Peter Symonds College

Equality Act 2010: Public Sector Equality Duty

Equality Analysis & EDI Report

January 2026

"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. 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 2025-2030, in which one of our nine strategic objectives is ‘to build a truly inclusive and anti-discriminatory college culture where every student and staff member feels represented, respected, and able to flourish, embracing their background or identity’.

The Strategic Plan details how we will achieve this by:

- Embedding a safe supportive, inclusive culture
- Ensuring equality of opportunity for staff and students, challenging discrimination and engendering inclusivity
- Celebrating cultural diversity and individual identities through events, activities, and student voice initiatives
- Ensuring recruitment processes and progression opportunities support diversity and representation at all levels
- Providing regular training for staff and students on anti-discrimination, unconscious bias, and inclusive behaviours
- Actively reviewing curriculum content to ensure diverse perspectives and representation
- Embedding equity, diversity, and inclusion (EDI) principles across all policies, teaching, and support practices.

Over the past nineteen 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)

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.

The College also examines performance gaps at regular points looking at achievement, progression and retention for students with different ethnic backgrounds. As part of the College's SAR process 2025-26 every curriculum department was required to submit a position statement focused on 'Exploring, understanding and addressing performance gaps'.

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 2024-25, there were 4,860 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 2024-25, had 51 Advanced Learner Loans adult students, 114 students on higher education programmes and 2126 enrolments on leisure courses.

Number of Staff and FTEs at 31 August 2025

Sixth Form College

	Full time	Part time*	Total	FTE
Teaching	129	191	320	214
Support	47	222	269	163
TOTAL	**176**	**413**	**589**	**377**

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

AHED

	Full time	Part time	Total	FTE
Teaching	0	52	52	11
Support	3	41	44	13
TOTAL	**3**	**93**	**76**	**24**

GRAND TOTAL	179	506	665	401

Our staff and student profile in relation to disadvantaged groups:

Students

In 2024-25, a total of 5,453 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 2024-25, 4,860 students were aged 16-18. The gender split was 55% female and 45% male. 18% of learners were from minority ethnic groups. 30% of learners had a learning difficulty or disability.

Adult and Higher Education (AHED)

In 2024-25, of the 51 Advanced Learner Loans, 78% were female and 22% male.

On higher education courses, in 2024-25, there were 114 enrolments, 78% were female and 22% male.

At AHED, 14% of learners were from minority ethnic groups. 16% of learners had a learning difficulty or disability.

Staff

Female staff form a strong part of the workforce and are well represented at all organisational levels. A small proportion of staff have disclosed a disability, although the actual number is likely higher, as many medical conditions meet the definition of disability under the Equality Act 2010. We continue to encourage staff to share relevant information during recruitment and professional review processes.

Staff from ethnic minority backgrounds are also represented across the organisation.

Our workforce includes a significant number of older employees, and we continue to recruit people across all age groups to maintain a diverse and balanced workforce.

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 2025, there were nineteen in post, plus a co-opted governor. Of the governors, there was one more male than 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%.

The Board welcomed several new members during the year, considering applicants against the existing profile of the Board in terms of the skills and experience required. The Search Committee also recommended that there be a focus on maintaining and improving diversity across a range of characteristics, with a particular focus on seeking candidates who might bring an awareness of matters that affect people with disabilities.

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
5. Leading on the College's Anti-Racism work in association with the Black Leadership Group.

EDI Events 2024/25

The following events were run by the following groups in academic year 2024-25:

1. Onam - South Asian Society
2. National Inclusion Week – T Level Education & Early Years, EDI Team
3. Black History Month - EDI Team, Afro Caribbean Society, Student Services
4. International Lesbian Day - Film Studies, Media Studies, EDI Team
5. Hello Yellow, World Mental Health Day - The Hub, Wellbeing Ambassadors, EDI Team
6. Show Racism the Red Card - Student Services, Student Union, Enrichment
7. Portrait Project, students and staff with protected characteristics encouraged to have their portrait taken and shared - EDI Team.
8. CU Light Party - Christian Union
9. ISOC v CU Football Match - Islamic Society, Christian Union, Enrichment
10. ACS Day - Afro Caribbean

11. Black History Month Trail - EDI Team, Sport and PE, Enrichment, Student Services, The Hub, Environmental Science, Chemistry, Physics, English Literature, LRC, Modern Foreign Languages, English Language, Psychology, Product Design, Photography
12. Diwali - South Asian Society, EDI Team
13. Samhain - Pagan Union
14. Guest Paralympian Talks - Sport and PE
15. International Men's Day, focus on suicide prevention - EDI Team
16. World AIDS Day - EDI Team, Student Services
17. Movember - EDI Team, Student Services
18. Remembrance Day – Whole College event, EDI Team, Student Services
19. Trans Day of Remembrance - GSA, EDI Team
20. Human Rights Day - EDI Team, Model UN
21. Islamaphobia Awareness Month - EDI Team
22. Christmas - Christian Union, Enrichment
23. Holocaust Memorial Day – Music Department, EDI Team
24. EDI Football Tournament - Connect Activity Enrichments
25. LGBT+ History Month – Gender Sexuality Alliance (GSA), EDI Team
26. Valentine's Day - English Literature
27. International Day of Women and Girls in Science - Maths, EDI Team
28. International Women's Day - EDI Team, Student Services, Enrichment
29. Ramadan - ISOC, EDI Team
30. Iftar - ISOC, EDI Team, Enrichment
31. Women's History Month - EDI Team
32. Women's Football Tournament - EDI Team, Enrichment, Sports Ambassadors
33. Bring and Buy Clothes – GSA
34. AoC Equity Exchange - EDI Team, Enrichment, Connect Activity Student Leaders, Student Services, Psychology, PE, Law, Product Design, Media, English Literature - Sharing our EDI work and journey with visiting principals, vice principals and EDI leads from other colleges in the South East
35. Intersectionality Workshop - EDI Team, Connect Activity Leaders
36. Culture Day - EDI Team, Connect Activity Leaders
37. Neurodiversity Celebration Week - EDI Team
38. Down's Syndrome Day - EDI Team

