Peter Symonds College

Equality Objectives 2024-28

Published March 2024 in accordance with the Equality Act 2010,

the Public Sector Equality Duty and our specific duties

Section A: Introduction

This is the fourth set of Equality Objectives published by the College. It is our aim to eliminate discrimination, harassment and victimisation; to advance equality of opportunity; to engender inclusivity and to foster good relations for all members of the College community. We focus in particular on those staff and students within the college that can be identified by the nine "protected characteristics" set out in the Equality Act. We recognise intersectionality, meaning that staff and student experiences may not be limited to any one of the characteristics.

The College's commitment to Equality, Diversity and Inclusion (EDI) can be seen in the College's Vision Statement in the Strategic Plan 2022-25:

The ethos of Peter Symonds College centres on the individual. 'Counting in Ones' is our motto and is the principle which guides everything we do.

We believe that a diverse staff and student body strengthens our community and enhances our students' learning.

Each year the College publishes an Equality Analysis for the previous academic year. The College also has a very active staff EDI Ambassador Team whose responsibility it is to promote inclusivity and identify areas for improvement. From our most recent analysis and feedback, the following objectives have been drawn.

Section B: Equality Objectives for the Sixth Form College (p 3-15)

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

Section C: Equality Objectives for the Adult and Higher Education Division (p 16-21)

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 (p22-24)

4. 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.

Section B:
Equality Objectives for the sixth form college

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

Context: The College affiliated with the Black Leadership Group (BLG) in Dec 2021. In 2022-23 'Becoming an Anti-Racist College' training was delivered to all staff and governors (including staff at AHED). All teaching and support departments have an anti-racism action plan and have nominated an anti-racism ambassador. Supported by the BLG, the College undertook Lived Experience Research with students and staff of colour in September 2022. This was repeated in January 2024. The College is committed to following the BLG 10-point diagnostic tool to become an anti-racist College and has identified 3 points as initial foci for this journey; radical revision of curricula and qualifications; anti-racism central to CPD; positive optics and messaging.

Actions	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
Continue to use the BLG's 10-point diagnostic tool in order to take steps towards becoming an anti-racist College	Changes to College practice, policy, optics and messaging. Records of action plans and reviews.	Ongoing – to be reviewed annually	SMT, Director of AHED, Director of Personnel, Anti-Racism Steering Group (ARSG), EDI Team	Through SMT and S&G meetings, DP (W&P) meetings with EDI Coordinator & ARSG	Depends on the action plans formulated and may include staffing as well as material resources	Students and Staff from ethnic minority backgrounds
Improve the utilisation of the anti-racism ambassadors in every department to keep the work alive across the College including the reviewing and updating of action plans. Create clear expectations for the role and improve communications to allow feedback on the work and sharing of good practice.	Ambassadors fully utilised and an active part of the College's anti-racism work and dissemination of practice.	July 2024	ARSG	DP (W&P) meetings with EDI Coordinator & ARSG	None	Students and Staff from ethnic minority backgrounds

Ensure that anti-racism, the College's stance on racism and other forms of discrimination and potential sanctions for students involved in disciplinary incidents is explicitly included in College policy including the EDI, Disciplinary and Bullying & Harassment policies	Policy documents	July 2024	WP (W&P)	SMT and Board of Governors	None	Students and Staff from ethnic minority backgrounds
Provide a reporting button for students on the intranet to allow them to report safeguarding concerns or incidents of bullying or harassment, including anonymously if they wish. Also create a button for staff to report incidents of racism or discrimination.	Reporting buttons in place. Reports received from students	July 2025	Web Services	SMT and DP (SS&S) meetings with Head of Web Services	None	Students and Staff from ethnic minority backgrounds and all other protected characteristics
Make the College's stance on racism and other forms of discrimination clear to students through the tutorial programme in order to increase reporting of discriminatory language and behaviour	Tutorial materials in place and included in the annual cycle of materials.	July 2024	Head of Tutorial Programme	DP (W&P) meetings with Head of Tutorial Programme	None	Students and Staff from ethnic minority backgrounds
Improve communications between the EDI team & the ARSG so that the responsibilities of each is clear and so that anti-racism is a part of the overarching EDI umbrella.	Regular meetings with the EDI Coordinator and ARSG. Responsibilities clearly defined and shared with DP (W&P)	July 2024	EDI Coordinator, ARSG	DP (W&P) meetings with EDI Coordinator & ARSG	None	Students and Staff from ethnic minority backgrounds
Improve communications with student groups and engage student voice in order to gather	Feedback from student voice including	July 2025	EDI Coordinator, ARSG	DP (W&P) meetings with	None	Students and Staff from ethnic

