Peter Symonds College

Equality Act 2010: Public Sector Equality Duty

Equality Analysis & EDI Report

January 2024

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

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

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Section 1: Introduction

The college motto is "Counting in Ones" and illustrates our commitment to equality, diversity and inclusion 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, and to supporting staff and student wellbeing, 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 antiracist 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 seventeen 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.

Since September 2016 a more focused approach has been 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 in the Sixth From College (SFC) which meet regularly. These provide the opportunity to focus on the student and staff experience 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 reinvigorating the EDI work of the College, including undertaking a significant whole-College audit of EDI in academic year 2021-22. This has been completed and an associated action plan created details of which can be found in this document.

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 2022-23, there were 4,374 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 2022-23, had 61 Advanced Learner Loans adult students, 157 students on higher education programmes and 1885 enrolments on leisure courses.

As at 31 July 2022, the sixth form site had 258 teachers and 199 support staff (excluding invigilators). AHED had 75 teachers and 28 support staff. All figures exclude casual and hourly paid staff.

Our staff and student profile in relation to disadvantaged groups:

Students

In 2022-23, a total of 4965 students (excluding AHED Leisure 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 2022-23, 4,374 students were aged 16-18. The gender split was 58% female and 42% male. 19% of learners were from minority ethnic groups. 27% of learners had a learning difficulty or disability.

Adult and Higher Education (AHED)

In 2022-23, of the 61 Advanced Learner Loans, 85% were female and 15% male.

The college has an emerging programme of higher education courses. In 2022-23, there were 157 enrolments on HE courses, 84% were female and 16% male.

At AHED, 12% of learners were from minority ethnic groups. 22% of learners had a learning difficulty or disability.

Staff

Female staff equate to 70% of the workforce and are well represented at all levels. Just over 0.7% of our staff declare themselves to have a disability, although it is likely 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 5%. Our workforce continues to age, with 46% being aged 51 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 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 EDI team also deliver a lecture to all Lower 6 students in the first half term about the EDI work in the College, and how they might get involved with EDI activities and promotion.

In addition, the tutorial programme includes material on harassment including what this word means, active participation, bystander effect, the College's anti-racism journey, neurodiversity, Holocaust Memorial Day, period equality, gender stereotypes, body image and toxic masculinity, 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 and non-binary 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 5 EDI staff ambassadors, one of which leads the team as the EDI Co-ordinator.

The EDI Co-ordinator has overall responsibility for EDI work in the College, liaises with various interested parties both in and out of college and attends the Wessex Group EDI Forum termly.

Team Remit

The remit of the EDI team includes:

1. Maintaining a calendar of significant EDI events to e marked by the College

2. Conducting EDI Audits and surveys as appropriate. The first of these was a significant cross-College audit of EDI conducted in 2020-21 (later referred to as the EDI Study). This served to gauge student and staff perception of the EDI issues in college and act as a baseline for future studies.

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 2022/23

The following events were run in academic year 2022-23:

- Black History Month - African Activities visit, creating a large-scale art mural, raising the pan-African flag, launched an art exhibition competition, Film Studies held a film festival throughout the month, Business collated resources related to highly influential black business leaders.

- National Coming Out Day - website made to share with all staff and students - stories of coming out, advice and links to resources. Media Studies held an essay competition looking at the episode San Junipero from Black Mirror.

- Ethnic Clothing Day - organised by students to encourage students to come to college in their ancestral, ethnic or cultural clothes. An event with music, dancing, food and games.

- Diwali - large scale event in the Sports Hall run by the newly established South Asian Society. Dance Performances, music, henna, food, games at lunch time in the sports hall and social activities all afternoon in The Gallery.

- International Men's Day – Theme of body dysmorphia in men - realistic body image and safe practices. Talk about issues around steroid use etc.- safe gym usage, caffeine/supplements, mental health, sexual Health

- Day of Trans Remembrance - Posters related to trans individuals of significance created and put up around college, arts and crafts workshop - centred on Trans Joy - creating stones that can be placed around the college site. A candlelit vigil to remember those that had passed.

- World Aids Day - Dr David Rowen came in to give a talk about HIV myths and facts.

- Hanukkah - LED Menorah and information stand about Hanukkah upstairs in PWC. Dreidel games played with rules put out on the tables. Doughnuts purchased and shared with all to mark the event.

- International Human Rights Day - "What rights do you have?" information constructed and shared with tutors via tutor programme. Amnesty International came in to give a talk to students about their work.

- Christmas - we worked with the Christian Union to host a decoration workshop for people to learn more about the Christian importance of Christmas.

- Holocaust Memorial Day - Music hosted a concert event of music by Jewish Composers related to Jewish heritage. A film showing in the Science Lecture Theatre also put on for this event.

- LGBT History Month - Talk from Peter Tatchell, human rights activist, raising the LGBT Progress Flag, GSA Drag Show fundraiser for Breakout Youth Southampton.

- International Day of Women and Girls in Science - working with the science departments we hosted several talks. The Maths department also hosted a talk and a film showing.

- International Women's Day - Unsung Heroes awards for Female Staff, essay competition, Break the Bias alumni social media posts.

- Ramadan – Islamic Society organised a college Iftar event, where members of the college's Muslim community came together to break their fast, socialise and share food.

