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Equality & Diversity Annual Report 2022

Our vision

Our vision is of an inclusive world where young disabled people live independent and fulfilling lives.

We believe that disabled people should have the same opportunities as their non-disabled peers. We aim to equip young disabled people with the skills and confidence they need in order to live independent and fulfilling lives.

We believe that all those who form the community at Orpheus, including staff, students, volunteers, alumni and trustees, have a right to be valued and treated with dignity and respect.

This report covers employees, trustees, other volunteers and students at the Orpheus Centre. It covers discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex or sexual orientation as set out in the Equality Act 2010, within the limits of the data we collect. The Orpheus Centre recognises that there can be differences between the physical sex and gender assigned at birth and an individual's gender identity/expression, therefore, this policy also covers discrimination on the basis of a person's gender identity. Other than students, the current EDI report does not focus on the capturing the experiences, views and perceptions of BAME, disabled or LBGTQ+ staff, volunteers or Trustees, although we do seek the staff views as a whole. These are issues for future consideration.

Our Equality, Diversity and Inclusion Policy may be viewed [here](#).

Introduction

The purpose of this report is to bring transparency to our progress in advancing Equality, Diversity and Inclusion at Orpheus, specifically our progress in meeting our equality objectives.

In our most recent [Ofsted inspection](#) it was identified that "learners respect each other and value the diversity of the college community...through the use of learner led forums learn to use their 'voice' to effect change in the provision at the college".

Good progress has been made in achieving our Equality & Diversity Objectives.

Equality & Diversity at Orpheus

There are no obvious equality gaps relating to gender in our student recruitment. We have, however, identified a worrying trend over a four year period towards less ethnic diversity amongst our students with 82% of White British students in 17/18 increasing yearly to 94% White British students in 20/21 and 21/22 (see Appendix 1). Current data has White British students at 90% which is still higher than the benchmark of 84% of White British people in Surrey as a whole and 79.8% in England as a whole.¹ This underrepresentation of students with a particular protected characteristic highlights the need for further investigation and the potential to improve participation rates in this group. It is

¹ ONS 2011 Census

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recommended that one of our equality and diversity objectives for the next four year period is to widen participation of BAME students.

For this reason we have reviewed our recruitment processes to establish why we have experienced this decline and how we may reverse it.

We only began collecting data in respect of sexual orientation in 2019. It is clear there are some barriers to disclosing this information, although 30% of students provided this data compared to 19% last year. No LGBTQ+ students felt confident to disclose their sexuality, although we know we do have LGBTQ+ students. We plan to collect this data in student surveys going forward, instead of at induction, to allow greater privacy.

Through a robust and diverse tutorial programme all students have access to a range of information covering all aspects of Equality and Diversity. All policies and procedures throughout the curriculum reflect the Equality and Diversity themes. Learning observations of tutor teaching identifies whether students are safe in learning and reflects on Equality and Diversity themes during the lessons. Students are able to discuss, debate and formalise their opinions to ensure equal opportunities for all and then promote these across the Centre.



Still from I Cannot Do A Cartwheel

This year's activities included the short film [I Cannot Do A Cartwheel](#) in collaboration with filmmaker Oscar Cremen which explored student identities and aspirations to work in the art sector.

We marked Black History Month with an activity where students chose black people that they find inspirational (with one student choosing another student as their inspiration).

Students also have the option to take part in an "activism" enterprise with students producing merchandise e.g. t shirts

including disability rights messages.

Students worked with inclusive circus company Extraordinary Bodies to develop their inclusive practice.

Student surveys are carried out three times a year to ensure that students feel safe and respected. A termly report is produced after each survey and the outcomes of the report are presented to the Quality and Learning committee and the Trustees. In our end of year 2022 student survey 100% of students felt that they had been treated with respect while at Orpheus and 100% felt safe at Orpheus.

