

HILLS ROAD SIXTH FORM COLLEGE

EQUALITY AND DIVERSITY REPORT 2016-17

1.0 Introduction

- 1.1 This report covers the 2016-17 academic year and uses data from the Spring term. The data for full time students relates to 2016 leavers.
- 1.2 Governors have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty.

2.0 Single Equality Scheme (SES)

- 2.1 The Corporation will review the SES (appendix 1), together with the equality and diversity report, annually.
- 2.2 As part of the Public Sector Equality Duty (section 149 of the Act) there is a requirement to review and update our Equality Objectives once every four years. This review is planned to begin in the Autumn term of 2017 ready to set our 2018-2021 objectives.

2.0 Overview

3.1 Equality and Diversity Officer role

- 3.1.1 An advert for Equality and Diversity Officer was posted in October 2016 to fill the vacancy created by Anna Moore last academic year when she moved to her new role of Student Services Manager. We were delighted to appoint Heidi Gjertsen, who brings much experience from her previous role as Equality and Diversity officer at Long Road Sixth Form College. Heidi is currently working with us on a reduced basis to deliver a staff training project, and will fully commence her responsibilities as E&D Officer from September 2017. Jane Chapman has provided valuable administrative assistance in the interim period.
- 3.1.2 An interim development plan for the period March – December 2017 (since the appointment of HXJ) can be found in the appendices.
- 3.1.3 The absence of an Equality and Diversity officer during this academic year has meant that some longstanding initiatives (such as the equality forum) have been temporarily put on hold. It is our intention that these will be relaunched once Heidi is in post, giving us an opportunity to update where necessary to better fit our current structure and Equality Aims.

3.2 Staff Training

- 3.2.1 Dr Christine Rose has been booked to deliver 1½ hours of mental health awareness training to all teaching, tutors and student support staff during the staff development period. Senior staff with responsibilities for writing and reviewing policies will also receive Equality Impact Assessment training from Dr Christine Rose on the same day.
- 3.2.2 We plan to deliver an online 'Embedding Equality' training activity during the summer term. This course has been written specifically for teachers in further education by Pinnacle training and has been tested by both HXJ and KZC.

3.3 Activities and events

- 3.3.1 Throughout the academic year the rolling programme of posters on the TV screens was maintained and reflected important national and international events e.g. LGBT history month, International Women's Day, UNESCO International Literacy Day, World Mental Health Day, Men's Health Awareness Month, International Day for Persons with Disabilities, Holocaust Memorial Day, Black History month as well as key religious festivals.
- 3.3.2 Weekly quotes on equality and diversity themes continue to be included in the student planner relating to key national and international themes.
- 3.3.3 A monthly staff newsletter is circulated via email to all staff and also posted in each department base room. The newsletter contains details with links to various events taking place during the year and also links to the weekly quotes and information in the student planner. In addition, the newsletter has a section relating to Ofsted and the Common Inspection Framework (CIF), which provides information and ideas on how staff can continue to embed E&D into their everyday working practices.
- 3.3.4 The posters giving information to students on various safeguarding issues, with details of who they could contact both internally and externally, were updated and the information is displayed on the screens throughout the College. These posters are also in a variety of locations throughout the College site, including inside toilet cubicles, to enable students to take down contact details in private.

3.4 Student groups and Societies

The College continues to have a wide variety of Societies that cover Art, Sport, Science, Religion, Politics, Languages and Careers. 42 student societies were registered this year, including the Feminist society, LGBT+ society, Black Minority and Ethnic society, Christian Union and Model UN. Societies in support of the major political parties have also been highly active this year.

The student council continues to work with staff and students to promote equality and celebrate diversity. With the involvement and support of the student body, initiatives such as the introduction of gender neutral toilets are now in train.

3.5 Events

As ever, an extensive range of talks, including many related to E&D were arranged by both teaching departments and students, covering a diverse range of topics.

