

Peter Symonds College
Equality Act 2010: Public Sector Equality Duty
Equality Analysis & EDI Report
January 2025



“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

Contents

	Page no.
Section1: Introduction	3
Section 2: Equality Information	4
Section 3: The EDI Team	7
Section 4: The College's Anti-Racism Journey	10
Section 5: Equality Analysis – Students	12
Section 6: Equality Analysis – Staff	19
Section 7: Data Analysis	20
Section 8: EDI Audits	25
Section 9: Equality Objectives 2024-2028	28

Section 1: Introduction

The College motto is “Counting in Ones” and illustrates our commitment to equality, diversity and inclusion for all staff and students. This was reflected in the 2024 Ofsted report in which the College was graded ‘Outstanding’ in every category:

“Students enjoy being part of a deeply inclusive environment that celebrates and respects diversity. Students from all backgrounds participate actively in cultural awareness events and belong to various heritage societies” “These initiatives help create a welcoming atmosphere. Many students take on leadership roles within these societies, contributing to the sense of community.”

The College’s commitment to EDI is expressed within the 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 eighteen 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 regular student and staff EDI forums in the Sixth Form College (SFC). 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 relevant surveys and audits of the College community's experience. In 2023-24 a College wide Accessibility Audit investigating the experience of members of the community with a disability was conducted, information about which can be found later 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 2023-24, there were 4,589 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 2023-24, had 49 Advanced Learner Loans adult students, 96 students on higher education programmes and 1678 enrolments on leisure courses.

Number of Staff and FTEs at 31 August 2024

Sixth Form College

	Full time	Part time*	Total	FTE
Teaching	137	207	344	227
Support	96	153	249	178
TOTAL	233	360	593	405

*this is total part time positions being held, not total part-timers.

AHED

	Full time	Part time	Total	FTE
Teaching	0	43	43	9
Support	3	30	33	14
TOTAL	3	73	76	23

GRAND TOTAL	236	433	669	428
--------------------	-----	-----	-----	-----

Our staff and student profile in relation to disadvantaged groups:

Students

In 2023-24, a total of 4966 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 2023-24, 4,589 students were aged 16-18. The gender split was 57% female and 43% male. 17% of learners were from minority ethnic groups. 25% of learners had a learning difficulty or disability.

Adult and Higher Education (AHED)

In 2023-24, of the 49 Advanced Learner Loans, 80% were female and 20% male.

On higher education courses, in 2023-24, there were 96 enrolments, 80% were female and 20% male.

At AHED, 15% of learners were from minority ethnic groups. 18% of learners had a learning difficulty or disability.

Staff

Female staff equate to 69% of the workforce and are well represented at all levels. 2% 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 18%. Our workforce continues to age, with 52% 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.

Senior Management Team

60% of the Senior Management Team are over 50 years old, with 40% being below 50. The percentage of the Senior Management Team from an ethnic minority is 20% and none of them have declared a disability.

Board of Governors

There is a maximum of twenty-one governors on the Board and, as at 31 July 2024, there were nineteen in post, plus a co-opted governor. Of these, 60% were male and 40% female. No one on the Board has disclosed that they have a disability. The percentage of governors who come from an ethnic minority was 26%.

Towards the end of the summer term 2024, the Search & Governance Committee considered existing and forthcoming vacancies against the existing profile of the Board. In addition to seeking particular skills to meet the Board's needs, it recommended that there be a focus on maintaining and improving diversity across a range of characteristics.

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. The team is comprised of 6 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 be marked by the College
2. Conducting EDI Audits and surveys as appropriate. In the 2023/24 year, an Accessibility Survey of staff and students was completed.
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 Connect enrichment groups and activities

EDI Events 2023/24

The following events were run in academic year 2023-24:

- Black History Month - Raising of the Pan-African flag, department celebrations of the theme "Saluting our Sisters", poetry workshop and performance, the inaugural Afro Caribbean Society (ACS) Day
- National Coming Out Day – The Gender Sexuality Alliance (GSA) ran a stand with free badges, pride flags, pronoun badges and celebrated the stories of students and staff
- World Mental Health Day - Hello Yellow - students and staff wore yellow to support young people struggling with their mental health
- Men's Health Month/International Men's Day - Movember Team set up for fundraising, students bought stick on moustaches and took selfies to celebrate. Suicide Prevention workshop provided by Your Wellbeing Matters, resources from the Hub surrounding the theme "Zero Male Suicide". Emotions wall for students to contribute to in Student Services.
- Diwali - departments lit up with tea lights, South Asian society ran a large event, with food, henna, music, dancing.
- Transgender Day of Remembrance - candlelit vigil, speeches from Southampton Trans Pride, messages of love to the Transgender Community