- Anti-Racism Pledge Event - in line with our anti-racism work this event was our public declaration of our intentions and our pledge to be an anti-racist college. With speeches from the Principal, Sara Russell, Robin Landman OBE from the Black Leadership Group, students (President of the Student Union, Co-President of the ACS and several students from the South Asian Society) and the EDI Co-ordinator Lee Slaymaker as well as the unveiling of a piece of communally created artwork. Local feeder schools were also invited to participate with several students from Testbourne coming along and participating.

- Culture Day - a large scale, student led event with dances, music, singing, performances, games, food, henna, photobooth and more. The idea was to mark and celebrate the various cultural heritages around college. The event lasted for the whole day in the Sports Hall and was particularly busy at break and lunch.

- Easter - we worked with the Christian Union to host an event where a Pastor came in, did a Q&A, the students organised some activities, shared food etc. There was also the traditional Easter egg hunt organised by the CU around college.

- Mental Health Awareness Week - aimed specifically at staff there were workshops on supporting others who are struggling, how to look after yourself with regards to stress and burnout, a staff social (Fika) that encouraged people to get together to share cake and get to know each other more, yoga sessions, massage sessions, the

establishing of a Staff Wellbeing board and also the creation of Staff Networks. These networks, much like student enrichments, allow staff to meet people similar to them that they might not otherwise have the opportunity to connect with. We also organised for iTalk to come in to college for the event to talk to staff about the services they offer.

- Windrush Day - we organised guest speakers from the Cultural Diversity Consortium to come to college to discuss their experiences of Windrush - talk about their history and the ongoing struggles of the Windrush generation. We also hosted a lunchtime event for the ACS with quizzes, food and games.

- LQBT Pride - Organised by Graham Childs in conjunction with the GSA - A large scale event on the college field with tents and stands set up. Music throughout the day. Sexual health charities, pride charities, college enrichment programmes, performers and hosting by local drag performer Cherry. Raising of the Pride flag. The GSA were heavily involved in promoting and hosted a badge making workshop, friendship bracelet workshop and various other crafts.

- Neurodiversity Celebration Week - Emma Polegaze came in to give a talk on autism and mental health, as organised by the Psychology department. Student and Staff forums were held specifically for neurodivergent individuals to help us better understand support needs and access issues. The Neurodiversity Toolkit continues to grow. AHED highlighted the work they had been doing on their Learning Diversity course.

Staff and Student Forums

In academic year 2022/23 there were three staff forums and three 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. There was also the opportunity to review college policies in one of the sessions - including the Staff Wellbeing Policy, Staff Equal Opportunities Policy and the new Menopause Policy.

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. Similar to the staff forums there was also an opportunity to review college policies in one of these sessions.

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 EDI Study Report was finished in July 2023 and outlined all of the findings that had come out of the data analysis. The data was analysed through two "passes" - the first pass of the data looked for overall trends of the college community, the second pass then looked at the experiences of those from minority groups to understand how their experiences compared or differed to the overall college community. The EDI Report document broke these findings down in to various Appendices that allowed for a deeper analysis of the findings. These findings and the full Study Analysis were shared with the college staff at the start of the academic year 2023/24.

Many of the points raised had already been actioned during the data analysis stage of the report, and those that remain outstanding will be addressed in the coming academic year.

Significant EDI Outcomes

- Anti-Racism Pledge event - bringing together staff, students and feeder schools as the college outlined the college's stance on Anti-Racism and made the public pledge.
- First ever student-led Symonds Culture Day
- First ever Symonds Pride event - as organised and coordinated by Graham Childs.
- First Staff Mental Health Awareness Week - bringing together external vendors, internal training, wellbeing opportunities and launching our staff networks
- College wide Anti-Racism training in collaboration with the Anti-Racism Steering Group
- Introduced the 'Food for Thought' lunchtime training sessions - upcoming schedule for the next academic year.
- Mental health and wellbeing training offered by the Hub and Counselling team as part of Staff Mental Health Awareness Week
- Training being organised by Breakout Youth for Boarding staff related to supporting transgender students in boarding.
- EDI Team member attended Refugee Conference at Winchester University to see how we can be involved in the ongoing work of supporting local refugees.
- EDI Team was shortlisted for a Hampshire Education Award in the category of Wider Participation and came an extremely close second place.
- EDI Staff Networks launched:
    - Mental Health and Wellbeing Network
    - Parenting Network
    - LGBTQIA+ Network
    - Women@Symonds Network
    - CARE (Culture, Ancestry, Race and Ethnicity) Network
    - DAWN (Disability, Accessibility and Wellness Network)
    - Neurodivergency Network

Section 4: The College's Anti-Racism Journey

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

Following that, a 'Train the Trainer' event focussed on preparing to deliver Whole College Anti-Racism training in 2022-23 and established the 'Steering Group' who took responsibility for delivering the training. Whole College training was delivered to all members of College staff through a whole staff training day and subsequent follow up events for governors, staff at AHED and specific groups who were unable to attend other events e.g. catering and estates. Several 'catch-up events were also delivered to allow any staff who had been unable to attend previous events to complete the training.

Following this training, all departments were required to create an Anti-Racism action plan and nominate an Anti-Racism Ambassador.

All new staff to the College now receive Anti-Racism training in person if they join the College at the start of the academic year. This training is recorded so that any staff who join mid-year can also complete it.

