Equality, Diversity & Inclusion

Annual Report

2024-2025

Executive Summary

- The College places a high priority on Equality, Diversity and Inclusion.
- 2024-25 saw a strong focus on EDI in College with some very successful, joyful, celebratory events and thriving student groups.
- The student EDI survey confirmed that the College is an inclusive and welcoming place, and provided ideas for areas to develop further.
- Our student body is more diverse than the local community as a whole. Participation and outcomes of most minority groups are strong.
- We are committed to building a more diverse staff body; however, our very strong retention rates mean that staff turnover is low, resulting in fewer opportunities to recruit colleagues from minority groups. This should be understood within the wider national picture: 72% of trainees entering teacher training nationally in 2023/24 were White (Postgraduate ITT new entrants by ethnic background, Initial Teacher Training Census, published by GOV.UK).
- 'Gaps' in outcomes for minority cohorts and/or disadvantaged cohorts are relatively small. Data is monitored to ensure that progress is made in closing gaps where they emerge.

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 with other education providers, employers, safeguarding partners and community groups and we will play a full and active role in our local community.
- We will continue to 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** were produced in partnership with the Staff EDI Working Group, the Student EDI Committee, the EDI Steering Group, and the Student Council.

Supported by the following documents:

- Disability Statement
- Equality, Diversity and Belonging Policy
- Emotional Wellbeing and Mental Health
- Harmful Sexual Behaviour
- Health and Wellbeing Statement
- Human Resources Strategic Plan
- Our Shared Values
- Protection from Bullying and Harassment Policy

EDI evident in:

- College Strategic Priorities
- 3-5 Year Strategic Plan
- Whole College SAR
- Departmental SARs
- Teaching & Learning SAR
- Curriculum Reviews
- Annual Pastoral Report
- Curriculum Audits

- Curriculum Maps
- Human Resources Annual Report
- Contributions to the staff and student handbooks
- INSET programme and whole staff training
- 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

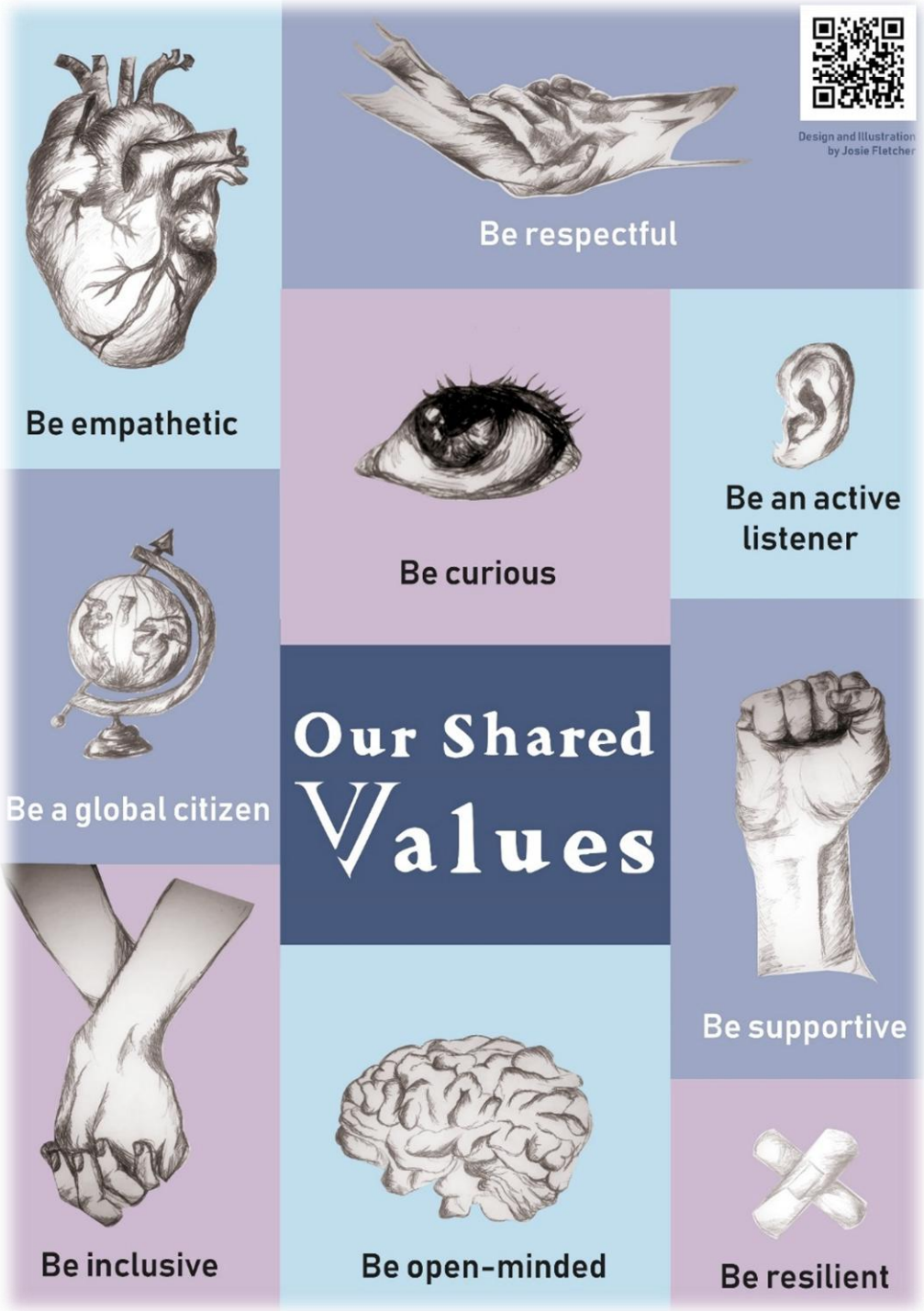
We recognise the importance of appreciating international differences, and the interconnectedness of people, societies and environments around the globe. We actively promote understanding of human rights, gender equality, global citizenship, cultural diversity, a culture of peace and non-violence and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



2024-25 Outcomes for students in minority and disadvantaged groups

For analysis of the achievements of the whole cohort, please see **Whole College SAR 2024-25**. This report focuses on comparisons between the achievement of different groups of students.

