

Peter Symonds College
Equality Act 2010: Public Sector Equality Duty
Equality Analysis & EDI Report
January 2023



“Prejudice Sucks” is a mural which hangs in the Paul Woodhouse Centre.

The mural was designed and painted by Peter Symonds’ students:

Zoe McKellar, Scarlet Standen, Maya Gadd and Tamsin Koumis

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Section 1: Introduction

The college motto is “Counting in Ones” and illustrates our commitment to promoting diversity and equality of opportunity for all staff and students, as expressed within the college’s Strategic Plan, which states that Peter Symonds College is “committed to equality of opportunity, to engendering inclusivity ... ensuring that students and staff can flourish in our community. We believe that a diverse staff and student body strengthens our community and enhances our students’ learning and we are committed to becoming an anti-racist college”.

The Strategic Plan 2022 - 2025, includes:

“To ensure equality of opportunity for staff and students, challenging discrimination and engendering inclusivity” (Strategic Objective 7.6)

To achieve our aim of becoming an anti-racist college (Strategic Objective 7.15)

Over the past sixteen years, the college has analysed the student and staff experience. Initially, this involved impact assessment over a three-year cycle with outcomes reported to the Senior Management Team and Governing Body.

In September 2016 a more focused approach was adopted, identifying key aspects for analysis and specific areas of the student journey that have been identified as an area for further development (e.g.: through complaints, student feedback, the self-assessment process, etc), where there have been new developments (e.g.: an on-line application process in the sixth form college) or where the current climate dictates a refocusing of attention (e.g.: The National Covid-19 lockdown, the Black Lives Matter movement of 2020 and the Everyone’s Invited movement of 2021).

Similarly, regarding staff matters, analysis focuses on specific areas of interest or concern rather than a college-wide review.

The college is committed to consulting with and involving both staff and students in analysing equality and diversity, along with other stakeholders where and if appropriate.

Throughout the year there are surveys of learner views that are analysed by gender, ethnicity and learning difference and disability. There are student and staff EDI forums on the SFC which meet regularly. These provide the opportunity to focus on the student and staff journey and to examine areas where the College could improve. At AHED focus groups are arranged as and when appropriate in order to examine the student or staff journey or when new initiatives are introduced, as follows:

1. SFC Student EDI Forum (organised by the EDI Co-ordinator).
2. SFC Staff EDI Forum (organised by the EDI Co-ordinator).
3. AHED Focus Groups (organised by Director of AHED and the Operations Manager)

The College established a new team of Equality, Diversity and Inclusion Ambassadors in July 2021 with the aim of undertaking a significant whole-College audit of EDI in academic year 2021-22. The audit was completed as planned and an associated action plan will be created during this academic year.

Section 2: Equality Information

Profile of the College

Peter Symonds College provides Advanced level and vocational opportunities at levels 2 and 3 in the sixth form college. In 2021-22, there were 4,405 full-time 16-18 year-old students, including 72 boarders.

The Adult and Higher Education Division (AHED) caters mainly for post-19 and a mixture of vocational and non-vocational education and, in 2021-22, had 82 SFA/24+ loans funded adult students, 186 students on higher education programmes and 1,446 enrolments on leisure courses.

As at 31 July 2021, the sixth form site had 276 teachers and 367 support staff. AHED had 92 teachers and 29 support staff. All figures exclude casual and hourly paid staff.

Our staff and student profile in relation to disadvantaged groups:

Students

In 2021-22, a total of 6119 students were on roll at the college, over both the sixth form college and the adult and higher education sites.

Sixth Form College (SFC)

In 2021-22, 4405 students were aged 16-18. The gender split was 57% female and 43% male. 16% of learners were from minority ethnic groups. 28% of learners had a learning difficulty or disability.

Adult and Higher Education (AHED)

In 2021-22, of the 82 SFA/24+ loans funded adult learners, 73% were female and 27% male.

The college has an emerging programme of higher education courses. In 2021-22, there were 186 enrolments on HE courses, 81% were female and 19% male.

At AHED, 10% of learners were from minority ethnic groups. 18% of learners had a learning difficulty or disability.

Staff

Seventy percent of our employees are female and they are well represented at all levels. Less than 0.6% of our staff declare themselves to have a disability, although a much greater percentage have medical conditions which in fact constitute disabilities under the 2010 Equality Act. We continue to encourage staff to disclose disabilities in the recruitment and professional review processes. Our percentage of staff who come from an ethnic minority is approximately 3%. Our workforce continues to age, with 45% being aged 55 or over. We continue to recruit staff across all age groups.

We continue to consider requests for flexible working on a case-by-case basis, accommodating those flexible adjustments we can.

Protected characteristics under the Equality Act 2010

The college is committed to gathering as much information as is possible and necessary about the protected characteristics identified in the Equality Act 2010 to enable us to comply with the Public Sector Equality Duty. For both students and staff, the college will continue to raise awareness and encourage disclosure of a protected characteristic, promoting an environment where staff and students feel comfortable and have multiple opportunities to disclose.

SFC

Guidance for tutors has been developed in the sixth form college on how to deal with a disclosure of a protected characteristic by a student. A rolling programme of 'one to one' tutorial sessions for all students allow regular opportunities for tutors to discuss individual matters with students and afford greater opportunity for students to disclose.

Equality, diversity and inclusion is one of the key topics covered in the tutorial programme. Students are introduced to the core values of the College at the very start of the Lower 6 year in a welcome presentation delivered by the Senior Management Team and again in a tutorial session linking the College's ethos to fundamental British values.

The programme also includes material on harassment including what this word means, neurodiversity, Holocaust Memorial Day, period equality, whistleblowing and challenging discrimination in the world of work.

Further to this, through the work of the EDI team there are now a wide range of additional pastoral events and activities hosted throughout the year to raise further awareness which are outlined in Section 3.

More students every year are disclosing personal information through their application form and interview process, in particular transgender students.

AHED

There is guidance for AHED tutors on how to deal with a disclosure of a protected characteristic by a student, and how to use the disclosure form. Students have opportunities to disclose personal information through their application forms, the interview process and learning agreements.

Staff

All staff can access, check and update personal information (including protected characteristics) held by the Personnel department via the 'self-service' personnel system on the staff intranet. Also, in the professional review process, there is a prompt on the self-appraisal form to disclose an acquired disability for those who wish to do so.