39. Easter - Christian Union, EDI Team
40. Celebrating Diversity Day - EDI Team
41. Black Composers Concert – Music Department
42. Trans Day of Visibility - GSA, EDI Team
43. Autism Awareness Month - EDI Team
44. Stephen Lawrence Day - EDI Team
45. Deaf Awareness Week - Study Support, EDI Team
46. Trans History Week - GSA, EDI Team
47. VE Day - Student Services, EDI Team
48. Mental Health Awareness Week - The Hub, Student Services, EDI Team
49. Tourette's Awareness Month - EDI Team
50. International Day Against Homophobia, Biphobia and Transphobia - GSA, EDI Team
51. Pride Month - GSA, EDI Team
52. World Refugee Day - EDI Team
53. PSC Pride - EDI Team, GSA, Enrichment, Connect Activity Student Leaders, The Hub, LRC, Student Union, Student Services

Staff and Student Forums

In academic year 2024/25 there were three staff forums and three student forums.

Staff Forums - were aimed specifically at subject/support staff EDI representatives, as well as being open to any staff member who wished to attend. 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 students or staff. There was also the opportunity to review college policies in one of the sessions. It was also a chance for staff to share what they are achieving in their departments that others might not be aware of, review their department EDI Action Plans and share good practice.

Student Forums - were aimed specifically at EDI Tutor Ambassadors, but were open to all students and advertised via college email and social media. These forums focused 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.

Significant EDI Outcomes

- Increasing the number of Connect Enrichments to 20, almost all student-led.
- Increased engagement with students via many different avenues: forums, talks, tutorial, social media etc.

- 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 represents the diversity of our community.
- Completion and publication of new Equality Objectives for the College for 2024-28 following significant consultation with staff and students
- Sponsorship of Southampton Pride Youth Zone
- Hosting an AoC Equity Exchange to share and promote our work with other South East colleges, and to support others in their EDI journey. Many of the visitors have contacted us since the event to share from our experience and ask for advice
- First EDI Football Tournament
- Staff Training from Bold Voices whose mission is 'Education to End Misogyny & Gender-Based Violence'
- ACS Day and Iftar have both grown as events and student engagement has significantly increased
- Intersectionality Workshop delivered for students including Connect Activity student leaders
- Very strong group of Connect Enrichment leaders who engaged superbly with the EDI team, meaning more events, awareness raising and fundraising was possible
- Anti-Racism Ambassadors have converted to EDI representatives.
- Student Leadership Bootcamp delivered by Unloc for key student representatives including Connect Activity student leaders

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.

When the College set new Equality Objectives for the period 2024-28, two of the three objectives for the Sixth Form College were focused on our anti-racism journey; Objective 1 - to continue to work towards becoming an anti-racist College, Objective 3 - to promote the College's ethos of Inclusivity through optics and messaging.

In response to Point 1 of the 10 Point Diagnostic Tool all curriculum staff participated in antiracism curriculum workshops, examining how the curriculum could be delivered to be as inclusive and representative as possible. As part of the College's SAR process 2025-26 every curriculum department was required to submit a position statement focused on 'Exploring, understanding and addressing performance gaps'.

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 on 'The Importance of Representation' and 'Intersectionality and Unconscious Bias', and whole College training was delivered on Antiracism Scenarios. Members of the EDI Team, and other College staff have also attended optional BLG virtual training - The Anti-racist Teacher / Trainer & How to become an Anti-racist Ally.

In response to Point 10 of the 10 Point Diagnostic Tool, 'to promote the College's ethos of Inclusivity through optics and messaging' was included as one of the College's three Equality

Objectives 2024-2028. The College also appointed a member of staff to the role of 'EDI – Optics, Artwork & Displays' whose remit is to work specifically to meet this objective and whose role is also in place until 2028.

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 and is due to be conducted again in January 2026. At the end of every research project, the BLG produce feedback for SMT which is incorporated in to relevant action plans.

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 2024-28, the College set Equality Objectives for students in the Sixth Form College.