Academic year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
GCSE point score on entry Year 2 A level	5.9	5.6	5.6	6.0	6.2	6.2	5.8
GCSE point score on entry Year 1 A level	5.5	5.5	5.9	6.1	6.0	5.8	5.7
Number of students about whom we hold safeguarding information	690	742	1056	1357	1361	1585	1779
Number (and percentage) of students with declared mental health difficulties	328 (11%)	517 (18%)	567 (18%)	656 (21%)	937 (29%)	910 (28%)	871 (27%)
Number of students with high level SEND (HLN)	29	30	38	29	19	8	14
% of students with any Additional Learning Need	42%	45%	50%	48%	51%	49%	47%
Number of students receiving financial support	453	355	354	492	436	370	252
Number of students receiving higher level bursary	19	12	19	20	26	13	6

Ethnicity

17% of the cohort (651 students) were Minority Ethnic, which compares favourably with local demographics. According to the 2021 census, the population in the city of Colchester is predominantly White (88.5%), whilst Greater Essex (the combined area represented by Essex County Council, Southend-on-Sea City Council, and Thurrock Council) as a whole is 90% White. The population in Tendring, where we have five 'in area' feeder schools, is predominantly White (96.2%), with the Minority Ethnic population representing the remaining 3.8% of the population. Greater Essex remains less ethnically diverse than England as a whole, where the Minority Ethnic population accounts for over a quarter (26.5%) of the overall population. The composition of the Minority Ethnic population in Greater Essex is also different to that of the country as a whole. The Other White Group as recorded by the Census (including Irish, Gypsy and Irish traveller, Roma, and Other White groups) is the largest Minority Ethnic group in Greater Essex, while the Asian and Asian British group is largest across England as a whole. Within Colchester, in the 2021 census the Other White Group is 6.3%. Greater Essex has a population of some 1.9 million – larger in scale than the majority of UK cities (only London, Birmingham and Manchester are more populous). Colchester's population was estimated to grow to approximately 199,900 people in 2024.

Socio-economic factors

Given the location of the College, seventy miles from London and in a relatively affluent county in the South East of the country, where the 2024 average salary in Colchester sits just below the average UK salary, it is unsurprising that 60% of our students sit in the lower or upper middle-income quartile. However, the College draws from in excess of 100 schools over a radius of approximately seventy miles and that reflect vastly differently socio-economic communities. Essex is a large county, with pockets of both extreme wealth and poverty. The 2023 data from the Office for National Statistics (ONS) identified South central and North east central Chelmsford as being two of the five highest-earning areas to live in Essex. In contrast three of the five Essex towns with the most acute needs, are coastal communities in our catchment – Harwich, Clacton and Walton, with more acute levels of community need than England as a whole, and East Colchester is listed as one of the five lowest-earning areas. In Essex, Tendring has the highest percentage of adults with no qualifications (26.2%) and the highest proportions of children eligible for FSM (30.8%). Our anecdotal evidence would correspond, and indicates that the participation, engagement and achievement of (prospective) students from the Tendring area 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).

Gender

The trend towards more females (59%) and fewer males (41%) enrolling at College continued, in line with national trends. Female students are more likely to opt for academic education post-16 whereas male students achieve lower GCSE results and favour technical and vocational options.

Value Added A level results comparisons:

The following comparative value-added (VA) data is taken from the 6 Dimensions Report (6D), produced by the SFCA, and relates to average A level grades. If one group has a score which is 0.1 higher than another, that would mean that 1 in 10 A levels achieved by that group would be a grade higher than A levels achieved by the other group, and 9 in 10 grades would be the same, relative to achievement of students with equivalent prior attainment at GCSE across the rest of the Sixth Form College sector.

	Date	Cohort Size	Average GCSE	Overall	Male	Female	White	EM
College Overall (A level)	**2025**	**3921**	**6.0**	**-0.10**	**-0.07**	**-0.12**	**-0.07**	**-0.29**

	Date	Below 5.4	5.4-6.8	6.9 and above	Bottom	Lower	Upper	Top	FCM
College Overall (A level)	**2025**	**-0.19**	**-0.04**	**-0.10**	**-0.33**	**-0.09**	**-0.09**	**-0.06**	**-0.21**

Analysis of the 2025 A level results shows the following:

Outcomes – and in particular the Value Added scores from 6 Dimensions – were positive overall. Minority Ethnic students, who represented the lowest-performing group at A level in 2024, demonstrated

improvement, rising from –0.38 to –0.29 in 2025. While all SFCs report an average ethnicity gap of 0.12, the College continues to sit above this benchmark. Notable strengths should also be highlighted: Black boys are currently the highest-achieving ethnic/gender cohort, surpassed only by a small group of Chinese boys whose results were marginally higher. This indicates progress against the College's two-year QIP target, though further work is required. Data for small cohorts should be interpreted cautiously due to volatility and the influence of external factors beyond teaching alone. In addition, emerging challenges include the performance of lower-income students, who now constitute the lowest-performing income group despite being the smallest. Strengthening access to relevant data and maintaining the prominence of this target will be key priorities in Year 2.

It was a 2024-2025 whole College QIP target (first year of two) to improve value added performance of minority or disadvantaged cohorts. SFCA 6 Dimensions value added data shows that the gender gap at A level in the College is 0.05 (in favour of boys), slightly narrower than sixth form colleges nationally. The ethnicity gap was closed by -0.10 from 2024 to 0.22 which is larger than the national of 0.12 (with White students performing better). Students qualifying for free college meals had value added 0.12 lower than the rest of the cohort while those designated by the Office of National Statistics as being from the lowest income quartile had value added 0.22 lower than the College average. The other three income quartiles achieved within a narrow band of 0.07.

Acting decisively where underperformance or potential inequity emerges must be balanced with taking a longer-term view, particularly when dealing with small datasets where annual variation can be pronounced. The performance of Black students in 2024 illustrates this: on average, they achieved half a grade below expectations at A level, with boys and girls performing similarly. This prompted detailed investigation at both management and subject level. Yet, in 2025, Black boys were the highest-performing cohort in the College. This was largely due to subject selection; the small group of Black boys chose subjects with stronger value-added profiles, whereas the Black girls selected subjects that historically yield lower value-added outcomes for girls. As such, an issue that appeared initially to relate to ethnicity was, to a considerable degree, shaped by gender and subject-choice patterns.

Across the past three years, some student cohorts have recorded below-average value-added outcomes. These include Ethnic Minority students (–0.29 in 2025, with a three-year average of –0.20) and those living in postcodes which theoretically place students in the bottom income quartile (–0.33 in 2025, three-year average –0.28). In many cases, students with lower value-added scores fall into more than one of these categories, such as being both EM and bursary-eligible.

Although the College headline figure provides a useful overview, there is no single pattern that applies consistently across subjects. This is why departments are encouraged to examine their own data closely to identify specific areas for improvement within different cohorts. While it can be challenging to focus on particular groups based solely on demographic characteristics, teaching, learning, and intervention strategies designed for one underperforming cohort often have a positive impact across all groups.

The underperformance of some disadvantaged cohorts can, in part, be attributed to pre-existing barriers—including reduced access to cultural capital, financial constraints, and prior underachievement. Despite these factors, we remain committed to raising value-added outcomes for disadvantaged learners and closing the gap between them and their more advantaged peers.