In March 2023 a second meeting was convened focusing on the College's implementation of the BLG 10 Point Diagnostic Tool. This meeting was attended by key staff from across the College and AHED including SMT, DoCS and Director of AHED, the Heads of Personnel, Tutorial Programme, Enrichment, Marketing & Admissions and Student Services, as well as those involved in Staff Development, EDI team and Steering Group. Action plans were created for each of the three points of the plan identified at the initial meeting. These included areas identified through the Lived Experience Research (see below) and will form the basis of the work of the Steering Group moving forward.

In response to Point 2 of the 10 Point Diagnostic Tool, and in addition to the Anti-racism training detailed above, training was also delivered to staff on 'The Importance of Representation' and 'Intersectionality and Unconscious Bias'.

In further collaboration with the BLG, the College commissioned the group to undertake 'Lived Experience' Research in September 2022, to interview the College's black (as defined by the BLG) students and staff to understand their experience of racism at College and beyond. The BLG produced feedback for SMT which was incorporated in to the action plans mentioned above. This exercise will be repeated in 2022-23.

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: www.psc.ac.uk/edi

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 2022-23 only:

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

Action	Interim review June 2023
To improve communication to relevant staff about support required for, and expectations of, students with MH issues	A review was completed of the Crisis Management Plan procedure and the use of Q codes and embedded with relevant teams. The process for monitoring Q code use was also strengthened, linking with pastoral teams, study support caseworkers and faculty administrators. Training was delivered to all staff on working with students with ADHD
To review the Fitness to Study policy including return to study protocol for students after a critical incident and implement this consistently across faculties	As above. Further training on Stage 1 & Stage 2 Fitness to Study was delivered to the Senior Tutor team by Directors of Curriculum & Support
To explore the use of group sessions in the hub to encourage student peer support	The wellbeing Hub has introduced an ASC support meeting for Year 11 applicants which follows Yr11 Welcome Days in June. This is run in conjunction with the Study Support EHCP team. Students came to College to familiarise themselves with the College and meet other ASC students to establish a support network for academic year 2023-24.

To adapt the therapies on offer at the Hub to meet students' specific needs.	A 'Hub Hangout' has been introduced to the Hub timetable one lunchtime per week. This is a session overseen by staff modelling behaviour on making connections and welcoming new students. This is a very popular addition to the Hub and has been particularly well received by neurodivergent students.
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	The Family Counselling Trust now offer 3 sessions per week on the college site to students who have first been triaged by the college counselling service. They have provided a male counsellor which is a welcome addition to our provision. Anna Freud offered PSC only workshops for students on exam stress and managing low mood. In future they will offer pre-recorded sessions for students which will be a much more accessible resource. They have also provided information for parents which has been shared through Hub emails. The Hub have produced an external agencies directory for students and staff.
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	One of the Mental Health Advisers from the Hub is completing MHFA training to become a trainer with a view to providing in-house training from Summer 2024.
To provide information on relevant AHED courses available to frontline MH staff	Completed June 2022
To develop closer links between Study Support, Heads of Faculty and Lead Tutors including joint meetings to agree student support	Multi department review meetings were introduced on an 'as needed' basis to discuss specific student cases. These can be convened by a DSL, Study Support or a member of the College Nursing Team.

2. To improve the attainment of students in receipt of Free College Meals

Action	Interim review June 2023
To conduct individual interviews with FCM students to identify any barriers to learning and possible additional support needed	Unloc have been engaged to work with our FCM students on the "Through your Eyes" project. This offers students in receipt of FCM the opportunity to input into college planning by identifying things that are important to them as a group. They will make a final presentation on their ideas and priorities in academic year 2023-24.
To provide resources for FCM students to address issues identified above e.g. tablets/ laptops or increased printer credit	Laptops / Chromebooks are 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	FCM students are part of the 'Future Advantage' google classroom, which provides weekly targeted notifications with relevant careers and university opportunities only relevant to widening participation students. All FCM students are offered a Careers Appointment with the SUN Progression Mentor and are emailed regularly offering support and information on availability of appointments. They also receive key information and updates as a targeted group.
To invite FCM students To SUN events	A specification for a Barriers To Progress page for the College intranet has been designed which is due to be implemented in academic year 2023-24. This will show various categories of disadvantage including FCM and will make it easier for staff to identify these students particularly in 1-2-1 tutorial sessions and offer support as necessary.

3. To encourage aspiration in female students

Action	Interim review June 2023
To support the Business Department in their objective to improve outcomes for female students, identifying possible speakers for College visits.	The Business Department organised the following female speaker talks: Google Employer Visit to help engage female students and show a female in a technology focused role - Digital Marketing On Enterprise Day females filled the Finance and Operation roles, ones which students are historically less confident with.

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.	The Careers team in collaboration with the EDI team have proactively promoted and advertised events and opportunities as part of International Women's Day. Information about relevant events and targeted opportunities are advertised in the weekly Careers Bulletin and circulated to key curriculum areas.
Create a notice board of destinations of high achieving female alumni	Careers Department are creating alumni posters to demonstrate progression of ex-students, including female ex-students progressing onto apprenticeships.
Include talks in whole Cohort careers events promoting women in aspirational fields and / or those in which women are under-represented.	Careers Day 2023 included a talk by female PHD student on Research Science and talks delivered by females on Pharmacology, Astrophysics, Forensic Science and 'which engineering is right for me?' Female ex-students exhibited at the Progression Fair demonstrating progression to employers such as PwC, and working in areas such as Finance, Maritime Agency and Software 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 from two of the meetings are outlined below. The third meeting was spent looking at college policies and adding comments so there were no other EDI-related points raised in this meeting