feedback and input as well as to encourage student participation in the anti-racism work of the College.	Connect activity groups & student involvement in anti-racism activities			EDI Coordinator & ARSG		minority backgrounds
Consider how we can include other ethnicities in our anti-racism work for example Jewish and Roma/Traveller members of the community who might experience discrimination	Reports from ARSG and EDI team on activities and actions	July 2025	EDI Coordinator, ARSG	DP (W&P) meetings with EDI Coordinator & ARSG	None	Students and Staff from ethnic minority backgrounds
Continue to employ the lived experience research exercise conducted through the BLG in order to gauge what action the College needs to take to become an anti-racism College. Share relevent outcomes of this research and action taken with the College community	Reports from BLG to SMT. Actions taken in response	Ongoing	DP (W&P)	SMT	Cost of commissioning BLG to conduct the research.	Students and Staff from ethnic minority backgrounds
Explore the use of Careers mentors to support students in applying to university courses or for careers in which their ethnicity is underrepresented	Mentors allocated to students and positive feedback	July 2025	Careers	DP (W&P) meetings with Head of Careers	None	Students from ethnic minority backgrounds
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.	Resources / information gathered and shared.	July 2025	ARSG, Director of AHED, EDI Coordinator	Director of AHED, DP (W&P) meetings with EDI Coordinator & ARSG	None	Students and Staff from ethnic minority backgrounds
Include anti-racism in the Induction programme for all new staff	Training established in the schedule for	July 2024	ARSG	Head of Personnel	None	Students and Staff from ethnic

	September induction and video materials shared with personnel for late joiners					minority backgrounds
Explore the use of 'Connect Enrichment' open events to share with the community what they do and encourage more student engagement	'Open Events' established and advertised to students	July 2025	EDI Coordinator	DP (W&P) meetings with EDI Coordinator	None	Students and Staff from ethnic minority backgrounds
Ascertain what percentage of ethnic minority students from partner schools apply to and then enrol at PSC	Data shared with SMT	July 2025	Admissions & Marketing	SMT	None	Students and Staff from ethnic minority backgrounds
Flag the 'Connect' enrichment opportunities with year 11 students at interview	Resources to share with students established in interview routine	July 2025	Admissions & Marketing	DP (SS&S) meetings with Head of Admissions & Marketing	Cost of marketing materials	Students and Staff from ethnic minority backgrounds
Consider how the anti-racism work will continue as a long-term project in terms of staffing and resource	Plan agreed for long term strategy to continue anti-racism work.	July 2024	DP (W&P)	SMT	Staff resource	Students and Staff from ethnic minority backgrounds
Promote our anti-racism journey on our website and social media feeds	Materials on the website and social media	July 2024	ARSG, Admissions & Marketing	DP (SS&S) meetings with Head of Admissions & Marketing	None	Students and Staff from ethnic minority backgrounds
Consult students and staff on the terminology currently used by the College i.e. 'people of colour'	Feedback from community received and decision on terminology recorded	July 2024	ARSG, EDI Coordinator	DP (W&P) meetings with EDI Coordinator & ARSG	None	Students and Staff from ethnic minority backgrounds

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

Context: The College tracks the progress and achievement of various groups of students through its regular data analysis exercises. This includes the consideration of ethnic background, sex, LLDD and health problems, receipt of Free College Meals and POLAR data on HE participation. The College has a Barriers to Progress page available to staff which gives information on students in all vulnerable categories and is working towards more detailed and regular tracking of these students in order to maximise successful outcomes and progression for all.

