditions or referring them to appropriate support/information.

Summary of Impact

- There was a very good response of 55% staff stating they have had training in promoting good mental health at work, which is an improvement from 49% in the 2023 survey, with between 74% - 81% stating it gave them both a better grasp of their own mental health and the ability to support colleagues because of the learning.
- Promoting good mental health and wellbeing is amongst the three most requested training areas that staff have stated they would like to receive.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"Staff that are neurodiverse need more support and need to feel valued and not a burden."

"Happy to do additional training on all subjects to keep up to date."

"I have been attending weekly mindful course since October 2024 and I can't express how valuable this has been in my work and home life."

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to offer mental health and wellbeing training to staff via different formats, for example online, focus groups, lunchtime discussions.
2. Continue to support staff to be able to better manage their own mental health and be able to support colleagues that are having mental health problems.
3. Ensure all new people managers are equipped and knowledgeable about mental health and all forms of disability.

4. Consider specific training on topics such as menopause, men's health, as part of an ongoing programme of wellbeing support.
5. Ensure policies for women's health are developed and implemented. For example, a comprehensive policy which covers the menopause/fertility treatments etc.



Overall result for Destination 4: Met

Destination 5 - Effective operational and line management of FREDiE

Summary of approach

EEG is committed to ensuring all managers understand and challenge bias in the workplace. All line managers are instructed to complete the Licence to Lead programme within 18 months of its full launch in September 2024. The programme includes Unconscious Bias training and modules on Neurodiversity Awareness and Inclusive Leadership, available via the new Learning Management System. Between January and May 2025, over 200 training places were attended across key sessions including Emotional Intelligence, Conflict Resolution, and Inclusive Recruitment. To increase accessibility, a full-day mediation session was restructured into a two-part blended model. Based on current progress, 20–30 additional managers are expected to graduate by autumn 2025.

EEG is also committed to identifying and addressing barriers faced by Disabled staff and students. Training now includes Disability, Faith and Religion, Race Awareness, and Unconscious Bias. Staff needing support receive tailored action plans. As of May 2025, 97.6% of staff have completed the core Equality, Diversity and Inclusion training via the Learning Management System, demonstrating strong organisational engagement.

In education, SEND students are offered bespoke, trauma-informed pathways. Attendance and progress are tracked by EEG Executive and Governors, and EEG actively assess new students to identify any undiagnosed needs such as dyslexia or neurodiversity.

EEG is committed to progressing from Disability Confident Committed to Disability Confident Employer in 2025.

Staff interviewed were very positive about the support offered to Disabled staff and students. Examples were provided about how a staff member who acquired a disability was supported via the access to work scheme, and neurodivergent students being provided with additional support in completing their work, for example, more time.

Summary of Impact

- 28% of staff state they have or have previously had a longstanding physical or mental health condition or disability and many examples of support and reasonable adjustments that have been provided were given in the responses.

- 59% of staff believe they have unconscious biases, which is slightly higher than the response of 55% in the 2023 survey. Given that we all have unconscious bias this is an interesting response, and it is suggested that unconscious bias is covered in the training and communications which are delivered across the organisation to explain that everyone has these biases. The crucial message is that we learn how to minimise the impact of bias via EDI procedures, by checking EEG behaviours and by following policy guidance, for example around recruitment and selection.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"I don't explicitly consider myself to be biased but believe everyone is unconsciously biased, which is why it is unconscious bias."

"Everyone can do better at tackling unconscious/conscious bias. It should not be seen as 'yes I have it' or No I don't'. We all have the duty to continuously better ourselves."

"Observation re Disability – people in wheelchairs find it difficult to get in & out of classrooms at UPDC without the aid of an able-bodied person. The doors open onto the person in a wheelchair making it difficult for them to open alone. Electric doors would be better maybe."