- 16 Days of Activism against Gender-Based Violence - students and staff encouraged to wear orange. Women's Empowerment enrichment created collages to express their views on the different issues women face.
- World AIDS Day - Student Services sold red ribbons, myth busting activity, talk from Dr David Rowen.
- Hanukkah - Jewish Society - games, doughnuts, music, education in an event upstairs in Paul Woodhouse Student Common Room
- Islamic Society and South Asian Society organised a charity football tournament raising money for Gaza, alongside a bake sale - over £500 was raised.
- Holocaust Memorial Day - concert by the Music Department including solo flute, trumpet, violin, reflective readings and a vocal anthem.
- Islamic Society v Christian Union football match
- LGBT+ History Month - talk from Schools Out UK and GSA fundraiser
- Women's Self Defence Course
- International Women's Day - student/staff created playlist, wall of inspiration, true or false activity, pledges, collaging, safety chat from Winchester City Council, departmental inspirational women activity, giant Inspirational Women poster, what being a woman in different cultures means
- Iftar - hosted at college by Islamic Society, over 60 people attended.
- Culture Day - all connect enrichments came together to celebrate their culture with a fashion show, stalls, food, activities, henna, singing, music and dancing.
- Windrush Day - talk from the PPE enrichment
- Pride month - talk from Philip Wilson (University of Manchester), Pride event with Pride parade through the College, stalls, drag queen, karaoke, unicorns to name a few..!
- Neurodiversity Celebration Week - displays around college, quote walk, student feedback forum, staff 1:1 reflection meetings, toolkit.

Staff and Student Forums

In academic year 2023/24 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 Connect Enrichments with a strong EDI focus (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.

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 Accessibility Audit

The objective of the EDI Audit was to establish staff and student perceptions of Accessibility issues across the college campus. The study involved quantitative data collection from surveys and will be followed by qualitative data from Focus Group Forums.

Two separate surveys were designed, one for the student body and one for 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 Audit was completed in June 2024, the results will be analysed this academic year and will result in an Accessibility action plan.

Significant EDI Outcomes

- Working towards becoming an anti-racist college - the EDI Team is now taking the lead on this work. Anti-racism scenario workshops delivered to all staff. Anti-racism curriculum workshops delivered to all teaching staff.
- Lived Experience research undertaken by the BLG with students and staff of colour and results presented to SMT
- Increasing the size of the team to 6 members of staff, all with a breadth of knowledge and/or experience.
- Increasing the number of Connect Enrichments to 15, almost all student-led.
- First Afro-Caribbean Society (ACS) Day
- Increased engagement with students via many different avenues: forums, talks, tutorial, social media etc.
- EDI Symonds Lecture delivered to all Lower 6 students September 2023. To be repeated annually
- Increase in the number of events celebrated.
- Culture Day and Pride growing in size year by year.
- Increased engagement by students and staff in College events.
- A significant Connect Enrichment representation at Freshers Fair, Year 10 Taster Days, Open Evenings and L6 induction days.
- Working with marketing closely to ensure the prospectus is diverse.
- Completion and publication of new Equality Objectives for the College for 2024-28 following significant engagement with staff and students
- Interaction with important names and companies via social media - sport star Denise Lewis and Spice Girl Melanie C interacting regarding Black History Month and International Women's Day respectively. Also, communication, tags and likes with Little Justice Leaders, Sad Girls Club, The Mix UK, Humen, Southampton Pride, Winchester Pride, Trans Pride, Movember and Young Minds UK to name a few.

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 have formed the basis of the College's work 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 delivered to staff in 2022-23 on 'The Importance of Representation' and 'Intersectionality and Unconscious Bias'. In 2023-24 whole College training was delivered on Antiracism Scenarios, and all curriculum staff participated in antiracism curriculum workshops, examining how the curriculum could be delivered to be as inclusive and representative as possible.

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. This exercise was repeated in January 2024. The BLG produced feedback for SMT which was incorporated in to the action plans mentioned above.

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 Equality Objectives for students in the Sixth Form College.

In March 2024 a new set of Equality Objectives was published for the period 2024-28. The 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 the steps that have been taken towards meeting these objectives. The comments below are from the final review of the 2020-24 action plan and represent activity for academic year 2023-24 only:

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

Action	Final review March 2024
To improve communication to relevant staff about support required for, and expectations of, students with MH issues	Further clarification of the process for appropriate referral between the Wellbeing Hub and Study Support for students experiencing anxiety. Learning expectations to be shared with teachers added as an explicit point for discussion in the Return to Study Protocol
To explore the use of group sessions in the Hub to encourage student peer support	Groups have been extremely successful this academic year. The ASC group is well attended and students are reporting that it has been extremely helpful for them. LGBTQ Safe space, separate Hub Hangout groups for L6 and U6, Lego group and Craft and Create group are all running weekly and well attended. Groups allow staff to model social behaviours around playing games, making conversation and building rapport which are invaluable for students who are feeling isolated and lonely.
To adapt the therapies on offer at the Hub to meet students' specific needs.	We were successful in an application to the Sheila Coates Foundation for a grant which helped to provide materials and resources for the ASConnections group.