Students are able to express themselves through their student council which is democratically elected by their peers and meets with senior managers every half term. Minority groups are represented.

We have made progress in plans for the redevelopment of our site to offer fully accessible teaching space and offices for up to 100 students. We are also exploring an accessible nature trail to enable disabled people at Orpheus and in our community to access nature.

We co-produced new equality objectives for 2023-27, which will be launched in June 2023.

Four Year Equality & Diversity Objectives 2019-2022

Public Sector Equality Duty	Objective	Protected Characteristic
Eliminating unlawful Discrimination	Improve open and inclusive culture at the Orpheus Centre.	age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity
Advancing Equality of Opportunity between different groups of people	Move from Disability Confident to Disability Confident Leader.	disability
	Increase the disclosure/participation rates for disabled staff/volunteers.	disability
	Improve the overall completion rate of E&D monitoring.	age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity
	Improve spiritual, pastoral and religious resources for staff and students.	religion or belief
	Improve the accessibility of the Orpheus campus (student-led)	disability
Fostering good relationships between different communities	Improve the diversity of staff, trustees and other volunteers to more closely match the profile of students.	age, disability, gender reassignment, race, religion or belief, sex, sexual orientation

Progress against Four Year Equality & Diversity Objectives 2019-2022

Improve open and inclusive culture at the Orpheus Centre

Overall, Orpheus does a good job of creating an open and inclusive culture. In our end of year 2021 student survey 100% of students felt that they had been treated with respect while at Orpheus and 100% felt safe at Orpheus. We only had one breach of our Equality and Diversity Policy amongst student, where one student used a homophobic slur.

We have made good progress at addressing Equality & Diversity issues amongst staff. In the 2021-22 academic year we had no incidences of our Equality & Diversity Policy being breached amongst staff, as per last year. We are keen to ensure that all those who form the community at Orpheus, including staff, students, volunteers, alumni and trustees are

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valued and treated with dignity and respect. We are keen to ensure that staff remain willing to report such breaches and continue to encourage staff to report any breaches.

Actions we have taken this year include:

- Delivered ongoing cross-college training for staff and volunteers on our public sector equality duties
- Continued to be active members of Surrey's EDI Focus Group and Surrey EDI Champions Network.
- Published our third Annual Equality & Diversity Report against our objectives
- Carried out Equality Impact Assessments of organisational policies
- Developed our staff EDI Committee which lead on initiatives such as Act of Kindness month
- Worked with Inclusive Boards to continue to improve the diversity of our Trustees
- Carried out a whole organisation workshop to develop new Equality Objectives for the coming four years
- Training for all managers in Reasonable Adjustments
- Regular information sent to all staff on their rights to request reasonable adjustments
- Launched a Student Access Group to advise Orpheus (and external employers) on access issues
- Launched an Employee Assistance programme to support health and wellbeing among staff

We also carried out our third Orpheus E&D Survey. There were 60 total responses out of a possible 106 (57%, compared to 46% last year).

1. Participants overwhelmingly feel they belonged at Orpheus, with 90% answering "yes" to this question (92% in 2021).
2. 90% of participants feel senior leaders role model and champion diversity and inclusion. This was an improvement on last year's figures, where only 82 % felt this way.
3. 87.5% of participants agreed that Orpheus has zero tolerance to all forms of discrimination and harassment (84% in 2020).

There were many suggestions for improving EDI at Orpheus, with trends including more training for staff and increasing diversity in recruitment. For full results see Appendix Five.

"I think we are outstanding already and very open to improve or change any areas that are highlighted by staff." EDI Survey respondent, 2022.

Recommendations from the EDI survey have been integrated into our new four year equality objectives.

Move from Disability Confident to Disability Confident Leader.

The Disability Confident scheme supports employers to make the most of the talents disabled people can bring to the workplace.

