THE **SIXTH FORM COLLEGE** COLCHESTER

Equality, Diversity & Inclusion Annual Report 2021-2022

Statement of Commitment

The College is a diverse, international and multicultural community, and promoting, celebrating and valuing diversity and ensuring equality, is at the heart of all we do. We continue to work together to create an inclusive learning environment in which everyone is valued as an individual, has an equal opportunity to participate, and is treated with dignity, fairness and respect, based solely on merits, abilities and potential.

Equality of opportunity is everybody's right, and is a central aim of the College for all staff, students, governors and other stakeholders. The Equality and Human Rights Commission describes equality as: 'Ensuring that every individual has an equal opportunity to make the most of their lives and talents.' In other words, equality means ensuring everyone has equal opportunities, receives fair, non-discriminatory treatment and the support they need to fulfil their potential.

We are aware that there are many barriers to true equality, and that individuals may be disadvantaged because of their race, age, sex, gender, religion or belief (including lack of belief), disability or sexual orientation. The College is also mindful of the socio-economic, cultural, psychological and experiential factors which can affect our students, including those who are looked after, or who are carers themselves. In addition to the implementation of policies, we continue to take positive College-wide action to tackle the particular disadvantage, or different needs of certain students, by targeting resources and putting in place additionality, or bespoke provision to support all our students.

Our Shared Values encompass our determination to ensure that all members of the College have an equal opportunity to maximize their potential, are valued equally and are treated with respect. We seek to ensure that in respect of both employment and education, all are provided in an environment in which diversity is valued. Every member of the College community has a responsibility for promoting **Our Shared Values** in all aspects of College life.

The College recognises the importance of the active promotion of fundamental British values in all we do. The values of democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs, are complemented by **Our Shared Values**. We actively celebrate, value and promote diversity, advancing equality and eliminating unlawful prejudice, harassment, victimisation and discrimination. The College is opposed to discrimination of any form, and is committed to the protection of its members from such unlawful activity.

This commitment to equality, diversity and inclusion underpins and influences all areas of College life:

- We will ensure that our recruitment and admissions policies encourage applications from under-represented sectors of the local community.

- We will ensure that our practices actively foster access to the College and support all our students to attain successful outcomes and progress to higher

education or employment commensurate with their ambitions, interests and abilities.

- We will monitor the engagement and achievement of minority and minoritized groups of both staff and students within the College community, including, but not limited to, all those with protected characteristics.

- We will identify, analyse and seek to address any gaps or disparities. We understand the potential impact of economic disadvantage on educational and employment opportunities.

- We will work to redress inequality, seeking to improve the life chances of young people from under-represented and disadvantaged groups in our community and promote social mobility, by providing our students with opportunities to gain additional skills and experience, alongside the opportunity to achieve high quality, relevant qualifications.

- We will develop further our partnerships other education providers, employers, safeguarding partners and community groups and we will play a full and active role in our local community.

- Over the next five years we will liaise closely with local schools to ensure those from under-represented and disadvantaged groups in our community achieve fair access to our services.

- We will ensure that the College website and other communications are accessible and inclusive in nature.

- The College will continue to work with community partners in a full and active way to ensure it plays its part in achieving the broad objectives of the local community. These will include (but not exclusively) such issues as climate change, sustainability, safety, freedom of speech and inclusivity.

- Within College, we will strengthen mechanisms to promote equality, diversity and inclusion, creating new staff and student groups to champion these issues across the College.

The College's **Statement of Commitment** and **Our Shared Values** have been produced in partnership with the Staff EDI Working Group, the Student EDI Working Group, the EDI Steering Group, and the Student Council.

Supported by the following documents:

- Disability Statement
- Equality and Diversity Policy
- Emotional Wellbeing and Mental Health
- Harmful Sexual Behaviour
- Health and Wellbeing Statement
- HR Strategic Plan
- **Our Shared Values**
- Protection from Bullying and Harassment Policy

EDI evident in:
- Annual Pastoral Report
- Departmental SARs
- College Strategic Priorities
- Contributions to the staff and student handbooks
- Cross-College SAR
- INSET programme and whole staff training Teaching & Learning SAR
- Termly and annual reports on Bullying and Harassment and Harmful Sexual Behaviour

Our Shared Values

Inclusion

Diversity is not only valued at our College, but also celebrated and promoted. We seek to ensure that individuals understand differences in others, and that activities and opportunities are adjusted to ensure equality of access for all groups.

Respect

We respect the right of individuals to choose, and to hold, differing beliefs, identities, and faiths. We ensure that all individuals and groups are valued and treated fairly and with respect, and expect all members of the College community to act with integrity in recognising and respecting individuals' differences. We actively promote the importance of respecting our environment.

Openness

We are committed to cultivating a learning culture which is open-minded and dynamic, and positively encourage the exploration of controversy, providing opportunities to explore equality issues and celebrate diversity through the curriculum, student groups, societies and cross-college events.

Support

We ensure that all members of our community are encouraged and supported with equal opportunity to achieve their full potential, and make reasonable adjustments where needed and where possible. We celebrate everyone's achievements, and actively promote the development of self-knowledge, self-esteem and self-confidence.

Resilience

We strive to create a learning and working environment which develops resilience and critical awareness, enabling our students to learn how to positively tackle obstacles that arise, manage stress and uncertainty, and achieve positive outcomes.

Listening

Staff and governors are committed to listening to, and valuing, each individual. In the spirit of democracy, we proactively listen to, and use the student and staff voice, to advance policy and practice.

Global citizenship

We recognise the importance of appreciating international differences, and the interconnectedness of people, societies and environments around the globe. We actively promote understanding of human rights, gender equality, global citizenship, cultural diversity, a culture of peace and non-violence and the sustainable development of our world.

Curiosity

We value curiosity and the desire to ask questions and seek answers. Curiosity enables us all to pursue and acquire new knowledge, skills, and ways of understanding the world and ourselves.