The College Hustings, set up in response to the general election, proved exceptionally popular this year. Candidates from the four main political parties, including our current local MP, gave up their afternoon to speak to and answer questions from students.

The introduction of Wellbeing days this year (during the November progress review period) was also highly successful; students were asked to sign up to a range of activities promoting inclusion, physical and mental wellbeing and resilience.

3.5.1 HillsFest

The annual HillsFest day was this year themed around the Brazilian Olympics, with each tutor group representing a country, and included an inter-tutor group Tug-of-War competition. Each tutor group also had to research their country and provide a flag assembled to a pole for the opening ceremony, as well as running a themed stall

at lunchtime loosely linked to their country. Highlights included a relaxation tent, sponge the teacher and a coconut shy.

Every student had to attend three sessions selected from a varied menu of over ninety options. These sessions range from 'Baby born in a concentration camp' to 'Zorbing' to 'Richard III: The King under the car park' to 'Samba Junkies: Drumming with HearDrum' alongside many other diverse topics. The sessions were designed to be interactive enabling discussion and debate and the opportunity to raise students' awareness of a variety of cultures as well as other key areas within the equality and diversity spectrum, such as disabilities.

3.6 Sports and Tennis Centre

The STC is available for use by students, staff and the public and its facilities can be hired by the hour or longer periods. There are no restrictions on use although users of the Aspirations Fitness Suite are required to undertake an induction programme to ensure they can operate all the machines in a safe manner: there are no restrictions on use outside of health and safety constraints. The STC is associated with Cambridge City Council's exercise referral scheme, ExSite to ensure that those users who have a medical condition, disability or other complaint are able to be accommodated.

Throughout 2016-17 the STC has continued to work closely with the Vision4Growth's tennis group and has hosted trial events for visually impaired under 11s.

4.0 Performance Data Analysis

4.1 Current full-time students

Since 2014 the College has captured information on all the relevant protected characteristics, including sexual orientation and religion and belief, at enrolment. This data is extrapolated anonymously and is therefore not linked to individual student outcomes. The data has provided the following information with regard to the lower sixth 2016 intake:

4.1.1 Gender

One student identified as transgender. One student has transitioned gender in the period between leaving school and enrolling at the College.

4.1.2 Sexual orientation

Of the cohort, 143 registered as 'prefer not to say'. 4% of students (46) identified as lesbian, gay or bisexual, 18 more than last year, with a significantly increased proportion identifying as bisexual. A further 35 students answered 'not sure', with the remainder identifying as heterosexual. Whilst acknowledging that some students of this age group are still determining their own sexuality, these figures echo in broad terms the estimated proportion of LGBT individuals within the general population¹.