A copy of our Disability Confident Employer self-assessment can be found at Appendix Four. We had aimed to achieve Disability Confident Leader status during 2021, but we have reviewed this deadline and hoped it would be complete by the end of 2022, however we are still awaiting peer review for our accreditation. This is in process and we hope will be completed shortly.

Increase the disclosure/participation rates for disabled staff/volunteers.

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Currently 21.5% of total staff have disclosed a disability to HR (up from 14% in 2021)². Our goal was 15%. By actively participating in the Disability Confident Employer scheme, increasing access to work visibility and process and actively recruiting new employees with a disability we exceeded our target.

Improve the overall completion rate of E&D monitoring.

Equality & Diversity monitoring carried out in 2022 achieved a 62% completion rate, down from 75% the previous year, however meeting our goal of 60%.

We actively encourage staff to complete by

- Follow up contact by HR
- Promotion of Diversity Champions as a source of advice and point of contact for queries and concerns about the monitoring that staff might have
- Regular announcements on progress to staff
- Offering both digital and paper methods of completing the survey
- Promotion via our EDI Committee

Our target for completion of the form next year remains 60%.

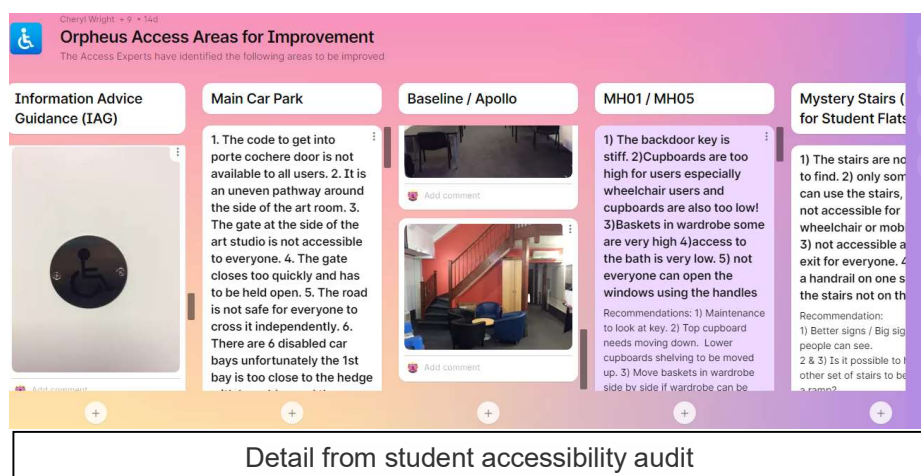
Improve spiritual, pastoral and religious resources for staff and students.

We intended to implement a multi-faith chaplaincy for students in 2020, and to establish a dedicated multi-faith reflection and prayer space in 2022. Unfortunately, our plans for chaplaincy had to be put on hold due to coronavirus restrictions. The reflection and prayer space will be included in the redevelopment of our site. In the meantime we have met with a number of faith leaders in our community and working closely with the Southwark Diocesan Board of Education have formed a plan to:

1. Include a spiritual element to Funky Fridays
2. Increase religious literacy in the absence of RE and
3. Provide for spiritual pastoral wellbeing at the Orpheus.

Improve the accessibility of the Orpheus campus

We struggle with a site which has buildings of varying ages that were not purpose designed. We have progressed our plans to redevelop our site to offer accessible teaching space and offices for up to 100 students to pre planning application stage. In the meantime, actions we have taken to improve our site's accessibility include installing sound clouds and a decibel monitor in our canteen to assist with



Detail from student accessibility audit

² 2021 figure

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noise levels. The work to make our site more accessible is ongoing and our Student Access Group have assisted by updating our accessibility audit.

Improve the diversity of staff, trustees and other volunteers to more closely match the profile of students.

It is difficult to compare exactly student and staff demographic profiles as we only have data for the staff and trustees who completed our Equality & Diversity Monitoring Forms and these may be self-selecting to an extent as minority groups may be less likely to complete these.³ However we can draw some conclusions from the data, even though it is incomplete.