13th October 2022:

Point Raised	Action Taken
Please advertise events further in advance	Events are now advertised two weeks prior (at least) via tutor notices. We are also making better use of our instagram, student notices, computer background changes and emails to advertise events.
Instagram accounts that use the college logo but are used to preach "hate speech" (as reported by students) PSCrightism is one example. What are the methods for reporting this?	Students have been informed that whilst the college has contacted Instagram about this they have refused to take the accounts down. The only thing that we can do, and students can do, is to report these accounts for hate speech or bullying - if there are enough reports on these accounts it will lead to them being reviewed and potentially taken down.
In fact, students are not clear on how to report any EDI issues or	Students have been reminded of all the ways they have been informed are open to them to report issues

concerns in between forums. Systems of reporting are not clear.	since starting college such as telling their tutor, their subject teachers, emailing their lead tutor, or going to Student Services.

We have subsequently also designed posters that have gone up in every building that clearly indicate staff who are particularly well-versed in EDI subjects to have conversations should this be needed. |
| Can we please have pronouns on the register instead of just on student profile? Harder to overlook this way. | Students were told in the meeting that this has been previously requested by the EDI team of Web Services, but because the register system is so old it cannot be changed in any fundamental ways without fear of breaking it. We have been informed that there are likely to be changes in the next few years and this request will be looked at again as soon as it is feasible to execute. |
| Lots of casual homophobia and transphobia around site - how can we challenge this with events this year? | Students were reminded of the channels to communicate hate speech - casual or otherwise. We have assured students that we are looking at how we can integrate more conversations around empathy, compassion and use of language in to the tutor programme and the college in general. We are also looking at how we communicate community building and the bystander effect. We also had our LGBT pride event this year which has been useful in building links between the GSA and the wider college community. |

30th March 2023

Point Raised	Action Taken
Run more events for more cultures - not student led. More support for the ACS on how to go about running an event.	We reminded that lots of offers of support had been made and little had been taken up unfortunately. We did offer to run some events later in the year - for Windrush notably. We are also putting together an events guidance document to give to all Enrichment programmes that have an EDI slant to help them with planning events.
The cultures that are being represented are those that are coming to the EDI team with specific requests and working with us to make the events happen so that they are genuine, student-centred responses and not tokentistic gestures from staff not of that culture.
Can the EDI event calendar be published - on	We have now had the events added to the college calendar.

the college website perhaps?	We have also built a Google Site for the EDI team which has all the yearly event calendar clearly linked.
Can we please have a Google Classroom for EDI Student Ambassadors	We plan to do this at the start of 2023/24 academic year when we get students signed up to the EDI Ambassador programme to give us time to collate resources, plan effectively and have maximum engagement with students.
Advertise Student EDI Forum more clearly - advertise EDI Student Forum at the events.	After this meeting the EDI coordinator met with the head of the tutor programme to get access to all tutor materials so that the EDI team can add one slide per week to the tutor programme. This will increase the visibility of the EDI events and student forums.
Could the prayer room be open for longer - the 4.40pm cut off is too early	Upon discussion with the Deputy Principal and the Estates Team it was determined that this was not possible as we could not ensure adequate staff presence to ensure safeguarding and wellbeing.
Students would like access to rooms for rehearsals or events planning.	Unfortunately, we rarely have enough rooms - although the students were shown how to access the room timetable system on the intranet. We have reminded them that if they go to student services they can get help with this. We are also looking at putting room booking guidance on the events planning document for students so that they can be reminded of all of this in between Student Forums as needed.
Get things in tutor notices earlier.	EDI Coordinator has now arranged this with head of the tutor programme. Materials need to be uploaded a week in advance of when they are needed so all tutor groups can be sure to see them.
Bulletin board - space to advertise. Library, PWC,	We are looking at options - We have located one board in Northbrook that we can use and are looking for one in the main canteen areas as well. Ongoing due to negotiating and time restraints.
Standardised poster that can be put on classroom noticeboards where there is space.	We spoke about visual noise and how posters are often completely overlooked. We have created posters for the EDI remit that are now available for all staff to put up in their spaces.

18th May 2023: students were asked to review the following college policies.

1) Progress Monitoring and Support Policy

2) Fitness to Study Policy

3) Prevent Policy and Procedures incl. Quiet Room Guidance

Comments and feedback were passed on to the Deputy Principal for inclusion in the policies where appropriate.

Student Surveys
Lower 6 Settling in Survey 2022

In the cross-college survey of Lower 6 students undertaken in December 2022 students expressed a high level of satisfaction:

- "I feel safe and secure at College" – 99% 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 2023 students also expressed a high level of satisfaction:

- I feel safe and secure at College - 94% of students agreed or strongly agreed
- Equal Opportunities are actively promoted at the College - 92% 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 remained largely the same. The chill-out room has been very popular with a variety of students. Additionally, AHED 16-19 students have been making more use of the Hub following closer links being developed with the SFC.