Section 3: Equality, Diversity and Inclusion Team

Team structure

The Equality, Diversity and Inclusion (EDI) Team was established towards the end of academic year 2020/21 and appointments were finalised in 2021/2022. The team is comprised of 4 EDI staff ambassadors and led by an EDI Co-ordinator who work together to enact the team remit.

The EDI Co-ordinator: leads the team, liaises with various interested parties both in and out of college, attends the Wessex Group EDI Forum termly.

Team Remit 2021/2022

For the first year the team were tasked with the following:

1. Establishing a calendar of events to mark significant EDI events
2. Conducting an EDI Audit (later referred to as the EDI Study) to gauge student and staff perception of the EDI issues in college.
3. Running EDI Staff and Student Forums throughout the year - opportunities for staff and students to feedback on the EDI programme and any issues that they have noticed around college.
4. Encourage and support student led EDI based enrichment groups and activities

EDI Events 2021/22

The following events were run in academic year 2021-22:

- National Coming Out Day - website made to share with all staff and students - stories of coming out, advice and links to resources.
- Black History Month - #ProudToBe Quote Walk, Future Figures, Lighting Installation.
- International Men's Day - Health fair (physical, mental and sexual), links to MenTalkHealth podcast, My Positive Male Model photo installation.
- Diwali - Principal's email, website banner, information about Diwali linked to website.
- Hanukkah - Principal's email, information about Hanukkah shared with tutors to link to GC, LED Menorah and information stand about Hanukkah upstairs in PWC.
- Day of Trans Remembrance - The GSA held a vigil and collated a lot of resources to teach themselves about significant trans individuals throughout history. These materials are ready to be shared across college for next year's event.

- International Human Rights Day - “What rights do you have?” information constructed and shared with tutors via tutor programme, Student Podcast episode on International Human Rights Day.
- World Aids Day - Materials made for tutor programme, funds raised for National Aids Trust through ribbon sales and art sale.
- Holocaust Memorial Day - For this event we approached all student EDI activities to ask them to contribute to the event. The GSA were particularly active in this event and explored the intersectionality of the Holocaust and LGBT identities. Photography exhibition in PWC highlighting the life of people living in the Lodz ghetto during WW2.
- LGBT History Month - Art exhibition competition, display of historical figures, student bake sale all organised for the month.
- International Women’s Day - A creative writing competition launched, external events collated together and working with the library to highlight the resources that they have put together.
- Neurodiversity Celebration Week - Posters created and distributed, student perspectives quotes collated and displayed in PWC and Reception, world autism day infographic sheet collated with some assistance from students, activities focussing on neurodiversity and inclusion, staff training organised for end of May.
- Teachers toolkit website also created and shared with staff to help them share best practice for supporting neurodiverse students effectively.
- Ramadan - Principal’s email, information about Ramadan shared with tutors to link to GC, video interviews with Muslim students and information stand about Ramadan upstairs in PWC/careers. ISOC heavily engaged - holding an open-door event advertised to all students so that they can ask questions and learn more about Islam/Ramadan. Podcast received from podcast team discussing Ramadan and the experiences of those who observe it. ISOC organising student VLOGs documenting their day and what they go through during Ramadan to observe it, to be shared via college socials.
- Easter - The Christian union conducted an Easter egg hunt and organised an external speaker to come into college to discuss the Christian perspective of Easter.

Staff and Student Forums

In academic year 2021/22 there were six staff forums and five student forums.

Staff Forums - were open to any staff member who wished to attend and invitations were extended to those staff in key positions of responsibility (such as The Hub, The Library and Student Services) or those that ran enrichment Activities with a strong EDI slant (such as the Afro-Caribbean Society or the Christian Union). Staff forums were aimed at encouraging staff to engage with the planning of events, taking this back to their respective enrichments where

relevant and also as a Forum for raising any EDI related issues related to either student or staff.

Student Forums - were open to all students and advertised to all students via college email, and through the EDI Enrichment Activities asking for members of each enrichment group to attend the sessions so as broad a diversity of students could be achieved. These forums focussed on involving student voice in EDI planning, policy design and events, as well as giving students a forum to discuss EDI issues. The focus in these sessions was on being proactive in finding solutions and new initiatives.

EDI Audit / Study

The EDI Study was to establish staff and student perceptions of EDI related issues across the college campus. The study was to involve quantitative data collection from surveys and qualitative data from Focus Group Forums.

We designed three separate surveys, one for the student body, one for teaching staff and the other for support staff. Questions were similar across each survey to enable cross comparison of results and responses, whilst being tailored to the specific target demographic for relevance.

The survey was released on 4th April 2022 to all staff and students, across both SFC and AHED campuses. 5 staff focus groups were also organised and conducted alongside 10 student focus groups (5 lower sixth groups and 5 upper sixth groups).

The data from this study is currently being analysed for trends and patterns and a report will be produced to provide to SMT.

Significant EDI Outcomes from Staff and Student Forums

- Students & staff involved in updating the Student Equality, Diversity and Inclusion Policy.
- GSA - Visit from the LAGLO (Lesbian and Gay Liaison Officer) - to discuss support for victims of hate crime, domestic violence etc. The LAGLO has subsequently expressed interest in getting the students involved in writing some training for Hampshire Constabulary.
- Newly established Model UN, Amnesty International, Jewish Society and Islamic Society Enrichment groups.
- GSA - Bake Sale For Trans Support Charity- raised close to £200 through the event which was entirely set up, managed and staffed by the Gender and Sexuality Alliance.
- LGBTQIA+ Sexual Health Visit - 5th April - made closer links to the NHS practitioners who are going to come in to the college on a more regular basis to meet with the students.

Section 4: The Black Leadership Group

In January 2021 the College became affiliated with the Black Leadership Group (BLG) whose mission it is to 'challenge systemic racism for the benefit of all Black communities and the wider UK society as a whole, to be the authoritative voice of Anti-racism in F/HE, schools, public, voluntary and private sectors, and to further the interests of people from ethnically diverse backgrounds who share a lived experience of the effects of racism' (blackleadershipgroup.com).

The College has committed, with their support, to work to become an anti-racist College, moving from passive claims of being non-racist as an organisation to taking pro-active steps to eliminate racism and promote equality in our community. To this end, we have signed up to implementing the BLG's 10 point diagnostic toolkit.