<p>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>	<p>Directory of resources and signposting which has been added to the college website and can be accessed by external stakeholders.</p> <p>Through the College's association with the Guild of Mercer's Scholars, the College is now linked with St Mary's University and the Maudsley Hospital as their new wellbeing partners. The College is working with them on gauging the impact of strategies used by the Hub and exploring strategies for increasing the engagement of male students and black students in accessing in-College support.</p>
<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</p>	<p>One of the Hub's mental health advisers has completed the training and will now co-deliver two MHFA courses with a MHFA England representative before being signed off to deliver this training alone.</p> <p>The first in-house training of PSC staff is planned for summer 2024. This training will be extended to other staff so that each long-haul College trip has at least one member of staff who is MHFA trained.</p>

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

Action	Final review March 2024
<p>To conduct individual interviews with FCM students to identify any barriers to learning and possible additional support needed</p>	<p>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. The project was completed and students presented to SMT. The students felt that they had really benefitted from the experience and were pleased to have been able to have an open discussion with SMT. The project is to be repeated in 2024-25</p>
<p>To provide resources for FCM students to address issues identified above e.g. tablets/ laptops or increased printer credit</p>	<p>Laptops / Chromebooks are now offered to all FCM and Bursary students as a matter of course. Demand for laptops for students in receipt of bursary funds has increased dramatically and we have had to purchase 40 extra devices this academic year to ensure equality of access.</p>
<p>To ensure all FCM students have at least one interview with a Level 6 careers advisor</p>	<p>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</p>

during their time at College	of appointments. They also receive key information and updates as a targeted group. Two U6 students have received offers from Oxford University and two have medical school interviews. Three students have for the first time been accepted to the Realising Opportunities collaborative outreach scheme run at 14 universities & one FCM student has been accepted onto the Social Mobility Foundation programme. Tutors are also made aware of the additional support available from SUN Progression Mentor for FCM students.
To identify students who receive FCM on the student record and ensure teachers can access this data	All students in receipt of FCM and/or bursary funds have been tagged and can be seen by staff on the Barriers to Progress information on the student record. The next steps are to develop the ability to filter and cross reference this with other pertinent data to improve support for vulnerable students. This will be included as part of the Equality Objectives for 2024-28.

3. To encourage aspiration in female students

Action	Final review March 2024
To support the Business Department in their objective to improve outcomes for female students, identifying possible speakers for College visits.	The Careers Department continues to forward any relevant information and proactively offers support. The Business department has successfully run an Enterprise Day where local business owners were invited into the college from different sectors to help the students create business ideas. On the panel, we ensured that we had inspirational female role models in the accountant and operations/tech roles. We have also had other female speakers from local charities and a previous student who is an apprentice at Google.
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 Department continues to proactively research and advertise opportunities to students, promoting International Women's Day through Google Classroom, social media and Careers Bulletin, along with increasing representation and talks during Careers Day that challenge gender stereotyping and increased female alumni talks. Information about relevant events and targeted opportunities are advertised in the weekly Careers Bulletin and circulated to key curriculum areas.

<p>Create a notice board of destinations of high achieving female alumni</p>	<p>Marketing have commenced with their 'Where are they Now' campaign, using social media and marketing channels to demonstrate progression of ex-students.</p> <p>The Careers Department has created posters of alumni demonstrating progression which are displayed outside the department, along with other subject departments using social media and notice boards to demonstrate alumni progression. Plans are to continue and expand this, using LinkedIn, which both Careers and Marketing have started to use as an engagement tool this academic year.</p>
<p>Include talks in whole Cohort careers events promoting women in aspirational fields and / or those in which women are under-represented.</p>	<p>We continue to proactively ensure all careers activities organised include speakers and organisations promoting women in aspirational fields and/or those in which women are under-represented. This year's Careers Day will include females talking about the Army; Careers in Construction; Mechanical Engineering and Sustainability. Female ex-students have already delivered talks on apprenticeships in finance and engineering.</p>

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.

<p>Point Raised / Cover</p>	<p>Suggestions / Action Taken</p>
<p>Culture Day - a student led the Culture Day committee and asked students to sign up to join and get as many cultures involved as possible.</p>	<p>Students who wanted to get involved, encourage to sign up via google form.</p>
<p>BLG - Lived Experience Research</p>	<p>Encouraged attendees to promote this survey in their tutors.</p>
<p>How do students engage with EDI events? How can the College encourage students to engage with EDI events?</p>	<p>Clarifying that events are open to everyone - make sure that this is really highlighted</p> <p>Targeted marketing - sports teams, other classrooms - really get the message out through as many channels as possible.</p>

	<p>Less dependency on tutors - student notices fade in to background</p> <p>Big banner - graphic!</p> <p>Careers department bulletin - could EDI do something similar?</p> <p>Interactive - predominantly works better</p> <p>Some sort of information sheet? Plaque? Card? To go with event things to educate (example: Diwali candles)</p> <p>Direct people in advance to the itinerary - use the large a frames and posters in there</p> <p>Red sticky emails - important? How do we do this?!</p> <p>Can we have it added to the timetable as a “ghost” workshop for all students?!</p> <p>Some sort of external advertising board - outside pwc as a place with a lot of footfall.</p>
Second years less aware of what EDI actually is. Way to refresh their memories and engage them.	Social media and tutorial used to increase awareness
Mixed Race enrichment - is this something we can do	Students informed that we could do this, but would need to ensure there was a genuine interest and to discuss with the Enrichment Department

In the summer term 2024 students were asked to review the following college policies.