Action	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
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.	System developments completed	July 2028	Web Services	S&G	None	Students who fall in to all protected characteristics categories
Introduce an automated alert for staff when the barriers to progress page is updated	System developments completed	July 2025	Web Services	S&G	None	Students who fall in to all protected characteristics categories
Consider how the reporting on vulnerable groups can be improved and integrated in to the student intranet system	New reports developed and available on the College system.	July 2028	Web Services	S&G	None	Students who fall in to all protected characteristics categories
Develop the student record system to enable staff to see vital information for each student at a glance as well as	Information available by individual student	July 2025	Web Services	S&G	None	Students who fall in to all protected

by class, tutor group, course, faculty and cohort, for example, vulnerability, stage of referral on Progress Monitoring or Fitness to Study etc.						characteristics categories
Ensure all staff who have contact with students have access to Barriers to Progress information for their students or groups e.g. enrichment leaders, coaches, Careers, EPQ mentors	Information available to all relevant staff	July 2025	Web Services	S&G	None	Students who fall in to all protected characteristics categories
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 completed. Information available to staff online	July 2025	DP (W&P), DoCS, Student Services, Hub, Careers, Study Support, ASK, Staff Development Officer	S&G, Staff Development Reports to SMT	None	Students who fall in to all protected characteristics categories
Report on vulnerable groups' achievement, attendance, destinations and retention in end of year reports	Reports produced and considered at S&G	July 2024	VP	S&G	None	Students who fall in to all protected characteristics categories
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	Reports produced and considered at S&G	July 2024	VP	S&G	None	Students who fall in to all protected characteristics categories
Consider interrogating student evaluation outcomes to identify differences in responses from students in vulnerable groups	Reports produced and considered at S&G	July 2024	VP	S&G	None	Students who fall in to all protected characteristics categories

in order to decide on specific interventions						
Report on vulnerabilities in College disciplinary reports in order to spot any patterns	Disciplinary records show vulnerable groups data	July 2024	DP (W&P)	SMT	None	Students who fall in to all protected characteristics categories
Use the 'no enrichment' register to ascertain whether there is a disproportionate number of students from any vulnerable category in order to target support	No enrichment data available to be considered at S&G Autumn	July 2025	DP (W&P), DoCS, Head of enrichment, Web services / MIS	S&G	None	Students who fall in to all protected characteristics categories
Support EHCP students to sign up for enrichment in 1-2-1s with an LSA	Increased EHCP student sign up for their chosen enrichment	July 2025	Deputy Head of Study Support, EHCP Coordinator	DP (W&P) meetings with Head of Study Support	None	Students with disability or learning differences
Change the day of the week from term to term, when Connect activities, enrichments and Hub groups meet to allow the greatest accessibility for students.	Increased involvement in activities specific to vulnerable students.	July 2025	Head of Enrichment, EDI Coordinator, Hub	DP (W&P) meetings with EDI Coordinator & Head of Wellbeing Team	None	Students who fall in to all protected characteristics categories
Examine the student journey of vulnerable groups to identify key points for intervention which might support progression	Key points identified and intervention agreed	July 2025	DoCS	S&G	None	Students who fall in to all protected characteristics categories
Ensure that all EHCP students have a 1-2-1 meeting with their Senior Tutor and a member of the EHCP team at each Progress Review round, potentially an online meeting on PR 'no teaching' day.	Meetings completed and recorded on the student record	July 2025	DoCS, Senior Tutors, EHCP Coordinator	S&G	None	Students with medical issues, disability or learning differences

Report on the progress of all EHCP students in SMT/DoCS meetings at every Progress Review round	Reports completed and presented at S&G	July 2025	DoCS, Senior Tutors	S&G	None	Students with medical issues, disability or learning differences
Make EHCP information including adjustments required and student goals more accessible for teaching staff and tutors including updates to this information	Succinct information easily accessible online for staff for each EHCP student.	July 2026	Web Services, EHCP Coordinator	DP(W&P) meetings with Head of Study Support	None	Students with medical issues, disability or learning differences
Deliver training to staff to enable them to feel confident in discussing goals and adjustments with EHCP students at Progress Review	Training delivered	July 2025	EHCP Coordinator, Staff Development Officer	Staff Development Reports to SMT	None	Students with medical issues, disability or learning differences
Ensure that the method for gathering feedback from teachers on EHCP students' progress for annual review is streamlined and straightforward	Positive teacher feedback, streamlined system in place	July 2026	EHCP Coordinator, Web Services	DP (W&P) meetings with Head of Study Support	None	Students with medical issues, disability or learning differences
Survey staff to gauge what training they require in order to support vulnerable groups	Survey completed and training agreed	July 2025	Staff Development Officer	SMT, Staff Development Reports	None	Students who fall in to all protected characteristics categories
Explore the use of student voice to ascertain the student perception of College interventions and any gaps in provision, for example through existing student-led or support-focussed student groups or small informal one-off sessions e.g. in Study Support for EHCP students.	Student feedback received and actions agreed	July 2025	Innovation Project linked with MH & Wellbeing Innovation Project on Student Voice	SMT	None	Students who fall in to all protected characteristics categories