Empathy

We recognise that empathy is the cornerstone of being part of a community, where treating one another with compassion and understanding unites us, regardless of our differences and fosters belonging.

Our Shared Values (classroom poster)

- **Be inclusive**
- **Be respectful**
- **Be open-minded**
- **Be supportive**
- **Be resilient**
- **Be an active listener**
- **Be a global citizen**
- **Be curious**
- **Be empathetic**

This report focuses on students but the broad objectives will relate to the whole community. See also **Human Resources 2021-2022** for detail related specifically to staff.

The College continues to be a highly inclusive and supportive learning and teaching environment, fostering equality and respect for all, an approach which we aim to make evident to our students, staff, parents/carers, visitors, local communities and Ofsted. The students' Culture Committee, Inclusive Feminist Group and LGBTQ+ Group continue to function as focus groups for students to discuss / generate ideas / suggestions for the College Council, Tutorial resources, staff training etc.

College level information continues to suggest that ethnicity is not a predictor of examination achievement (taken from the Pastoral Report 2021-22). The wide variety of outcomes for different groups of Black and minority ethnic students is evidence, needless to say, that they are not a homogenous entity and their performance is not determined by their ethnicity.

Summer 2022 saw a full exam series for GCSE and A level qualifications delivered for the first time since 2019, with a package of support, such as: advance information; changes to coursework; support materials; optional content; and more generous grading, to continue to mitigate against the impact of the pandemic.

==The following tables from the College's Six Dimensions report show the make-up of our 2021-2022 cohort and their success rates.==

(2) Progress Analysis
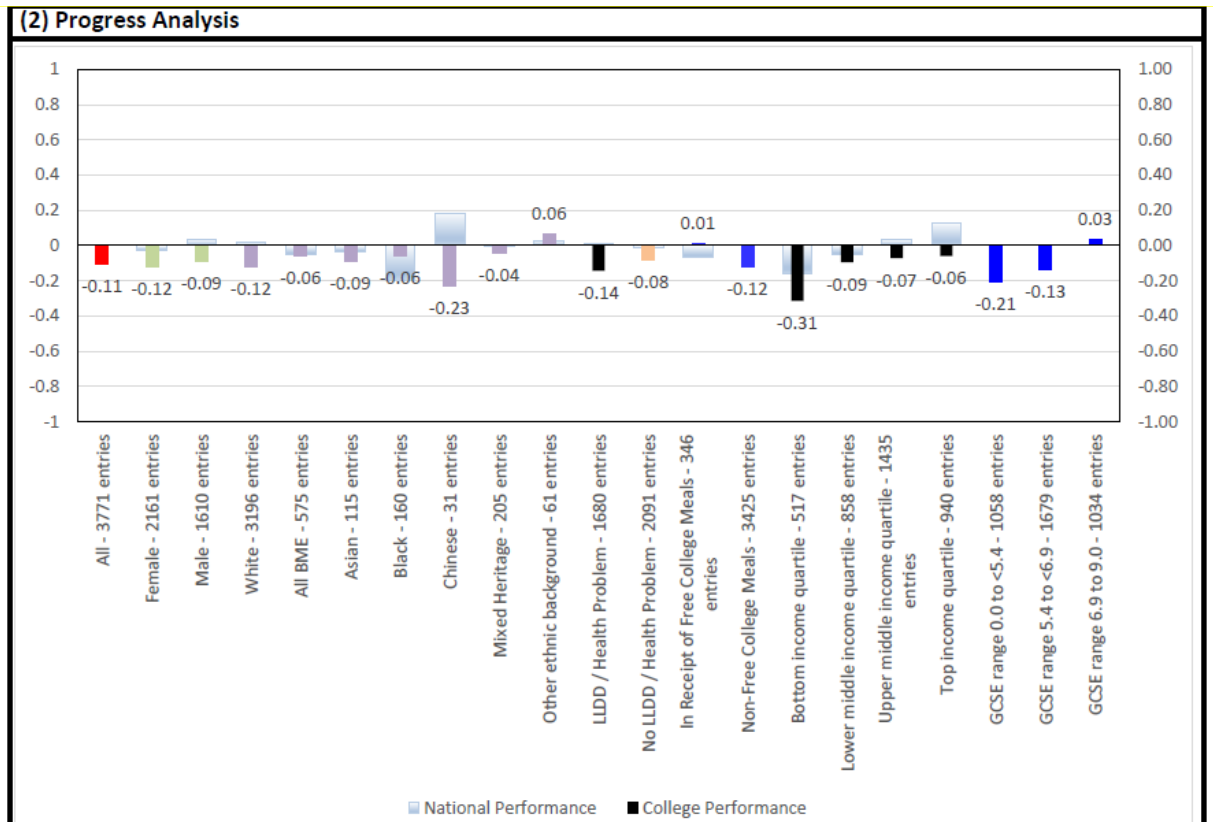
The graph above shows the achievement of particular groups College-wide, in relation to starting points, and in relation to achievement across the sixth form college sector. As can be seen here, the achievement of All BME students is in line with national performance, and the value-added achievement of All BME students is slightly higher than the value-added achievement of White students (by 0.06 grades). Black students (160) achieved higher outcomes than 2020-21 (-0.20 and 129 entries) and higher than Black students across the sixth form college sector. Chinese students (31) had lower outcomes than expected, which did not reflect the national performance, and represents a decline on 2020-21 (+0.52 and 15 entries), but this is not reflective of any pronounced trend. Students in the bottom income quartile (by postcode) achieved significantly lower outcomes (517), which represented a noticeable decline on 2020-21 (-0.04 and 465 entries).