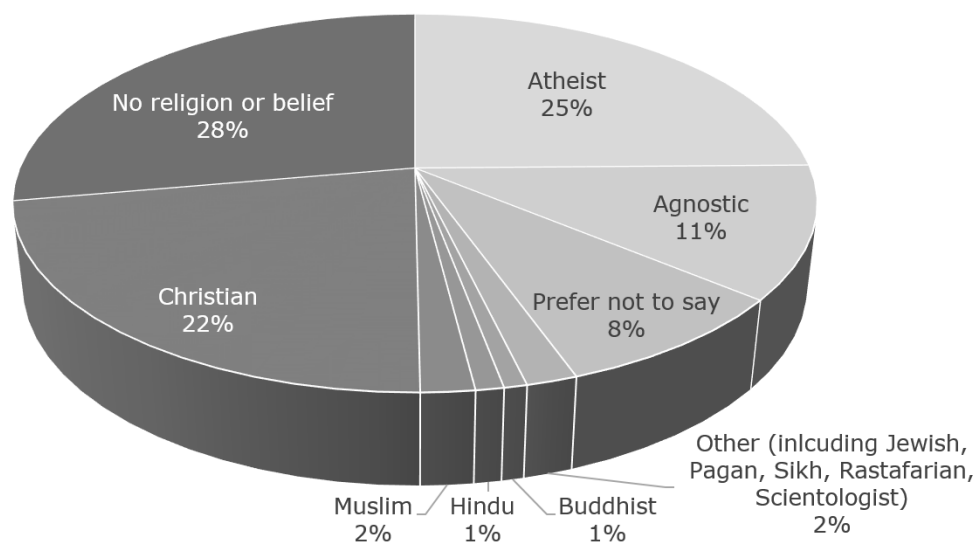
4.1.3 Religion and belief

The proportion of students declaring they were either agnostic, atheist or had no religion or belief was 64%. This figure is the same of that as last year for the College, and is considerably higher than the figure for England and Wales². 22% of students identify as Christian, which is markedly lower than the general population

¹ ONS states 1.5%; Stonewall estimates 5-7%

² ONS 2011 census data

(59%) but the largest religious group in the College. A breakdown can be seen below.



4.2 Full-time students 2015-16

The full monitoring data for this section is attached at appendix 4. The data examines retention rates and added value for the previous academic years (2012-2016) by gender, prior ability, receipt of support from study skills/ALS (as an imperfect signifier of disability), the 16-19 Bursary Fund (an imperfect proxy for economic disadvantage) and ethnicity.

This year, the Government has changed the way that it calculates value added, which has coincided with lower values for us than in previous years. As achievement and other measures have continued to be strong we are confident that our lowered value added is mainly attributable to the new measurement system, rather than to a decline in the performance of our students.

4.2.1 Gender

The percentage of boys and girls is 41% to 59%, with average grade achievement being 4.3 and 4.4 respectively (where B=4). The retention rate for boys and girls has increased year on year to 98% and 99% respectively for the 2015-16 cohort. Despite being lower than in previous years as discussed above, there appears to be no significant difference in added value between boys and girls; any differences present at a subject and departmental level are investigated as part of departments' ongoing self-assessment cycle.

4.2.2 Ability

This year, retention of students from all ability bands appears fairly even, with more students from the lowest ability band being retained than in the previous three years. Achievement for all groups continues to be strong, with achievement for both bands (i) and (ii) (our least qualified students at enrolment) increasing since last year. Despite value added being lower for the College as a whole, the value added for band (i) students has remained similar to last year, causing them to switch from being our lowest performing to highest performing group in terms of this measure.

4.2.3 Disability

Since 2013-14, a new approach to the screening and support of exam access arrangements was taken with full diagnostic assessments no longer routinely offered to students. These full assessments cost the College in excess of £400 to deliver

each time and therefore triggered higher numbers of students meeting the £500 worth of support that automatically put them into the ALS category considered here.

This data therefore indicates that numbers in receipt of additional learning support have declined over the last couple of years, whereas the reality is that in fact more of the cohort than ever before has received some sort of support or intervention from the study skills service. The numbers indicated here are those students who were in receipt of more than £500 of support in their time with us; these declining numbers are a direct correlation with the fact that we are no longer delivering full diagnostic assessments, but are instead targeting resource to the meeting of the need rather than the identifying of it.

As a result of these changes the very small number of students receiving additional learning support during 2014-16 (11) represents a very small proportion of the number of students who worked with study skills. These 11 students were all retained, with achievement and progress values slightly below the College average. More information about these students can be found in appendix 2.

Last year, 117 students had exams access arrangements in place to support them, ranging from additional time to small venues and scribe support. Average progress (added value) for these students was 0.09, compared to a rest of College average of 0.05.

4.1.4 *Economic disadvantage*

Since 2012 and the introduction of the new Bursary Fund (a replacement for EMA), we have seen a fairly consistent performance in terms of average grade outcomes for students in receipt of bursary funding, with progress being slightly below the College average. This year, the gap in achievement has narrowed, with retention continuing to be strong. Despite becoming negative, the gap in progress has also narrowed.