Extend the widening participation activity in Careers in order to target more groups with specific opportunities	Opportunities advertised to new groups of students	July 2028	Careers	DP(W&P) meetings with Head of Careers	None	Students who fall in to all protected characteristics categories
Explore ways to offer food to students who may need it, for example breakfasts before exams and evening meals if they wish to study late in the LRC	Scheme established to provide food and good student uptake	July 2028	Student Services	DP(W&P) meetings with Head of Student Services	None	Students from low income backgrounds
Expand the student-led support groups initiative in the Hub to include more groups, for example a young carers, ADHD group, hearing impaired students.	Groups established and sustained	July 2028	Student Services, Hub	DP(W&P) meetings with Head of Student Services	None	Students who fall in to all protected characteristics categories
Explore whether other groups of students would benefit from a 'transition group' approach to joining College such as ASConnections offers.	Other groups established for group transition support	July 2028	Hub, Study Support, EHCP Coordinator, EDI Coordinator, Student Services	DP(W&P) meetings with Head of Student Services, Study Support and EDI Coordinator	None	Students who fall in to all protected characteristics categories
Explore ways in which ASK can be used to deliver focused support to specific groups for example ADHD students, Level 2 students, or group interventions	New initiatives in ASK and student uptake of support	July 2028	ASK	DP (W&P)	None	Students who fall in to all protected characteristics categories
Share relevant information from safeguarding records with staff on the student record, particularly information which might be relevant to ensure early interventions happen where appropriate	Information available on the student record	July 2025	Safeguarding Team	Safeguarding Team meetings	None	Students who fall in to all protected characteristics categories

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

Context: In recent years, the College's focus on and investment in EDI has seen a reinvigoration of this aspect of the College's work. There has been a significant emphasis on the College's ethos and vision of inclusivity, matched by an increase in the marking of and participation in EDI events and activities. The College has seen an increased engagement from students and staff, proving that there is a commitment to ensuring the success of this work. The next step is to ensure that the College's commitment to inclusivity is communicated through our optics and messaging to all stakeholders.

Action	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
Consider how external stakeholders who do not have English as their first language are able to access our communications. Ensure those with EAL are consulted in this exercise.	EAL materials available when required	July 2027	Marketing	DP (SS&S) meetings with Head of Marketing	Cost of resources	External stakeholders who have EAL
Engage student voice in capturing student opinion of our optics and messaging generally as well as pre and during enrolment. Consider using student enrichment and activities as one option for this	Feedback gathered from students and actions agreed	July 2028	Marketing, Head of enrichment, EDI Coordinator, SU via Student Services	DP (SS&S) meetings with Head of Marketing	None	Students who fall in to all protected characteristics categories
Engage students in producing promotional material of EDI events and activity which can be shared internally and externally	Materials produced and shared	July 2025 and ongoing	Marketing, EDI team, Innovation Project, Connect Activities Staff Leaders	DP (SS&S), DP (W&P) meetings with Head of Marketing & EDI Coordinator	None	Students who fall in to all protected characteristics categories
Ensure that good practice, events and activities including student-led activities e.g. fundraisers and SU elections are promoted across the	Promotional materials visible to all	July 2026	EDI team, Student Services, Marketing, Connect Activities Staff Leaders	DP (W&P) meeting with EDI Coordinator	None	Students who fall in to all protected characteristics categories