As in previous years, there appears to be a high correlation between family income and achievement. Students who receive free College meals achieve better results than comparable students nationally. However, students in the bottom income quartile achieve lower outcomes than comparable students nationally, suggesting that there are a number of students who may be affected by poverty or other disadvantage, but are unidentified and not targeted for assistance. Anecdotal evidence suggests that the participation, engagement and achievement of (prospective) students from the Clacton area, which has some of the greatest deprivation the country, is severely affected by adverse social and financial circumstances. The College remembers the White, working-class and is aware of its history of academic underachievement, which it seeks to address proactively. We continue to explore ways to address this issue in a variety of ways (see development plans).

The Sixth Form College, Colchester: Cohort Breakdown Analysis: 2021-22
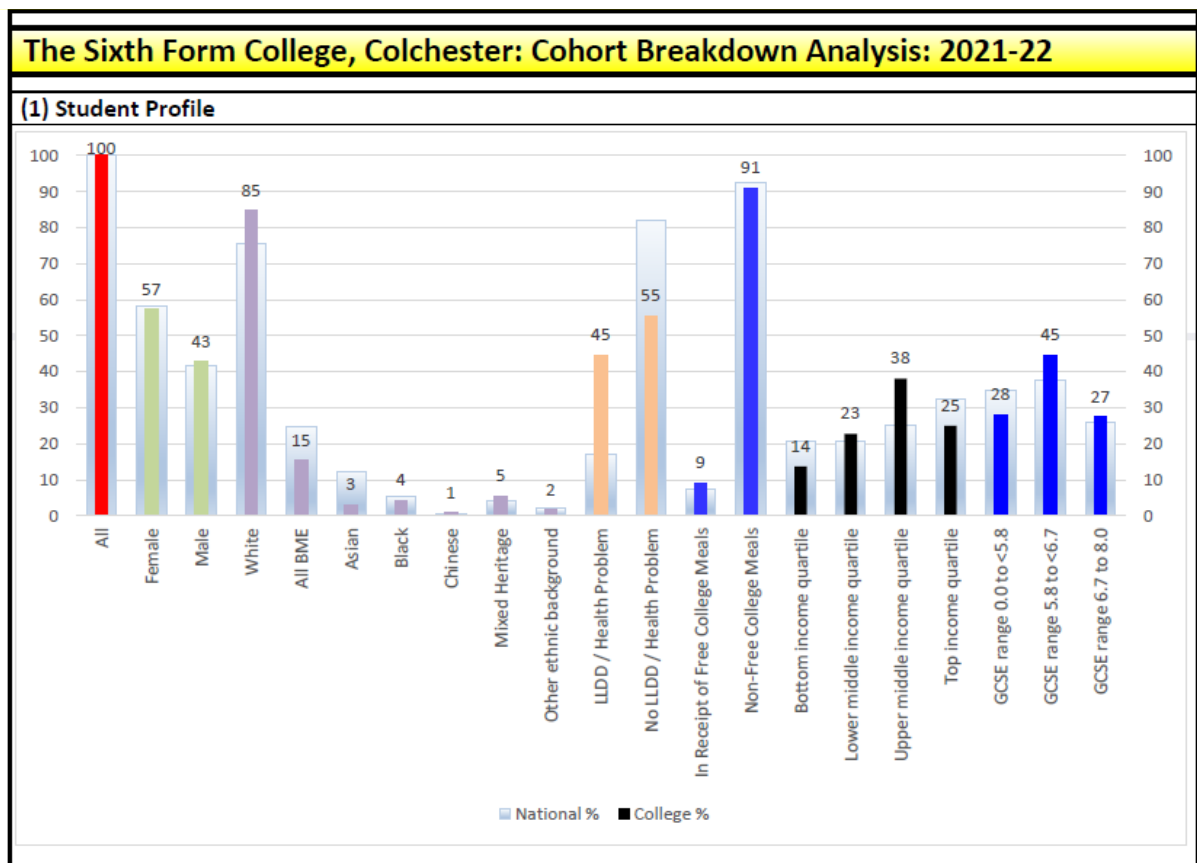
15% of this cohort was ethnic minority, which compares favourably with local demographics. According to the latest 2021 census, the population in Colchester (192,424) is predominantly White (87%), with ethnic minorities representing the remaining 13% of the population. The population in Tendring, where we have five 'in area' feeder schools, is predominantly White (96.2%), with ethnic minorities representing the remaining 3.8% of the population. In England more broadly, 81% of the population is White, 10% are Asian, 4% are Black, 3% Mixed Heritage and 2% Other ethnic background.

We had fewer students in the bottom income quartile (measured via postcodes, not analysis of actual income) and slightly fewer students in the top income quartile than national averages for sixth form colleges.

The trend towards more females and fewer males enrolling at College continues. Currently the numbers are: 57% female; 43% male.

Challenges and Responses 2021-2022

Trans issues were prominent in College in 2021-22: students have asked for better access to toilets and sanitary facilities. This has been addressed and signage was updated in December 2022, and fed back to students via the College council. We have developed ways of recording and using preferred names, whilst retaining legal names as we must on College systems, which was implemented in September 2022.

Review of EDI Development Plans for 2021-2022

Objective	Specific targets and actions	Review
Develop and implement Financial Disadvantage Project initiatives.	Project leader to report back findings and propose initiatives. To be disseminated and actioned as appropriate	Findings (e.g. success rates amongst students from certain postcodes; differences between progress of students in lowest income quartile and students in receipt of bursary) have been shared and have informed planning for 2022-23. Project leader has accepted continuing role for 22-23 and will work with newly appointed EDI Coordinator
Develop initiatives to promote engagement of ethnic minority students.	See ethnic minorities and Covid College response doc: initiatives developed	Culture Committee continues to be very active; excellent Black

	in partnership with Culture Committee e.g. staff training on microaggressions.	History Month tutorial produced by students and well received. Planning underway for more developments (e.g. potential for College ethnic minority students to mentor ethnic minority students from partner schools).
Develop and embed resources to promote healthy relationships and mutual respect within all curriculum areas.	Liaise with Teaching & Learning Co-ordinator to share suitably adapted equality & diversity material across departments e.g. active bystander training, Tell MAMA etc.	Newly created E&D lead practitioner role will allow more dynamic approach to E&D in the curriculum. Some initiatives underway (e.g. writers of colour reading group; introductory materials designed to welcome and boost confidence of Literature students who lack 'cultural capital' on entry) but more is planned for 22/23. Objective refined below.