High levels of satisfaction with delivery and support

"During the year I loved Study Skills. I got a lot of useful skills not just about studying but also about confidence" - Access to HE

100% of those completing the End of Year evaluation strongly agreed with *"I received the right information and advice needed to ensure the course was right for me"* - Access to HE

"The induction session was really useful - it gave me an understanding of the different topics, how the days are structured and how the subjects are graded" - Education Degree

"The tutor was extremely responsive - she reassured me that my level was acceptable, gave me hints to aid my study and had great knowledge of the course content" - Languages

Mental Health:

Feedback from students is that students are now aware that counselling can be accessed at AHED for under 19s on funded courses. All relevant staff are also aware of this. The SFC Hub team come to AHED each year to speak with U19 students and staff which has helped raise awareness of the support available

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 benefited 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 22-23 there were 27 who have disclosed they were experiencing mental health problems. This is largely the same as 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 Manager. The Head of Study support holds a Mental Health First Aid qualification (as does the full-time receptionist)

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 and students under 25 can access Kooth. The Director is currently investigating the possibility of in-house student counsellors to support AHED adult full-time students

Section 6: Equality Analysis - Staff

The Director of Personnel historically 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.

Work is progressing swiftly on the new HR & Payroll system which will capture this information centrally, with reporting easily accessible. The system will be up and running from April 1st 2024.

Gender analysis

An annual Gender Pay Gap Report is prepared by the Director of Personnel which includes plans to help us address any issues. The Gender Pay Gap is the difference between the average hourly pay rate for men and for women, and the College remains confident that women and men receive equal pay when performing equal work.

The College generally attracts more women due to the fact that a lot of the work, particularly in the Support departments, is term-time only, thus potentially appealing more to women wanting part-time work whilst bringing up families. This somewhat skews our gender pay gap reports. It is important to understand that positions are advertised across a range of media, and our recruitment process is name and gender-blind. Short-listers have no access to personal data during the recruitment process, and appointments are based on scoring of criteria outlined in the job description and in the interview process itself.

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 which provide a secure platform for analysis, but the GCSE grades held by the class to 2023 were 'teacher assessed grades' from 2021, which are less secure. 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: A level class of 2023

Figure 1.1: Equality and Diversity profile: A level class of 2023
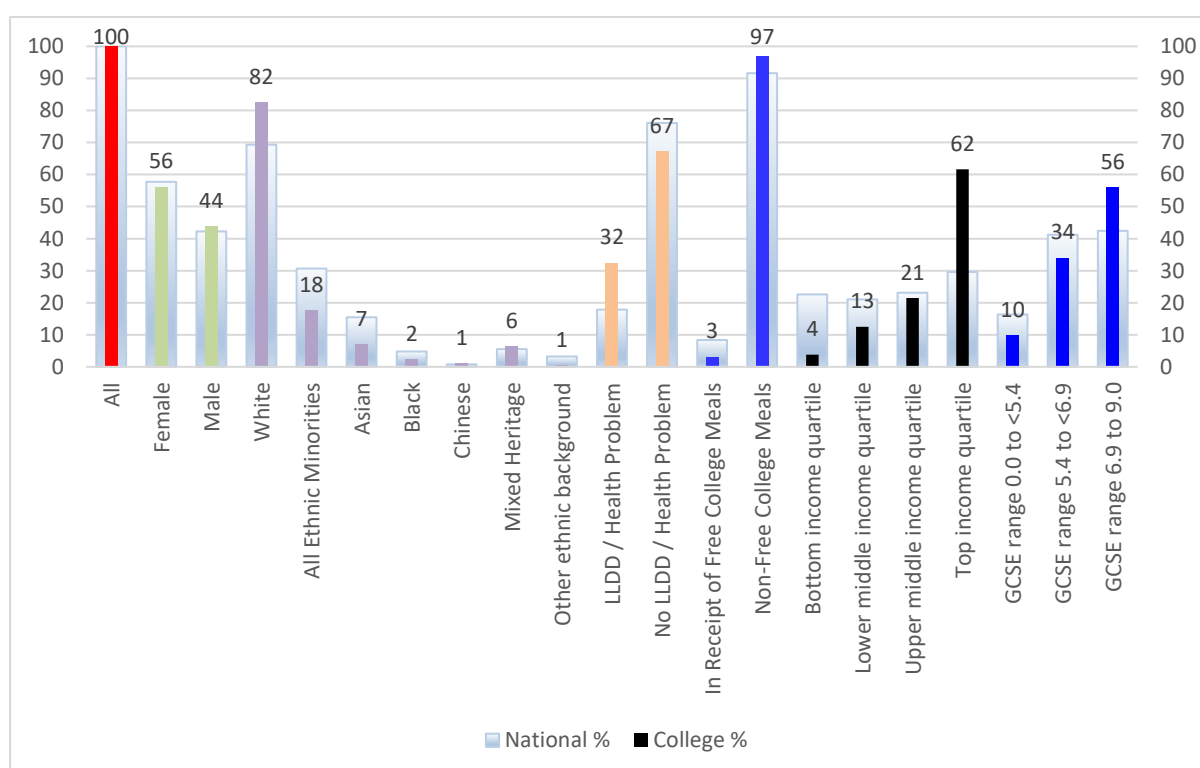
The profile of the class of 2023 is almost identical to 2022, but we have seen slight increase in students from bottom 2 income quartiles (+4%), a slight increase in students from an ethnic minority background (+1), and a significant rise in students with an identified learning difficulty or disability. (+7%).