4.1.5 *Ethnicity*

The small numbers of students identifying in specific ethnic groupings continues to be sufficiently low as to make percentage analysis in terms of progress monitoring inappropriate in some categories. Retention and progress of (non-Chinese) Asian students has increased since last year, and despite still being negative the gap between this and other groups narrowed. Despite strong achievement and retention data, students who have not declared their ethnicity have the weakest value added; it is hard to infer anything from this as these students are not linked by any defining characteristic other than not choosing to categorise themselves as a particular ethnicity on enrolment.

4.2 **Adult students**

4.2.1 *Disability*

The recording of disability for AE students is part of the information collected at enrolment. Disabled adult students are invited to disclose their disability but also to discuss their needs.

The Special Educational Needs and Disabilities (SEND) policy for Adult Education students was implemented in September 2016, which sets out the procedure for ensuring that students with disabilities or learning difficulties have the opportunity to participate fully in their chosen class. As part of this, tutors who have students in their class who have declared a special educational need or disability, are provided with 'Good Practice Guidelines' which have been created by the Study Skills team. These documents, which offer advice and guidance to AE tutors about a range of

additional learning support (ALS) and methods that can be utilised to assist SEND students. Students on examined courses that have disclosed a disability or learning difficulty are referred to study skills who will assist the students in applying for exam access arrangements as required.

During the 2015-16 academic year 65 students declared a physical disability and 66 students declared a learning difficulty. Included in these figures are 17 students who have declared both. In total, there were 114 individual students who declared a disability and/or a learning difficulty, which represents 4.5% of the adult student population. This is marginally higher than last year when 4.3% of the adult education cohort disclosed a disability or learning difficulty.

4.2.2 *Ability*

AE students are provided with the opportunity to discuss the course with co-ordinators and staff at the enrolment evening and via telephone or email correspondence prior to the course starting. Post-entry guidance is also provided in relation to the suitability of courses, for example moving students from one level to another within modern languages. For 'English as a Foreign Language' courses, students are provided with the option of completing an online test to determine which level would be suitable. In the case of counselling students who choose to study Level 4, a self-reflection application process is completed combined with an internal review process to ensure that the students are prepared to cope with the demands of this course and related placement/supervision activities.

4.2.3 *Gender*

As in previous years the gender variation shows an uneven split with two-thirds of enrolments (67%) being female, this is consistent with previous years and there are no indicators to suggest any cause for concern with these enrolments.

4.2.4 *Ethnicity*

Almost 98% of students disclosed their ethnicity at enrolment thus providing the College with comprehensive data with regard to the ethnic breakdown of the students enrolling on adult education courses. Whilst there is a diverse range of students enrolling on courses, those from a 'white' ethnic background accounted for 87% of enrolments, as last year. This is marginally higher than the census data³ for Cambridge City. However it is markedly lower than for Cambridgeshire which has a 'white' population group of 93%. These statistics strongly suggest that there are no significant barriers to the recruitment of students from ethnic minority groups. This data continues to be monitored and analysed against previous years to monitor the uptake of courses and investigate any adverse trends, should they arise.

4.2.5 *Other protected characteristics*

Information is not currently collected in a comprehensive and consistent way for other protected characteristics and the restraints of current budgets will make it difficult to introduce procedures in the foreseeable future that would enable this to happen.

4.3 Staff

4.3.1 *Disability*

There are currently five members (2.0%) of the daytime staff who have chosen to declare a disability. This is a reduction of one on the previous year.

³ 2011 ONS data

4.3.2 *Gender*

The College staff gender balance has remained broadly similar for a number of years. 46% of the daytime teaching staff are female and 54% male, a slight increase on the percentage of male teachers compared to previous years. 69% of the support staff are female and 31% male, which is the same as last year. The combined figures for both populations are 56% female and 44% male, broadly similar to the historic pattern. Historically there has consistently been a greater incidence of males in the College's population compared with the sector figure of 35%. The gender balance in the student population has been weighted to females for many years with currently a 59/41% split. There continues to be a much higher incidence of females in the adult tutor population at 72% with males at 28%.