The Sixth Form College Association's Six Dimensions of Performance compares 'like with like' within the Sixth Form Colleges sector, not only comparing the College's performance with other institutions of a similar type but with value added scores are calculated by prior achievement. The College overall A level Value Added score improved slightly from 2024 to -0.10 and is broadly in line with previous years including 2019, but remains negative overall, in part due to excellent retention. ALPS overall provider score was 5, consistent with 2024.

The DfE Progress Score (L3VA) was re-introduced in February 2025 for the first time since before the pandemic and is broadly in line with the Six Dimensions value added score. The publication of this was useful as it enabled the College to show progress of students who came to us from schools with sixth forms and to make comparison. For example, girls who come to the College from the super-selective grammar school in the city make better progress at College, on average, than their peers who remained at school.

	2022-23	2022-24	2023-25
Six Dimensions	-0.14	-0.11	-0.10
ALPS	6	5	5
DfE Progress Score (L3VA)	N/A	N/A	-0.09

Learning Support

	A*-B	A*-E	Avg. GCSE score
All A Level	46.6%	96.7%	5.8
Traditional SEND 2025	**44.4%**	**95.4%**	**5.6**
Traditional SEND 2024	**41.3%**	**94.8%**	**5.4**
Traditional SEND 2023	**37.2%**	**94.7%**	**5.3**
Non-SEND	47.1%	96.9%	5.8

	A*	A	B	C	D	E	U	Avg G
Non-SEND	4.7%	17.7%	47.1%	72.7%	89.1%	96.9%	100.0%	5.8
SEND	3.4%	17.6%	44.4%	70.1%	87.0%	95.4%	100.0%	5.6
All Students	**4.5%**	**17.6%**	**46.6%**	**72.3%**	**88.7%**	**96.7%**	**100.0%**	**5.8**

SEND has a higher rate of retention than Non-SEND and this is despite have a lower G score.

	Current	Withdrawn	Grand Total	Avg G Score
Non-SEND	94.5%	5.5%	100.0%	5.7
SEND	97.9%	2.1%	100.0%	5.3
All Students	**95.1%**	**4.9%**	**100.0%**	

Students with high level SEND have good outcomes: 2025 A level leavers included 9 students with HLN/EHCP, who achieved 100% A level pass rate, half of them progressing immediately to HE at prestigious universities; others have plans for 2026 entry.

Students with lower-level additional needs ('traditional SEND') achieve well, with a 95% pass rate at A level and an improved A*-B figure of 44% (+3% on 2024, compared to 97% and 47% for non-SEND). The disparity in prior achievement is reflected in SEND students' average GCSE grade of 5.6, compared to 5.8 for non-SEND students.

Students who join us with high academic aspirations and potential also make excellent progress. In summer 2025, 40 students achieved a package of A level results which included at least two A* grades; exactly 100 students achieved AAA or higher at A level. 7 students progressed to study Medicine or Veterinary Medicine,

with a further supported by our DDV Additional Study achieving places for Gateway courses in medicine. 13 students received offers from Oxford or Cambridge, of which 8 achieved places.

Students with Learning Support needs continue to be supported via a combination of departmental subject specific support and Learning Support Dept. focused support. Effective monitoring continues departmentally, with those students who require further support being identified early and support being offered. Pastoral, wellbeing and mental health provision is also vital in supporting student progress and academic success.

Mental Health

The number of students experiencing difficulties with their mental health has remained high at 27% (up from 29% in 2023-24). External provision to help students with mental health difficulties is scarce and waiting lists are long. In-College provision has been expanded, and is well received. Through both the tutorial programme and teaching and learning approaches, there was a deliberate focus on strengthening students' resilience. Staff also worked proactively to reduce the association between poor mental health and low attendance. Mental health professionals consistently tell us that structure and regular attendance are helpful to students who may be struggling with their mental health. See **Annual Pastoral Report** for whole College approach to mental health; monitoring of vulnerable students; excellent wellbeing provision in College and exceptionally close working arrangements with external agencies.

The differences in achievement between students who have difficulties with their mental health and those who do not are relatively small. The A level pass rate for students with MH is 96%, compared with 97% for non-MH students; high grades stand at 43%, as compared with 47% for all students.

Vulnerable Students

The *Raising Aspirations and Achievement* 2023-2026 project has strengthened support for 'vulnerable children' – defined as those with 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) – through targeted monitoring, personalised guidance, and a wide programme of aspirational activities. Looked After Children, in particular, have continued to thrive with the support of the Designated Teacher: in summer 2025, both A-level LAC leavers achieved a 100% pass rate in their Level 3 qualifications and progressed to Higher Education to read Law and Psychology. Alongside this, the Designated Teacher worked intensively with young people who have or previously had a social worker, with 47 completing the programme in 2024/25 and 90% progressing to Higher Education, including several securing places at selective universities. Across the wider cohort, enhanced use of Morrisby and CEDAR has enabled more systematic tracking, early intervention, and clearer progression planning, while more than 50 hours of talks, skills sessions and university outreach have raised aspirations and built students' confidence. Overall, the project is creating a more coherent, proactive framework that improves outcomes and strengthens progression for some of the College's most vulnerable learners.

2024-25: Progression to Higher Education

Progression to university is very strong and 6 Dimensions data shows that more of our students progress to university compared with other students with similar starting points (i.e., GCSE scores) at sixth form colleges nationally. As part of the Aspirations and Visions programme, the College continued to raise awareness amongst students of contextual offers they might be eligible for; 106 (10%) of College students enrolled on a degree on the basis of a contextual offer. The proportion of students in disadvantaged and minoritised groups who progress to Higher Education is very positive. Analysis of destinations by POLAR categories (used to indicate whether the student lives in an area of high or low participation in higher education) shows that our students from the lowest, Polar 1 category are the category which most exceed the expected HE progression rates (+7%). The cohort which has the next highest value-added progression score is Minority

Ethnic students (+6%) The number of students who receive a bursary and progress to university is significantly above expected levels (+5%). This bucks a national trend of the slight trend in the numbers of disadvantaged students progressing to HE falling, as reported by the DfE. This demonstrates how effectively we develop students' skills: students at this College are prepared well to become independent learners with the resilience, determination, and self-motivation to succeed in their next steps.

Once at university, our students are extremely successful, demonstrating well-above-average retention and achievement. This is consistently reflected in our HESA (Higher Education Statistics Agency) data, most recently published in August 2025. Former College students outperform their peers from both the sixth-form college sector and the state sector across every reported category. In addition, former College students from areas with the lowest HE participation and those whose parents did not attend university outperform all other sectors by more than 10 percentage points compared with both the state and SFC sectors.

2024-25: Student Voice

The **EDI Student Audit** was completed by 726 students in July 2025. Figures in brackets represent the 2024 and 2023 audits for comparison. It should be noted that direct year on year comparison is not always possible, as revisions to certain answer options – designed to give students clearer opportunities to provide meaningful free text comments – resulted in altered response patterns in a small number of questions.

