



Meeting:	Local Governing Body
Date of meeting:	12 June 2024
Title of paper:	Equality and Diversity Annual Report
Author:	Clare Bramall - Vice Principal

Section 1: Purpose

- 1.1 To provide an update on the College's equality, diversity and inclusion (EDI) provision and on current progress made towards the statutory equality objectives.
- 1.2 The Public Sector Equality Duty (2011) requires the college to i) publish equality information annually and ii) publish equality objectives every four years. Once approved by the Local Governing Body, these documents should be displayed on the College website.

Section 2: What do governors need to do with this?

The LGB is invited to approve the report and note the progress made towards the equality objectives.

Section 3: Executive Summary

3.1 Equality, Diversity and Inclusion annual report

The evidence presented in the annual report confirms the College's position and approach to EDI. The report looks at the profile of staff and students. The diversity of the student body continues to grow; however, the diversity of staff does not reflect our diverse student body.

From the report, the key areas of focus for the college are:

- Reduce the achievement gap between disadvantaged and non-disadvantaged students
- Reduce the achievement gap between female and male students (value added is more positive for male students)
- Continue to support an increasingly diverse student body

The above are addressed in the Strategic Plan and/or the College's Equality Objectives and will continue to be monitored closely.

3.2 Equality Objectives

The new equality objectives cover the period 2024-2027. Objectives are updated regularly to reflect current areas of focus or concern and are cross-referenced with priorities in the Strategic Plan.

Overall, good progress has been made towards the objectives; however, this constantly evolving document will continue to be monitored in order to respond to any emerging issues.

Section 4: Identified Risks

Section 1: Strategic

- The college is unable to assess changes in government policy and national regulatory requirements

Section 2: Leadership & Management/Governance

- Failure to ensure high quality educational provision

Section 4: Student Support & Safeguarding

- Failure to identify and appropriately support students with significant needs
- Failure to respond to the needs of an increasingly diverse student group

Section 5: Identified Impacts

Quality:

The evidence presented in the EDI annual report and in the Equality Objectives suggests that the College continues to keep EDI at the forefront of its practice and is responsive to any emerging issues.

Equality:

The annual report and equality objectives specifically identify and address any potential areas of unfairness, disparity or inequality.

Human Resources:

Our equality objectives are equally important to staff and the report addresses relevant issues in Section 5.

Section 6: Annexes

Annex A: Equality, Diversity and Inclusion annual report

Includes the following appendices:

- Appendix 1: Equality information: profile of staff
- Appendix 2: Equality information: profile of students
- Appendix 3: Governors' equality and diversity monitoring
- Appendix 4: Equality objectives 2023-24 monitoring updates

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2024

Section 1: Introduction and College Position Statement

King Edward VI College is committed to creating and promoting an inclusive learning community in which diversity is celebrated, where inequality and stereotypes are challenged and where all people are treated with dignity and respect. This involves the conscious efforts of all members of the college community: staff, students, and governors. We are committed to providing equality of opportunity so that everyone can achieve their full potential. Compliance with the Equality Act 2010 is an integral part of this approach.

This report aims to provide transparency on the outcomes and experiences of different groups of students and staff, by providing an update on key achievements, developments and performance indicators. Recommendations for future actions are outlined in Section 6 and are specifically addressed through the College's Equality Objectives and Strategic Plan.

Section 2: Public Sector Equality Duty

2.1 In April 2011 a new public sector equality duty, known as the general duty, came into force. This replaced the previous separate duties to promote race, disability and gender equality. This duty requires the College, in the exercise of its functions, to have due regard of the need to fulfil the three aims of the duty:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not

2.2 The general duty is underpinned by two specific duties: (1) to publish equality information annually and (2) to publish equality objectives initially by 6 April 2012 and then every four years. The current equality information published on the College website is attached as Appendices 1 and 2; the current equality objectives are attached as Appendix 4.

2.3 Our equality objectives have been developed with the intention of ensuring that we proactively further the three aims of the Equality Act and that we continue to develop and promote the College values described in our position statement. These objectives are monitored regularly by the senior leadership team and updated accordingly. Progress towards achieving the objectives is reported to governors.