- Fitness to Study Policy
- Prevention of Bullying & Harassment Policy – Students
- Freedom of Speech Policy

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

Student Surveys

Lower 6 Settling in Survey 2023

In the cross-college survey of Lower 6 students undertaken in December 2023 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 2024 students also expressed a high level of satisfaction:

- I feel safe and secure at College - 97% of students agreed or strongly agreed
- Equal Opportunities are actively promoted at the College - 95% 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 Google Classroom 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

Excellent feedback from sessions run for Hampshire Youth Justice Service - Cust bullet wounds and zombie (media make-up) -

https://drive.google.com/drive/folders/1QxhKwYyBrmZal6yw1xb_33506QYij884

Keepsake items - Embroidery (mental health) -

https://drive.google.com/drive/folders/1QxhKwYyBrmZal6yw1xb_33506QYij884

"I always dreamed of working in law enforcement but didn't have the qualifications required to pursue a degree in criminology. I took the leap and signed up for an Access to HE course. I have now completed my degree and am starting a Masters in Victimology. I love coming back to the college and speaking to the students about my journey" (Access to HE student/alumni)

"It's great that we have real business's come in to the college and show us what they do. Then we get to see them in action. The Limewood hotel and spa was such an amazing experience" (Complementary Therapy)

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. 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 2023-24 there were 35 who disclosed they were experiencing mental health problems. This is 18 more than 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 students are supported 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 has completed Mental Health First Aid training (as has 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 are signposted to Kooth.

An in-house counselling service, run by Foundation Degree Counselling students, is now in place. The pilot scheme ran in the summer term of the 2023-24 academic year. 1 trainee counsellor (volunteer) saw a total of 4 clients. In the new academic year (2024/25) we are working towards 2 trainee counsellors to match the demand for the service.

Links have been developed with the Samaritans in Winchester. The Director of the Adult & Higher Education Division will be delivering a talk to staff and students early in 2025. Resources have been made available to all staff/students

Kooth services are widely advertised and many students take advantage of this (if they are under 25)

Section 6: Equality Analysis - Staff

The Director of Personnel provides an annual monitoring report to Governors which provides and in-depth analysis of the demographic composition of the College's workforce, with a particular focus on ethnic origin, gender, age and other diversity indicators. The report aims to assess how well the College is performing in terms of fostering an inclusive and diverse environment.

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.

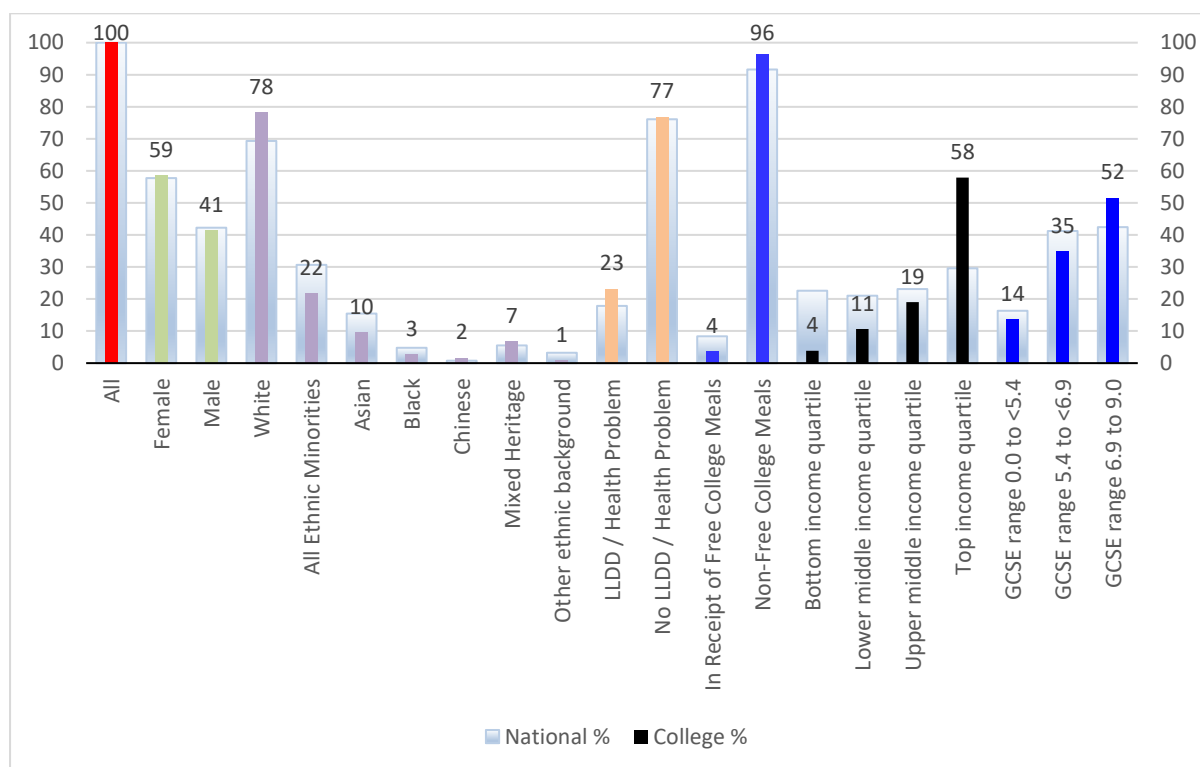
The College generally attracts more women due to the fact that a lot of the work, particularly in the Support departments, is term-time only, thus potentially appealing more to women wanting part-time work whilst bringing up families. This somewhat skews our gender pay gap reports. It is important to 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 destinations.

SFC

Figure 1.1: Equality and Diversity profile: A level class of 2024



The profile of the class of 2024 is almost identical to that in previous years.