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).
- 18% 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

- 32% of students at the college have a learning difficulty or disability which is significantly higher than the national average (18%) and higher than prison populations
- 3% of enrolments are from students in receipt of free college meals
- The majority of our students (62%) 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
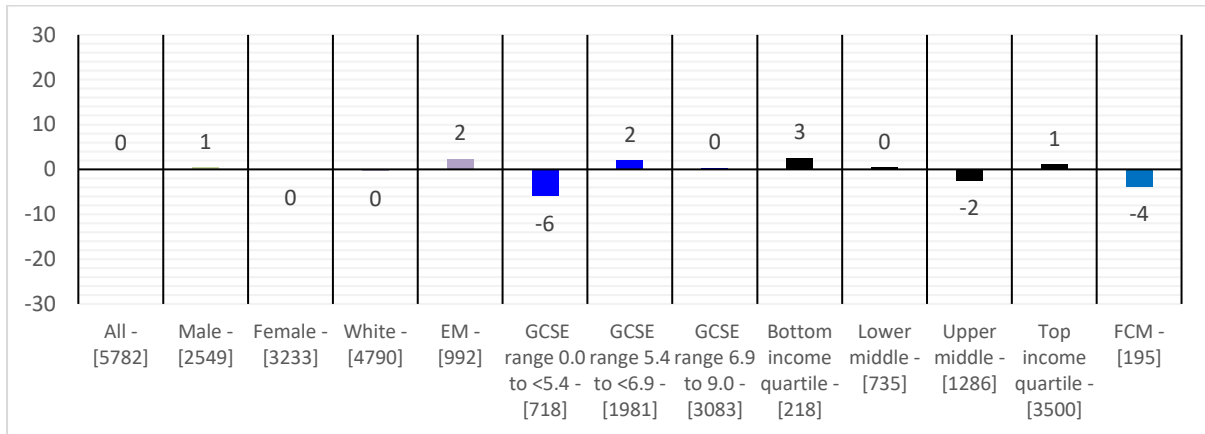
Figure 1.2: retention

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

It is important to note that the analysis here uses patterns from 2020-22 as a benchmark. This will (more than likely) underestimate performance at the College, but it is the best picture that is currently available. The two standout groups are those with average GCSEs below 5.4 (which is out of line with previous performance, and will probably be a statistical quirk related to teacher assessed GCSEs), and Free College Meals students, which are below the performance of similarly qualified students (but in line with last year at the College.
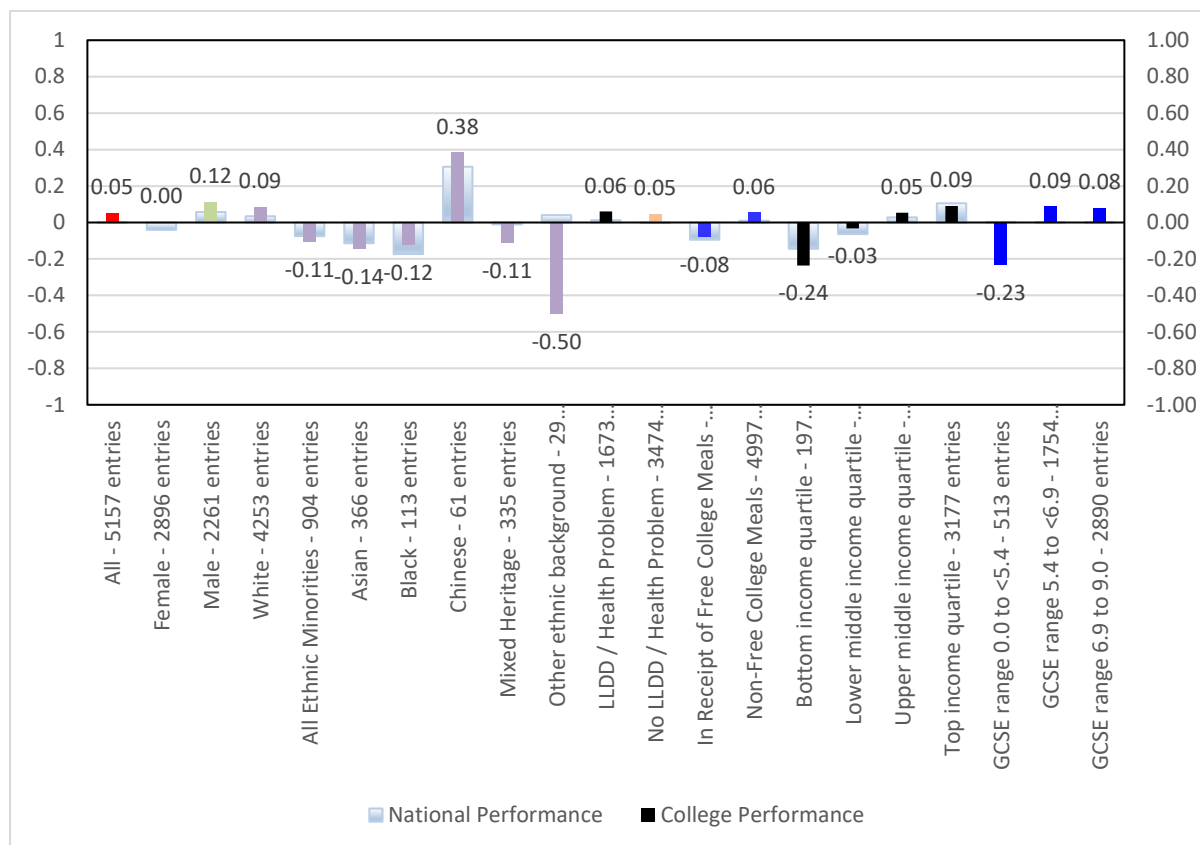
Figure 1.3: exam performance

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 suggests that 10% of students get a grade higher than would be expected.