Section 3: Key Events and Achievements during 2023/24

- 3.1 The **EDI Team** have continued to work hard this year, with members of staff from across our academic and operational staff teams. Events have been organised throughout the year, as well as opportunities to meet with staff and students to discuss current equality issues.
- 3.2 The student-led **LGBT+ group** continue to meet regularly to discuss relevant issues for the LGBT+ community. The group has been instrumental in raising awareness during the year and have worked with the EDI Team to run charity and raising awareness events.
- 3.3 Student led groups have continued to run this year; **Islam Society, Sikh Society and African & Caribbean Society**, meeting regularly to discuss relevant issues within these communities. These groups have also run events and fundraisers through the year. The SU worked with the Islam Society this year to run an Iftar event during Ramadan to celebrate with our Muslim students.
- 3.4 **Events** have taken place this year to celebrate and learn about the different cultures across the college community. The end of year Big Summer Send Off was a great opportunity to allow students to come together and share their interests, cultures and communities. There have been a number of external speakers in college sharing their stories, and fundraising and information drives have continued.
- 3.5 Our **contemplation rooms** have continued to support students to have space to pray during the college day, with a room for males and a room for females. During Ramadan and during Friday prayers, additional larger spaces were provided for Muslim students wanting to pray together during these holy times.
- 3.6 The College have trained and appointed a **Senior Mental Health Lead** who has created a long-term action plan to ensure the mental health of staff and students is paramount. 30 members of staff have been trained as mental health first aiders and links established with Wave 3 Mental Health Support Team who will be receiving referrals to support students experiencing poor mental health. Staff training session delivered on how to promote good mental health through classroom practice, including information on the impact of microaggressions on mental health.
- 3.7 The EDI Team are organising the final key college event – **The Big Summer Send Off** on the last day of the summer term. This will include music, food, cultural activities, competitions and provide an important opportunity to celebrate the College's vibrant diverse and community.
- 3.8 **The Retreat** area (in the Student Support Centre) has continued to provide a safe space for students with vulnerabilities, disabilities and learning differences/SEND. There is always a member of staff on duty so students can drop-in and access support at any time during the College day. This year there has been a focus on building independence in students to work away from the retreat to build resilience as support for when they leave college.
- 3.9 **Debates over key issues** have taken place during the year. The Debate Society has continued to work with the Amnesty International society for debates about issues relating to human rights.

Section 4: Student Key Performance Indicators

4.1 Student Body Profile as of May 2024

Gender:

The student profile detailed in Appendix 2 indicates a greater proportion of female students.

Disability:

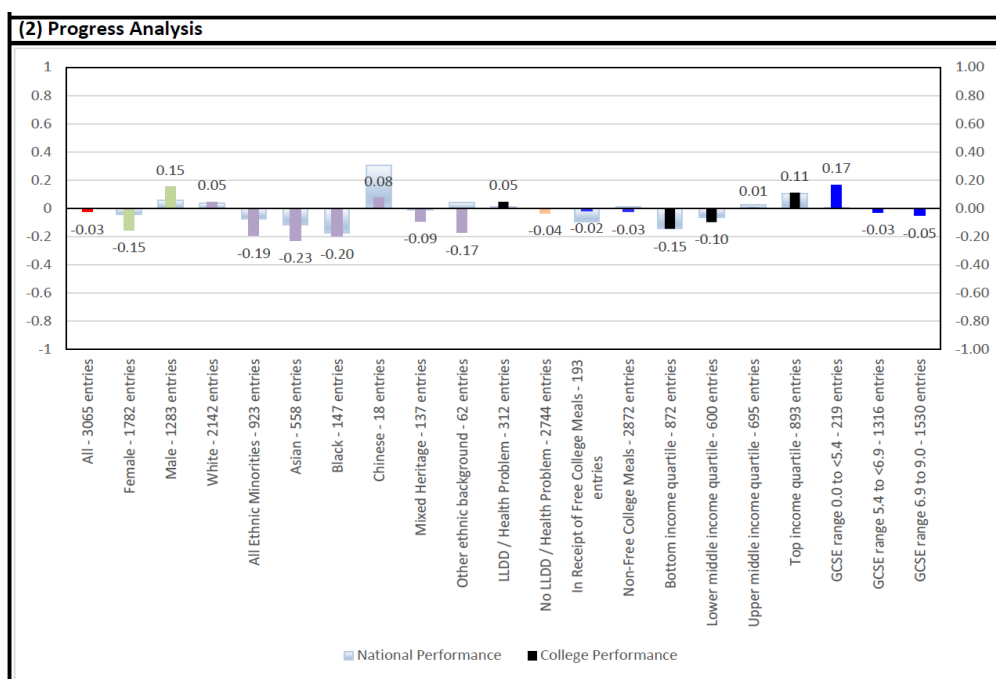
The student profile indicates that 12.35% of the student body has a known disability or learning difference. This has increased from last year (8.56% in 2022/23) but still a reduction from previous years. (14.54% in 2021/2022, 17.68% in 2020/2021). There is an increase in students joining us with Social & Emotional Difficulties, Autism and 'other' learning difficulties.