To begin our journey, we ran an induction training event on 8 March 2022 facilitated by the BLG and attended by Senior Leaders, Heads of Department and Managers from all areas of the College's operation including support teams, curriculum teams and the AHE Division. As a result of this day three elements of the BLG 10 Point Diagnostic Tool were identified as key areas to begin work. These were:

- Point 1: Radical Review of FE Curricula & Qualifications
- Point 2: Anti-racism central to CPD
- Point 10: Positive Optics and Messaging

A second event, 'Train the Trainer', was then delivered on 5 July 2022 which was focussed on preparing to deliver Whole College Anti-Racism training in the Autumn term of 2022. Following this meeting a 'Steering Group' of 5 staff was established who will lead on delivering the whole College event.

In addition, the BLG were commissioned to undertake 'Lived Experience' Research and to interview the College's black (as defined by the BLG) students and staff to understand their experience of racism at College and beyond. This will be conducted in the Autumn Term 2022 and will inform and action plan for Anti-Racism that is to be created by the College next academic year.

Section 5: Equality Analysis - Students

It is our aim to eliminate discrimination, harassment and victimisation; to advance equality of opportunity and to engender inclusivity for all, and in particular for those students within the college that can be identified by the nine “protected characteristics” set out in the Equality Act.

In pursuance of these aims, the college looks at the student experience in relation to equal opportunities via student surveys and student focus group meetings.

SFC

For the period 2020-24, the College set new Equality Objectives for students in the Sixth Form College. An action plan in relation to these objectives is available on the college website: <https://www.psc.ac.uk/content/eo>

An interim review of the action taken so far is undertaken every year and shows that significant steps have already been taken towards meeting these. The comments below are from the interim review for academic year 2021-22 only:

1. To continue to develop and improve support for students with mental health issues

Action	Interim review June 2022
To improve communication to relevant staff about support required for, and expectations of, students with MH issues	The appointment of a Deputy Head of Student Services who is training to become a DSL which will improve access to information about students with MH issues. Sharing of action points by Senior Tutors following stage 2 interventions is more consistent. This will improve further when there is the ability for staff to upload documents to the student record and then full action plans / contracts can be uploaded.
To review the Fitness to Study policy including return to study protocol for students after a critical incident and implement this consistently across faculties	Completed including associated training for key pastoral staff - June 2021 The Study Support team renamed ‘support plans’ as ‘crisis management plans’ provided clarity of purpose. A new review procedure was introduced with the DoCS deciding on the removal of the plan as appropriate after 3 weeks.
To explore the use of group sessions in the hub to encourage student peer support	Implemented - June 2021 Peer support is available to students and group workshops on Anxiety and Exam Stress have also been introduced. Groups remain much less popular than 1 to 1 support, with the exception of the Therapy Dogs.
To adapt the therapies on offer at the Hub to	Completed - June 2021

meet students' specific needs.	Some groups have been adapted and have now become Walk & Talk and Craft & Create. Walking seems popular with male students who can find it easier to talk when not directly face to face. Crafting activities have been suggested by students who have brought their own interests to the group. It is hoped that the recruitment of the new staff resource in the team will allow a broader offer within the Hub.
To establish a 'regulation corner' in the Hub to encourage students to self-regulate and self-soothe	Completed - June 2021
To develop links with external agencies to broaden the offer of support available to students on College site, for example with the newly commissioned Education Mental Health Practitioner and Social prescribers	<p>Winchester Social Prescriber for Children and Young People has been in contact following publicity around our Wellbeing Day in April 2022.</p> <p>Continued links with Kooth now including webinars for staff on relevant MH topics as well as student support.</p> <p>Continue work with the Anna Freud Centre Schools Support Service.</p> <p>We have also linked with the Family Counselling Trust to offer counselling to our students who meet their criteria. Students are triaged by our service but can choose to access sessions with the Trust.</p> <p>Unfortunately Catch 22 have not been able to offer drop in sessions in college post pandemic closures, but we are able to refer to them for students to be seen externally.</p>
To find MHFA trainers with a view to offering this to all front-line safeguarding staff as well as Lead Tutors and Resident House Parents	All new staff to the DoCS and ST team have undertaken MHFA training. One of the MHAs in the Hub is aiming to complete training as a MHFA Trainer in academic year 2022-23 so that we can offer this training in-house.
To provide information on relevant AHED courses available to frontline MH staff	Director of AHED presented at the College's Pastoral Day 29 June 2022 to all DoCS and Senior Tutors giving details of courses available. It was also suggested that Introduction to Counselling would be a suitable course at AHED for interested STs
To develop closer links between Study Support, Heads of	Senior Tutors are now allocated EHCP students to support and have involvement in the Annual review process. This is now embedded and working effectively. There are now excellent links

Faculty and Lead Tutors including joint meetings to agree student support	<p>between the new EHCP Coordinator (appointed September 2021) and the faculty pastoral teams.</p> <p>Study Support Medical Caseworkers now routinely join DoCS in return to study meetings following a critical incident and agree support needed.</p>
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2. To improve the attainment of students in receipt of Free College Meals

Action	Interim review June 2021
To conduct individual interviews with FCM students to identify any barriers to learning and possible additional support needed	Students do not wish to meet in groups, but have reported that access to loaned laptops and chromebooks is extremely useful. Bursary funds have been used to increase both the value of FCM daily amount, and the value of food vouchers available in holiday periods. Free breakfasts were offered to Upper 6 students on exam days, in addition to their free lunch.
To provide resources for FCM students to address issues identified above e.g. tablets/ laptops or increased printer credit	Laptops / Chromebooks will now be offered to all FCM and Bursary students as a matter of course. All FCM students have been encouraged to also apply for Bursary funds, and where necessary eligibility for FCM has been taken as proof of eligibility for bursary. These students have had costs of printing, subject booklets and resources and textbooks covered.
To ensure all FCM students have at least one interview with a Level 6 careers advisor during their time at College	Completed June - 2021 With a new Careers Intranet appointment booking system & FCM being identified, we can now monitor numbers and make/attend appointments, offer follow up support and add notes to student records.
To invite FCM students To SUN events	Completed - June 2021 FCM students are added to a dedicated Google Classroom with SUN students, providing them with access to targeted information and opportunities regarding widening access. They are also invited to a SUN trip to Oxbridge and a trip to Portsmouth University, organised by SUN Progression Mentor this academic year.