Gender	Staff	Students	Trustees
Prefer Not to Say	3%		
In Another Way	1%		
Male	23%	55%	75%
Female	73%	45%	25%

Ethnic Category	Staff	Students	Trustees	Surrey ⁴	England ⁵
Black/African/Caribbean/Black British	3%	2%		2%	2.4%
White and Black African		2%		1%	0.4%
White and Black Caribbean		2%		1%	0.7%
Asian/Asian British				8%	7.0%
White - British	86%	94%	50%	77%	71.7%
White-Irish	3%			1%	0.8%
White - Any other background	3%		50%	7%	6.3%
Mixed - Any Other Background	2%			2%	1.7%
Other	3%			2%	9.0%

Sexual Orientation	Staff	Students	Trustees
Bi/pan sexual	4%		
Gay/lesbian	6%	0%	
Heterosexual	79%	30%	75%
Prefer not to say/blank	11%	70%	25%

Currently staff are overwhelmingly female at Orpheus. This has remained steady over the past three years. Staff are confident enough to report that they are of another gender than male or female. Trustees are predominantly male, and current trustee recruitment is focused on increasing diversity, including gender diversity, among our trustees.

Our staff and student ethnicities appear fairly well matched although the drop in our BAME students from 13% in 18/19 to 6% in 2020/21 was sustained, remaining at 6% in 2021/22. In particular we have had no Asian students in 20/21 nor

³ 44% of trustees completed EDI monitoring

⁴ 2021 Census

⁵ 2021 Census

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21/22, and have carried out a review which recommends some actions to correct this imbalance. No Asian staff or BAME trustees have completed the EDI monitoring.

18% of staff disclosed a disability in our recent monitoring exercise, up from 17% last year. 25% of trustees who completed the monitoring disclosed a disability. It is hoped that our work on becoming a Disability Confident Leader will help us to attract more disabled staff and that staff will feel more confident in disclosing a disability. We currently lack accessible office space which may be a practical barrier to engaging more disabled staff. This will be addressed in the redevelopment of our site.

Our students are aged 18-25. The majority of our staff are aged 35+ (78%, up from 71% last year). Despite offering a permanent role to one of the participants in the government's Kickstart scheme (which provides funding to employers to create job placements for 16 to 24 year olds on Universal Credit), and previously introducing some family friendly benefits in order to encourage younger applicants, this continues to be difficult to change. We did see a small increase of 3% in staff aged 16-24.

None of our executive managers are BAME as in 20/21. 63% are female as in 20/21. We continue to apply equal opportunities recruitment for all roles, including senior management roles. This includes showing the salary for all job roles we advertise, in order to address pay gaps and inequity across the charity sector. We have been successful in addressing some gender imbalance on our senior management team since 2019/20.

Volunteers have had a positive impact on the Orpheus for the year 2021-2022. The number of people volunteering this year peaked at 119. We have continued to diversify our volunteer group by having a good range of roles available, including evening, weekend and remote opportunities. We continue in our undertaking to recruit more volunteers with disabilities and this year, we have worked with alumni students to be volunteer ambassadors for the Orpheus Centre. This helps to build their CV's and, with the support of their staff mentor, they are learning some basics about working life. We are working closely with the Time to Change, youth volunteer project to help us to recruit and manage young volunteers, aged 19-25. We have 6 volunteers with disabilities, and we continue to follow offer our reasonable adjustments process with volunteers to ensure we can remove disadvantages they may face, so that they can access and enjoy their volunteering experience at Orpheus.

The trustees recognise the need to increase their diversity and skills while ensuring succession within the Board. Trustee recruitment during the past year has continued to introduce a diverse range of skills, experiences and backgrounds. We have an Expert by Experience as a lay member on one Board Committee (who is disabled, female and BAME) and are continuing to explore how we use Experts by Experience in this context.