College so that the whole community is aware of them						
Ensure that our website reflects the wealth of EDI activity in the College, the diversity of the student body and our ethos of inclusivity.	ADI activity, community diversity & College ethos clearly evident on website	July 2027	Marketing, Web Services	DP (SS&S) meeting with Head of Web Services & Head of Marketing	None	Students and staff who fall in to all protected characteristics categories
Ensure all College webpages and social media feeds are accessible to all, including having subtitles and text played as audio recording options	All College webpages & social media sites adapted	July 2026	Marketing, Web Services	DP (SS&S) meetings with Head of Marketing	None	Those with hearing or visual impairment
Ensure that all College social media feeds are as high quality as possible including being consistently titled and branded, regularly updated, current & immediate. Address any barriers that exist for departments or student events in producing good quality content.	High quality, consistent and current social media feeds	July 2026	Marketing, DoCS, Heads of Subject, EDI Coordinator, Student Services	DP (SS&S) meetings with Head of Marketing	None	N/A
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	All members of the community are able to easy access all activities	July 2028	Study Support, EDI team, Student Services, all staff organising visiting speakers, Careers, Connect Activities Staff Leaders	DP (W&P) meeting with Heads of Study Support & Student Services	None	Students with disabilities, particularly physical
Audit the displays in College buildings and ensure there is a consistent focus in each building of materials promoting inclusivity	Audit completed and consistency of messaging in place	July 2028	EDI team, DoCS, Heads of Subject, Support Team Leaders, Marketing	S&G	None	Students and staff who fall in to all protected characteristics categories

Open a broader range of the College EDI events to students from partner schools	Records of more feeder schools engaging with events. Positive feedback from feeder schools & students	July 2028	EDI team, Connect Activities Staff Leaders	DP (W&P) meeting with EDI Coordinator	None	Students who fall in to all protected characteristics categories
Ensure that the College's anti-racism stance is promoted and made clear through College optics and messaging to internal and external stakeholders	Clear and noticeable messaging in key areas of the College and online	July 2025	Marketing, ARSG, EDI Coordinator	DP (SS&S) meeting with Head of Marketing, DP (W&P) meeting with EDI Coordinator & ARSG	None	Students and staff from minority ethnic backgrounds
Improve College Digital Signage through the use of screens across the campus	Increased number of screens across campus. College ethos on inclusivity clear in messages displayed	July 2027	Marketing, EDI Coordinator, Student Services	DP (SS&S) meeting with Head of Marketing, DP (W&P) meeting with EDI Coordinator & ARSG	None	Students and staff who fall in to all protected characteristics categories
Ensure that the College's physical space reception areas, walls, student spaces, outdoor spaces, reflects our ethos of inclusivity e.g. art pieces, maps which reflect community origins etc	Physical representations of inclusivity across site	July 2028	Marketing, Estates, ARSG, EDI Coordinator	DP (SS&S) meeting with Head of Marketing, DP (W&P) meeting with EDI Coordinator & ARSG	None	Students and staff who fall in to all protected characteristics categories
Extend the use of bespoke backgrounds on College computers to share information and promote activities	Increased use of backgrounds for various College events, campaigns and fundraisers	July 2027	Marketing, IT services, EDI Team, ARSG, Student Services, Personnel	DP (SS&S) meeting with Head of Marketing, DP (W&P) meeting with EDI Coordinator &	None	Students and staff who fall in to all protected characteristics categories

				ARSG & Head of Student Services		
Ensure all College email accounts and headed paper employ a PSC corporate signature which promotes our ethos and affiliations.	Email signatures automated for all staff, headed paper adjusted and used by all staff	July 2026	Marketing, IT Services	DP (SS&S) meeting with Head of Marketing & Head of IT	None	Students and staff who fall in to all protected characteristics categories
Promote PSC as a College genuinely for everyone. Find out what the current perception of PSC is for external stakeholders and find ways to overcome any perceptions of elitism or lack of inclusivity	Feedback gathered from external stakeholders, actions implemented	July 2027	Marketing	DP (SS&S) meeting with Head of Marketing	None	All those who fall in to all protected characteristics categories
Look for partnerships with external agencies who might help promote our events e.g. Winchester University Journalism	Links with external agencies established	July 2028	Marketing	DP (SS&S) meeting with Head of Marketing	None	Students and staff who fall in to all protected characteristics categories
Invite all members of the community to College events including Governors & Trustees	Regular invitations sent to all	July 2025	Marketing, Secretariat, Clerk to Board of Governors, EDI Coordinator, Student Services	DP (SS&S) and DP (W&P) meetings	None	Students and staff who fall in to all protected characteristics categories
Ensure the College's Anti-Racism Pledge is visible in main reception, other key locations in the College and on our website	Pledge visible in various locations	July 2024	ARSG, EDI Coordinator	DP (W&P) meeting with EDI Coordinator & ARSG	None	Students and staff who fall in to all protected characteristics categories
Set up a College EDI Calendar which all staff can add to and subscribe to	Calendar available to staff	July 2025	EDI Coordinator, IT Services	DP (W&P) meeting with EDI Coordinator	None	Students and staff who fall in to all protected characteristics categories