Bullying, Harassment and Harmful Sexual Behaviour 2021-2022

The College records all instances of bullying, harassment and harmful sexual behaviour in a termly report which is shared with the safeguarding lead governor.

Harmful Sexual Behaviour, including sexual harassment and sexual violence:

- There has been a steep rise in reporting of incidents by students.

- All alleged victims are female; all alleged perpetrators are male (apart from 1 male victim of spiking)

- There are no discernible patterns relating to other protected characteristics

- In cases where incidents had not previously been reported, students made disclosures slightly more often to Welfare staff than personal tutors or teaching staff

- The College's Harmful Sexual Behaviour Policy (based on DfE guidance and Essex Model Policy, adapted by College for post-16 setting) has generally been very useful in guiding College response. However, proposed police action can prevent steps that would otherwise be taken (e.g. College not allowed to speak to alleged perpetrator about the matter).

- New pastoral paperwork has been designed, to identify all kinds of safeguarding risk, including harmful sexual behaviour, and ensure cases are reviewed.

Bullying and other forms of harassment:

- Only two of the bullying and harassment cases recorded during the Autumn term of 2021-22 included online bullying and harassment.

- Two of the cases were a continuation of previous issues at school.

- Students of ethnic minority background are over-represented, both as victims and alleged perpetrators.

- All of the victims and alleged perpetrators are year 1 students.

- Most victims are female; alleged perpetrators balanced between genders.

- There are no associated SEND issues. However, three of the victims do have pre-existing emotional or mental health issues.

- No cases relating to racist or homophobic bullying or harassment.
- The emotional consequences of bullying, harassment and peer on peer abuse at school have a bigger impact, College-wide, than current issues.

- Fewer new disclosures during the Spring term than the Autumn term.

- Year 1 students still predominate.

Insights and Findings:

- Sexual harassment/assault is reported more frequently than other forms of bullying and harassment.

- Consent within relationships is the most frequent issue (explored in Tutorial – with plans to review and revise the content).

- Bullying occurs very occasionally at College, but issues raised at College tend to focus on emotional consequences of previous bullying at school.

- The number of historic cases of both sexual violence and bullying which are raised with us directly by students, often for the first time, shows that students are confident to report problems to us.

- Forums and peer review show we can be confident that there are no "unsafe" places on College site: there are no reports of opportunistic up-skirting, groping etc in College, though female students do encounter such incidents in town and on public transport. (We have liaised with and hosted an awareness-raising visit from British Transport Police).

- We have learned from forums and peer review that students have a higher tolerance than we would wish for inappropriate on-line behaviour: specifically, many would not think to report an "air drop" containing a sexual image (to be addressed in Tutorial next academic year).

- MyConcern is an excellent platform for recording incidents and how they are dealt with. Updates and actions are being recorded effectively. We now need to ensure cases are closed at their conclusion. Too many are remaining "open" on the system after they have been resolved. (Termly overview by DSL/OSL and Safeguarding Documentation Officer instigated.)

Actions Arising:

Student voice:

- Student forums (as recommended by Ofsted) advertised to all students and groups initiated: male, female and non-binary/trans, all now established and reporting back.

- The Inclusive Feminist Society hosted a 'Big Conversation' about misogyny 02/12/22, which was very well attended: 70+ students, with a high degree of participation from the attendees.

- A member of the College Council set up a self-help group for female victims of sexual harassment and assault (with the help of Wellbeing Hub staff). Small number attended – but found it useful.

- Survey of students following RSE tutorials.

Staff training:

- On-line staff training *ECP Spotlight course for post-16. Peer on Peer abuse*. 1-hour course. October 2021. Attended by 224 members of staff and very well received.

- Teams training for personal tutors January 2021 in preparation for delivering new RSE tutorials.

Relationship and Sex Education (RSE) Tutorials:

- New materials developed and delivered in January/February – a series of five tutorial sessions covering: gender discrimination, healthy and unhealthy relationships, consent, how to recognise sexual harassment and sexual assault, with links to further help and sources of information. Well received by students and staff.

Working with external agencies and partners:

- Cooperation and information sharing with police re: a small number of serious cases.

- Visit and leaflets from British Transport Police, to encourage our students to report 'low-level' harassment on trains.

- Active working relationship established between College and 'Next Chapter' – previously Colchester Women's Refuge. Have expanded to deal with young people in abusive relationships. We have made several referrals and they provide counselling in College. Awareness raising visit with stand on concourse, (January 2022) followed up by a day's 'drop-in' facility (April 2022) for students to have one to one conversations about domestic violence and abusive relationships, with their specialist youth workers.

- Outreach visit from 'See you Safer' campaign (March 2022) to promote safe nights out, avoiding drink spiking etc.

Peer review visit by Solihull Sixth Form College to assess our response to raised profile of peer on peer abuse (05/05/2022) concluded:

- All students they spoke to felt safe in College, had at least one trusted adult in College they would disclose to and were confident they would be listened to and taken seriously.

- No student they spoke to had been harassed or inappropriately touched in crowded places in College, but many had experienced sexual harassment in the town centre/on the way to and from College (not by College students). **Active bystander training to be added to Tutorial programme.**

- Students have received 'air drops' of inappropriate images on occasion in the College Refectory. They regard this as an annoyance but would not report it. **We will add to on-line safety tutorials – and encourage students to notify staff**.

