



Equality, Diversity & Opportunity interim report 2018/19

Key performance indicators:

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 (BAME) 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 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 (around 40?) students who may be affected by poverty but are unidentified and not targeted for assistance.

Executive summary for 2018/19:

In 2018/19 there were two formally reported incidents of bullying / harassment, the fewest number since 2014/15 (also two). The incidents related to online bullying. There were no formally reported incidents relating to protected characteristics, such as race, sexuality, disability etc.

The number of students who publicly identify as gender variant remains stable. In 2017/18, nine students identified as a gender other than their sex ascribed at birth; in 2018/19, seven students identified as trans [gender]. The majority of these young people identify as female to male; some studies suggest that, worldwide, male to female trans identification is three times more prevalent. 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 a factor among some ex / students as trans [gender] i.e. chaotic family life, abuse, PTSD etc may contribute to the identification process.

The students' Culture Committee continues to function as a focus group for students to discuss / generate culturally-related ideas / suggestions for the College Council and others. Recent topics include cultural appropriation and Tutorial resources for Black History Month.

For staff training purposes, relevant equality, diversity & opportunity resources stored on Sharepoint are being linked / copied to Moodle to capitalise on the interactive functionality e.g. tracking (similarly to safeguarding training).

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 2018/19:

Narrow the high-grade achievement gap of A level students receiving Bursary and Implement recommendations made by the financial disadvantage project: ongoing and reset following departure of co-ordinating staff member Develop Menopause Policy: ongoing

Draft objectives for 2019/20:

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

04/12/2019 MGR