"I am in class with a wheelchair user, whose first language is not English. I have witnessed multiple staff members ensuring they have everything they need."
(Student response)

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to inform staff of conscious and unconscious bias and how to reduce its impact in their everyday work. For example, through refresher training on an ongoing basis.
2. Increase the number of opportunities for staff to meet with line managers on a formal and informal basis.

3. Provide managers/staff with a clear set of expectations and framework for supporting Disabled colleagues and students.
4. Continue with the offers of reasonable adjustments and showcase what support is available to encourage Disabled staff/ students to disclose any disability and to ask for support.
5. Consider becoming a Disability Confident Level two certified organisation.



Overall result for Destination 5: Met

Destination 6 - You are able to demonstrate that your selection and recruitment practices are fair and seek to address under-representation of people with different protected characteristics in your workforce at all levels

Summary of approach

EEG is committed to tracking how diverse applicants are and comparing this to the wider population. Since 2023, EEG has used iTrent's reporting tool to monitor diversity data for applicants, interviewees, and those who withdraw. Although, at present, EEG is unable to produce data for those hired, the intention is that on-boarding via iTrent will make this possible in late 2025. By producing this data, EEG will be amongst the top quartile of organisations that the Adviser has assessed who are able to produce this data.

EEG staff are regularly reminded to update their personal information on their protected characteristics, which helps EEG spot gaps and improve how they attract diverse candidates. As of May 2025, all job descriptions now include a statement welcoming applications from candidates from Black and Minority Ethnic backgrounds and those with disabilities, reinforcing EEG's commitment to inclusive recruitment and attracting under-represented applicants.

Once applicants are shortlisted, EEG uses structured interviews with set questions and scoring to ensure fairness. While names are visible to hiring managers, other protected characteristics, for example religion & belief, sexual orientation are hidden. EEG also support candidates who need adjustments. Recent example of this includes accommodating an autistic candidate's request for a chaperone and providing detailed interview guidance.

To ensure fairness in the recruitment process, EEG aims to have diverse panels and always include someone trained in Safer Recruitment. To improve this, training on Inclusive Recruitment is now part of the Licence to Lead course for managers, helping them think about inclusion at every stage of the recruitment and selection process.

Workforce data in 2025 enabled data on religion or belief and ethnicity to be collated. This showed that Christianity (8%) is the highest response amongst staff, with 79% not stating their religion or belief, whilst 47% of staff responded by declaring their ethnicity as White, with 49% not stating their ethnicity.

EEG is making efforts to diversify its workforce and is promoting nationally recognised campaign such as the recruitment of women and ethnic minorities into construction. These are being actively led by teaching staff and union

representatives, with senior leadership backing. Future initiatives, including TEDx talks, industry celebration events, and radio features on local EDI champions, further demonstrate EEG's strategic focus on embedding equality, diversity, and inclusion throughout its culture.

Staff interviewed mentioned that EEG is making good progress on becoming a truly diverse workplace at all levels, which represents the population it serves. Although, it was acknowledged that in some areas, EEG still needs to make more progress to be truly representative of all protected characteristics, for example, at senior management level there are fewer people from different protected characteristics than the numbers they make up in the workforce.

Summary of Impact

- There are very good responses of between 77% - 92% of colleagues, managers and senior managers being seen to be accepting of people from different backgrounds. The responses shows that the EEG is continuing to foster an inclusive culture amongst staff.
- There are also good responses to the question of fairness relating to: Recruitment (85%); training and development (85%); Reward (64%); recognition (68%); promotion (67%); and Remuneration (57%). These are all mostly comparable or better to the responses in the 2023 survey and again shows excellent perceptions of fairness amongst staff across different areas.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

Insert text here ...

"Consider the diversity in senior management."

"Fairness in terms of remuneration – there are some examples of people performing the same job but being paid different wages."

"I think we are inclusive but we can still do more across the board."