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 normal gender split (against a background of national male underrepresentation).
- 22% of A level enrolments are from students from an ethnic minority background, with Asian students (10%) and those of Mixed Heritage (7%) being the largest groups
- 23% 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
- 4% of enrolments are from students in receipt of free college meals
- The majority of our students (58%) are drawn from the top income quartile. This is slightly lower than the figure from 2023 (62%)
- We have far more very able students (average GCSE score of 6.9 or higher) than is typical

Figure 1.2: retention

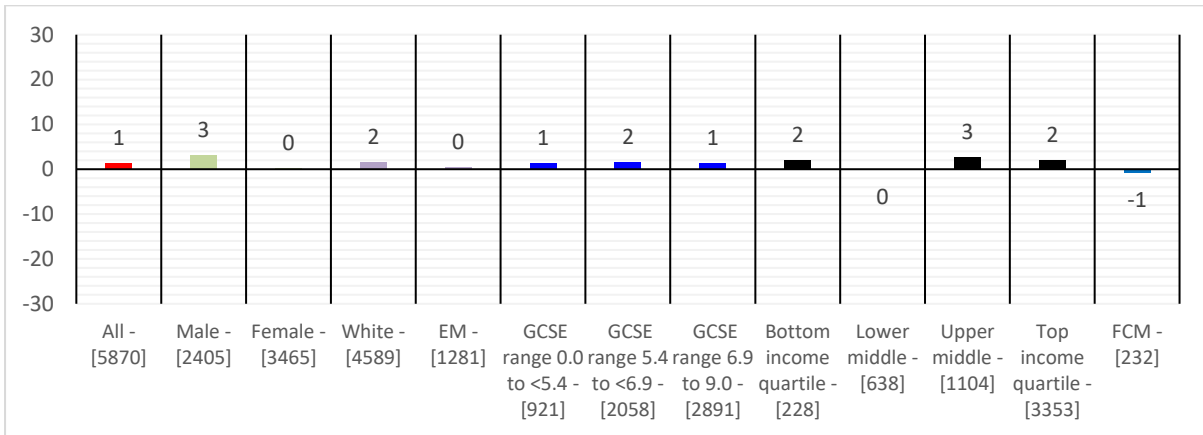


Figure 1.2 looks at whether our retention rates over two years are in line with what happens with similarly qualified students nationally. A score of 0.0 suggests we match national performance. Variations from zero are reported in terms of percentage points. A score of +2.0 suggests that retention is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

Overall, retention is even across EDI categories. While the score for FCM students is 2% below that for 'all' students, in terms of quantity, this relates to just one or two students.