- All staff would challenge a student using the word 'gay' pejoratively – but the response would vary in degree. **Language of the classroom focus for INSET June 2023.**

Learning Support SEND 2021-2022

Achievements and Developments:

The SENCO has now been in post for 18 months and has had significant impact on the running of the department.

High Level Needs Learners: 26 (38) HLN students were enrolled in September (year 1: 11 students, plus 2 that were identified during the year, year 2: 9 students, year 3: 1 student) 12 (18) of the 26 had an EHCP (Education and Healthcare Plan). They were supported in September by 8 (16) full time and 7 (3) part time LSAs. As of June 2022, we have 7 full time and 7 part time LSAs. Of the 10 year 2/3 students one continues into the third year for her second year of A-levels. All HLN students leave with a planned destination, be that an FE College/ University/ Employment/ Apprenticeship.

Exam Access Arrangements: 354+ (265) requests this academic year for Exam Access Arrangements. All students were seen in a timely manner. These were evenly split between full assessments and triage assessments.

Applications for September 2022: To date, we have received applications from 440 (401) students that have declared learning needs including High Level Needs, Medical Issues, Welfare Needs and Mental Health issues etc. 7 (11) applicants have declared that they have EHCPs. We are currently applying to Essex CC for additional funding to support the learning of 13 (14) applicants.

We continue to maintain good links with our partner and link secondary school SENCOs, Essex CC HLN Funding Team and the PfA Advisors. We have termly Strategic Planning Meetings with ECC (Educational Psychologist and Inclusion Partner). The SENCO ensures that information around potential HLN students is acquired in a timely manner so that need can be anticipated and support is in place for their September start. The SENCO has coordinated a very successful pre-induction programme, inviting in 40+ learners who were identified as needing transition support. The LSA team gave these students tours and the students/ parents spent an hour in College familiarising themselves with key areas.

Learning Support Database Information:

	Number/percentage 2020	Number/ percentage 2021	Number/percentage 2022
Students with any entry on the Learning Support database*	1292 (45%)	1552 (50%)	1507 (48%)

*including all learning needs, mental health difficulties and all medical issues

Challenges and Responses 2021-2022:

HLN students: the return of exams has posed some difficulty for HLN students in that they have not sat a 'formal' exam before. We have supported students with revision technique workshops and 1-1 sessions as well as developing material for 'managing your time in an exam'. LSAs have delivered both workshops and 1-1 sessions in both areas and feedback from students has been positive. As well as this key worker sessions have been used to support HLN students with either mocks or their A-level exams (year 2). LSAs have responded well to student needs and all students have successfully attended exams.

Non HLN Student Support Requests: we receive numerous requests from other students struggling with various aspects of their learning. We run a drop-in system in number 58 for support as well as various workshops that students can book onto. This year we have run revision and managing time in exams workshops. Attendance hasn't been as high as we would like – we are currently looking into ways to attract students to these sessions. We have an Instagram page and we advertise in the student bulletin.

We are looking at asking HODs to identify students and directing them to a session after mocks or other in class assessments when it has been identified that they need more support. We have also done many 1-1 sessions for students around study skills, organisation, revision and essay writing. Some of these have been a one-off session whilst others have been weekly. LSAs have tracked these to show evidence of what has been covered.

From September, the SENCO will offer drop-in sessions to teaching staff to discuss issues with teaching and learning and specific in class targeted support that forms the basis of Quality First Teaching.

Exam Access JCQ Deadline: The tight deadlines for applying for exam access arrangements in September, October and November for earlier examinations and the end of March as a final deadline, continues to be a significant challenge; with numbers of assessments steadily increasing year on year. There are currently 4 members of the established Assessor Team, 1 (near) full-time; the others undertaking assessments for a couple of hours per week, alongside other roles.

It is a challenge to acquire the relevant documentation from partner schools, and the department works hard to ensure the paperwork is in place. The JCQ inspector visited us in the autumn term and we are currently awaiting our summer inspection. There have been significant changes to the JCQ rules and regulations this year with regards to assessing students and obtaining evidence of need has greatly increased our work load. We continue to refine out processes for gathering evidence from teachers and the new referral/feedback form does appear to have been successful, allowing a greater amount of evidence to be collated with not too much extra work for the teachers.

Applicants: HLN numbers are down for the 22/23 cohort with fewer applications from those that would be considered high level needs. Feedback from schools this year has been that many are opting for alternative post 16 education. Pre-induction took place in the week prior to induction with over 30 students attending. The SENCO met with all students who are potential HLNs. This year will be the first in person induction for two years: LSA support will be provided on the day for those that need it.

Review of Learning Support SEND Development Plans for 2021-2022:

Objective	Specific targets and actions	Review June 22
To develop a range of strategies to support HLN students in class effectively.	Review the range of support options currently available. Offer INSET opportunities for LSA's. Discussions with class teachers. Consider new strategies for Sept 2022.	LSAs have developed their support strategies and tailor support in an individualistic way.. Most LSAs feel confident talking to class teachers about support but this is an area that needs developing further.
To increase the number of students we work with (HLN or non) who require 1-1 support in revision, organisation, note taking, etc.	Consider a range of support mechanisms to 'top up' study skills. Identify learners who require support. Trial a number of mechanisms to deliver support. To adopt Sept 2022.	Support for both non HLN and HLN has increased. The introduction of workshops has helped, but this needs developing further in terms of getting more students to access. Students dropping in to work in 58 has increased. 1-1 support in 'free periods' has increased.
Consider INSET opportunities and devise and deliver INSET to colleagues as appropriate.	Reflect on feedback from INSET this year – ensuring that any INSET requests are fulfilled. Consider the student body for 2021-22: Devise INSET for teaching colleagues as appropriate. Consider changes/ developments re: access arrangements. Devise INSET for teaching colleagues as appropriate.	INSETs delivered on ASD and ADHD. Dual Coding Theory. TPP started with LSAs – element 3 delivered. All LSAs have had exam scribe/reader/prompt refresher.