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 interim review of June 2025 and represent activity for academic year 2024-25 only:

1. **To continue to work towards becoming an anti-racist College**

Action	Interim review June 2025
Improve communications with student groups and engage student voice in order to gather feedback and input as well as to encourage student participation in	Connect Activity student leaders will be present at the EDI Lecture for Lower 6 students in September to encourage student participation Connect Activity student leaders now regularly join SMT to give updates and share plans. Connect activity leaders were involved in delivering the College's AoC Equity Exchange in March 2025

the anti-racism work of the College.	
Explore the use of Careers mentors to support students in applying to university courses or for careers in which their ethnicity is underrepresented	We have actively advertised in Careers Bulletin any relevant opportunities offered by universities, and recently invested in Future First Alumni platform where mentoring is a volunteering option once we start to build our alumni database.
Share information about activities and events as well as good practice across the College (including AHED) to maintain a prominent profile for and continued development of the anti-racism work.	EDI Team instagram shares what we are doing, PSC main account also shares some info. There is a google classroom set up for EDI representatives to share good practice.
Include anti-racism in the Induction programme for all new staff	There is now an Anti-Racism/EDI training for all new staff
Ascertain what percentage of ethnic minority students from partner schools apply to and then enrol at PSC	Conversion rate data available to SMT. It was reassuring to see that conversion rates are similar for ethnic minority students as they are for other ethnic groups.
Flag the 'Connect' enrichment opportunities with year 11 students at interview	Connect enrichments written into Guidance Chat briefing doc so that this will be included next academic year.
Consult students and staff on the terminology currently used by the College i.e. 'people of colour'	This was discussed initially at a student forum. A survey of all ethnic minority students and staff will be conducted in academic year 2025-26.

2. **To further develop the tracking of vulnerable student groups and take appropriate steps in order to improve progress and outcomes**

Action	Interim review June 2025
Develop College online systems to enable easy access to and filtering and cross referencing of a range of data on vulnerable students for staff in a variety of roles. In this way ensure that appropriate interventions can be put in place in a timely way.	The web services team have been developing a new reporting system which will make this much more accessible. This is not ready for roll out across the College but should be ready during next academic year.
Report on vulnerable groups' achievement, attendance, destinations and retention in end of year reports	Done. Reports considered by SMT and Directors of Curriculum & Support (DoCS).
Report on vulnerable groups in comparison to their peers in Progress Review data to enable DoCS to follow up on interventions needed with curriculum / pastoral teams	Action complete. This is now a regular feature of every Progress Review round for all year groups.
Consider interrogating student evaluation outcomes to identify differences in responses from students in vulnerable groups in order to decide on specific interventions	New analysis tool to allow interrogation of student evaluations, end of year exams and attendance developed. New questions added to student surveys to focus on student habits. Analysis by key EDI characteristics and barriers to learning developed
Make EHCP information including adjustments required and student goals more accessible for teaching	One Page Plans are now in place for all EHCP students detailing: conditions; interests; adjustments; presenting needs; interventions; skills; targets. Accessible to all subject teachers/tutors via medical record link.

staff and tutors including updates to this information	
Deliver training to staff to enable them to feel confident in discussing goals and adjustments with EHCP students at Progress Review	Training delivered to all teaching staff on EHCP and Code of Practice
Deliver training & information for staff about the support each vulnerable category might require and what is available (including enrichment and other wider activities in the College). Make sure all staff are aware of the bursary funding in particular.	Training delivered to all staff by DP (W&P) September 2025 about all of the barriers to progress, what they mean and what support is available to students. Training delivered by ADHD foundation on neurodivergence across Careers, Student Services, Counselling, Hub and Study Support. All new staff receive a briefing on the groups of students supported by Student Services - Young Carers, Looked after Children, Trans and Non binary students, student bursary and FCM.

3. To promote the College's ethos of Inclusivity through optics and messaging

Action	Interim review June 2025
Improve College Digital Signage through the use of screens across the campus	The EDI - Optics, Artwork and Displays postholder has researched options and a proposal is due to be presented to SMT this year
Ensure that the College's anti-racism stance is promoted and made clear through College optics and messaging to internal and external stakeholders	The member of staff in the EDI Optics, Artwork and Displays has begun working on a College 'Inclusion' poster which will demonstrate our ethos and stance on Inclusivity. This will be displayed in all College buildings.
Extend the use of bespoke backgrounds on College computers to share information and promote activities	Use of banners for events such as SU elections, Prom etc has ensured that all students have access to information. Backgrounds on College computers are now regularly used to promote EDI events

Look for partnerships with external agencies who might help promote our events e.g. Winchester University Journalism	We have recently made contact with Winchester University in order to share EDI practice with them and learn from their experience. The College has signed up to the AoC EDI Charter and were asked to host an Equity Exchange for Colleges in the South East. This was very successfully delivered in March 2025.
Set up a College EDI Calendar which all staff can add to and subscribe to	This will be set up for 2025/26. Dates have been included on the college calendar on the intranet.
Audit the displays in College buildings and ensure there is a consistent focus in each building of materials promoting inclusivity	The EDI Optics, Artwork and Displays postholder has completed an audit of the site. The findings of this, with recommendations for areas to focus on installing artwork, are now to be presented to SMT.
Ensure that visiting speakers, displays, fundraising and health campaigns and EDI activities are as accessible as possible including for wheel chair users. Consider the possibility of 'pop up' events	A "Sum Up" payment machine has been purchased to allow students to make payments away from the Student Services area. This will mean that events, cake sales etc can be more varied in terms of placement and accessibility
Ensure that good practice, events and activities including student-led activities e.g. fundraisers and SU elections are promoted across the College so that the whole community is aware of them	Investigation has started in to the positioning of College EDI noticeboards can be positioned. SU elections were promoted via Tutor, social media, notices, emails etc with 45 candidates standing for election and 1776 students voting, an increase on previous years. Elected students are diverse in terms of background, subjects studied, attainment etc. Instagram accounts from the EDI and Student Services team are particularly active in promoting events

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 events or EDI-focused tasks during sessions. Outcomes from the 2024-25 meetings are outlined below.