3. To encourage aspiration in female students

Action	Interim review June 2021
To support the Business Department in their objective to improve outcomes for	Useful information and events have been forwarded from the Careers team to the Business Studies department.

female students, identifying possible speakers for College visits.	Employer/HE contacts have also been forwarded for possible talks/visits.
To communicate information about relevant events and opportunities to targeted groups of female students and to staff. To encourage female students to attend events about careers in which women are under-represented.	Completed - June 2021 including information document created detailing list of careers events & opportunities running as part of International Women's Day, and invitations to female speakers for Careers Day in careers in which women are under-represented.
Create a notice board of destinations of high achieving female alumni	Marketing are running a 'Where are they now' campaign to engage alumni and plan to identify female high achieving alumni to create both physical posters and advertise on social media platforms.
Include talks in whole Cohort careers events promoting women in aspirational fields and / or those in which women are under-represented.	Completed - June 2021 New Careers Day talks in 2022 included a talk by a recent female graduate on 'Women in STEM,' and females delivering talks on 'Being a Chiropractor' and 'Mechanical Engineering.'

Student EDI Forum

The focus of the forums is to empower students to take an active role in shaping the college community, both through reporting any issues that they feel are of particular importance or through engaging with various EDI focused tasks during sessions. Outcomes of each meeting are outlined below.

19th November 2021

Point Raised	Action Taken
Students wanted a space to access the EDI materials, make suggestions and review the content for events. They felt this would raise awareness of events.	We have introduced computer backgrounds with a graphic for EDI events throughout the year to raise awareness. There are plans to install a new EDI flag pole. The EDI team has started to plan construction of a Google Site page to house EDI content as well as an Instagram page.
Students had noted a huge jump in the visible support for trans students - they have requested	Students were reminded that some people do not want to disclose their pronouns. We did say we would highlight how well received this was to staff which has

that pronoun badges and pronouns in email signatures be encouraged as the norm.	been done through staff briefing and have made badges more accessible for staff. We have ordered “I am happy to discuss your pronouns” badges for those staff who do not wish to disclose their own pronouns.
Students requested pronoun training for students being incorporated in to Symonds Lecture Programme	It was not possible to build this in to SLP but we have stated our intent to sourcing more external speakers to deliver talks to students in the Science Lecture Theatre throughout the academic year.
Issues with the toilets in PWC where the accessible toilets were often blocked by bins to prevent access.	Made it clear that if anyone found this to be happening it was to be reported at Student Services so that it can be investigated immediately, especially if there are suspicions of anything untoward happening in the facility itself. Estates were informed and asked about the bins either being moved or secured so that they cannot be dragged in front of the toilets.
Students requested accessible toilets with key cards or keys to access to keep them clear for students with disabilities.	It was explained why this was not feasible - especially as not all disabilities are visible and therefore it would be extremely hard to vet this. It was explained that there is one toilet in the college that has a key and that it is because one particular student needs immediate access at all times.

11th February 2022

Point Raised	Action Taken
Issues around Neurodiversity awareness were raised - especially amongst staff in terms of how students are supported.	Neurodiversity Week resources focussed on creating a Staff Toolkit of Neurodiversity resources - this has been made with input from Study Support so that it is in line with college approaches to ND support. There was also a staff training session on supporting students with Autism.
Students were keen for more prominence within the EDI events to be given to physical disabilities, as they felt that a greater voice for students with physical disabilities is needed.	We have encouraged students to come forward with specific ideas for what they would like to see happening to address this point as we do not want such events to be trivialising or tokenistic in their approach. Nobody has yet come forward to offer any suggestions. We will look at whether it is possible to build Disability Awareness Week in to the roster of events for next year.

<p>Discussion surrounding Holocaust Memorial day. There was agreement between the students that there should be wider information next year to fully encompass all groups of people affected by the Holocaust (some felt the event was too narrow).</p>	<p>It was explained that all enrichment activities were contacted in advance and asked to contribute to the event - groups were encouraged to engage in any way they saw fit. The groups that did engage with this event were the ones that were represented as a result.</p> <p>To increase engagement with events the EDI team will be involved with Symonds Lecture programme sessions at the start of 2022/23.</p>
<p>The Christian Union would be interested in doing activities / creating information to explain key festivals in their calendar. They would like to also reach out to the community outside college (Winchester) - helping people that are homeless and people in poverty, putting an EDI/college presence out into the wider community.</p>	<p>A member of the EDI team is now paired with the Christian Union to help them run their events successfully.</p>

In the March meeting the students were asked to feedback on the questions and wording within the EDI Survey questionnaire that was released shortly before Easter. Their feedback resulted in a good number of the questions being simplified, reworded or removed as needed.

20th May 2022: students were asked to review the college's Student Equality, Diversity and Inclusion policy. This led to significant changes in the document as many of the suggestions were taken on board. Students also raised the following points:

Point Raised	Action Taken
<p>A student asked why there was no Buddhist Society - they felt there was an underrepresentation as Buddhist religious events had not been marked whilst those from other faiths had been.</p>	<p>In the meeting we discussed that all events that had run were in collaboration with student enrichment activities. The Christian Union, Jewish Society and Islamic Society had all contributed to the events in order to help them run and to offer their expertise and knowledge. These enrichments had been requested and started by students.</p> <p>Students were reminded that new enrichment activities could be started by submitting a request to the Enrichment team at the start of term.</p>
<p>Students asked what we were doing for Pride Month</p>	<p>It was explained that due to the new nature of the EDI team at that time we had decided to focus on</p>

	<p>a smaller programme of events in the year 2021/22 to “bed in”. As we had run LGBTQIA+ History Month we had decided to not do anything for Pride Month this year as well.</p> <p>Subsequently we have looked in to this request further and a member of staff has come forward to establish Symonds Pride in the academic year 2022/23.</p>
Students asked if they were allowed to take time off for Eid	Students were reminded that they were entitled to take time off for religious observances as long as this was communicated to the college via the Parent Portal.

24th June 2022: students were introduced to the EDI events for the next academic year, feeding in to which events they wanted to see, the sort of focus and content of these events.