4.3.3 *Ethnicity*

87% of the daytime staff have declared their ethnicity as 'white'. This is an increase of around 2% on the previous year. 4 % of the staff are from other ethnic groupings, consistent with previous years. The ethnicity origins of the College's 16-19 students are slightly more diverse with around 13% from other ethnic groups. The 2011 census data for Cambridgeshire shows 93% of the population as white and in Cambridge 83%. 68% of the adult tutors declare themselves as white but 22% choose not to declare. The SFCA collect ethnicity data for teaching staff in the sector but not support staff. In the 2016 survey 85% declared their ethnicity as 'white' and 10% from other ethnic groupings; there was no data for the remaining 5%.

4.3.4 *Age*

The age profile of daytime staff aged 40 and above has risen to 82%. The College has 7% of staff aged 29 and below, similar to previous years; many of the posts attracting staff in this age range are support roles. In contrast to the averages for the sector, where 42% of teaching staff are aged below 40, the College consistently attracts teaching staff aged 40 and above. Because of the low turnover of staff, the age profile continues to shift towards the mid and older age ranges with currently 14% of teaching staff aged below 40. This percentage has steadily reduced over a 15 year period from 35% in 2002-03. Teaching staff are recruited from a national pool and younger teachers may choose to benefit from gaining experience with a broader spectrum of ages before moving into sixth form. In addition, the cost of housing in the area remains an obstacle, especially in the current economic climate. A similar pattern is reflected in support staff where the percentage of staff below 40 has reduced from 42% in 2002-03 to 24% in the current year. The population of staff who are 60 and above has risen to 14%, of which the 65 and over category is 7%. In 2002-03 6% of the staff were over 60 including 1% over 65.

4.3.5 *Other protected characteristics*

The College has gathered and analysed the information relating to gender reassignment, sexual orientation, religion or belief and status. The number of responses has improved over the previous years and this is reflected in the results below. Previous results are shown in brackets.

Gender reassignment

61% (61%) declared they had not undergone gender reassignment. 39% (39%) either did not respond or did not wish to declare. Results were similar for evening staff. 0.4% of daytime staff declared gender re-assignment.

Sexual orientation

1% (1%) of the daytime staff have declared themselves Gay/Lesbian and 68% (68%) have declared themselves as straight. 31% (31%) of staff either did not respond or did not wish to answer. 0.4% of daytime declared themselves as bi-

sexual. 57% of evening staff declared themselves as straight with 43% either not wishing to answer or not responding.

Religion or belief

40% (36%) of daytime staff have declared themselves as being Christian, 0.8% (2%) Muslim, 0.4% (0.6%) Buddhist, 2% (1.%) Humanist, 0% (0.3%) Hindu, 1.6% (2%) 'Other' religion or belief, and 25% (27%) have declared they do not have a religion or belief. 30% (30%) of daytime staff either did not respond or did not wish to answer. 21% of evening staff declared they are Christian, 4% declared as Muslim, 1.1% declared as Hindu and the same as Buddhist, 7% declared 'other' and 58% did not respond or did not wish to answer.

Status

49% (49%) of daytime have declared themselves as being married or in a civil partnership, 12% (13%) are single/not married, 6% (5%) have a partner or are co-habiting, 3% (3%) are separated, 4% (4%) are divorced and 0.8% (0.3%) have declared that they are widowed. 25% (26%) of daytime staff either did not respond or did not wish to answer. 42% of evening staff declared themselves as married or in a civil partnership, 14% are single/not married, 4% have a partner or are co-habiting, 4% are separated, 3% are divorced, 33% either did not respond or did not wish to answer.

Appendix 1	Single Equality Scheme
Appendix 2	Monitoring Progress of Disadvantaged/Vulnerable Groups
Appendix 3	Interim E&D Development Plan March – Dec 2017
Appendix 4	E&D monitoring (full-time students) 2016
Appendix 5	E&D monitoring staff
Appendix 6	Exemplar of E&D monthly staff newsletter
Appendix 7	Societies Code of Conduct
Appendix 8	Societies Fair 2016-17