Point Raised / Matters Covered	Outcome
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.	Students who wanted to get involved, encouraged to sign up via google form. Reps asked to share information with other students.
BLG - Lived Experience Research	Encouraged attendees to promote this survey in their tutor groups. Also promoted via connect enrichments.
Representation of different ethnic groups	Students reminded that anyone is welcome to start an enrichment/run an event
More culturally diverse team of teachers/staff in college	Personnel are working on this in line with the BLG guidance.
A wider variety of cultural food during special occasions	The EDI Team are aiming to work with the new Catering manager
Request for more flags during special occasions	College has a policy for which flags will be flown and when, limiting flag flying to the marking of EDI events and not flying national flags. Policy explained to the group.
Trans education and provision. The GSA would like to offer training sessions for staff and students surrounding trans lives and issues	To be explored by the EDI Team

In the summer term 2025 students were asked to review the following college policies.

- Fitness to Study Policy
- Equality, Diversity and Inclusion Policy for Students

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

Student Surveys
Lower 6 Settling in Survey 2024-5

In the cross-college survey of Lower 6 students undertaken in 2024-5 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 2023-24:

In the cross-college survey of Upper 6 students undertaken in 2023-2024 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. A new outside social space was built over the summer of 2025 which gives students more space away from busy classrooms/communal areas.

In a recent survey to HE learners, 82.3% of students said that Mental well-being services were well communicated

AHED 16-19 students continue to make use of the Hub and other appropriate support services at the SFC on an ad hoc basis.

High levels of satisfaction with delivery and support

"I did not expect a small place like AHED to have a counselling service. They were really helpful and it was not as scary as I thought it would be" (Access to HE student feedback from In-house counselling service"

Access student story - "I wasn't sure it was possible - I thought my time had passed and my dream had slipped through my fingers" - https://drive.google.com/file/d/1DJWGA_IrhJ78wblWrpKc5HL9KuHC2Iuf/view?usp=sharing

"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)

A new AHEd student record system has been launched which enables thorough tracking and support for all students, including those with mental health issues

Registry notify study support, via the record system, that a student has declared mental health difficulties on the enrolment form, they are sent a Medical Declaration Form. Once that is returned the severity of the issue is assessed and menasures put in place to support the student whilst at AHED

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.

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.

HE students with a DSA can access specific support depending on their particular circumstances. Students with DSA's are closely monitored by the HE manager and the Head of Study Support.

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 2024/2025 we had two trainee counsellors that worked with 12 clients over the year.

Links have been developed with the Samaritans in Winchester. The Director of the Adult & Higher Education Division delivered 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 2025

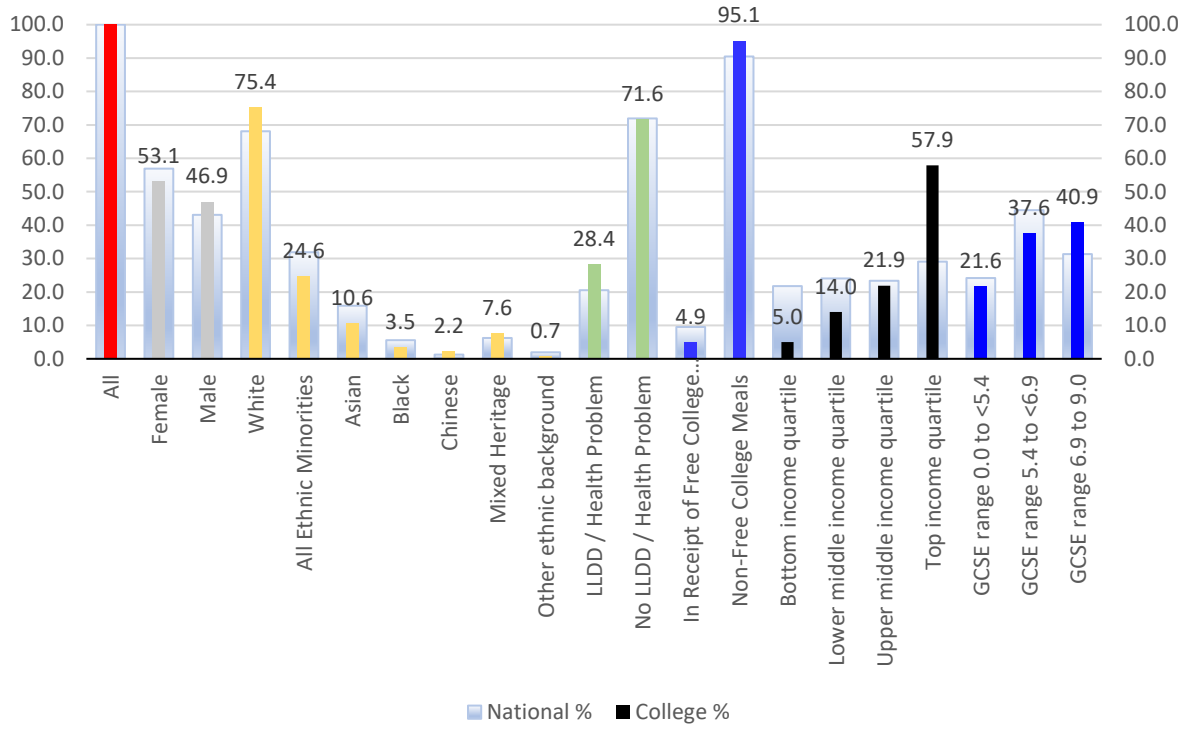


Figure 1.1 examines how typical our equality, diversity and inclusion profile is of the sixth form college sector. The narrow bars represent Peter Symonds College, and the background silver bars represents the national picture. We find that:

- 24.6% of A level enrolments are from students from an ethnic minority background, with Asian students (10.6%) and those of Mixed Heritage (7.6%) being the largest groups
- 4.9% of enrolments are from students in receipt of free college meals
- The majority of our students (58%) 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

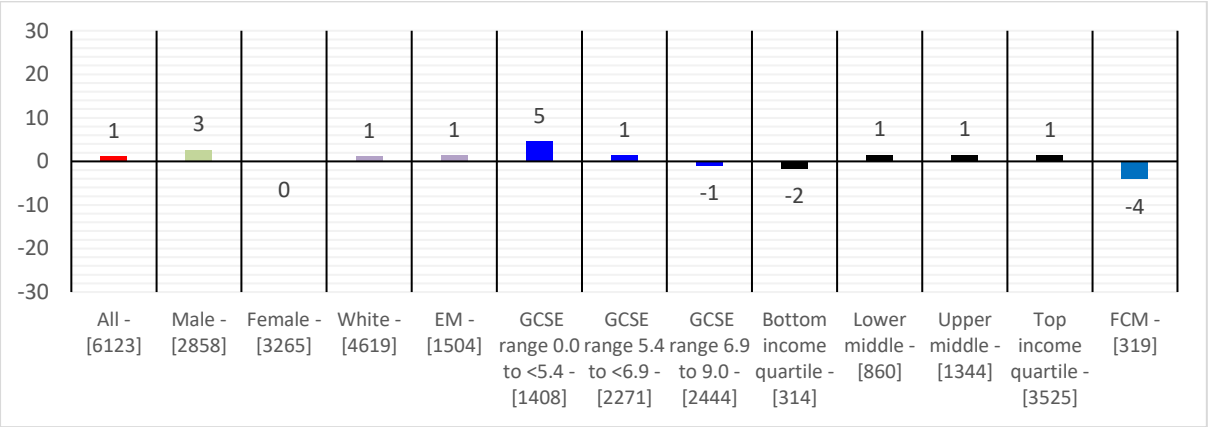


Figure 1.10 returns to A level course retention and examines whether there are any equality, diversity and inclusion monitoring groups that we should be concerned about. There are two standout groups in the data: those students in receipt of free college meals, and those students with relatively low GCSE scores. The score for those with GCSE scores below 5.4 provides highly useful context when considering the A level outcomes for these students. It suggests that in this group, an additional 24 students reach the end of the course compared to what would be expected. The only group with a score some way below zero are those in receipt of free college meals. These students started 319 courses which equates to around 100 students: to give a sense of scale, this suggests that four more students than would be expected left College. Nationally the score for FCM students is -2.0.