We have begun collecting Equality & Diversity monitoring data for our volunteers.

Alternative formats: Large print (18pt) or audio (mp3) format of this document is available by emailing moiralambert@orpheus.org.uk

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Appendix One

Student demographic data

Gender

	17/18	17/18	18/19	18/19	19/20	19/20	20/21	20/21	21/22	21/22
Male	22	42%	22	56%	19	40%	22	46%	35	55%
Female	16	58%	17	44%	28	60%	26	54%	29	45%
Total	38		39		47		48		64	

Ethnicity

	17/18	17/18	18/19	18/19	19/20	19/20	20/21	20/21	21/22	21/22	22/23	22/23
Any Other Asian	1	3%										
Any other Black/African/Caribbean background											1	2%
Black African	1	3%	2	6%	1	2%	1	2%	1	2%		
British Asian Pakistani	1	3%										
Mixed (British, African, Chinese)	1	3%									1	2%
Indian											1	2%
Pakistani	1	3%	1	3%								
Turkish					1	2%						
White and Asian	1	3%	1	3%	1	2%						
White and Black African							1	2%	1	2%	1	2%
White and Black Caribbean	1	3%	1	3%	1	2%	1	2%	1	2%	1	2%
White British	31	82%	34	87%	43	91%	45	94%	59	94%	59	90%
	38		39		47		48		62		64	

Student Sexual Orientation

	19/20	19/20	20/21	20/21	21/22	21/22
Blank	41	84%				
Prefer Not to Say	3	6%			45	70%
Straight/Heterosexual	5	10%			19	30%
	49				64	

Appendix Two

Staff E&D Monitoring Data 2021/22

Answers are expressed as a percentage of total respondents.

Ethnic Category	Staff
Black/African/Caribbean/Black British	3%
White and Black African	
White and Black Caribbean	
Asian/Asian British	
White - British	86%
White-Irish	3%
White - Any other background	3%
Mixed - Any Other Background	2%
Other	3%

Gender	Staff
Prefer Not to Say	3%
In Another Way	1%
Male	23%
Female	73%

Do you class yourself Disabled	Staff
Yes	18%
Prefer Not To Say	1%

Sexual Orientation	Staff
Bi/pan sexual	4%
Gay/lesbian	6%
Heterosexual	79%
Prefer not to say/blank	11%

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Appendix Three

Disability Confident Self Assessment Report (03/02/2021 to 31/01/2024)



Employer Evidence Template

You may use this template to record your evidence, further actions or comments for consideration as you go through your self-assessment. This will also help you if you want to become a Disability Confident Leader and have your self-assessment validated.

This is for your records and you do not need to send it to us.

Employers name	The Orpheus Centre	
Disability Confident Reference number (DSC000...)	DSC0006205	
Date	25/10/2018	
Completed by and contact details	Jay Cross, HR Officer 01883741425, jaycross@orpheus.org.uk	
Theme 1 – Getting the right people for your business The employer must have agreed to all of the following actions.		
Criteria	Evidence	Comments or further action required
As a Disability Confident employer, our business is:		
1. Actively looking to attract and recruit disabled people.	<ul style="list-style-type: none"> As a college for disabled young people, we have actively spoken to ex-students with varying disabilities to keep them aware of any job vacancies we have here. We have rewritten our application form adding in a guaranteed interview scheme and we include in our job adverts that we are Disability Committed and have a guaranteed interview scheme. We have 	Actively advertise jobs on disability websites Run, support or participate in a local disability job fair

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	had a good response to this. (see application form)	
2. Providing a fully inclusive and accessible recruitment process.	<ul style="list-style-type: none"> • We have added a guaranteed interview scheme to our recruitment policy, and a form to the application form to apply for this. This states that reasonable adjustments will be made to the workplace, including premises and equipment, work duties and practices or policies, as appropriate. All disabled applicants who meet the minimum criteria for the role as set out in the role profile and person specification will be guaranteed an interview. • We invite disabled candidates to indicate on the application form if they need us to make any reasonable adjustments during the shortlisting process. • Our recruitment documents and forms can be provided in alternative formats, for example, large print, audiotape, Braille or Easy Read and we are happy to receive applications in alternative formats. 	