SUMMARY:

- The College is perceived as inclusive, friendly, and supportive, with strong community values and diverse opportunities for engagement. To build upon these strengths, a minority of students suggested greater consciousness raising of neurodivergent and SEND students, more discussions within the community around the impact of mental health, greater communication and promotion of events, and the creation of more study facilities would enhance their sense of belonging further.

HEADLINES:

- Across questions 1–6, the percentage of students agreeing or strongly agreeing is impressively strong and consistently above 90% combined.
- Staff respect and inclusivity are very strong.
- Peer respect and sense of belonging show slightly more variability.
- Confidence in raising EDI concerns is very high, but not universal.
- Curriculum diversity is perceived positively, though there remains scope to strengthen it further.
- A very small minority of students report less favourable treatment.
- College is generally seen as more inclusive than previous schools.

1. **I think the College is inclusive**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
369	352	2	2
50.83%	48.48%	0.27%	0.27%

2. **I feel respected by the staff at College**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
337	377	7	1
46.41%	51.92%	0.96%	0.13%

3. **I feel respected by the students at College.**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
211	515	33	2

29.06%	70.93%	4.54%	0.27%

4. **I feel a sense of belonging at College**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
214	477	51	4
29.47%	65.70%	7.02%	0.55%

5. **My teachers make sure that there is diversity in their delivery of the curriculum where possible e.g. in the content, examples given, displays etc.**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
230	465	43	5
31.68%	64.04%	5.92%	0.68%

6. **I feel confident that I could raise a concern about an EDI matter, e.g. racism, sexism, ableism, homophobia, transphobia, and could identify a member of staff to approach.**

Strongly agree:	**Agree**:	**Disagree**:	**Strongly disagree**:
260	439	50	4
35.81%	60.46%	6.88%	0.55%

7. **Have you been treated less favourably at College because of a Protected Characteristic and if so, how?**

Yes:	**No:**
43	688
5.9%	94.76%

8. **Is the College a more accepting and inclusive environment than your previous school?**

Yes:	**No**:	**About the same:**
523	20	208
72.03%	2.75%	28.6%

Q1 Inclusivity Perception:
99.31% of students agree or strongly agree that the College is inclusive (97.1% 2024; 92.55% 2023).

Q2 Respect from Staff:
46.41% strongly agree and **51.92%** agree that they feel respected by staff – combined total of **98.33%** (93.29% 2024; 88.46% 2023).

Q3 Respect from Students:
Lower strong agreement here: **29.06%** strongly agree and **70.93%** agree, suggesting peer respect is positive, but less emphatic than staff respect.

Q4 Sense of Belonging:
Again, a lower strong agreement here: **29.47%** strongly agree and **65.70%** agree. Taken together, this represents a very positive level of affirmation overall regarding students' sense of belonging.

Q5 Curriculum Diversity:
95.72% of students strongly agree or agree, with a very small minority disagreeing (5.92%), or strongly disagreeing (0.68%) showing some gaps in perceived diversity. Where students did provide comments in the

free-text boxes, they highlighted the inherent challenges and limitations within the current specifications in effectively reflecting and integrating diversity.

Q6 Confidence to Raise EDI Concerns:
96.27% strongly agree or agree, highlighting a very small minority of students who do not feel confident raising an EDI matter and/or identifying a member of staff to approach.

Q7 Less Favourable Treatment:
Yes responses: **5.9%**
No responses: **94.76%**.
Only 3 students (6.97%) of the 43 students who answered yes, provided further detail in the free-text box. The College will continue to consider methods to most effectively understand the responses from students who selected **Yes** to ensure we capture the nuance and context of their experiences.

Q8 Comparison to Previous School:
Yes: **72.03%** (68.90% 2024; 59.05% 2023).
About the same: **28.6%** (30.03% 2024; 35.98% 2023)
No: **2.75%** (4.87% 2024; 8.18% 2023)
Strong positive comparison overall.

Q9 Strengths – 70.7% provided a substantive response to Q9 (321 students) which were judged to be positive:

Other (approx. 161 responses)
Students describe a calm, accepting atmosphere where everyone is treated equally and free to be themselves. They value the relaxed environment, sense of agency, and not feeling judged or pressured to fit in. Practical supports like the student bulletin and period products are also appreciated, and many report feeling generally happy with college life.

Teachers and staff support (93 responses)
Students consistently praise teachers and staff for being kind, supportive, and respectful. They appreciate having trusted adults they can approach, as well as inclusive teaching environments. SEND support is recognised. Overall, students feel staff treat everyone well and foster a welcoming atmosphere.

Social connections (73 responses)
Students feel there is a strong, friendly community with many opportunities to make friends and meet like-minded people. The social spaces, diversity of people, and inclusive atmosphere help them build connections easily. Many highlight the comfort of finding peers who share similar interests or identities.

Enrichment (clubs and societies) (approx. 62 responses)
Students value the wide range of clubs, committees, speakers, and cultural activities that help them connect with others and feel represented. Diversity-focused clubs and culture-related events make them feel accepted and able to express themselves. Many indicate they would like even more clubs or plan to join additional activities.

Events and celebrations (approx. 23 responses)
Students appreciate the frequent cultural events, festivals, fairs, and community-focused celebrations that represent many identities and backgrounds. They value the visibility of different cultures and groups, and feel these events promote inclusion and student involvement.

Diversity, inclusion and belonging (approx. 26 responses)
Students comment positively on the strong sense of diversity across the college, equal treatment, and the inclusive curriculum. Many feel differences are normalised rather than singled out, and that the environment

is welcoming and fair. Diversity festivals and the focus on art and culture, inclusive groups, and equal opportunities in lessons strengthen this sense of belonging.

Environment and facilities (approx. 14 responses)
Students describe the college as having a positive, tolerant environment where people are mature and it's easy to blend in or find a community. They appreciate the freedom (e.g., no uniform) but also suggest more study spaces, quiet areas, and recreational spaces.

Support services (approx. 3 responses)
Mental health support is recognised as strong and helpful, especially for students facing anxiety or low mood. Students would like even more openness about the impact of education on mental health.

Suggestions for improvement (approx. 133 responses)
Students request improvements in several key areas:

- Even more clubs, culture events, and diverse talks
- Better access to study spaces, seating, and sporting facilities
- Stronger support for neurodivergent and SEND learners, including improved staff understanding of hidden disabilities and mental health
- Even more opportunities to meet people from similar cultures
- More diverse teaching staff and more diverse examples in lessons
- Improved visibility for cultural days, Pride, and minority groups.
- Some students also note they don't think much about belonging or see it as important.

The **Learner Satisfaction Questionnaire** comments were very positive across all aspects of EDI: equity, belonging and inclusion; SEND; wellbeing and mental health; diversity in the curriculum and additionality.