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Analyse EDI information collated from applicants and identify any trends for low levels of application, shortlisting, or selection from any of the nine protected characteristics. Develop positive action initiatives to address any

issues identified. For example, sending job adverts to organisations supporting specific protected characteristics.

2. Remove questions which can identify an applicant's protected characteristics or background from application forms/CVs to improve objectivity in recruitment.
3. Continue to promote careers within the organisation, highlighting the different job roles available, especially for those protected characteristics currently under-represented in the workforce.
4. Continue to build partnerships with community organisations who work with minority groups, for example ethnically diverse communities, to raise awareness of EEG. Consider offering structured work experience and internships to undergraduates/ under-represented groups.
5. Feature personal stories on careers pages within the EEG's website.
6. Have clear guidance on what the recruitment process involves on careers pages and ensure the EDI aspirations are clearly articulated on careers pages.
7. Gather feedback from successful and unsuccessful candidates about their experience of the recruitment process and offer feedback to unsuccessful interview candidates.
8. Have a facility on the careers pages which links a candidate to other jobs that might match their skills set.
9. Conduct a formal communications campaign to raise awareness of why data is being collected and how it will be used.



Overall result for Destination 6: Met

Destination 7 - Retention, reward and progression processes are fair and where required, you are working towards eliminating any unfair pay gaps

Summary of approach

EEG is committed to promoting a culture where staff view reward, recognition, and pay as fair and transparent. Since April 2024, all support staff across the group have been moved onto a single pay scale, with role evaluations continuing to ensure consistency (*letters issued via iTrent*). Where possible, the NJC pay award is applied group wide. Academic roles have also been revised for clearer pay structures and better progression opportunities.

EEG continues to work on reducing the gender pay gap. As of 2024, the gender pay gaps were below sector norms. Teaching staff at West Suffolk College (a part of EEG) now show a positive gap, with women earning more on average than male counterparts. The harmonisation of support staff pay particularly benefited women in previously lower-paid roles. EEG commits to monitoring progress and maintaining fair promotion and progression systems.

The West Suffolk College Gender Pay Gap report 2024 showed that: the median pay gap was +9.8%, and the mean pay gap was +7.6%, with 56% of staff in the top pay quartile being women.

EEG uses exit interviews to identify and address workplace inequalities. As of September 2024, exit interviews are offered group wide. Plans are underway to automate this process via the iTrent system in 2024/25 to improve consistency and follow-up actions, which will be reported into the EDI boards for actions.

Staff interviewed mentioned that the Gender Pay Gap overall was improving compared to the previous year, and a major initiative is to look at the pay of staff at lower grades and to take actions to improve pay, which will have a positive impact on lowering the pay gap as the majority of staff in the lower pay grades are women.

Summary of Impact

- 75% of staff feel that they have an equal opportunity to succeed within the organisation. This is a good response and comparable to the response (80%) in the 2023 survey.
- 86% of staff trust their colleagues at work, whilst 78% trust their colleagues, although only 41% trust their senior managers at work. The responses for

colleagues and managers are very good and are comparable to the 2023 survey responses, and whilst the response for senior managers (35%) is better than the 2023 survey, there is still scope for further understanding of why this is, and subsequently developing measures to improve the response rate.

- 67% of staff state there is fairness in relation to promotion, 68% recognition, 57% remuneration, and 64% in relation to rewards. These are all comparable or slightly better responses to the 2023 survey and demonstrate a good inclusive culture within the organisation.
- EEG undertakes gender pay gap analysis and develops actions to address any gaps.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"My manager and team have been supportive. There is support through work and to outside organisations too."

"There has been a slight improvement in the 2024 Gender Pay Gap report compared to the previous year, and we are looking at pay of those in the lower pay grades to help reduce the pay gap further."

"I do believe that if you want to progress there is fairness. I've known staff initially doing lower paid part-time work being supported to become teachers."