Note that the data in these graphs relates to the number of exam entries, not the number of students. Each student will be represented by three exam entries. A group such as 'Other ethnic background' with 29 enrolments would represent data from ten students. There are two standout groups to note this year: bottom income quartile, and those with an average GCSE score below 5.4. Both these groups have dropped significantly from 2022 figures. We have checked whether the performance of these groups is a statistical quirk related to subject choice (and people in these groups just happen to have chosen subjects that performed relatively poorly. This does not have an impact on the income quartile analysis. However, much of the underperformance of the bottom GCSE band is accounted for by social science subjects (Business, Economics, Law, Psychology, Sociology).

Figure 1.4: university destinations

Raw university progression	Value added scores for destinatioins
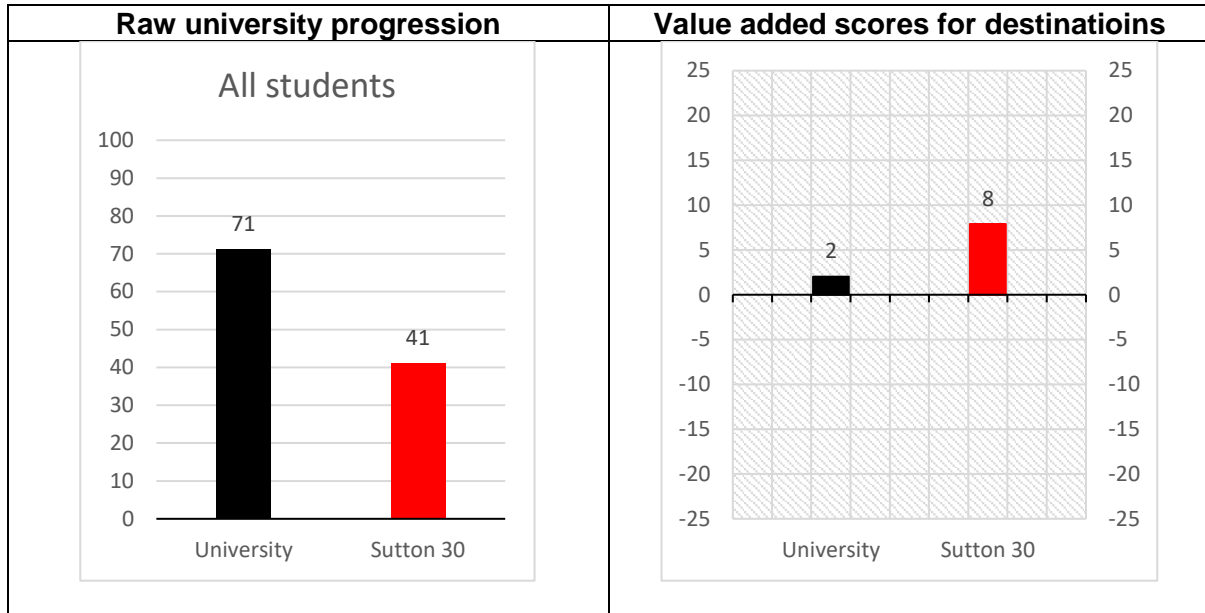
In **Figure 1.4**, we see that 71% of students had secured a university place (for immediate or deferred entry), and 41% had secured places at the Sutton 30 (up 2% on 2022). In a normal year around 350 will gain places at university in the subsequent application round (2024, in this instance), which will take the overall university progression rate for this cohort to the mid-80s. Sutton 30 2% up on last year.

Figure 1.5: university destinations
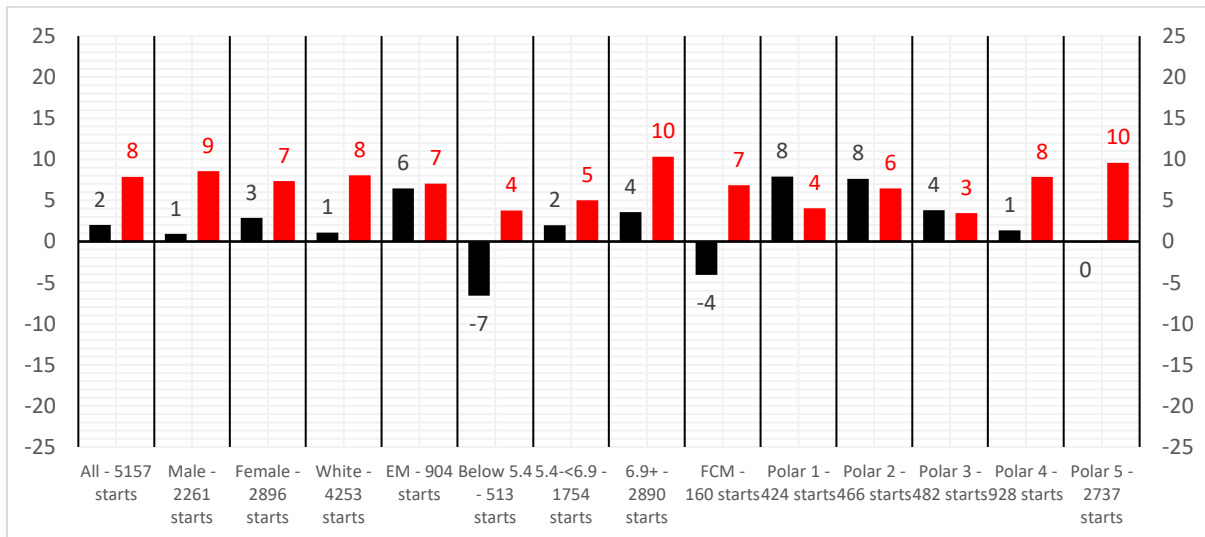
Headline Equality, Diversity and Inclusion Summary