The sense of belonging within the College community is strong, reflected in students' behaviour, attitudes, and their willingness to go 'above and beyond'. This was reinforced by the findings of the Learner Satisfaction Questionnaire (Summer 2025), in which 96% of year 2 students 'would recommend College to a friend' (+1% on 2024), with 53% strongly agreeing. In the same survey, students rate the College's additionality and enrichment very highly with 40% strongly agreeing. Respondents' free text comments to the question 'What's it like to be a student at College?' are overwhelmingly positive. The most frequently mentioned aspects of College that students appreciate are the autonomy and responsibility they are given, many feeling that this helped them mature and prepared them for life beyond education. Students also praised the supportive environment, for example 'As a student you feel safe and heard, all of the tutors are personable and caring, and it creates a warm and inviting space for all.' In addition, a sense of 'fun' and enjoyment are often mentioned. 97% of year 2 students agreed that 'I feel safe at College' (Learner Satisfaction Questionnaire, May 2025).

Student groups including the Feminist Society, LGBTQ+ group and the Culture Committee are all established and provide forums for students to share ideas, promote visible allyship and champion an inclusive culture and change.

We have continued to promote the mechanism to record and use preferred names established in September 2022, whilst retaining legal names as we must on College systems.

2024-25: College EDI Initiatives

The EDI Coordinator and colleagues leading student groups and committees help shape and produce content for the Pride Month/LGBTQ+ History Month and BHM tutorials, and the Arts, Culture and Diversity Enrichment Week. Our Shared Values continues to be integrated into the Active Citizenship tutorial, and the poster is visible in all tutor bases, and on noticeboards in public spaces in College. Throughout 2024-25, the EDI Coordinator continued to liaise with local community groups and organisations e.g., CAMS (Colchester Against Modern Slavery), RAMA (Refugee, Asylum and Migrant Action), Community 360 (connecting,

supporting, and empowering communities throughout Essex) and The OutHouse (LGBTQ+), plus ongoing liaison with EDI Coordinators in the CENBASE group of sixth form colleges.

The expanded Arts Culture and Diversity Enrichment Week held during 7th to the 14th July, featured activities held every day with visiting speakers, workshops, exhibitions and events taking place in different departments and venues over the five days to embrace and champion diversity and inclusion e.g. the Heritage Day; Colchester Against Modern Slavery (CAMS) running a day of workshops for Law, Criminology and Sociology students; the student fashion show; the festival itself on the grassy knoll, plus ex-students, academics and professionals visiting various Departments to work with students in lessons e.g. English; Visual Art; Media Studies; Photography; Sociology; Performing Arts; Chemistry; Maths; Medics; Biology; Sport and PE.

The well-established student groups: Culture Committee; Feminist Society; Friends Not Foes; and LGBTQ+ Group – continue to function as focus groups for students to generate ideas and suggestions for the College Council, tutorial resources, staff training etc.

Culture Committee	
Achievements	• Delivered major cultural events, including **Spring Fusion 2025**, where students showcased traditions through multicultural stalls. A key achievement was the strong engagement from the wider student body, with many non-committee volunteers helping to set up events – demonstrating genuine enthusiasm and shared ownership of each celebration. • Hosted **Heritage 2025**, our largest and most successful event, filling the Sports Hall with students and staff enjoying cultural food tasting, music, dance, and a popular fashion show. The refectory partnered with us throughout the year, offering themed cultural foods such as Holi cakes, Ramadan dishes, Easter treats, and Winter Wonderland cookies used as prizes. • Introduced the **Board of Positivity** as part of preparations **for Global Wonderland**. Students were invited to post uplifting messages for the community, and participation exceeded expectations. Many messages were heartfelt, insightful, and culturally reflective, strengthening unity and boosting morale across the college. • Ran the winter event **Global Wonderland 2025**, ensuring students who do not celebrate Christmas were included and represented, reinforcing our commitment to broad cultural participation and inclusivity.
Looking Forward to 2025/26	• Our overarching goal is to deliver inclusive, accessible, and student-centred cultural experiences that deepen understanding, celebrate diversity, and strengthen belonging across the college. By continually evolving and listening to our community, the Culture Committee aims to ensure that next year's programme remains engaging, enriching, and truly representative of our multicultural student body. • Expand membership and increase student engagement. We aim to build on the success of **Global Wonderland 2025** by continuing to create opportunities for students of all backgrounds – including those who do not typically take part in cultural events – to feel welcome and represented. This year's collaboration with the Charities Committee, LGBTQ+ Society, and Arts Committee will serve as a model for future partnership. • Develop a structured annual programme of events. This will include a balanced mix of large-scale celebrations and smaller cultural showcases, alongside bulletin features that highlight a wide range of traditions and cultural observances throughout the year.

	• Strengthen our partnership with the refectory. We plan to continue working together to ensure that culturally significant foods remain a consistent part of our events, enhancing authenticity, representation, and student enjoyment.
Feminist Society	
Achievements	• Established bi-weekly student-led debate meetings, with topics chosen based on student feedback and interests, creating a consistent space for discussion. Sessions achieved regular attendance of around 30 students. • Students contributed to the production of tutorial resources for International Women's Day, supporting whole-college awareness and engagement. • Raised £150 for Colchester-based charity CARA (Centre for Action on Rape and Abuse) and strengthened partnership with CARA, promoting the charity's work, sharing information with students, and supporting their involvement in the college's two-day programme and related events.
Looking Forward to 2025/26	• Increase student leadership within the society, encouraging members to take a more active role in planning sessions, organising activities, and developing resources. • Raise additional funds for CARA, further extending the impact of your charitable work. • Strengthen collaboration with the Charities Committee, coordinating events and ensuring aligned, college-wide support for shared initiatives. • Deepen the partnership with CARA through ongoing communication, joint projects, and more opportunities for students to learn directly from charity representatives. • Work with **Theatre Inspiring Change** to deliver a workshop challenging misogyny and gender bias, supporting students' understanding and critical thinking around gender-based issues.
Friends Not Foes	
Achievements	• Successful bake sale and temporary-tattoo fundraiser, raising over £200 for Médecins Sans Frontières. • Student-led organisation of a 'Tiny Desk' concert, also raising money for Médecins Sans Frontières. • Continuation of Homework Club for another year following the retirement of its founders. • Volunteer summer social held at Putt in the Park.
Looking Forward to 2025/26	• Educate and challenge preconceptions about marginalised asylum seekers and undocumented migrants in the UK.