"The college treats us all fairly whilst rewarding us for our hard work..." (Student response)

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to support staff to develop their skills, knowledge, and experience, so that they are better able to obtain higher level occupational roles within the organisation, as part of a succession planning strategy.
2. As good practice, review any gender pay gaps and continue to develop actions to reduce the gaps.

3. Undertake consultations with staff to ascertain what further measures EEG can take to make promotions, recognition, rewards and remuneration can be even fairer than at present.
4. Develop a robust workforce plan for the next 3 -5 years taking account of existing staff information such as age/turnover and potential areas of growth within EEG.
5. Further analyse reasons for disciplinary and grievances amongst different protected characteristics and address any inequality that may exist.
6. Consider undertaking disability and ethnicity pay gap analysis and create action plans to address any gaps.
7. Continue to conduct exit interviews to determine the reasons why staff are leaving the organisation and take action to address any negative reasons given and identify whether one area of the organisation is losing more staff than another – are there any 'hotspots' and investigate further.



Overall result for Destination 7: Met

Destination 8 - You are using your performance management systems to improve inclusion, engagement and productivity

Summary of approach

EEG is committed to supporting managers to lead team discussions on the value of diversity, including sharing updates on legislation or FREDIE-related training. Since 2023, robust procedures have been established to support this. These include policies aligned with the Equality Act 2010, clear explanations of intent, accessible reporting systems, confidential support, and staff-wide training and awareness. These efforts provide managers with the tools to guide meaningful conversations about inclusion within their teams.

EEG aimed to include FREDIE in performance reviews by encouraging reflection on how staff have applied inclusive principles in their work. However, the current group PDR process is focused on professional development and not suitable for this purpose. The team has committed to identifying another method to capture this information more effectively. Despite this, 50% of staff completing the diagnostic surveys did state that their performance reviews related to EDI.

EEG is also committed to helping staff communicate the organisation's FREDIE values to external stakeholders. Since 2023, EEG improved HR systems and workforce data to support inclusive communication and demonstrate their values. The updated HR Key Performance Indicator system in 2024 increased awareness of workforce demographics, helping staff show how FREDIE guides recruitment and culture.

The Employee Relations Wellbeing Team grew in 2025 to better support staff with medical or disability needs, helping reduce absence and provide workplace adjustments. The Employee Relations team uses iTrent to track cases, enabling action aligned with EEG inclusive values.

Some staff interviewed mentioned that in one-to-one meetings, there is a discussion on how staff are doing, and this often leads to conversations around wellbeing, EDI needs and what support could be provided by EEG to them. However, other staff interviewed mentioned that no specific questions on EDI are discussed at one to one or performance reviews and it relies on staff or managers to bring this up.

Summary of Impact

- 89% of staff can explain why good EDI practices contribute to better organisational business performance. This is a very good response and comparable to the response in 2023.
- 50% of staff state that their performance review or appraisal objectives relate to EDI. This is a slightly lower response than in 2023, when it was 59%.
- A very good response of 89% of staff state that their manager is competent in managing practices around EDI. This is a comparable response to 2023.
- There was a good response of 73% staff stating that their manager has made it clear that they are committed to improving practices around EDI. This is an improvement from the 2023 survey, when the response was 69%.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"We have itrent PDR system, and all questions are designed with FREDIE principles in mind."

"In my performance review meeting with my manager, I speak about EDI/FREDIE as this is a central part of my job role, but I am not sure whether other staff where EDI/FREDIE is not central to their job roles discuss this at the review meetings."

"If we have staff that are happy, this will cascade to a positive attitude with students, who will have a better experience whilst at college, and this should lead to improved outcomes for everyone."

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to support managers to incorporate discussions on EDI in their one-to-one meetings with staff, and in team or department meetings.
2. Further support managers to ensure that all staff include an EDI related question within their performance review or appraisal objectives.

3. Ensure that staff are recognised not just for what they do in the workplace but how they do it, and ensure behaviours are measured in the personal development process.
4. Ensure those staff conducting one to one meetings are trained in giving effective EDI feedback.