Student Surveys

Lower 6 Settling in Survey 2021

In the cross-college survey of Lower 6 students undertaken in December 2021 students expressed a high level of satisfaction:

- “I feel safe and secure at College” – 98% of students agreed or strongly agreed
- “The College promotes a culture of acceptance and equality” – 99% of students agreed or strongly agreed

Cross-college survey, Upper 6 students:

In the cross-college survey of Upper 6 students undertaken in the summer term 2022 students also expressed a high level of satisfaction:

- I feel safe and secure at College - 95% of students agreed or strongly agreed
- Equal Opportunities are actively promoted at the College - 91% of students agreed or strongly agreed.

AHED

Tutors have been encouraged to carry out accessibility training to ensure online resources are accessible and adhere to the Public Sector Bodies’ Accessibility Regulations. A training video is available to all staff on Moodle giving guidance on creating accessible documents.

Feedback from students was gathered online and in person for Programme Voice Groups. The number of students with mental health issues has increased and, as a result, a sensory/”chill out” room has been created.

High levels of satisfaction with delivery and support

“This Access to HE course was helpful to gain more insight into subjects related to my course, and it also provided help with UCAS and interview preparation for obtaining a place at university. I’m now two years into my Paramedic Science degree, and the skills learnt at AHED are still really valuable.”

“The teachers are amazing and incredibly supportive and the topics covered in the classes are really engaging and interesting. I felt totally prepared to apply to be a paramedic and I wouldn’t have felt as confident if it wasn’t for the Access to HE at AHED.”

“My beauty therapy course is great fun and I have learned skills that I will use throughout my entire career. My tutors are amazing and provide fantastic individual support. We get to go on some exciting trips too!”

“I have been taught by some amazing tutors. Without their patience and kindness I would never have had the confidence to do this course. I have felt welcomed, valued and empowered and my confidence has grown!”

“The course is flexible and allows me to stay in work. The tutors are very helpful and supportive, they make the work clear and are always open to questions!”

Mental Health:

Feedback from students is that not all are aware that counselling can be accessed at AHED for under 19s on funded courses. Research also revealed that not all staff were fully aware of this. To mitigate this, the SF Hub team came to AHED to speak with U19 students and staff that teach on those programmes.

Information regarding Counselling for under 19s has now been added to tutor briefing slides for all students. Student feedback demonstrates that students struggling with mental health issues were supported and felt they benefitted from input from Study Support.

Monitoring the attendance of students with a mental health issue (including low level anxiety and emotional difficulties)

This is achieved through the creation of a list of students in this category, which is stored centrally and accessible to key staff. Heads of Curriculum can access attendance information and will investigate if attendance falls below 85%.

Registry notify study support that a student has declared mental health difficulties on the enrolment form, they are added to our basic Excel Active Students spreadsheet and they are sent a Medical Declaration Form. Once that is returned the severity of the issue is assessed and if necessary the Student is added to the Students of Concern list on the G drive. Centre Staff, HoC’s and Duty managers are able to access this password-protected list.

Some students do not declare their mental health difficulties at enrolment, but later via the Confidential Study Support & Health Declaration form or verbally to a Tutor. When that happens the same process as described above is carried out.

Of the students on the concern list, in 21-22 there were 28 who have disclosed they were experiencing mental health problems. This has increased from 10 the previous year. All tutors, Study Support, relevant HOCs and the Director are aware of relevant students and, when necessary, meet with external agencies to ensure we are supporting students appropriately and that they are fit to study.

Support for students with mental health issues: Distressed students receive some immediate Mental Health First Aid Support from the Head of Study Support or from other members of the management team/Duty Manger. The Head of Study support holds a Mental Health First Aid qualification.

Under 19 students can be referred for Counselling and support from the Hub at the Sixth Form College and the Head of Counselling at AHED can signpost adult students to external agencies. Students are also able to access support at AHED via the Head of Study Support.

Section 6: Equality Analysis - Staff

The Director of Personnel provides an annual monitoring report to Governors that analyses staff data by certain protected characteristics, although this is a time-consuming process due to data being manually added to spreadsheets from application forms. Plans to roll out a fully on-line recruitment model were put on hold due to concerns about two-step authentication and how the system was behaving during testing. A new HRIS is currently being scoped and ease of reporting will be at the forefront of any decisions made on the system to be introduced.

We publish an annual Gender Pay Gap Report which includes plans to help us address any issues. Whilst the GPGR is a legal requirement, Ethnicity Pay Gap Reporting is currently not. When selecting the new HRIS, the functionality to produce this report will be considered.

Section 7: Data Analysis

College performance is routinely examined by gender, ethnicity, disability, socio-economic background and learning difficulty and reported to the senior management team and Governors. Our analysis covers recruitment, retention, A level grades and university destination.

This year brings with it a curious situation in terms of quality assurance. On the one hand we have 'real' results (our first in over 1,000 days), but we must recognise that these results were forged in imperfect circumstances. We must be careful not to over-react to particular features in student performance, but we owe it to our students to react when standards fall below expected levels.