	• Develop understanding of the root causes of migration, including political, economic and humanitarian factors. • Learn about countries of origin – language, food, culture and lived experiences. • Provide student education through guest speakers from organisations such as Refugee Asylum and Migrant Action (RAMA), Bridgeway Mission, Essex Police, and homelessness charities. • Promote and fundraise for local charities, particularly RAMA and Bridgeway Mission. • Encourage student participation in **The Homework Club**, now running on Wednesdays after college. **The Homework Club (voluntary):** • Ensure student tutors receive tailored training via the Make It Happen charity in Colchester on teaching skills to refugee children (Creative Education). • Maintain and sustain Homework Club throughout the remainder of the 2025–2026 academic year. • Increase staff involvement, with the goal of identifying a new Staff Lead for 2026–2027 or transitioning the project toward supporting external community-based homework clubs for refugees.
LGBTQ+ Society	
Achievements	• Arts and Crafts charity stall, which raised money for The Outhouse. This was entirely student-led, from the creation of crafts to the marketing and running of the stall. It formed part of the College's Festive Market, with students working alongside the Culture Committee and Charities Committee, further promoting inclusion. • Guest visit and Q&A with a local drag queen. This highly popular session attracted many LGBTQ+ students and allies, introducing new people to the society and bringing the community together for fun and learning. Shar Cooterie completed her drag make-up while discussing her personal experiences, her route into drag, and wider drag culture. • Guest visit with student alumnae, who are organisers for Braintree Pride and creators of the *Trans Voices Project*. This offered students the opportunity to engage with a community initiative beyond College, to hear about real experiences, and to contribute to an educational outreach project. • Guest visit from Fern Lovett, Youth Group Co-ordinator at The Outhouse. Another well-attended session which introduced more students to the services available – ranging from social groups to counselling and volunteering. Several students now attend Outhouse Youth Groups or visit the charity for personal support, expanding their networks beyond College. • Weekly, well attended sessions, covering a wide range of topics including LGBTQ+ History Month, film and TV, literature, fashion, Speed-Friending, games, and mental health awareness. These sessions were open to all students and advertised College-wide in the bulletin. Attendance ranged from 10–30 each week, with a mix of regulars and drop-ins, creating a relaxed yet dependable space. • Creating a safe, friendly, inclusive community for students. Attendees have formed strong friendships and built their own supportive community within the group – one that consistently welcomes new members of any orientation, gender, race, background, or level of experience.

Looking Forward to 2025/26	• Increase the number and diversity of guest visitors, ensuring wider representation of LGBTQ+ experiences and topics. • Strengthen links with The Outhouse and the local community, expanding opportunities for collaboration and support. • Introduce more student-led sessions, giving students space to share interests while developing leadership and public-speaking skills. • Enhance support for transgender, non-binary, and gender-questioning students, ensuring their specific needs are met sensitively and effectively.

2024-25: Harmful Sexual Behaviour, Bullying and other forms of Harassment

The College records all instances of bullying, harassment and harmful sexual behaviour in a termly report which is shared with the safeguarding lead governor. Consent within relationships is the most frequent issue, which is a topic which is addressed in our Healthy Relationships RSE tutorials, with plans in place to review and revise the content once again, for 2024-25.

We have a thriving and inclusive student Feminist Society, which discusses and reports on any areas of concern. Essex Police were invited into College to work with some classes (Sociology, Law and Criminology) hosting discussion-based sessions exploring the work of CAMS (Colchester Against Modern Slavery) during the Arts, Culture and Diversity Enrichment Week (7th-14th July 2025)

There are no trends which link bullying and other forms of harassment to protected characteristics. Incidents happening on College site are still rare. Bullying occurs very occasionally at College, but issues raised at College tend to focus on emotional consequences of previous bullying at school.

2024-25: Human Resources

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.

Over 2024-25, the College continued to use social media to advertise vacancies e.g., LinkedIn and is exploring the use of alternative platforms such as Diverse Educator job board to try to broaden our reach.

We continue to actively review recruitment and retention practices to ensure barriers to inclusion and diversity are reduced or removed e.g., publishing the outline information of a recruitment day in advance. In addition, we are members of the government led Disability Confident scheme which publicly marks our commitment to employing and supporting people with disabilities. We have recently started using the recruitment platform Mynewterm to support our recruitment practices. This has helped us to improve our outreach and accessibility and allows us to work constructively to remove unconscious bias in our recruiting processes i.e. it gives us the ability to withhold personal information from shortlisting panels to ensure that candidates are assessed on skills and experience and personal statements.

Despite efforts, we continue to struggle to attract a diverse range of candidates, particularly for teaching positions. This is partly related to the fact that 72% of trainees who entered training nationally in 2023/24 were White (Postgraduate ITT new entrants by ethnic background*, Initial Teacher Training Census*, published by GOV.UK). Since 2019/20 there has been a gradual increase in the proportion of Asian and Black postgraduate trainees so this increase should slowly feed through to applicants.

We will continue to work to identify ways to support underrepresented groups. One route is, given the changing nature of our student population to work with colleagues to identify ex-students as potential trainees from diverse backgrounds and to encourage them to apply for future trainee positions at the college.

5.6% of staff at Colchester identify as Minority Ethnic which rises to 16% if you add staff that identify as White - Other. This means that the College's workforce is comprised of 84% who identify as White (94% if you include White – Other). Colchester has a population that is 88.5% White and a student body that is 83% White so there is some way to go for staff ethnicity to reflect student ethnicity.

Of 24 appointments made in 2024-25, 22 identified as White and 2 (9%) from Other Ethnic Backgrounds, this is a drop on last year's figures and is disappointing although we have seen an increase in the diversity of applicants applying to work at the College. Out of 179 applicants, 39 (22% declared themselves to be Other Ethnic Background and 8% of applicants declared a disability (an increase on last year's 5%). Of the 24 appointments made 3 candidates (12%) have a declared disability. We are seeing an increase in openness regarding disability and the majority of disabilities fall into neuro-diversity category.

The College continues to be a destination of choice, particularly for teaching vacancies so applications to most positions remain strong. Given the national shortage of teachers in some hard to fill subjects we continue to see small applicant fields, but so far have managed to appoint within a 3-month time frame. We have struggled to appoint in specialist non-teaching roles with IT being a particular area of difficulties. We have however, recently successfully filled two IT support roles and currently have no outstanding vacancies.

It continues to be 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 seen more staff come forward to declare a disability and it is pleasing that new employees are openly declaring both neuro diversity and physical issues. We work hard to ensure that staff needs are regularly reviewed and that appropriate reasonable adjustments are in place. We have an inclusive and supportive approach to staff and regularly implement adjustments to aid staff continue to work.

Work is underway to develop and deliver customised EDI training for all staff and to improve the EDI induction for new employees. Please refer to the **HR Annual Report 2024-25** for further information.