Overall result for Destination 8: Met

Destination 9 - Your organisation has fair and inclusive procurement practices

Summary of approach

EEG is committed to sending all new and existing suppliers a document outlining EEG's FREDIE values and requesting confirmation of their alignment to this. Since 2023, new suppliers are required to [complete a form](#) confirming they have key policies in place, including those on equality, anti-slavery, and anti-bribery. Contracts are reviewed annually for compliance, covering right to work, safeguarding, and training. As of May 2025, an electronic tendering system has been introduced to improve supplier engagement and monitoring. The system helps to identify training opportunities to support suppliers in meeting FREDIE standards.

EEG also includes a clause in supplier contracts requiring adherence to FREDIE values. Updated terms and conditions are published and applied to all purchase orders. All tender documents now include a section ensuring bidders align with the EEG ethos, and relevant clauses are included in contracts. Processes are in place to ensure all suppliers are treated fairly and decisions are made using clear, objective criteria.

Once contracts are awarded, EEG maintains a focus on FREDIE during contract review meetings with suppliers, where their performance against FREDIE principles are discussed. This is now a regular agenda item. The procurement team is also exploring supplier training to help those struggling to meet the required standards. This supports a culture of continuous improvement and shared responsibility for inclusion.

EEG is further adopting good practice by creating resources to promote FREDIE among suppliers and to lead by example across the sector. Plans are underway to adapt and adopt templates like the [Sheffield College's Supplier Registration Form](#). As of May 2025, work is ongoing to embed these resources into the upcoming e-tendering platform, with the aim of creating a hub for supplier engagement, policy sharing, and feedback. Staff will be able to flag concerns and update supplier records to ensure all partners reflect EEG's values.

Staff interviewed state that suppliers are asked for relevant EDI related policies/procedures when tendering for business with EEG, and suppliers have to adhere to the purchase order terms and conditions. During review meetings with the larger suppliers, there are discussions on EDI, and good practice is shared externally with other forums, as well as adopting good EDI practice occurring outside of EEG. This demonstrates the commitment of EEG to be a

leader when it comes to adopting good EDI principles within its procurement policy and procedures.

Summary of Impact

- There was a good response of 66% of staff who feel that there is fairness for all within the organisation. Whilst this response was slightly lower than the 2023 survey response of 70%, it still represents a positive outcome of the efforts being undertaken by the organisation to create an inclusive culture.
- 71% of staff state that their organisation is effective in sending out strong and consistent messages of their commitment to EDI to people that buy or benefit from EEG services. This response is similar to the response in 2023.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"We have a procurement policy and we make sure that it is kept up to date, and includes mention of EDI. We also have a modern slavery statement"

"Our supplier assessment form is given to potential suppliers to complete, and this includes a question relating to EDI."

"During our review meetings with our large suppliers, as well as going through what they are expected to deliver, we discuss issues relating to EDI."

"I've had a wellbeing interview...advised to let tutors know if I'm having any problems with my illness. Advised I will be supported." (Student response)

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to promote the EDI work EEG is undertaking to the external partners/suppliers, in order that they better understand what you are doing.
2. Continue to develop methods to further monitor EDI performance of suppliers offered contracts with EEG, including those offered small value contracts. For example, at least one discussion per annum with the supplier/contractor on EDI related issues.

3. Consider an annual suppliers/partners conference where EDI can be discussed.
4. Consider further sharing training opportunities with suppliers/external partners to help them embed EDI into their own businesses/organisation.
5. Consider using a video to share why EDI is important to EEG and share with suppliers/partners.
6. Monitor any complaints in relation to suppliers in relation to protected characteristics to identify any training requirements they may need.



Overall result for Destination 9: Met

Destination 10 - Effective communications

Summary of approach

EEG shares its FREDIE values with staff through Chair emails, manager briefings, case studies, and the intranet. Since 2023, this has been delivered as part of ongoing internal communications. These efforts keep FREDIE visible and embedded in everyday practice.