Figure 1.3: exam performance

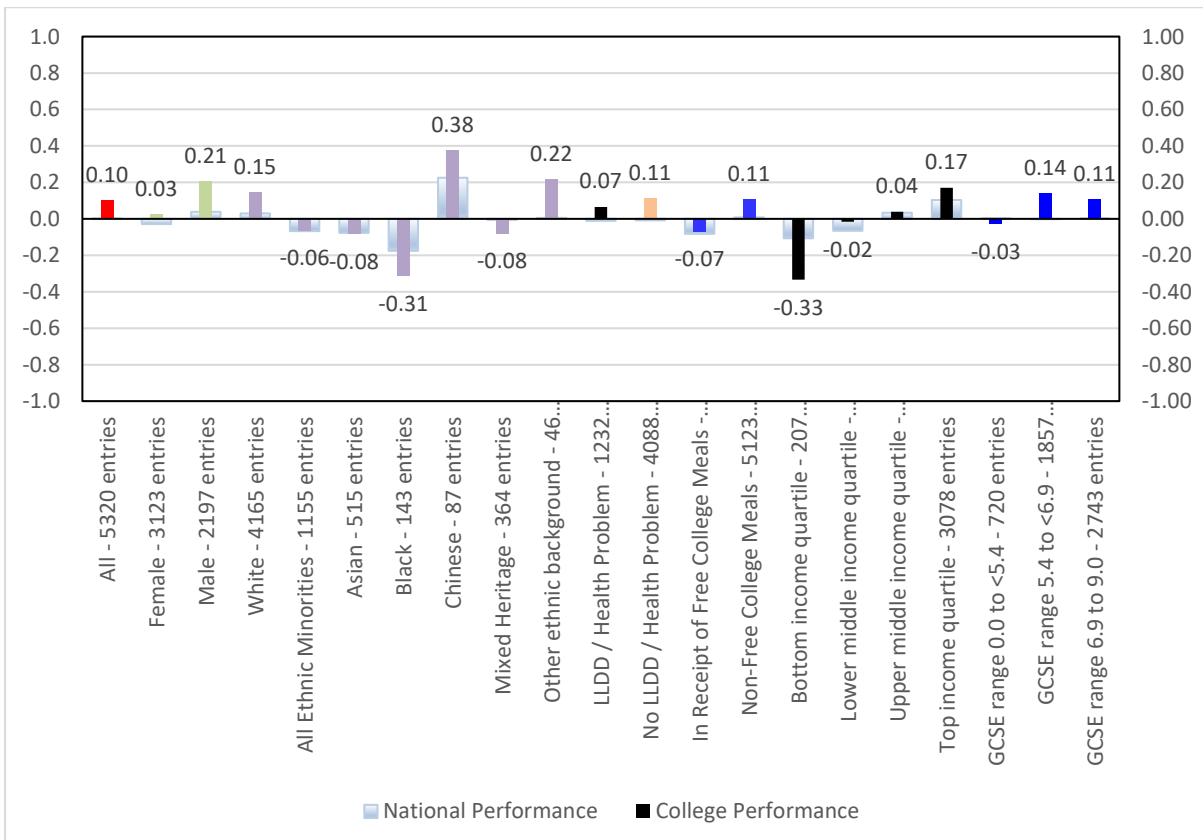
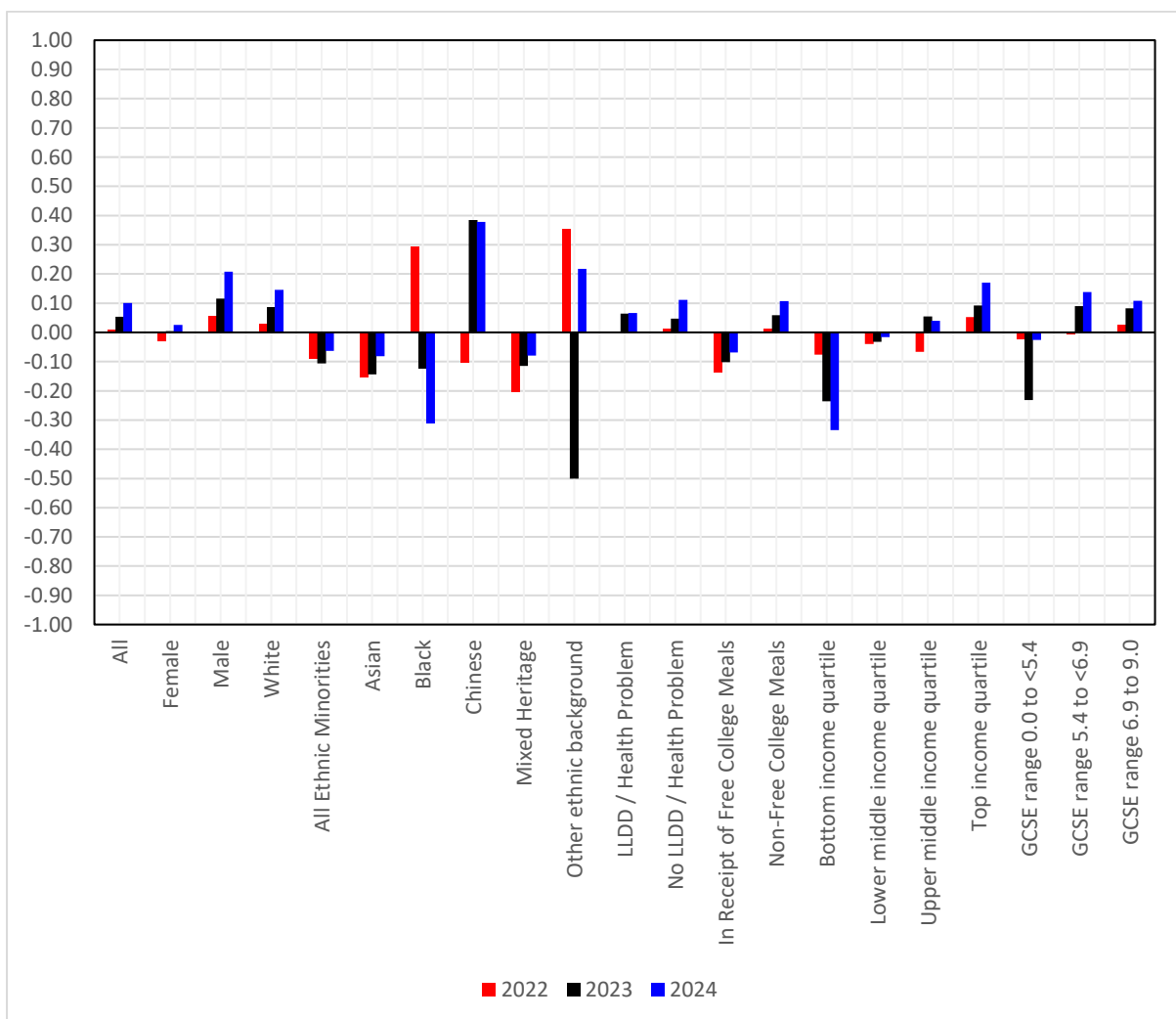


Figure 1.3 looks at exam performance compared to GCSE starting points. Where a bar extends above the line, it suggests that group has made more progress than would be expected. Below the line would suggest that the students have made less progress than would be expected. The report uses grades per entry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