2024-25: Review of Development Plans

2024-25: Equality Diversity & Inclusion Development Plan

OBJECTIVE	INTENDED OUTCOMES / IMPACT	REVIEW/EVIDENCE
Continue to 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. To include an even more diverse range of organisations in the Arts, Culture and Diversity Enrichment week in July 2025. EDI Coordinator to further develop links with colleagues in in FE and HE and some initiatives are underway.	Ongoing engagement with Colchester Against Modern Slavery (CAMS) and Essex Police. Renewed links with Centre for Action on Rape and Abuse in Essex (CARA) re: supporting the Feminist Society – Jan 2025. Education Sector meeting with Essex Citizens on 30/01/25. Attended launch of the Community Action Clinic at University of Essex to discuss opportunities – 04/12/24.
FINAL REVIEW: Continued to strengthen outward-facing EDI work by developing and maintaining links with a broad range of local community organisations. Engagement has included ongoing collaboration with Colchester Against Modern Slavery (CAMS) and Essex Police, renewed contact with the Centre for Action on Rape and Abuse in Essex (CARA) to support the Feminist Society, and participation in sector-wide discussions through the Essex Citizens education meeting (30/01/25). Attendance at the launch of the Community Action Clinic at the University of Essex (04/12/24) further supported opportunities for partnership. An even wider range of organisations has been involved in planning for the July Arts, Culture and Diversity Week, broadening the community contribution to enrichment.		
Continue to adopt a more 'outward-facing' approach to EDI, engaging organisations and think tanks to inform and shape culture and practice.	Continued use of OSCAR platform delivered by Causeway Education to support students from different pathways to maximise support with UCAS applications. Share TASO (Transforming Access and Student Outcomes in HE) reports and findings with SLT, HODs and relevant colleagues to inform EDI strategies.	Review pilot of OSCAR platform and feedback to SLT planned.
FINAL REVIEW: Sustained an outward-facing approach to EDI through continued use of the OSCAR platform to support students from a range of pathways with their UCAS applications. Key findings from TASO research were shared to inform strategic understanding of access and outcomes. The OSCAR pilot was reviewed, and feedback from the Medics team was received to inform next steps and evaluate its effectiveness for specific student groups.		

Work closely with SLT and HODs – plus through TLC – to develop strategies to improve outcomes for student groups with lower VA.	EDI Coordinator to work with SLT to explore creative ways to produce and use data to inform practice and strategy. Exploration of methods to generate data which is less easy to produce (e.g., sexuality, gender identity, some 'hidden' social/economic inequalities). Plus, exploration of CEDAR capabilities re: enhanced monitoring of cohorts to improve outcomes for unperforming student groups.	Work undertaken with TLC e.g., group working on POLAR data and progression outcomes.
FINAL REVIEW: Worked closely with SLT, HODs and TLC groups to explore strategies for improving outcomes for student groups with lower VA. Progress included developing approaches to generate and use more meaningful demographic and performance data, and investigating ways CEDAR could be used to enhance cohort monitoring. Within TLC, staff engaged with targeted projects such as analysing POLAR data and progression patterns, supporting more informed discussions about addressing underperformance in specific groups.		
Engage more staff and students in 'bottom-up' initiatives to promote EDI across the curriculum and throughout the College community.	Coordination of the **Arts, Culture & Diversity Week** in July 2025. Efforts to involve a broader range of departments and to invite a wider range of ex-students to visit lessons to enhance and support curriculum delivery. Departments lead to initiate links, build EDI related curriculum initiatives and enrichment. Promotion of events and activities throughout the year e.g., Culture Day; LGBTQ+ History Month, Pride Month etc.	Work with Culture Committee Coordinator to devise and develop an EDI Calendar for staff and students – for promotion in the student and staff bulletins. Planning underway for **Arts, Culture & Diversity Week** in July 2025. Meetings to frame the Human Library initiative scheduled for July 2025.
FINAL REVIEW: The July Arts, Culture and Diversity Week was highly successful, with strong participation from departments and valuable contributions from visiting ex-students. Whole-College events took place daily, culminating in a well-received Heritage Day that showcased cultural diversity. Links with local charities and community organisations were strengthened, supported and facilitated by the EDI Coordinator. Across the year, *Our Shared Values* was embedded into the Active Citizenship tutorial, complemented by a range of high-quality materials, including resources for Black History Month, Pride and LGBTQ+ History Month.		
Continue to foster EDI through the pastoral programme, additional studies and enrichment.	Implement action plan with EDI Student Committee following the July 2024 survey. Support the coordinators of student 'EDI' related groups. Regular liaison with tutorial programme coordinator re: materials and development of initiatives and approaches.	EDI Student Committee joint chairs elected 09-12-24. Materials produced for BHM tutorial in October and LGBTQ+ History Month in Feb 2025.
FINAL REVIEW: Strong progress has been made in embedding EDI across the pastoral programme and enrichment. *Our Shared Values* has been integrated into the **Active Citizenship** tutorial, and a range of high-quality materials—such as those for **Black History Month**, **Pride**, and **LGBTQ+ History Month**—has supported consistent delivery of EDI themes. Ongoing liaison with the Tutorial Programme Coordinator has ensured coherence across resources and approaches. The EDI and Sustainability Coordinators also briefed Heads of Department on **Global Citizenship**, creating a clear link between *Our Shared Values* and whole-student development.		

Work with AP T&L to source EDI training.	INSET set aside for this work – both whole staff, and within departments.	
FINAL REVIEW: INSET time was allocated to support whole-staff and departmental engagement with EDI and Global Citizenship. All departments completed a Global Citizenship audit during curriculum planning, ensuring a consistent approach to embedding EDI principles across subject areas. Collaboration with the AP T&L has helped identify suitable training sources to continue strengthening staff understanding and practice.		
Work with AP Admissions to update website content	Meet with colleagues to shape EDI content for the website. Explore ways to continue to report on events and activities.	
FINAL REVIEW: Worked with the AP Admissions team to update and refine the EDI content on the College website, ensuring clearer presentation of values, initiatives and key information for prospective and existing students and families.		

2025-26: Equality Diversity & Inclusion Development Plan

OBJECTIVE	INTENDED OUTCOMES / IMPACT	REVIEW/EVIDENCE
Strengthen global citizenship and inclusive curriculum thinking across academic departments	Staff develop a clearer understanding of how Global Citizenship and EDI principles can enhance curriculum relevance and student engagement. Departments can access practical guidance to embed Global Citizenship themes where appropriate. The annual Global Citizenship audit becomes more meaningful and better integrated into planning conversations.	Produce succinct guidance for HODs on embedding Global Citizenship in subject-relevant ways. Review outcomes of the 2025–26 Global Citizenship audit to identify College-wide strengths and gaps. Share examples of effective practice through T&L Forum.
INTERIM REVIEW: Guidance is in development and draws on the data from the Global Citizenship elements of the Curriculum Audit. A joint session for HODs (and a follow-up for teachers) was delivered in July 2025 by EDI and Sustainability Coordinators, supporting departments to consider subject-relevant approaches.		
Strengthen use of data to understand gaps in progress and experience across student groups	EDI-relevant data is used more effectively to highlight performance patterns and inform strategic discussions. Departments embed JEDI reporting into routine practice, using it to interrogate cohort-level patterns and surface meaningful trends for discussion at both departmental and College level. Gaps in VA for particular student groups are better understood, enabling targeted support. Through JEDI-informed analysis, departments gain a clearer picture of VA gaps and contributing factors, allowing for more precise and purposeful interventions – with the recognition that strategies designed for one cohort often benefit all students.	Work with SLT and Data Team to identify a small set of useful, feasible EDI indicators (e.g., VA patterns for key student groups). Explore ways to enhance CEDAR cohort monitoring, with a focus on underperforming, less visible, or intersectional groups, enabling departments to explore emerging issues earlier and in more detail. Offer to support TLC groups to use EDI-relevant data when exploring teaching, attainment, and progression themes.