In 2023:

Gender: Male students made greater progress from their GCSE starting points than female students (gap of 0.12) which reflected national patterns (and a reversal of the patterns for TAGs and CAGs). Female students were more likely to progress to university, but less likely to progress to competitive universities

Ethnicity: Students from an ethnic minority background had higher retention than would be expected (of students with similar GCSE scores), made less progress in terms of A level grades (-0.20), but progressed to universities and competitive universities in significantly greater numbers than would be expected (and to university in significantly greater numbers than their White peers).

Free college meals: Retention (-4.0) and exam performance (-0.08) were lower than what would be expected of similarly qualified students, but progression to competitive universities (+7.0) was 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 going to 'any' university, but they performed well in terms of going to top universities

Income quartiles: over 60% of our students are drawn from the top income quartile. Retention was highest for those students drawn from the bottom income quartile, but their exam performance value added measure was lower than other students

POLAR quintiles: this measure is used for university destinations, with POLAR 1 being the 20% of 'local areas' than are most deprived. University destinations were actually very strong from POLAR 1 districts.

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.

Since academic year 2021-22, all subject teams are required to commit to marking at least one EDI event in the coming academic year. This is recorded in the subject's SAR.

SFC

The following are taken from SAR reports completed in June 2023:

Business BTEC

- Provide guidance on non-discriminatory and gender-neutral language in the course handbook.

Careers

- Investigate and reflect on research related to unconscious bias in our professions. Promote knowledge of legally protected characteristics in the workplace; celebration:

Chemistry

- Host an event for International Day of Women and Girls in Science. Run "film screenings" across several lunch periods and send out promotional information

Digital Media

- Integrate an EDL short film competition/submission to support mental health week.

Economics

- Support Windrush Day 2024 and Refugee week 2024 with students producing a series of posters examining the economic impact of the Windrush generation and the positive economic impact of refugees.

Education & Early Years T Level

- During neurodiversity week, plan activities such as research and how this impacts on a child's learning. Students will complete presentations.

Enrichment

- Training for staff on transgender students in sports teams.

Equality, Diversity & Inclusion

- Encourage a greater "buy-in" from students to assist with the planning, creation and execution of the various EDI events throughout the year so that they are representative of our college community and to help avoid events seeming tokenistic

French

- To support a growing number of students with a bilingual background, who have specific difficulties with written work. Produce a bank of specific learning materials

IT BTEC

- Discussions regarding stereotypes and biases with students, helping them to understand their negative impact. Encouraging and incorporating critical thinking and challenging stereotypes through activities and discussions.

Learning resources Centre

- Update the accessibility page on our website to include more about neurodiversity and more information about how we support different groups
- Create a floorplan and online tour on our website so that students can plan their visits

Maths & Further Maths

- Recruit student helpers for open evenings and welcome days that represent the diversity of the College.

Media Studies

- Promote BLM education through the department; in guide to media content, YouTube Media BLM playlist and the protest film competition launched in the summer term.

Pastoral & Tutorial

- Work with the EDI and Student Services teams to raise awareness of and celebrate differences within our community. Educate students about and combat discrimination and harassment on the grounds of protected characteristics.

Philosophy

- Complete display board to include one board with Extension reading and more diverse Philosophy and Philosophers and a second with more insight on the female philosophers named but largely hidden. Work with LRC to purchase relevant texts

Politics

- Be proactive in getting women speakers in as role models and continue to address wide range of issues in PPE

Spanish

- To use the European Day of languages in September as a springboard to celebrate the diversity of Peter Symonds' Students and Staff home languages, as well as those taught here.

Student Services

- Recruit more student leaders from diverse backgrounds. Almost half of our new SU officers describe themselves as from a non-white background.

- Hub staff to undertake training in Lego as Therapy, to enhance the support offered to groups of students who find traditional talking therapies difficult.
- Counselling and the Hub appear to be less well accessed by our Black students. Contact relevant student-led groups such as the ACS, South Asian Society etc to offer the option of a visit to discuss

Study Support

- To establish a bespoke transition plan for students with needs relating to ASC in working partnership with Hub staff and student services as a pilot project summer 23 for Sept 23 students.

AHED

Within the AHED curriculum SAR process in 2022/23, feedback was gathered on the equality and diversity priorities for 2022-23 These include:

- Ensure the new website is accessible to all and on all devices.
- Ensure study skills remains a part of the Access provision
- 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 to meet individual needs across all the qualifications we offer.
- Work towards overall adoption of Google Classroom and the phasing out of Moodle (in line with Cyber Essentials)
- All HE resources to be made available 2 days before the session
- Continue to develop support for HE learners with mental health issues - investigate potential for in-house counselling via counselling degree student placements

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** At the time of writing the College were in the process of setting new Equality Objectives for the period 2024-28 which will be published by 1st April 2024.

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