SFC

Figure 1.1: Equality and Diversity profile

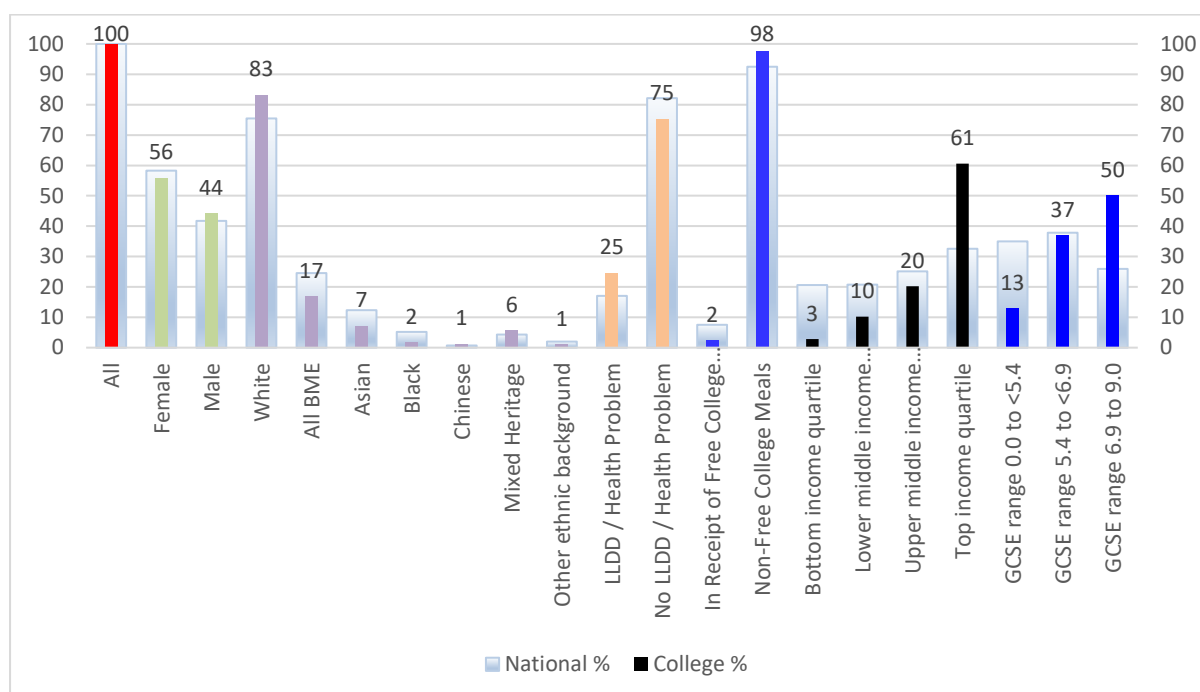


Figure 1.1 examines how typical our equality, diversity and inclusion profile is of the sixth form college sector. The narrow bars represent Peter Symonds College, and the background silver bars represents the national picture. We find that:

- our student body has a higher proportion of male students than is typical (against a background of national underrepresentation).
- 17% of A level enrolments are from students from an ethnic minority background, with Asian students (7%) and those of Mixed Heritage (6%) being the largest groups
- 25% of students at the college have a learning difficulty or disability which is significantly higher than the national average (17%) and higher than prison populations
- 2% of enrolments are from students in receipt of free college meals
- The majority of our students (61%) are drawn from the top income quartile
- We have far more very able students (average GCSE score of 6.9 or higher) than is typical

Figure 1.2: retention

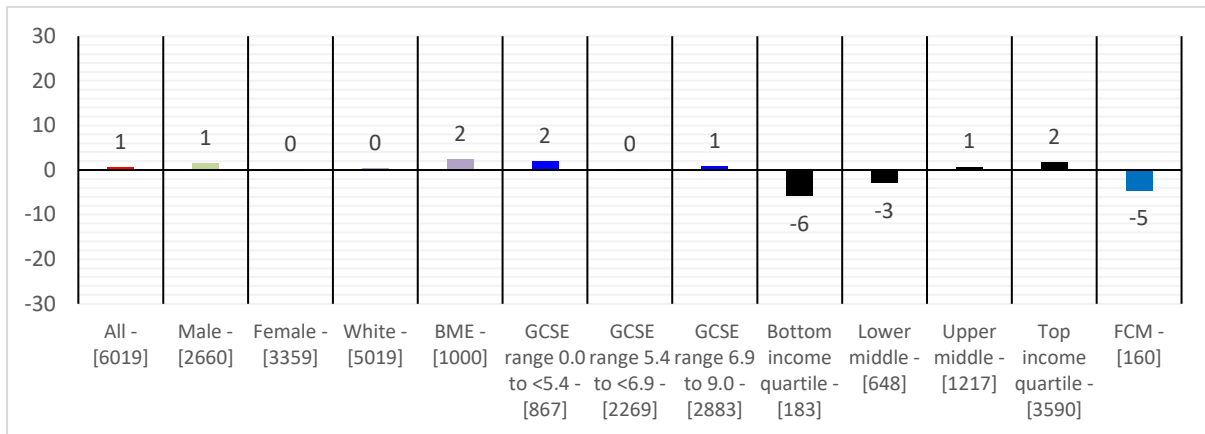


Figure 1.2 looks at whether our retention rates over two years are in line with what happens with similarly qualified students nationally. A score of 0.0 suggests we match national performance. Variations from zero are reported in terms of percentage points. A score of +2.0 suggests that retention is 2% higher than would be expected of similarly qualified students studying those subjects