Financial Disadvantage Project 2021-2022

Achievements and Developments:

Despite having a lower percentage of students from the lowest income quartile compared to national figures, the College has undertaken steps to make sure these students are encouraged and offers bursaries to help finance access to their education.

Postcode analysis of bursary distribution shows that the College has issued more bursaries in 2021-22 compared to 2020-2021 to students who are out of our typical catchment area – specifically in the high CO postcodes; the coastal areas around Clacton. Agencies acknowledge that these areas are less affluent than Colchester, and this demonstrates that the College is encouraging students from all backgrounds.

Despite this positive step, students from these specific areas have been most affected by the recent reductions in public transport and reduced timetables due to falling demand by the uprising social trend of "work from home" post-COVID. This situation is outside the College's control, however students in receipt of a bursary have been reminded that they can claim their transport fees, so they know they are supported through these increased transport difficulties.

Regardless of any bursary student's home address, internal staff systems have been subtlety updated permitting staff to be more knowledgeable of students in receipt of bursaries. This knowledge aids staff with the direct planning of any education activities where financial commitment is required e.g. field trips or purchasing of course materials. It is also intended to reduce any "stigma" associated with being in receipt of a bursary which is something some students feel. In the past, students may have had to approach their tutors to inform them about their bursaries, and might have felt uncomfortable in doing so. Following the implemented system changes, this is no longer the case.

Challenges and Responses:

Data shows that students in the bottom income quartile achieved lower value-added outcomes in 2021-22 (-0.31 and 517 entries) than in 2020-21 (-0.04 and 465 entries). In 2021-22, 346 students qualified for a bursary, but the cost of living crisis continues to affect our cohorts. During 2022-23 we will be exploring ways to identify and support those in the bottom income quartile further and this underperformance issue is being discussed by the EDI Steering Group and the EDI Staff Working Group, plus a range of approaches and initiatives are being explored in departments and at senior level. The number of students receiving free College meals increased in number, 346 students, in comparison with 235 in 2020-21, and the students once again achieved in line with expectation.

Review of Financial Disadvantage Development Plans for 2021-2022:

Objective	Specific targets and actions	Review
Raise awareness amongst staff of students who are financially	Add information to Columbus in a discreet manner allowing staff to be more aware of their	Achieved.

disadvantaged and in receipt of bursary.	students who are financially disadvantaged.	Staff are more aware of this information on the central database.

Looked After and Vulnerable Children 2021-2022

"Vulnerable children" in this context are those that have a social worker, including LAC (Looked after children), PLAC (Previously looked after children), CPP (children with a Child Protection Plan) and CIN (those defined by social care as Children in Need)

Achievements and Developments:

We had three second year students classified as LAC during the 2020-2021 academic year. They completed all their courses and achieved very good results, in line with their targets. They were all in a position to progress to their first-choice destinations, to embark on degrees or degree level apprenticeships.

Four LAC students started with us 2021-22, of which three continued into the second year and completed all their courses, despite some quite complex difficulties experienced by two of them. One student had to pause their studies due to a physical injury which caused a long absence, but is now back at College, and engaging with the beginning of an accelerated course, in preparation for completing their qualifications next year.

In 2022-23 three students joined us as Looked After Children. A further two students have become "Looked After" in recent weeks, and both have very complex needs, requiring a lot of input from staff and liaison with external agencies.

Challenges and Responses:

The College's Designated Teacher completes a PEP (Personal Education Plan) for each Looked After student, until they reach 18, at which point the process stops abruptly. The DT works with the Senior Tutor to complete the process. This year, our three first year LAC students are all looked after by different local authorities, and the processes are not unified across the country.

Information about students who have previously been looked after, or who have had CIN or CPP designation can be patchy: child protection files from school are not in place in September and it is often not clear from those files whether or when a case has been closed to social care.

We are working with schools to try to get more advance information, so that we can support vulnerable students in the early weeks and make sure they settle in at College.

Review of Looked After and Vulnerable Children Development Plans for 2021-2022:

Objective	Specific targets and actions	Review
New Deputy DSL to take on responsibility for LAC students and CE (Child Exploitation).	Attend training and develop expertise; meet with students to complete e-PEPs and liaise with Virtual School; support current year 1 students with complex needs.	Achieved. In 2022-2023, this responsibility will be held by the newly appointed Operational Safeguarding Lead.

Human Resources 2021-2022

The College continues to be committed to Equality, Diversity and Inclusivity and this commitment runs through all aspects of College work. In line with our responsibilities under our Public Sector Equality duties we continue to work to recruit talented individuals from a diverse range of backgrounds and to support and encourage all employees to progress and develop.

Achievements and Developments:

- The establishment of an EDI Staff Working Group to actively work towards promoting EDI across the College and to implement practices that help us achieve our responsibilities as an employer, and provide a supportive working environment for all staff.

- Ensuring equality, diversity and inclusion are at the heart of our teaching and learning and staff development systems with the creation of a Lead Practitioner for Diversity in the Curriculum.

- Re-branding and reappointing an Equality, Diversity and Inclusion Co-ordinator.

- Working towards accreditation under Disability Confident mark in order to encourage people with disabilities to apply for roles.

- Actively reviewing recruitment and retention practices to ensure barriers to inclusion and diversity are reduced or removed, in particular to identify ways to support ethnic minority candidates and other underrepresented groups.

- Appointment of social media recruitment company to assist with reaching out to under representative communities.

- To ensure the college is a safe and welcoming environment for all staff.

- To monitor our ethnicity profile and work to increase staff diversity.

- Working towards making selection pools more diverse in terms of gender, disability and ethnicity.