Figure 1.3: exam performance

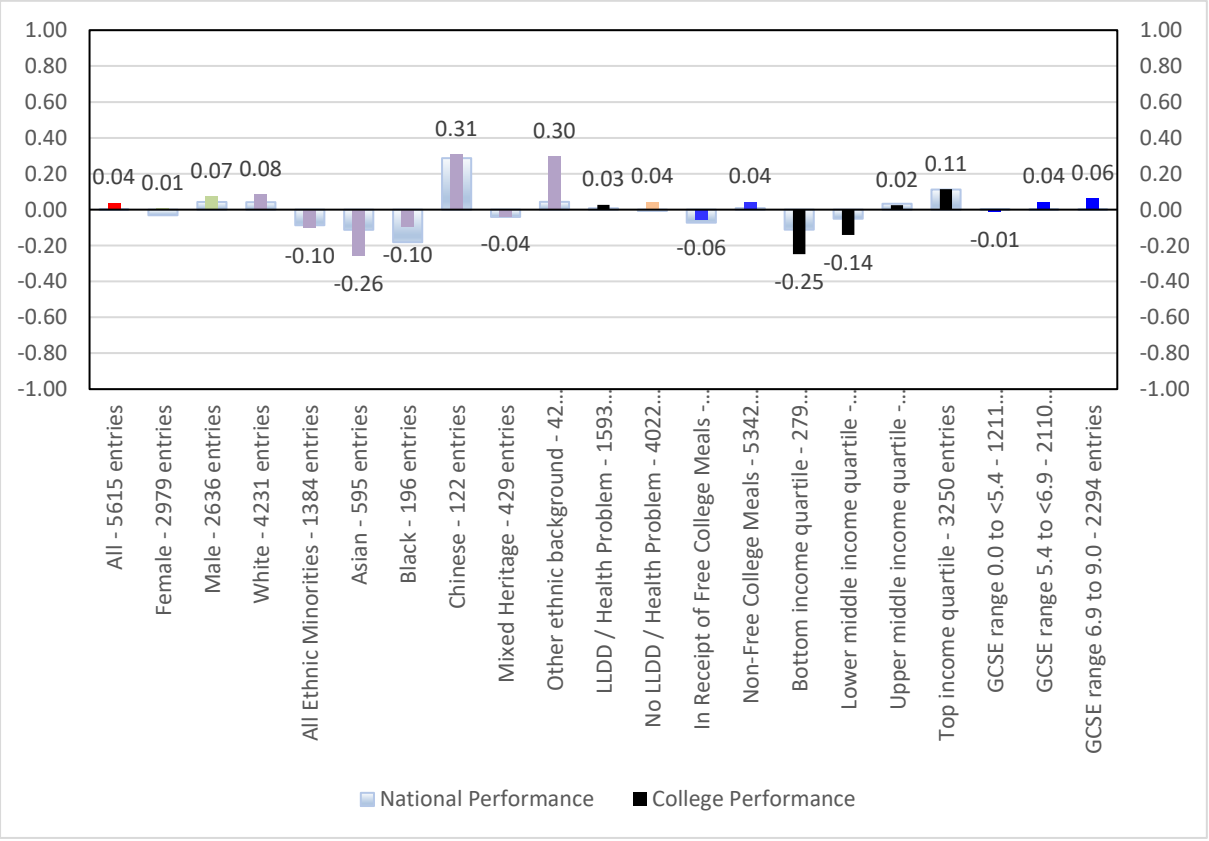
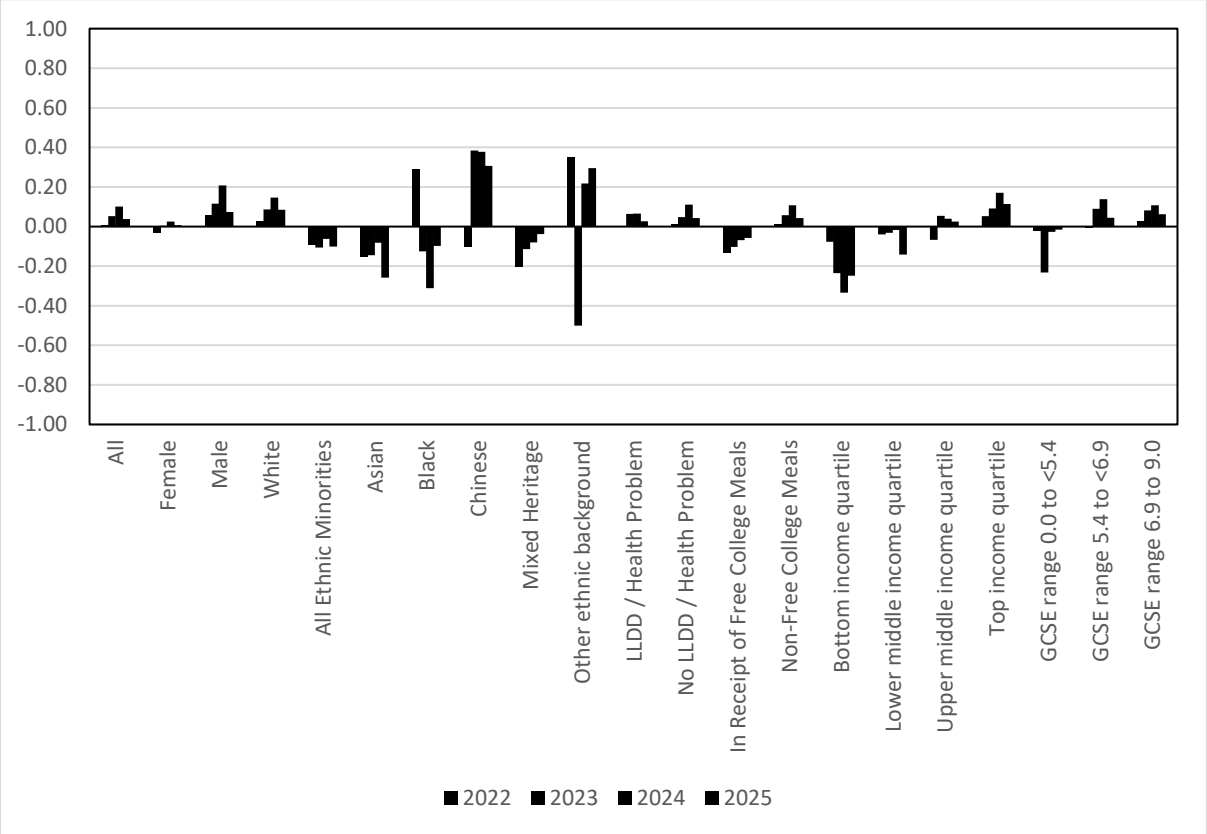


Figure 1.3 looks at exam performance compared to GCSE starting points. Where a bar extends above the line, it suggests that group has made more progress than would be

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 also that the background silver shaded areas represent national performance, so we can see whether a group causing concern is a local problem or part of a national issue.

- Asian students, and those from bottom income quartile districts make less progress than other students.
- Those students with relatively high levels of prior attainment (5.4 to 9.0) perform better than those with relatively low levels of prior attainment (GCSE scores below 5.4).