EEG have in the previous year delivered events including the following for students and staff, which includes: Refugee week, Ramadan, Race Equity, Culture Day. This has impacted over 1,000 people.

EEG also aims to share FREDIE messages with external stakeholders, including suppliers and partners, through updates, event invitations and briefings. Since 2023, this has been added to the communications plan, and collaboration with the events team is in progress to include EDI at recruitment and careers events.

EEG have also hosted conferences and are vocal in national podcasts. EEG has also been host to other colleges, regarding developing best practices on embedding of black history and diversity in the curriculum. Since then, EEG has signed the Association of Colleges (AoC) EDI pledge of 2025.

Staff interviewed were very positive about EEG being effective in sending out EDI messages about how important EDI is to them and what activities EEG is undertaking. Staff provided a range of methods of how they found out about what EDI initiatives EEG is undertaking, which included from: Tutors/managers; MyDay; training sessions; Principal updates; focus days; posters; emails, social media; and newsletters.

Summary of Impact

- 46% of staff are aware of plans to improve EDI in the organisation, which is a slight increase from the 2023 survey where this was at 43%. This requires further consideration.
- 71% of staff state EEG is effective in sending out strong and consistent messages of their commitment to EDI to Board Members, colleagues, and the people that buy or benefit from their services. This is the same as the response in 2023.
- 72% of students strongly agree/agree that they are aware of the things EEG is doing to make sure everyone knows how important diversity is to them. This is a slight decrease from the 2023 survey of 78%.

- 67% of students strongly agree/agree that EEG understands the needs of individuals and makes changes where appropriate when giving out information. This is comparable to the response of 66% in the 2023 survey.

Quotes

To help illustrate the findings against this destination, the following comments have been made by stakeholders (these could be taken from individual interviews, group discussions or comments from the diagnostic surveys.)

"I'd like to see clearer and more consistent messaging from senior leadership that actively promotes and supports diversity and inclusion across the college."

"I feel we have very good communications around EDI. We have all staff emails every week, as well as newsletters from the EDI team. "

"As well as the regular communications such as emails, website, face to face talks on EDI, we are exploring how we can use 'Artificial Intelligence' to answer questions that staff and students may have on EDI."

Recommendations

The following suggested recommendations have been made to support your ongoing EDI journey:

1. Continue to explore innovative ways to communicate the work being undertaken on EDI to staff, governors, parents, and students.
2. Continue to involve and engage external partners/suppliers to promote work around EDI.
3. Ensure senior leaders lead post accreditation feedback sessions focusing on 'you said, we did/will do.'
4. Continue to ensure that the EEG website has clear messages from staff and students of the importance of EDI and what EEG is doing to be more inclusive and diverse.



Overall result for Destination 10: Met

Survey Results Comparison

The following tables shows the results from the initial staff diagnostic survey carried out in 2023, and the assessment survey carried out in 2025.

Question Number	Survey Question	2023 result	2025 result
2	In the context of your workplace do you understand what the following means? (Response of Yes)		
	Protected Characteristics	93.5%	91.2%
	Fairness	97.8%	97.4%
	Respect	99.4%	98.0%
	Equality	99.1%	98.0%
	Diversity	99.7%	98.3%
	Inclusion	98.8%	97.7%
	Engagement	94.4%	92.4%
3	Are you aware of any plans to improve Equality, Diversity, Inclusion (EDI) in your organisation? (Response of Yes)	42.6%	45.6%
4	Has your team or department discussed the advantages of having diversity within your organisation? (Response of Yes)	62.7%	55.1%