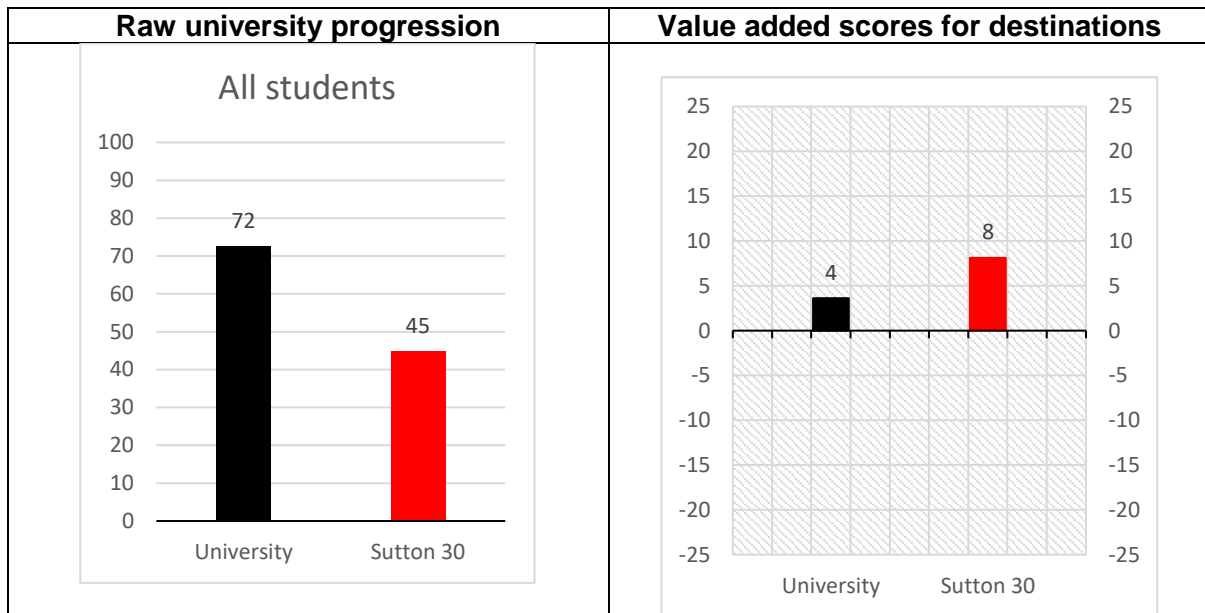
Note that the data in these graphs relates to the number of exam entries, not the number of students. Each student will be represented by three exam entries. A group such as 'Other ethnic background' with 29 enrolments would represent data from ten students. There are two standout groups to note this 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: exam performance 2022-24



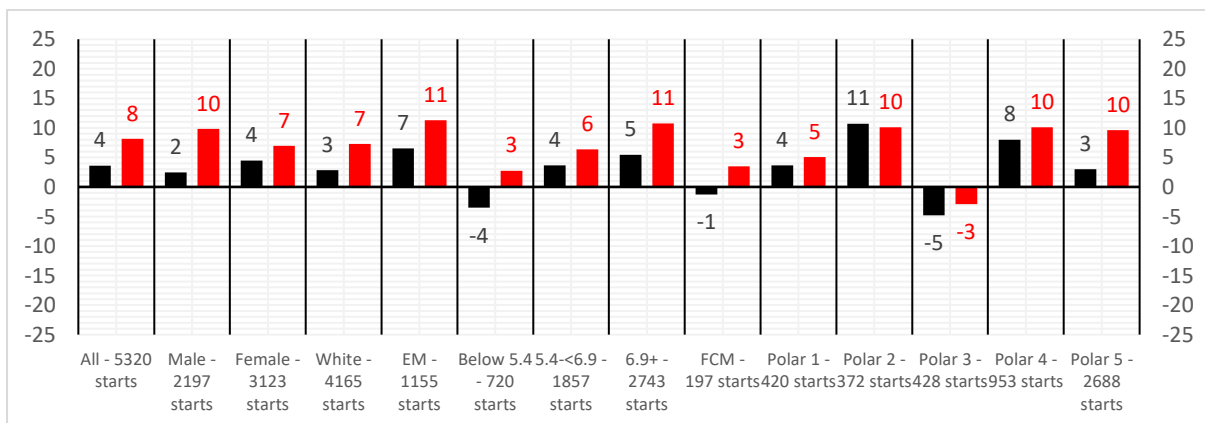
In **Figure 1.4** we find interesting consistency over time. Those groups who perform well (or not) in a particular year tend to see this performance replicated in other years. We need also to be aware of national patterns. Nationally, gaps between (for example) different ethnic groups tend to be higher at higher levels of prior attainment, so the College is more exposed to this than colleges elsewhere.

Figure 1.5: university destinations



In **Figure 1.5**, 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 progression is 2% up on 2023.

Figure 1.6: 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 0.18) which reflects 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 (-0.21), but progressed to universities and competitive universities in significantly greater numbers than would be expected (and to competitive university in significantly greater numbers than their White peers).

Free college meals: Retention (-1.0) and exam performance (-0.07) were lower than what would be expected of similarly qualified students, but progression to competitive universities (+3.0) 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' that 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 2024:

Admissions & Marketing

- Develop, in collaboration with other College departments/stakeholders, clear EDI statements and ethos as one of the College's USPs

Art & Design

- When creating the Google Sites resources, showcase a 'LGBTQ+ in the Arts' section - actively celebrate contributions from minority groups

Biology

- purchase a black body torso for the department.