INTERIM REVIEW: Initial analysis of EDI-relevant data has been completed, and further development of departmental use of JEDI reporting is underway. The EDI Coordinator also met with an academic from the University of Dundee who leads the *Teaching Maths for Social Justice Network*, on 02-10-2025 to explore ways this work could inform A-Level practice.		
Strengthen student voice on EDI and belonging across the college	Students feel better represented and heard regarding their experiences of inclusion, identity, culture and belonging. Student feedback informs EDI planning, pastoral materials, enrichment, and community-facing initiatives. A more consistent mechanism exists for capturing diverse perspectives, especially from groups whose voices may be less visible. Adjustments to survey methodology to ensure that student voice from both Year 1 and Year 2 is captured consistently, enabling more equitable and representative feedback.	Gather feedback from student societies (e.g. Cultural Committee, Feminist Society, Friends Not Foes, LGBTQ+) and ensure it informs enrichment and pastoral planning. Work with the Tutorial Programme Coordinator to ensure student voice shapes activities and themes. Explore opportunities for students to contribute to Arts, Culture & Diversity Enrichment Week planning or showcases.
INTERIM REVIEW: Work with student societies and committees have strengthened student voice, with tutorial materials (including *What Makes a Good Student*) increasing visibility of diverse experiences; early planning for Arts, Culture & Diversity Enrichment Week is further embedding student-led perspectives.		
Develop and sustain meaningful partnerships with community organisations to enrich cultural diversity and student experience, and ensure clear, consistent communication of EDI initiatives to students, staff and prospective families.	Stronger relationships with community organisations enrich student experience and support an inclusive College culture. Students benefit from diverse perspectives, role models and opportunities beyond the classroom. Community contribution enhances events such as Arts, Culture and Diversity Enrichment Week and helps foster a more outward-facing College ethos. Clear, consistent communication ensures students and staff are aware of EDI events, resources and initiatives throughout the year. Improved visibility of EDI work strengthens engagement and helps prospective students and families understand the College's inclusive culture.	Maintain and develop links with key community partners (e.g., CAMS, Essex Police, local charities, cultural organisations) and identify 2 – 3 new organisations aligned with EDI and Global Citizenship. Ensure partners contribute meaningfully to Arts, Culture & Diversity Week through talks, workshops and student-facing activities. Share relevant partnership opportunities with departments, the Tutorial Coordinator and student groups to increase participation. Work with the Tutorial Coordinator to consistently promote major EDI events (e.g., Pride Month, Black History Month, Culture Day). Keep website content and signposted EDI resources up to date so students, staff and

		prospective families can easily access key information. Celebrate strong examples of engagement across the College, including student societies, departments and external contributors.
INTERIM REVIEW: Partnership work has strengthened; CAMS have confirmed for Arts, Culture and Diversity Enrichment Week in July 2026, which will now involve Health & Social Care students. Early planning underway for a large community-panel event involving local representatives, and ongoing collaboration with the Tutorial Coordinator to embed EDI calendar events and EDI-focused regular bulletin contributions across the College.		
Enhance staff expertise in EDI and strengthen College strategy by engaging in high-quality training, cross-college collaboration, and evaluation of external EDI, belonging and progression initiatives.	Staff gain practical, relevant EDI training that strengthens inclusive practice across the college. Cross-college collaboration (including CENBASE and LP for Inclusive Teaching) enhances professional dialogue and informs internal CPD priorities. Engagement with external EDI, belonging and progression initiatives builds a clearer, evidence-based understanding of their value and feasibility. Insights from pilots and sector networks support SLT in making strategic decisions about future adoption. The EDI Coordinator maintains up-to-date sector awareness, ensuring College practice remains aligned with emerging good practice.	Identify high-quality, feasible EDI training opportunities with AP T&L for whole-staff INSET or department-level CPD. Engage with CENBASE EDI leads and partner networks, exploring options for joint CPD or shared cross-college events. Review the strategic value of external pilots (e.g., OSCAR, Undermatch, Connected Belonging), using light-touch participation where appropriate to gather insight without added workload. Evaluate the Citizens platform for cost-effectiveness, alignment with tutorial and enrichment programmes, and compatibility with ILT systems. Maintain active links with sector providers, FE/HE partners and networks to ensure accurate, current understanding of emerging EDI, belonging and progression initiatives.
INTERIM REVIEW: The EDI Coordinator reviewed the Citizens platform and has continued discussions with colleagues at the University of Bath and Causeway regarding two external pilots. These conversations have strengthened sector awareness, and the EDI Coordinator has updated SLT on potential projects to enhance EDI practice and support student groups. The EDI Coordinator and the Director of HR will also lead a Staff Hour on 21-04-2026 focused on **EDIB (Equality, Diversity, Inclusion and Belonging).**		
Lead and contribute to the 'Close to Research Professional Development Project' with Anglia Ruskin University, supporting staff engagement and	Collaborative links with Anglia Ruskin University (ARU) are strengthened, giving staff valuable professional development through engagement with academic partners.	Co-coordinate the *Close to Research* professional development project with ARU, supporting participating staff in collaboration with academic partners.

co-designing a new Citizenship in Action/Global Citizenship Additional Study for 2026–27.	This partnership supports the co-design of a research-informed Citizenship in Action Additional Study for 2026–27, integrating Global Citizenship, belonging, sustainability and community engagement. Students benefit from a more outward-facing programme that connects their learning to contemporary civic issues and university-level thinking.	Work with the Tutorial Coordinator to design the *Citizenship in Action / Global Citizenship* Additional Study, drawing on ARU research guidance, Community Action Clinic insights, and existing College frameworks. Produce a clear outline for the new Additional Study — including aims, weekly structure, activities and outputs – for consideration in the 2026–27 curriculum offer. Support staff throughout the *Close to Research* process, providing direction, coordination and structured reflection points. Share project outcomes and insights with SLT and curriculum leaders to demonstrate impact and inform future development.
INTERIM REVIEW: The EDI Coordinator has developed a research-informed Citizenship in Action/Global Citizenship Additional Study, shaped through collaboration with the Tutorial and Sustainability Coordinators and underpinned by ongoing work with ARU as part of the Close to Research project.		