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<p>3. Offering an interview to disabled people who meet the minimum criteria for the job.</p>	<p>We have offered interviews to two disabled candidates and have offered to make any reasonable adjustments for the interview. One asked to have an advocate with them at the time who help her with the answers should she need it and the other person asked that all correspondence went through her mother, also her carer, because she struggles with using the computer and reading letters</p>	
<p>4. Being flexible when assessing people so disabled job applicants have the best opportunity to demonstrate that they can do the job.</p>	<p>We will make any reasonable adjustments to ensure everyone can demonstrate their abilities. An example of this, was during an interview with a Down's Syndrome and autistic person for a catering assistant job, who was not able to interview with a panel, she found this too difficult and caused her huge anxiety. We changed the interview to a walk around the kitchen and canteen so she could demonstrate her skills and knowledge.</p>	
<p>5. Proactively offering and making reasonable adjustments as required.</p>	<p>Emailed the advocates of the disabled people to ask if they could provide us with any information we may need to make any reasonable adjustments for the applicants. One applicant's mother asked us to not discuss the logistics of getting to work with the candidate because this is not something she can work out for herself and the planning of all travel is completed by the</p>	

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	<p>mother. We have agreed with the permission of the applicant that this is how we will continue.</p>	
<p>6. Encouraging our suppliers and partner firms to be Disability Confident.</p>	<p>We have advertised on our website and on all recruitment documentation that we are Disability Committed and talk to other colleges about it, encouraging them to do the same.</p>	
<p>7. Ensuring employees have sufficient disability equality awareness training.</p>	<p>All staff at the Orpheus Centre have disability awareness training as well as equality and diversity.</p>	



Theme 1 – Getting the right people for your business		
You must agree to at least one of the following activities.		
Activity	Evidence (only for the activities you have agreed to in your self-assessment)	Comments or further action required
1. Providing work experience.	We are a college for young disabled adults and we regularly offer the students work experience in various departments within the college	
2. Providing work trials.		
3. Providing paid employment (permanent or fixed term).	We have employed a disabled person as a catering assistant on a permanent, part time contract.	
4. Providing apprenticeships.		
5. Providing a traineeship.		
6. Providing paid internships or support internships (or both).		
7. Advertising vacancies and other opportunities through organisations		



Theme 1 – Getting the right people for your business		
You must agree to at least one of the following activities.		
Activity	Evidence (only for the activities you have agreed to in your self-assessment)	Comments or further action required
and media aimed particularly at disabled people.		
8. Engaging with Jobcentre Plus, Work and Health programme providers and local disabled people's user led organisations (DPULOs) to access support when required.		
9. Providing an environment that is inclusive and accessible for staff, clients and customer.		
10. Offering other innovative and effective approaches to encourage disabled people to apply for opportunities and supporting them when they do.		

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Theme 2 – Keeping and developing your people		
The employer must have agreed to all of the following actions.		
Criteria	Evidence	Comments or further action required
As a Disability Confident employer, my business is:		
1. Promoting a culture of being Disability Confident.	We are implementing policies that encourage equality and diversity and developing understanding through education.	
2. Supporting employees to manage their disabilities or health conditions.	We have people training as first aiders and mental health first aiders. We have regular one to ones with staff to give them a safe place to speak about their health and wellbeing, and we implement any reasonable adjustments possible.	
3. Ensuring there are no barriers to the development and progression of disabled staff.	We provide equal opportunities to all staff and make reasonable adjustments for disabled staff. This is through extra support, extra time frames, mentors and creating different learning aids for our disabled staff if they need it.	
4. Ensuring managers are aware of how they can support staff who are sick or absent from work.	Regular coaching and support for the managers on how to support staff who are absent from work. We train them how to	