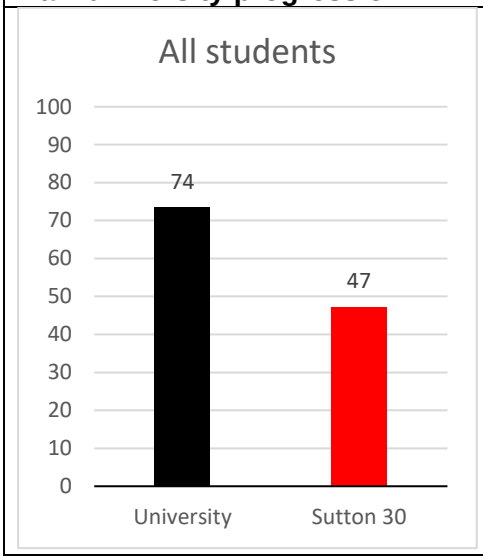
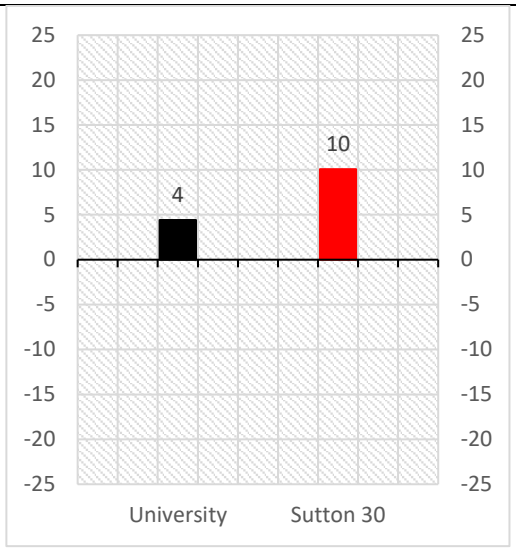
Figure 1.4: exam performance 2022-25 by EDI category



In **Figure 1.4** we find that the performance of some groups exhibits volatility from year to year, but there are others where we find patterns are repeated.

Note that the performance of FCM students has improved over time (from -0.13 in 2022 to -0.06 in 2025. The performance of different ethnic groups is volatile. Note also the contrast between different income quartiles.

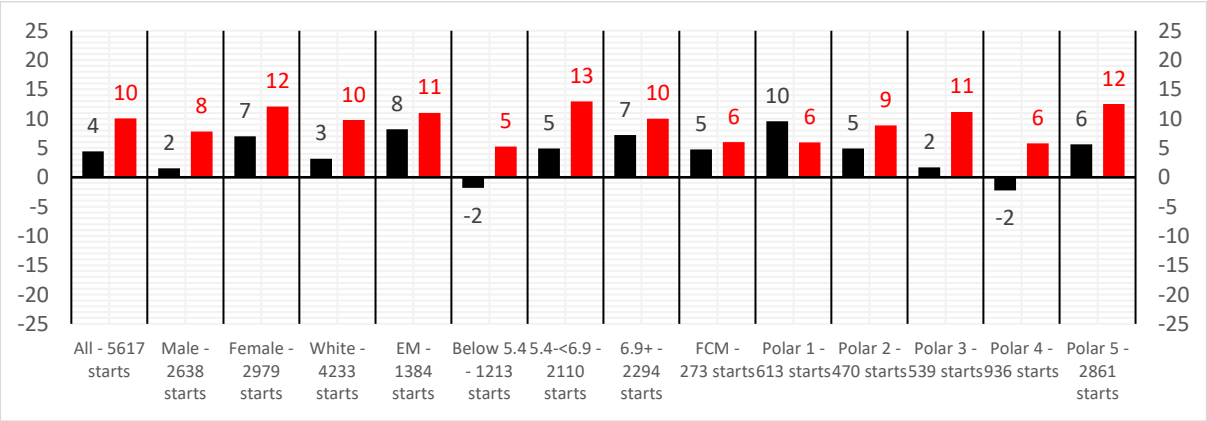
Figure 1.5: university destinations

Raw university progression	Value added scores for destinations
	

In **Figure 1.5,** we see that 74% of students had secured a university place (for immediate or deferred entry), and 45% had secured places at the Sutton 30 (up 4% on 2023, and up 6% 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.

The value added scores for destinations suggest that progression to university is significantly higher than would be expected of students with similar GCSE profiles. The 'Sutton 30' measure looks at those who progress to the thirty most competitive universities. Out of 100 sixth form colleges in this analysis, Peter Symonds ranks eighth. If the College followed national patterns for students with similar levels of prior attainment, 37% of the A level cohort would progress to competitive universities. The actual level of progression (47%) suggests around 200 more students than would be expected secured places at competitive universities

Figure 1.6: university destinations by equality, diversity and inclusion monitoring group



In **Figure 1.14** we find that progression to competitive universities is very strong across every EDI category. The POLAR categories relate to the levels of participation in different districts. POLAR 1 is those districts with the lowest levels of participation nationally, POLAR 5 is the areas with the highest levels of participation. We find (remarkably) that those from

POLAR 1 are more likely to go to university than other groups (though this will reflect the preference for gap years in higher income areas). Note also the contrasts in competitive university destinations.

Headline Equality, Diversity and Inclusion Summary

In 2025:

Gender: Male students made greater progress from their GCSE starting points than female students (gap of 0.06) which reflected national patterns. Female students were more likely to progress to university, and to competitive universities.

Ethnicity: Students from an ethnic minority (EM) background were retained at the same rate as White students (of students with similar GCSE scores), but (in line with national patterns) made less progress in terms of A level grades (-0.18), but progressed to universities and competitive universities in significantly greater numbers than would be expected, and I greater numbers than their White peers. Students from a Chinese background performed significantly better than other students (+0.31), while those from other ethnic backgrounds performed consistently with around one in ten grades lower than would be expected. The lowest performance was found among students from an Asian background.

Free college meals: This cohort is around 100 students. Retention (-4.0%) and exam performance (-0.06) were fractionally lower than what would be expected of similarly qualified students, but progression to competitive universities (+6.0) was significantly higher than would be expected.