The staff workforce profile continues to reflect that of the local population. 11% of staff identify as non-White English, of which 4% identify as ethnic minority. We are actively seeking to increase staffing profile to more accurate reflect our student profile where currently 15% identify as ethnic minority.

73% of applicants for posts at the College identified as white, 11% as ethnic minority and 8% as White Other or Irish. 8% declined to give any further information other than male/female. Of the 49 appointments made, 6 (12%) were ethnic minority/Irish. 25 applicants declared a disability, and 3 with disabilities were appointed.

It is difficult to accurately provide data of staff with disabilities, as whilst we know of many working with us with conditions that would probably fall into the definition outlined in the

Equality Act 2010, very few self-declare. We have an inclusive and supportive approach to staff and regularly implement adjustments to aid staff continue to work.

Review of Human Resources Development Plans for 2021-2022:

Objective	Specific targets and actions	Review
Increase staff diversity	Review recruitment materials/language to ensure welcoming and inclusive	Staff profile currently reflects that of the local population
Improve disability awareness	Complete process of accreditation to Disability confident mark.	Progress being made to accreditation
Identify recruitment agencies to support social media recruitment	To increase reach to non-traditional areas for recruitment	Socially (social media recruitment agency appointed)
Ensure inclusivity imbedded across all HR practices in the College	Review processes and policies to ensure inclusivity.	Ongoing review of language.

Gender Pay Gap:

The gender pay gap is defined as the difference between the mean or median hourly rate of pay that male and female employees receive. The mean pay gap is the difference between average hourly earnings of men and women. The median pay gap is the difference between the midpoints in the ranges of hourly earnings of male and female employees.

The College's Gender Pay Gap calculations as at 31st March 2022 are as follows:

Mean Gender Pay Gap	6.2%
Median Gender Pay Gap	8.1%

A mean gender pay gap of 6.2% shows that when comparing pay women working in the college have a mean (average) hourly pay that is 6.2% lower than men working here. This is an improvement on 2021 where the gap was 9.7%

Effectively it shows that at median level women earn 92p for every £1.00 that men earn as the median hourly pay is 8.1% lower than men. Again, this is an improvement on last year where women earned 88p to every £1.00. It must be emphasized that this is in a context that for many years the college has implemented Equal pay arrangements.

We continue to have more women than men employed in the upper pay quarter but the gap has narrowed from last year to 52% women and 48% men. It has significantly increased at the upper middle quarter which is now 73% women 27% men as opposed to previous figures of 63% female: 37% male.

This means that the percentage of men paid at a higher rate than women is not in line with the ratio of men/women in the college The College workforce is 2/3 female and 1/3 male and this is reflected in all quartiles although there is a slightly higher ratio of female to male workers in the lower quartiles.

The College has what could be considered a traditional balance of male/female workers in our two lower quartiles i.e. more females than men in the lower pay bands and more female part time workers particularly amongst administrative staff. We have, however, improved the balance in the lower quarter where we now have 67% of women earning the same as 33% of men, previously this was 73% female: 27% male.

A significant proportion of the College workforce in the lower quartile are employed in areas that are traditionally contracted out (cleaning/catering) which are normally lower paid positions and which needs to be taken into consideration when comparing our GPG with other organisations.

Challenges and Responses:

- To recruit more male colleagues to the Lower Quartile employment/pay range to re-balance the GPG.

- To recruit/ promote more female colleagues to the Upper Quartile.

- To consider more flexible ways of working to help address the balance.

- To continue to train and develop female colleagues to facilitate access to senior management posts.

Review of Gender Pay Gap Development Plans for 2021-2022:

Objective	Specific targets and actions	Review
To continue to reduce the College's GPG	Actively work to increase/promote female colleagues into senior positions Recruit males to lower level positions	GPG improved from 2021/22

Quality Improvement Plan 2022-23:

The College is renewing its focus on equality, diversity and inclusion, with new appointments and structures for 2022-23, as shown in the new long-term strategic plan (adopted November 2022) and some clearly identified priorities, together with new opportunities for staff and students to contribute to a renewed whole College approach. Development plans and QIPs over the next three years will be based on this strategic plan.

We have begun to initiate a new structure for equality, diversity and inclusion in the 2022-23 academic year and beyond, which will foster a whole College approach to EDI, facilitating greater involvement from a range of staff and students. Our plans will link to the broad aims and commitments made in the 3-5-year strategic plan and will be supported by the creation of a lead link governor for Equality and Diversity.

EDI Steering Group

Assistant Principal (Pastoral) Chair; Assistant Principal (Teaching and Learning and Staff Development); Director of Human Resources; EDI Coordinator

EDI Staff Working Group

EDI Coordinator (chair)

Diverse range of approximately 20 teaching and support staff, including Tutorial Coordinator, staff responsible for the Culture Committee, Feminist Society, LGBTQ+ student group, and a range of academic and support departments

EDI Student Group

EDI Coordinator (chair)

Diverse range of students, including representatives from College groups and College Council

Teaching and Learning Development Group, including Lead Practitioner for Diversity Across the Curriculum

Equality Diversity & Inclusion Development Plans for 2022-2023:

- EDI Coordinator to work with other steering group members to undertake an audit of diversity across the College community. Some of the information needed is readily available but some will require consideration of changes to the way data is requested (e.g. we do not currently ask staff or students about their sexual orientation).

- Having identified gaps, we will seek to address them (e.g. we know already that our staff are not as ethnically diverse as our students, so we will explore ways to attract more applications from ethnic minority teachers and support staff).

- We know that student progress is negatively affected by financial disadvantage. We will change our current policy of keeping bursary information confidential, so that teaching staff know which of their students are financially disadvantaged.

- The financial disadvantage project continues and next steps will include working with the EDI Coordinator to investigate how elements of curriculum and practice can be changed to avoid alienating the economically and socially disadvantaged.

- Members of the staff and student working groups will forge new links with community groups (e.g. ethnic minorities mentoring scheme, in conjunction with African Families in the UK) in addition to the excellent work of existing groups such as Friends Not Foes.