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	complete return to work interviews and how to support people going forward.	
5. Valuing and listening to feedback from disabled staff.	Through regular one to ones .	
6. Reviewing this Disability Confident employer self-assessment regularly.	YES	

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Theme 2 – Keeping and developing your people.		
The employer must have agreed to take at least one of the following activities.		
Activity	Evidence (only for the activities you have agreed to in your self-assessment)	Comments
1. Providing mentoring, coaching, buddying and or other support networks for staff.	Our catering assistant who is disabled has had support and coaching from our transitions team who have supported her to settle into her role. We have made adjustments to the role and to training to ensure she has the time and support to achieve her objectives.	
2. Including disability awareness equality training in our induction process.		
3. Guiding staff to information and advice on mental health conditions.		
4. Providing occupational health services if required.	We have an occupational health company we use and provide this to people who need it.	
5. Identifying and sharing good practice.		

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6. Providing human resource managers with specific Disability Confident training	To be booked	
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Appendix Four

Orpheus E&D Survey Results 2022

What changes would you like us to make to improve equality, diversity and inclusion at Orpheus?

Recruitment
Greater employment of those with a learning disability
More in-house nurturing of staff for management /middle management positions. Staff will look for these experiences else where and we will lose excellent staff
Continue to diversify the workplace
More diverse cultural staff team with varied cultural food.
Would like to see more BAME staff to help us expand our culture and public perception; however I also appreciate that we are based in an area with a fairly low BAME population
Improve opportunities for those with physical disabilities
Employing staff from a wider cultural background, and not be quite so female focused
Continue to try and employ diverse staff members
Your intake of students is not very diverse, the majority are white, this is not inclusive,. Black or Asian staff are also under represented
Continue to diversify our workplace
More options for people in wheelchairs
More disabled staff and volunteers.
Training
Training to be more inclusive for staff's different learning needs. Often, the sessions are too long.
Continue training on areas of EDI
More understanding of all inclusion
Move EDI training to online
More awareness for trans inclusion
More guidance around language for disabled people
To make sure all staff are included in staff training regardless of disability.
Everyone to have training on communication aids to assist the Learners that need it.
Ensure the EDI has presence at training events where appropriate, and promote on screens to reinforce the importance and implementation around the college, in practice and in attitudes on behaviour.
Make sure all training is inclusive
Include tolerance of ageism
Praise
So far so good, I'm happy for being a member of Orpheus.

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None, we already do a fabulous job!
I dont think there are needs for any changes as it is looked at and kept extremely fair for all already.
I think we are outstanding already and very open to improve or change any areas that are highlighted by staff.
Its been great so far
Comms
More visible examples of how these areas are promoted within Orpheus to show it is really embedded in what we do
Keep engaging with staff and students, as well as political ans societal changes
Ensure the EDI has presence at training events where appropriate, and promote on screens to reinforce the importance and implementation around the college, in practice and in attitudes on behaviour.
More help in the holidays and half term. Want more paper information as we don't use emails often.
Behaviour
Be kind, friendly and inclusive. Don't come across as stuck up because its unprofessional. You aren't better than others; we are all equal and human.
There is still a big discrepancy between departments and inclusion. We lead by example, recently this was not shown.
Appreciate that the OC cannot please all their people all the time. To have tolerate LGBTQ + and gender dysmorphia means I have to compromise my faith. I have to leave a central part of my identity at home.
Wellbeing
More staff trained in mental health first aid.
Multi faith chaplaincy
More staff support groups
Menopause
Moire workplace support for menopause
More support for Menopausal people
Flexible working
more flexibility with those who have family commitments, WFH, flexible hours if needed at home
Ability for time off to support ageing parents
Food
More diverse cultural staff team with varied cultural food.