5	Which of the following people in your organisation do you feel take FREDIE seriously in the way they behave?		
	My colleagues	88.8%	88.0%
	My line manager	90.1%	86.5%
	Senior managers	71.5%	66.0%
6	Do you think that the following people are accepting of people from diverse backgrounds? (Response of Yes)		
	My colleagues	95.7%	90.7%
	My line manager	96.3%	91.9%
	Senior managers	81.7%	76.7%
7	Have you ever thought about how inclusive your behaviour is towards people who have a different personality to your own? (Response of Yes)	96.6%	96.1%
8	Do you believe that you have been treated less favourably at work? (Response of No)	83.0%	79.3%
9	If you have been treated less favourably, do you feel that it was because of one or more of the following protected characteristics(Highest three answers):		
	Sex	41.8% (2)	34.3% (1)
	Disability	18.2% (3)	18.6% (3)
	Age	49.1% (1)	25.7% (2)

10	If you have been treated less favourably on the grounds of a protected characteristic, how was it dealt with...?		
	Ignored by you	25.5%	28.6%
	Dealt with by you	14.6%	8.6%
	Ignored by people in authority	20.0%	12.9%
	Dealt with well by people in authority	3.6%	5.7%
	Dealt with poorly by people in authority	16.4%	18.6%
	Other (please specify)	20.0%	25.7%
11	Have you had any diversity training in the last 12 months? (Response of Yes)	70.4%	78.0%
13	If you answered yes to having diversity training in the last two years, do you feel that: (only one option could be chosen)		
	The training was useful and insightful	70.5%	68.4%
	The training was memorable	14.8%	15.4%
	I did not find the training useful	12.9%	15.4%
	It was not suitable for me	1.8%	0.9%
14	Would you like more information, support and/or training on any of the following? (Highest 3 responses)		
	Unconscious bias		26.5% (2)
	Neuro-equality	31.9% (1)	34.6% (1)

	Race, ethnic origin		
	Gender		
	Disability		
	Faith or belief		
	Sexual orientation		
	Age		
	Transgender	26.0% (3)	
	Marital status and civil partnership		
	Pregnancy/Maternity/Paternity		
	Human Rights		
	Cultural awareness		
	Mental Health/Promoting Good Mental health at work	27.2% (2)	22.2% (3)
	Discrimination against Gypsy, Roma and Traveller communities		
	Discrimination against people with criminal convictions		
	Gender pay gap		
	I do not need any further support or training	36.2%	38.0%
15	Have you had any training in promoting good mental health at work? (Response of Yes)	49.2%	55.1%
16	If you answered yes to the previous question, do you think that you have a better grasp of:		

	Management of your own mental health	79.2%	80.8%
	Being able to support colleagues that may be having mental health problems	84.7%	73.7%
17	Have you witnessed any of the following between staff within your organisation, in the last 12 months (Response of Yes):		
	Inappropriate behaviour	18.1%	22.0%
	Unlawful discrimination	5.1%	4.0%
	Bullying and / or harassment	10.2%	15.6%
18	If yes was it handled satisfactorily? (Response of yes and not applicable)		
	Inappropriate behaviour	87.0%	83.6%
	Unlawful discrimination	93.9%	94.3%
	Bullying and / or harassment	90.4%	85.3%
19	Have you been bullied or harassed at work in the last 12 months? (Response of Yes)	5.6%	9.2%
20	If you have been bullied or harassed at work in the last 12 months, was this on the grounds of...(Tick all that apply)		Responses
	Race	0	0
	Gender	3	4
	Transgender	0	0
	Sexual orientation	0	2

	Disability	3	4
	Marriage and Civil Partnership	0	0
	Pregnancy and maternity	0	0
	Religion/Belief or Non belief	0	0
	Age	6	6
	Other (please specify)	6	16
21	How would you rate your organisation at the following?(Responses of Outstanding/Good)		
	Preventing unlawful discrimination	76.0%	72.4%
	Dealing with unlawful discrimination	69.6%	65.4%
	Preventing bullying and harassment	72.5%	66.7%
	Dealing with bullying and harassment	69.3%	60.8%
22	Do you know what unconscious bias is?		
	Yes	96.2%	94.6%
23	Having read the definition above, do you believe that you have unconscious biases? (response of yes)	55.1%	59.1%
24	Do you consider yourself to have any conscious biases against people because of any of the protected characteristics?		
	None	89.2%	87.9%