Section C:

Equality Objectives for AHED (Adult and Higher Education Division):

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

Context: The College affiliated with the Black Leadership Group (BLG) in Dec 2021. In 2022-23 'Becoming an Anti-Racist College' training was delivered to all staff at AHED. All teaching and support departments have an anti-racism action plan and are working on implementing the actions in their respective areas. AHED is committed to following the BLG 10-point diagnostic tool to become an anti-racist College and has identified 3 points as initial foci for this journey; radical revision of curricula and qualifications; anti-racism central to CPD; positive optics and messaging.

Actions	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
Identify areas of the curriculum that can be adapted to be more inclusive/relevant to students of colour	Training session with all heads of curriculum to explore opportunities Examples of good practice documented and shared Positive student voice and an increase in retention and success	September 2024 March 2025 July 2025 (and onwards)	Director of AHED and Heads of Curriculum	SMT	None	Students and staff who fall in to all protected characteristics categories

Make the College's stance on racism and other forms of discrimination clear to students through the tutorial/induction process	Tutorial materials in place and included in the annual cycle of materials. Anti-racist stance made clear as part of the college induction	July 2024	Head of Tutorial Programme and Director of AHED	SMT	None	Students and Staff from ethnic minority backgrounds
Promote our anti-racism journey on our website and social media feeds	Materials on the website and social media Make use of Alumni stories more effectively Share curriculum examples with Marketing team to enable further promotion	July 2024 December 2024 December 2024	Director of AHED and AHED Marketing team Marketing and Heads of Curriculum Marketing and Heads of Curriculum	SMT	None	Students and Staff from ethnic minority backgrounds

2. To promote the College's ethos of Inclusivity and improve accessibility for a diverse population

Context: There has been a significant emphasis on the College's ethos and vision of inclusivity/accessibility and the curriculum has been developed to further embed this into practice. The next step is to ensure that all materials created at AHED are accessible to the diverse population that the division serves and that the prospectus is truly representative of the wider community and student body.

Actions	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
Continue to ensure that all marketing communications demonstrate a diverse student population	Materials on the website, social media and all print communications Make use of Alumni stories more effectively Share curriculum examples with Marketing team to enable further promotion	July 2024 December 2024 December 2024	Director of AHED and AHED Marketing team Marketing and Heads of Curriculum Marketing and Heads of Curriculum	SMT	None	Students and Staff from ethnic minority backgrounds
Work with ESOL students to enable students at all levels to be able to access college materials and support	EAL materials available when required	July 2027	Director of AHED and Marketing	SMT	Cost of resources	External stakeholders who have EAL
Ensure all learning materials are accessible for students with Learning Differences	DSA support plans created and followed	Ongoing	Head of Study Support and HE Manager	Director of AHED / SMT	None	Students and staff who fall in to all protected

	Positive student feedback (NSS and student voice) regarding accessibility and additional support available	Termly (ongoing)	HE Manager/Director	Director of AHED / SMT		characteristics categories

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

Context: While the incidence and severity of mental health issues have increased, the resource for external support through the NHS has decreased significantly. We know that our mental health services do not meet student demand and although some students at AHED can access support at the main college site (16-19 and Access students), the adult learners cannot. Therefore, support needs to be created for those students at AHED.