Figure 1.3: exam performance

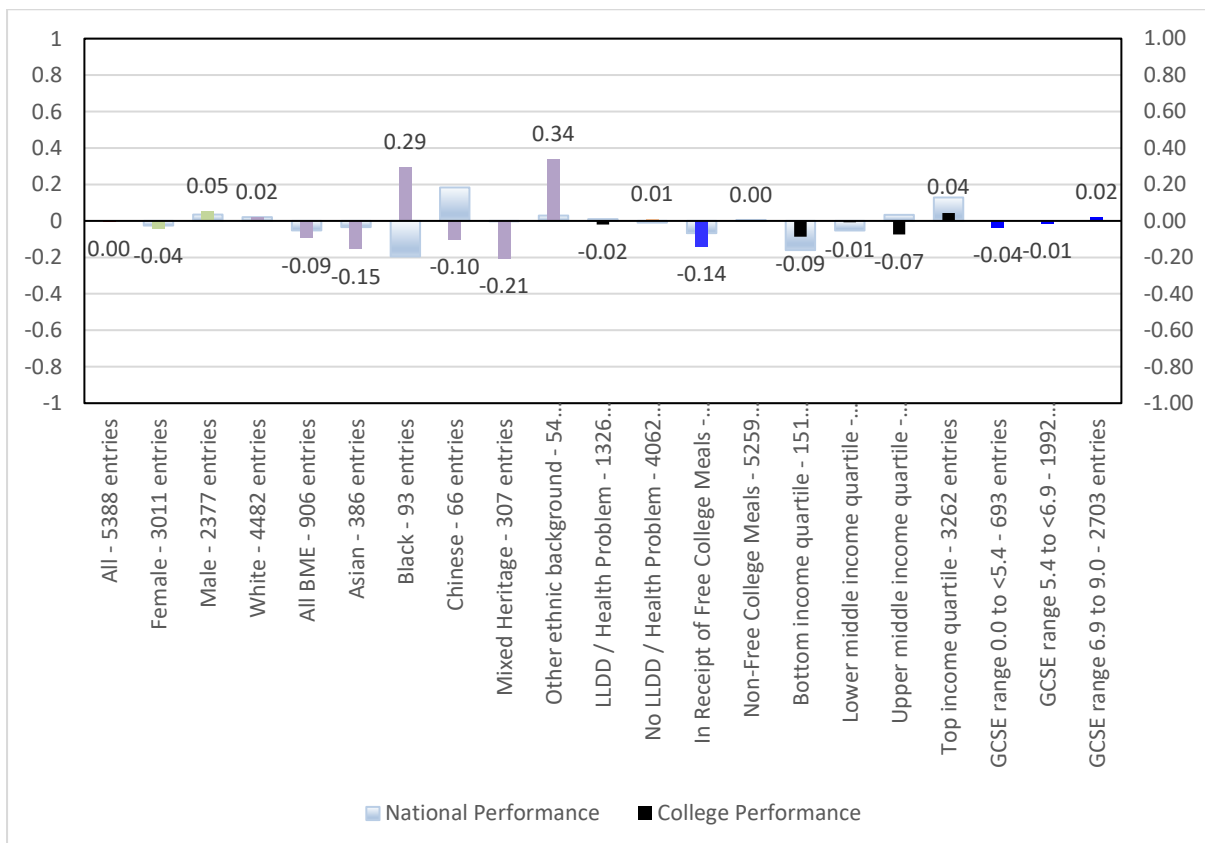
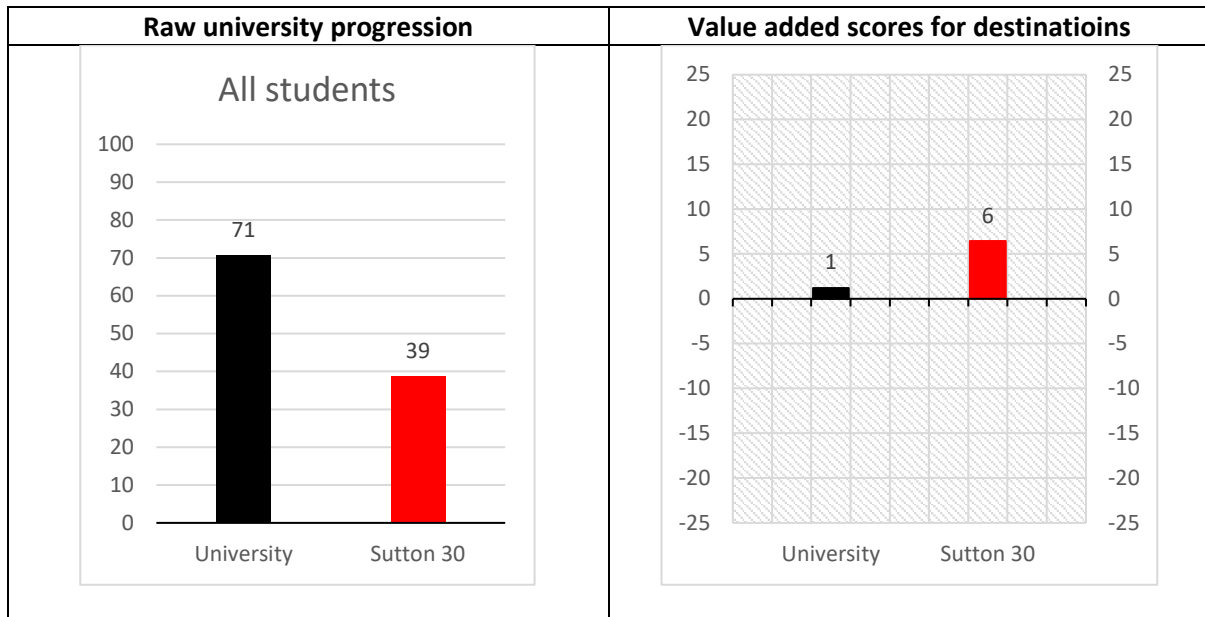
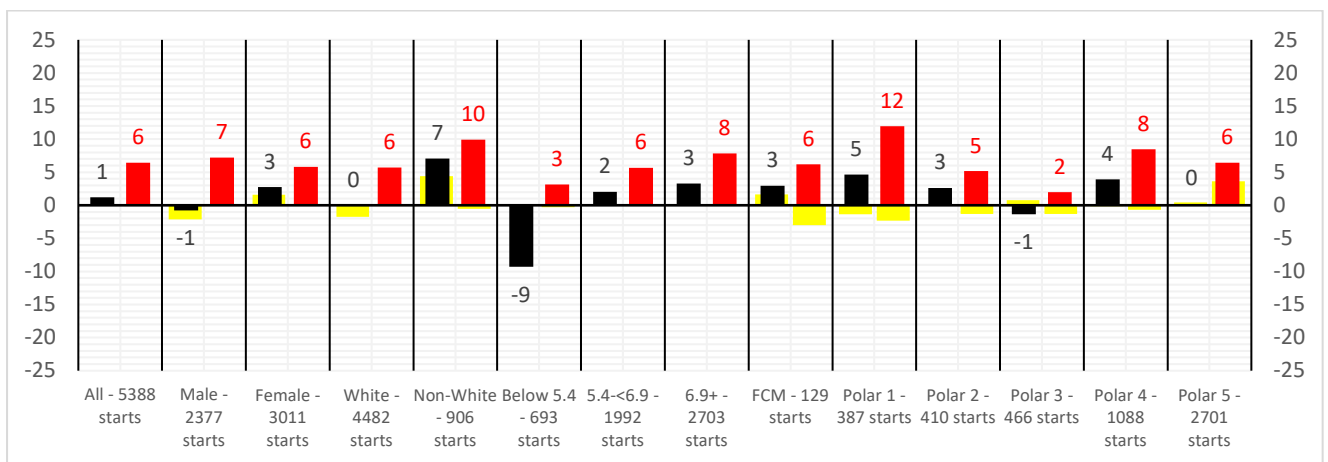


Figure 1.3 looks at exam performance compared to GCSE starting points. Where a bar extends above the line, it suggests that group has made more progress than would be expected. Below the line would suggest that the students have made less progress than would be expected. The report uses grades per entry as its measure. A score of +0.10 would suggest that 10% of students get a grade higher than would be expected.

Figure 1.4: university destinations



In **Figure 1.4**, we see that 71% of students had secured a university place (for immediate or deferred entry), and 39% had secured places at the Sutton 30. In a normal year around 350 will gain places at university in the subsequent application round (2023, in this instance), which will take the overall university progression rate for this cohort to the mid-80s.