25	If you ticked any of the boxes in the previous question do you make a conscious effort to overcome these biases? (Response of Yes)	97.0%	97.4%
26	Do you agree that it is important to consider EDI when your organisation starts any type of planning? (response of agree)	99.3%	97.4%
27	Do you feel that your organisation encourages you to consider EDI in your daily routine? (Response of agree)	82.2%	78.0%
28	Are you able to explain why good EDI practices contribute to better organisational business performance? (Response of Yes)	89.5%	89.2%
29	Has your manager made it clear that they are committed to improving practices around EDI? (Response of Yes)	69.4%	73.4%
30	Is your manager competent in managing practices around EDI? (Response of Yes)	89.8%	88.9%
31	Are you aware of EDI policies and are you clear about the responsibilities that these place on you? Yes I am aware and clear on my responsibilities Yes I am aware but I am unclear of my responsibilities No not at all	70.4% 21.4% 8.2%	76.4% 16.4% 7.2%
32	Do you feel that people in your organisation work in accordance with EDI policies and procedures (Response of Yes)	85.5%	84.3%
33	Do you think that your organisation could do more to be more inclusive of...(Highest three responses)		
	BAME (Black Asian Minority Ethnic) communities	11.3%(2)	12.2% (2)

	LGBT	11.3% (2)	10.2%(3)
	Disabled people	15.6%(1)	14.9% (1)
	People of different ages	10.6% (4)	
	People from different religions or faiths		
	I think we are inclusive of all people whatever their background	67.4%	69.3%
34/5	Do you feel that you have an equal opportunity to succeed within your organisation? (Response of Yes)	79.9%	75.2%
35/6	Do your performance review or appraisal objectives relate to EDI?	58.7%	50.0%
36/7	Do you feel that there is fairness for all within your organisation? (Response of Yes)	69.8%	66.1%
37/8	Do you feel that there is fairness within your organisation in terms of: (Response of Yes)		
	Recruitment	80.6%	84.8%
	Training and development	83.8%	85.0%
	Promotion	68.9%	66.6%
	Recognition	67.0%	68.4%
	Reward	59.3%	63.7%
	Remuneration	58.3%	57.0%
38/9	Do you feel that any of the statements below could apply to you at work or your organisation? (Please tick all that apply)		

	My face doesn't fit	7.5%	12.4%
	It's not what you know it's who you know	27.1%	27.9%
	Managers have their favourites	23.1%	23.8%
	None of the above	63.1%	61.7%
39/40	Do you feel valued and respected by any of the following people at work? (Please tick all that apply)		
	Your colleagues	97.3%	93.3%
	Your manager	88.1%	87.6%
	Senior managers	49.2%	54.4%
	Others in the organisation	57.0%	58.1%
	None of the above	1.0%	1.7%
40/41	Do you feel included by any of the following people at work? (Please tick all that apply)		
	Your colleagues	95.6%	90.3%
	Your manager	86.4%	83.2%
	Senior managers	45.1%	48.0%
	Others in the organisation	50.5%	51.0%
	None of the above	2.7%	3.7%
41/42	Which of the following people do you trust at work? (Please tick all that apply)		

	Your colleagues	90.9%	85.9%
	Your manager	80.0%	77.5%
	Senior managers	34.9%	40.9%
	Others in the organisation	38.0%	43.6%
	None of the above	4.1%	7.1%
42/43	Is your organisation effective in sending out strong and consistent messages of your commitment to EDI to Board Members, colleagues, and the people that buy or benefit from your services (Response of Yes)	70.9%	71.4%