Actions	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
To implement an in-house counselling service staffed by current degree level counselling students for students aged 19 and over	Pilot scheme launched and feedback report delivered to SMT Full programme launched with minimum 2 student counsellors Students engage with counselling service. Positive student voice/NSS feedback	Summer 2024 Summer 2025 (and onwards) Summer (2025 and onwards)	Director of AHED and head of Counselling Director of AHED and Head of Counselling Director of AHED, HE Manager and Heads of Curriculum	SMT	Cost of supervision for in-house counsellors	Students and staff who fall in to all protected characteristics categories
Explore opportunities to embed mental health in the curriculum.	Training session with all heads of curriculum to explore opportunities Examples of good practice	September 2024 March 2025	Director of AHED and Heads of Curriculum	SMT	None	Students and staff who fall in to all protected characteristics categories

	documented and shared					
	Positive student voice and a increase in retention and success	July 2025 (and onwards)				
Introduce a digital student records system to enable a more personalised, joined up approach to supporting students	Student record system live at AHED	September 2024	Director of AHED, Head of Web services and head of Study Support	SMT	Web services time and availability	Students and staff who fall in to all protected characteristics categories

Section D:

Equality Objectives for 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.**

Context: An inclusive workplace culture allows all people to thrive at work, regardless of their background, identity or circumstance. Managers have a key role to play in behaving in an inclusive way and contributing to EDI goals, particularly when handling situations and decisions about recruitment and workplace concerns objectively and fairly, and consistently. In order that we continue to strive towards having a workforce that is inclusive of different characteristics and experiences, we will develop a recruitment strategy that reaches further than our current recruitment avenues. Whilst this may not result in increased diversity, it will show that we have a true commitment to this aim. Likewise, we will sign up to the Disability Confident scheme with Gov.UK to ensure that we are providing the best possible support for both our existing staff and any applicants who apply in the future.

Actions	Measurable outcomes/ success criteria	Timescale and milestones	Action by	Monitoring Evaluating Reporting	Resource and other implications	Link to protected groups & other comments
To integrate awareness of unconscious bias into the training which supports the process where key decision making takes place, (e.g. recruitment of staff, flexible working, disciplinary actions and grievances)	Training modules completed. Zero grievances related to protected characteristics. To ensure that there is fairness and transparency in key decision making.	Identify and launch training by September 2024 Roll out training programme to panel members by Christmas 2024 All stakeholders trained by September 2025	Personnel team	Feedback, exit interviews	Source training online (TES, IHASC)), staff time	Staff with a protected characteristic
To ensure managers have the tools and	Arrange for all line managers to	Regular reporting	Personnel team	Head of Personnel, Annual reports to	Time, training courses,	Staff with a protected characteristic

| knowledge to handle workplace concerns raised by staff members in a fair and consistent way. | undergo training on handling bullying, harassment, victimisation and unlawful discrimination at work

To provide a fair and consistent response to all complaints of bullying, harassment, victimisation and unlawful discrimination at work, following College policies.

All instances are recorded, taken seriously and acted upon in a fair, supportive and transparent manner,

A reduction in formal employee relations processes with concerns being effectively dealt with informally before escalating.

Ensure our managers have the knowledge and | Identify and launch training by September 2024

All managers trained by Christmas 2024

Ongoing programme of training identified for new managers through their induction programme | | SMT on bullying, harassment, victimisation and unlawful discrimination

Training log

Grievance log

Complaints log | administration consideration for chasing managers | |
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	resources to support and signpost people to wellbeing support. Enable people to have open conversations and resolve difficulties at an early stage.					
Increase diversity within the workforce	Trial different recruitment avenues Develop a recruitment plan and strategy to ensure that it addresses under-representation and lack of diversity Investigate ways to promote teaching as a career to students from minority ethnic backgrounds	Identify and launch training by September 2025 All managers completed training by Christmas 2025 July 2026	Personnel team Careers team	Record of recruitment activity EDI report DP (W&P) meetings with Head of Careers	Investigate best practice in recruitment in this regard. Cost of external speakers	Be aware that demographics play a part in diversity, and realise that this may be a very hard objective to meet. Students from ethnic minority backgrounds
Deliver staff training on confidence building in navigating an increasingly complex EDI landscape and on conflict resolution / de-escalation	Staff feel confident in having conversations with students about EDI matters and challenging poor behaviour and harassment	July 2027	Staff Development Officer	Staff Development report to SMT	Cost of external speakers	Students and staff who fall in to all protected characteristics categories