Headline Equality, Diversity and Inclusion Summary

In 2022:

Gender: Male students made greater progress from their GCSE starting points than female students (gap of 0.09) which reflected national patterns (and a reversal of the patterns for TAGs and CAGs). Female students were more likely to progress to university, but males and females progressed to competitive universities in equal number.

Ethnicity: People of colour had higher retention than would be expected (of students with similar GCSE scores), made less progress in terms of A level grades (-0.09), but progressed to universities and competitive universities in significantly greater numbers than would be expected. Students from an Asian background performed less well than other students (-0.15), while those from a Black background performed particularly well.

Free college meals: Retention (-5.0) and exam performance (-0.14) were lower than what would be expected of similarly qualified students, but progression to all universities (+3.0) and competitive universities (+6.0) were significantly higher than would be expected.

Prior attainment: The highest rates of progress and university destinations were seen among students with the highest levels of prior attainment. Of all the groups in the destinations analysis, only students with prior attainment below 5.4 performed poorly in terms of university destinations

Income quartiles: over 60% of our students are drawn from the top income quartile. Retention was lowest for those students drawn from the bottom income quartile

POLAR quintiles: this measure is used for university destinations, with POLAR 1 being the 20% of 'local areas' that are most deprived.

Students with no university pathway perform less well than other students.

AHED

The analysis of performance in the adult education division of the college is less reliable than that for 16-18 students, largely because the numbers in each category are so small. The one feature that is worthy of note is that of participation: in common with the adult education sector as a whole, female students are over-represented.

Section 8: EDI Audits

Equality, Diversity & Inclusion Audits are embedded within the College's self-assessment processes in both the sixth form college and the adult & higher education division. These identify areas of good practice as well as areas for development.

SFC

The following are taken from SAR reports completed in June 2022:

Admissions & Marketing

- Ensure all publications, social and digital communications reflect the College's EDI policy and promote the value the College places on individuality, participation, and support to ensure an inclusive and diverse college community.

Biology

- To address the low achievement of Black African/Caribbean males in Biology. A black male doctor is coming in to meet with our staff to discuss his experiences and what we can do to support our students.

Boarding

- Ensure that the transgender boarders that we will be welcoming in September 2022 settle in, are supported and have an excellent boarding experience.

Criminology

- To be socially aware and encourage British values, Prevent engagement and Black Lives Matter - all of these social issues which can be explicitly addressed and applied in certain topics within the specification. For example, police stop and search statistics and recent high-profile media campaign of Black Lives Matter.

Education & Childcare T Level

- Support the College neurodiversity week; plan activities, such as research on how different neurodiversity impacts a child's learning. Students complete presentations on this. HoS will ask for guest speakers from the early years and primary sector to discuss how they meet the needs of these learners in their job role.

Equality, Diversity & Inclusion

- Following the 'train the trainer' event with the Black Leadership Group in June 2022, and with the group of Cross-College trainers, create an action plan for the College stemming from the BLG 10-point diagnostic tool.

History

- This year is the first year we have delivered a new coursework option on the Abolition of the Slave Trade, considering the historical causal arguments, which has proved to be highly valued by the students. We will continue to deliver a diverse and accessible course but intend to highlight more the role of female historians within historical debate.

Law BTEC

- Continue to use Unit 2 and 3 to explore lack of diversity and institutional racism, supporting the college observance of Black History Month.

Learning resources Centre

- Get feedback from Black and Minority Ethnic enrichment groups regarding the LRC (is our collection diverse enough, are we welcoming enough, what else can we do).

Media Studies

- To monitor the success and progress of male learners and ensure concepts of masculinity and femininity are taught with equal weighting.

Pastoral & Tutorial

- Ensure that one member of the pastoral team of each faculty attends every staff EDI forum. This person will feedback to the pastoral team to ensure that any news, initiatives or events are rolled out across the College via tutors and HoSs

Physics

- Identify opportunities to promote E&D in Schemes of Work. This will include the celebration of contributions to physics by people from diverse backgrounds, such as men and women of different race, gender, disability, sexual orientation, religion.

Product Design

- BLM – continue to consciously include the work of black and other ethnic minority designers / craftspeople into the examples provided for students.

Spanish

- To use the display area in VY223 to promote those topics within the specification which deal with issues of equality or inequality within Hispanic society

Sport BTEC

- All sport teaching rooms and Google Classroom/Google Site are updated with sporting images to provide positive images of diversity and challenge stereotypes. Within teaching, challenge stereotypes with relevant and contemporary examples from sport and active leisure (addressed from week 1 in BTEC Sport Induction).

Student Services

- To introduce Pronoun badges as an option for visitors to the college to wear.
- Use of QR codes on leaflets to allow students to access information more discretely, in addition to ensuring information is always up to date.

Study Support

- To enable students with complex medical needs to participate in College residential trips

AHED

Within the AHED curriculum SAR process in 2021/22, feedback was gathered on the equality and diversity priorities for 2021-22 These include:

- Continue to ensure all marketing literature (and website details) accessible to all.
- Marketing materials reflect the accessibility and diversity of the leisure programme and suitability for all members of the community – 19+.
- Identify further areas to embed EDI within the curriculum. E.g. the teaching of afro hair cuts within hairdressing and barbering
- Tailor classes and to meet individual needs across all the qualifications we offer.
- Adopt a flexible approach to meeting individual needs regarding Maths and English via the adoption of MyMaths and Google Classroom
- Ensure lesson materials are made available in advance for those that need them and also online for those that want to re-cap at their own pace - Access
- Positive feedback re the sensory/"Chill-out" room from access and LD students
- Continue to develop support for HE learners with mental health issues

Section 9: Equality Objectives 2020-2024

In 2020 the College reviewed its Equality Objectives and set the following objectives for the period April 2020-24. An action plan in relation to these objectives is available on the college website: <https://www.psc.ac.uk/content/eo>

Equality Objectives for the Sixth Form College (Students)

1. To continue to develop and improve support for students with mental health issues
2. To improve the attainment of students in receipt of Free College Meals
3. To encourage aspiration in female students

Equality Objective for the Adult and Higher Education Division (Students)

1. To continue to develop and improve support for students with mental health issues

Equality Objective for all College staff

1. To enhance opportunities for flexible working