BTEC IT Level 2

- Promote the multicultural activities and celebrations that the EDI team provide highlighting different cultures, traditions, and holidays

BTEC Law

- New branding and displays highlight the role of black lawyers and increase visibility of this group / raise awareness. We also promote female lawyers and LGBTQ+ groups.
- Learners attended a trip to Parliament in October 2023 to tie in with the college Human Rights celebration and promote key Fundamental British Values

BTEC Sport

- All sport teaching rooms and Google Classroom/Google Site are updated with sporting images (and other relevant, related images) to provide positive images of diversity and challenge stereotypes

Chemistry

- Thanks to ongoing anti-racism training across the college we have devised a strategy for how we can actively include examples of chemists from diverse backgrounds within the course. We will introduce a featured chemist for every chapter studied
- To promote women and girls in science we will run a film screening as part of International Day of Women and Girls in Science. "The Uprising" is a documentary about the unprecedented behind-the-scenes effort that amassed irrefutable evidence of differential treatment of men and women of the MIT faculty in the 1990s.

Criminology

- In our lessons on Functionalism, Crime and Social Policy, we discuss the role of pressure groups and social protest in the explicit context of E&D. In our lessons on Physiological Theories of Crime, we directly challenge the 19th Century views of human classification systems and historical language used. And, in our lesson on Police Stop and Search, we critically analyse the statistics collated by the

government and other sources, though the context of ethnic inequality and subconscious bias

Economics

- To imbed the impact of colonialism and the historical perspective into the scheme of work and the booklets when teaching economic development

EDI Team

- Linking with the Equality Objectives, work on greater visibility around college of EDI, through displays, artwork, posters.

English Language & Literature

- introduce an anthology of 'unseens' for the poetry unit that allows us to diversify our teaching in regard to representation of diversity

English Literature

- we are continually working to further broaden and deepen the voices and texts represented on the course, for example we offer students the opportunity to engage with diverse texts through contemporary poets such as Jay Bernard, Jackie Kay and Don Paterson

French

- promote the European Day of Languages on 26th September

Geography

- To support the EDI team with International Human Rights Day in December.

History

- 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.

IT services

- To support the college's EDI initiatives. We have assisted the EDI team in promoting their activities by changing desktop wallpapers across the College.

Learning Resources Centre

- Improve the 'accessibility' information on our website so that it includes more about how we support neurodiverse students.
-

Mathematics

- To support the EDI team's International Women's Day Event, promote Maths Fest Live with a particular emphasis on female speakers

Pastoral & Tutorial

- Working with the EDI Co-ordinator increase student involvement in creating EDI materials for the tutorial programme.

Philosophy

- Continue to liaise with AQA to discuss the updating of the Philosophy syllabus so that it is more inclusive.

Politics

- Promotion of women role models in Politics - encourage more women guest speakers and student presentations in PPE. This year we have hosted a Windrush talk, a debate about the Elgin Marbles, a talk from an ex-student, now studying IR at uni, on the theorists who have been left out of the IR canon, as well as talks from students on issues such as abortion rights in South America

Product Design

- Do more to explore disabled designers and expose students to their work

Resources & Reception

- Continue to ensure the screens in Reception represent the college values in terms of Equality and Diversity. Working with the EDI Team to advertise any events happening or to celebrate their good work.
- Pronoun badges are on display and visitors are asked if they want one.

Student Services:

- To continue with the ASConnections group in collaboration with Study Support. This has been very successful in this first year, offering a supportive space for students with ASC in which to make connections and build social skills. We will again offer transition sessions for students and parents after GCSE exams finish.
- Counselling statistics have shown that our concerns that black students were less likely to access this support were incorrect. The Hub will complete a similar comparison to check if any work needs to be done raising awareness of the service with these students.
- The Symonds Pantry is a big part of our EDI offer, addressing food poverty amongst our students and staff. We will continue to develop and promote this important resource

Study Support

- To make EHCP information including adjustments required and student goals more accessible for teaching staff and tutors
- To explore whether a wider cohort of vulnerable students would benefit from transition groups to joining College such as ASConnections

T Level Education & Early Years

- Students have to plan activities for children in their industry placement, one criterion being 'Promote equality of opportunity and anti-discriminatory practice'.

AHED

Within the AHED curriculum SAR process in 2023-24, feedback was gathered on the equality and diversity priorities for 2023-24 These include:

- Ensure study skills remains a part of the Access provision
- Continue to ensure marketing materials reflect the accessibility and diversity of the leisure programme and suitability for all members of the community
- Identify further areas to embed EDI within the curriculum. Afro haircuts are now taught on hairdressing courses.
- 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 grow the in-house counselling service for adults - feedback has been overwhelmingly positive but demand is far outpacing supply

Section 9: Equality Objectives 2024-2028

In 2024 the College reviewed its Equality Objectives and set the following objectives for the period April 2024-28. An action plan in relation to these objectives is available on the college website: <https://psc.ac.uk/edi#>

Equality Objectives for the Sixth Form College (Students)

1. To continue to work towards becoming an anti-racist College
2. To further develop the tracking of vulnerable student groups and take appropriate steps in order to improve progress and outcomes
3. To promote the College's ethos of Inclusivity through optics and messaging

Equality Objectives for the Adult and Higher Education Division

1. To continue to work towards becoming an anti-racist College
2. To promote the College's ethos of inclusivity and improve accessibility for a diverse population
3. To continue to develop and improve support for students with mental health issues

Section D: Equality Objective for all College staff

1. To underpin the College's EDI strategy through: (1) ensuring workplace concerns and recruitment decisions are handled fairly and consistently, (2) increasing diversity in the workplace and (3) working towards becoming a Disability Confident Employer.