Prior attainment: The highest rates of progress and university destinations were seen among students with higher levels of prior attainment. In the competitive university destinations analysis, all prior attainment groups outperformed national expectation.

Income quartiles: 60% of our students are drawn from the top income quartile, and just 5% from the bottom quartile. There is a clear relationship between income quartile and performance, with those from the lower income quartiles making less progress 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. All quintiles performed above national expectations for students with similar GCSE grades.

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. EDI priorities for the coming year are recorded in every department's SAR, both for curriculum and support teams.

Since academic year 2021-22, all subject teams are required also to commit to marking at least one EDI event in the coming academic year. This information is held by the EDI Coordinator.

SFC

The following examples are taken from SAR reports completed in June 2025:

Admissions & Marketing

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

Art & Design

- When creating the Google Sites resources, showcase a 'LGBTQ+ in the Arts section' - actively celebrate contributions from minority groups
- Actively include artists from the BAME and LGBTQ community wherever relevant and possible when sharing and discussing art history.
- EDI rep has attended an online AQA seminar on raising aspirations of male student in Art and Design and completed online training focused on effective embedding of EDI materials into A level Art & Design delivery. Resources shared on the department Google site.

BTEC IT

- during an interpersonal skills task, we will aim to ask students to create presentations that discuss a specific EDI event or topic, to raise both awareness, as well as encourage students to learn more about these topics.

BTEC Law

- Improve Value Added for male learners, with a focus on using 1:1 time to increase engagement

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.

Business

- Teachers are encouraged to incorporate and remain mindful of Equality and Diversity examples in the classroom, sharing resources and ideas to take advantage of spontaneous opportunities to promote understanding of these issues. This is particularly relevant in units such as HR, globalisation, and the external environment, which cover topics like Corporate Social Responsibility and Employment Legislation.

Careers

- Ensure all resources produced by the department are available in formats appropriate to students' needs, in liaison with the Head of Study Support

Chemistry

- prioritise students from disadvantaged backgrounds when extracurricular events are oversubscribed.

Criminology

- Being mindful of the 'trauma porn' effect we can slip into within our subject area, whereby E&D inclusion does readily occur in our subject area, but not always for positive or progressive reasons. For instance, much of the E&D inclusion case studies showing different cultures, nationalities and people of colour, are portrayed as disempowered victims. To address this, as a department we are making more of a conscious effort to show the positive contributions and success stories of diverse people and experiences in the criminal justice system.

Drama

- champion female-led texts highlighting the challenges of gender expectations

EDI Team

- Provide scenario based training for staff on calling in / calling out incidents of discrimation. Database for all staff to record microaggressions, and offensive language/comments.
- Supporting the EDI – Optics, Artwork & Displays post holder in their work.

English Language

- Black History Month (October) is one where natural links to the language use around immigration emerge in course content (Windrush Day in June). There are many natural points during the course to establish subject connections: language of representation, past NEA work, reading list, examples of academics in our discipline, relevant TED talks shared on language/ethnicity.

Estates

- In support of inclusive access to the campus, we work closely with the Study Support team to ensure that estates-related services and facilities meet the needs of all students and staff, including those with disabilities or additional requirements**.**

Film Studies

- running screenings of female director led films during the International women's day celebrations at college.

Geography

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

Learning Resources Centre

- Get gender and ethnicity data attached to the LRC Survey and look to see if there are any relevant differences in responses

Mathematics

- Promote Maths Fest Live with a particular emphasis on female speakers e.g. In 2024 - 2025 Katie Steckles delivered a very interesting talk on the Mathematics of a Rubik's cube.

Pastoral & Tutorial

- Ensure that EDI materials for calendared events in tutorial are produced promptly. The allocation of one member of the EDI Ambassador team will help with this.
- Improve the visibility and optics of EDI in the Senior Tutor and faculty Admin spaces

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 female student presentations in PPE
- To contextualise areas of the course for students, where equality and diversity priorities are especially relevant, for instance within Key Thinkers in Core Political Ideas, and within Global Politics. i.e. teaching the Anarchist Lucy Parsons as well as Spec 'Key Thinkers'

Product Design & Graphics

- 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.

Spanish

- To support students who want to found the PSC Latin American Society as a route to raising awareness of the diversity within the Spanish-speaking world.

Student Services:

- To continue with the ASConnections group in collaboration with Study Support. This has been very successful, 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.
- Our new member of staff in Student Services, Chloe Rawlings has become a member of the EDI team alongside Emily Williams from the Hub team, which helps to tie our work closely in terms of broader EDI across college.
- 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, building on the link with Fareshare that has been established this year, and encouraging our fantastic Pantry volunteers in their role.

Study Support

- Strengthen inclusive transition pathways: review and develop initiatives to ensure smooth and supportive transitions into College for a wider cohort of vulnerable students, including groups akin to ASC Connections.
- Enhance staff understanding of diverse needs: equip all Study Support staff with up-to-date knowledge and strategies to effectively support students across all vulnerable categories and protected characteristics.

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 2024-25 the following points were identified for development during 2025-26:

- Continue to attend local/regional events and focus on those with a more diverse focus/delegate list
- Further develop links with local, diverse charities. In 24/25 working with two Saints (Female, afghan) and also Emmaus (homelessness)
- Work on development of online, asynchronous courses to enable more students to access education remotely and in their own time.
- Develop strategies to increase diversity in the counselling staff and student population
- Continue to ensure marketing materials reflect the accessibility and diversity of the leisure programme and suitability for all members of the community
- 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.