



## Equality, Diversity & Opportunity interim report 2019/20

### Key performance indicators:

As last year, data continues to suggest that ethnicity is not a predictor of examination achievement. 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 unlikely to be significantly determined by their ethnicity. For example, our self-identified Black students' success rate is substantially higher than both the College and, particularly, national levels.

Against stereotype, male students again achieved a higher success rate than female students.

As in previous years, there appears to be a direct correlation between family income and achievement. Students who receive free College meals achieve considerably better than comparable students nationally. However, students in the lowest income quartile achieve worse than comparable students nationally, suggesting that there are a number of students who may be affected by poverty but are unidentified and not targeted for assistance.

### Executive summary for 2019/20:

In 2019/20 there were six formally reported incidents of bullying / harassment prior to the site closure, which is a considerable rise on previous years. A number of the issues concerned protected characteristics such as race and disability e.g. Asperger's Syndrome.

The number of students who publicly identify as gender variant is declining. In 2018/19, seven students identified as a gender other than their sex ascribed at birth, down from nine the previous year. In 2019/20, three students identified as trans [gender]. A range of pastoral support is provided for these students and also reasonable adaptations to MIS e.g. adaptation of data fields to prevent dead-naming etc. There is some anecdotal evidence that Dissociative Identity Disorder could be an issue among some ex / students as trans [gender] i.e. chaotic family life, abuse, PTSD etc may contribute to the identification process. Autism also may be a contributory factor.

The students' Culture Committee continues to function as a focus group for students to discuss / generate culturally-related ideas / suggestions for the College Council, Tutorial resources, staff training etc. A series of *Culture Conversation* debates has been initiated as a forum to discuss topical cultural concerns.

For staff training purposes, relevant equality, diversity & opportunity resources stored on Sharepoint have been linked / copied to Moodle to capitalise on the interactive functionality e.g. tracking (similarly to safeguarding training). Both in-house and externally developed training has been developed / acquired and posted.

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.

### Fulfilment of objectives for 2019/20:

Reset financial disadvantage project, focusing on better identification of those students in need – paused by site closure  
Develop Peri / Menopause and Fertility policy / protocol - ongoing  
Reduce incidents of bullying / harassment to zero - ongoing  
Develop initiatives to promote engagement of BAME students - ongoing

### Draft objectives for 2020/21:

Continue 2019/20 objectives in the context of the consequences of COVID-19 and Black Lives Matter.