- Student voice will be central to the setting of further priorities and targets, expressed through the EDI Student Working Group, focus groups and in collaboration with the College Council.

- The EDI Coordinator will facilitate events to be organised and run by students, depending on students' wishes and priorities. This activity could become an additional study in 2023-24.

- We will seek out good staff training. The priority for 2022-23 is the language of the classroom, promoting **Our Shared Values** and respecting and ensuring protected characteristics; creating an inclusive learning culture, and tackling unconscious bias.

- The EDI Coordinator will produce a termly report, with QIP, and will liaise with the Assistant Principal (Pastoral) and with the link governor to monitor progress.

Objective	Specific targets and actions	Review
Undertake a thorough review of diversity in College, looking for 'gaps' that need to be addressed, and	EDI Coordinator to lead this work, interrogating already available data and seeking out creative ways to investigate gaps	December 2022

acknowledging strengths. The resulting report will cover both access to College and whether minority/minoritized groups are thriving at College.	where data is less easy to produce (e.g. sexuality, gender identity, some 'hidden' social/economic inequalities).	
Adopt a more 'outward-facing' approach to EDI, engaging the wider local community.	Strengthen existing relationships and forge new community links focused on diversity and inclusion. EDI Coordinator has begun making links with colleagues in schools, and in FE and HE and some initiatives are underway.	June 2023
Adopt a more 'outward-facing' approach to EDI, engaging organisations and think tanks to inform and shape culture and practice.	Explore accreditation and training opportunities from external bodies e.g. Gender Action.	June 2023
Engage more staff and students in 'bottom-up' initiatives to promote EDI across the curriculum and throughout the College community.	EDI Lead Practitioner and Coordinator to establish diverse staff and student working groups to meet half termly and contribute to initiatives and events (e.g. students to plan activities for Pride/Black History Month).	June 2023
The majority of teaching staff should have engaged in further EDI training, specifically around inclusive language.	INSET set aside for this work – both whole staff, and within departments.	June 2023
Diversity week – Summer – local community focus	Student involvement – current Year 1 and ex-students. Local organisations and stakeholders. Departments lead to initiate links, build EDI related curriculum	July 2023

	initiatives and enrichment e.g. visits/visitors, activities etc.	
Raise profile of EDI in College	EDI Coordinator and Staff and Student EDI Working Groups to draft **Our Shared Values.** EDI Coordinator and Staff and Student EDI Working Groups to contribute to tutorial programme and enrolment with specific activities. Ongoing supportive liaison with existing groups e.g. Inclusive Feminist Society, LGBTQ+ etc.	July 2023

Learning Support SEND Development Plans for 2022-2023:

Objective	Specific targets and actions	Review
To develop relationships with teaching staff/departments to work in a more joined up approach when providing support for HLN students.	To ensure teaching staff are aware of the LSA role in the classroom. LSAs to be included in class emails for those that they support in. Discussions/emails re: support between teacher and LSA (include SENCO). To consider how to facilitate the learning in the classroom for the HLN student – what needs adapting?	June 2023
To investigate different ways to 'advertise' support for non HLN students (workshops etc) so that more students attend the sessions and benefit from the advice and support.	Email to HODs to identify students who need support in managing time in exams/revision/answering exam questions. List of students to take part in sessions. Location of sessions SENCO's additional role of Lead Practitioner for Embedding LS commences in Sept.	June 2023
To work with the local authority on the new banding and allocation of funding changes.	Attend local authority training Practice of banding using resources provided. Banding of students in the autumn term who are HLN. Moderation with other institutions to ensure all similar/in agreement.	June 2023
To develop college 'drop in' sessions for teaching staff to access support and discuss students with learning needs in their classrooms.	Drop in sessions to be organised. Develop materials and resources 1-1or group/department sessions. Roll out model early autumn term.	June 2023

Financial Disadvantage Development Plans for 2022-2023:

Objective	Specific targets and actions	Review
Change focus from analysing data post student's results towards "live" data.	Develop strategies to sensitively gauge those students who are financially disadvantaged so they can be monitored/assisted during their time at college as opposed to "analysed" once they have completed.	July 2023
Collaboration with EDI Coordinator, AP Pastoral and Safeguarding, and middle managers to implement strategies to better identify and support students in the bottom income quartile.	Contribute to 'gap analysis' TLC session on 19th April 2023, and training for HODs and HOS alongside EDI Coordinator and AP Pastoral and Safeguarding on 12th of June 2023	July 2023

Looked After Children Development Plans for 2022-2023

Objective	Specific targets and actions	Review
Respond to advice following July review meeting with Essex advisor.	To be determined following review.	July 2023
Develop mechanisms for identifying and monitoring PLAC (previously looked after) students, and other students who have had social care involvement.	Enhanced requests for information from schools, pre-enrolment; define and clarify shared responsibilities within College; review and adapt current College practices re information sharing/confidentiality.	July 2023

Human Resources Development Plans for 2022-2023

Objective	Specific targets and actions	Review
Undertake a thorough review of EDI in College, to establish a starting point from which to develop an EDI HR strategy.	Work with EDI Coordinator to establish mechanism for this - use of survey? Outside resources etc.	July 2023
Review recruitment material to ensure inclusivity and accessibility.	Work with staff group/EDI Coordinator to review and develop job vacancy information on website.	July 2023
Gain accreditation for Disability Confident scheme.	Complete actions required and sign up Disability Confident scheme.	July 2023
Increase the diversity of our workforce.	Research and engage relevant recruitment support.	July 2023
Research different levels of differences in the workforce, including disability, neurodivergence, medical conditions that may impact on their working lives and then establish channels of support.	Work with EDI group/external agency to gain information regarding make up of workforce. Use annual data collection process to gain supplementary information.	July 2023