Ethnicity:

The ethnicity profile of the student body is becoming more diverse over time (33.36% Black, Asian or Minority Ethnic in 2023/24 compared to 31.74% in 2022/23, compared to 28.51% in 2021/22 and 27.56% in 2020/21.)

4.2 Examination Results 2023

4.2.1 The table below shows how much progress different groups made from their GCSE (CAG) starting points at King Ed's, compared to sixth form colleges nationally. The '0' line is national performance, so a bar appearing above the line shows better than average performance, and a bar appearing below the line shows poorer than average performance.



4.2.2. Male students made markedly better progress from their GCSE starting points than did female students. There is compelling evidence to suggest that female students benefited from teacher-assessed grades, and therefore it is highly likely that some of the difference in progress is affected by the tendency of teachers to have over-scored female students and under-scored male students at GCSE. However, even taking national patterns into account, males over-performed at KEVI, and females under-performed.

- 4.2.3 When we look at progress and ethnicity, the picture is different from the previous year where students from minority ethnicities made better progress than expected. This year the progress of these students was worse, and this was particularly the case for students from Asian backgrounds. Subject areas where the ethnicity progress gaps were particularly wide tends to include the humanities, with Philosophy, History, and English Literature all having large gaps. However, Politics bucked this trend with students from ethnic minorities not making progress as poor as those from White British backgrounds.
- 4.2.4 Students on lower incomes tend to make poorer progress than those in higher income households. Whilst we generally follow the national trend here, students from lower-middle income households made worse progress than might be expected. However, the relatively small group of students on Free College Meals made slightly better progress than average, suggesting that the where the college is able to offer financial support (and this is tied to good attendance) students from low-income backgrounds do well.
- 4.2.5 Males and females passed their qualifications at exactly the same rate once again, and the gap in the high grades rate remained negligible.

A level Gender Analysis - Summer 2023										
Name	Entries	A*	A	B	C	D	E	U	Pass%	AB%
Female	1753	98	313	517	436	271	99	19	98.9	52.9
Male	1233	79	206	364	317	185	70	12	99.0	52.6
Not declared	2	0	0	0	0	2	0	0	100.0	0.0
Total	2988	177	519	881	753	458	169	31	99.0	52.8

- 4.2.6 There were no significant gaps this year between Asian, Black, multi-ethnic and White students, either in pass rates or high grades. The small group of Chinese students performed particularly well, in line with national trends, and the group of students denoted 'Other' under-performed relative to peers.

GCE Ethnicity Analysis - Summer 2023										
Ethnicity	Entries	A*	A	B	C	D	E	U	Pass%	AB%
Asian	542	11	81	149	142	102	49	8	98.5	44.5
Black	145	6	20	37	33	33	14	2	98.6	43.4
Chinese	16	3	5	1	1	3	3	0	100.0	56.3
Mixed	134	4	13	42	41	29	5	0	100.0	44.0
Other	62	0	7	18	20	14	1	2	96.8	40.3
White	2089	153	393	634	516	277	97	19	99.1	56.5
Grand Total	2988	177	519	881	753	458	169	31	99.0	52.8

4.2.7 Students in receipt of a bursary performed at the same level as their peers, with a slight dip in high grades.

Disadvantage	GCE Disadvantage Analysis - Summer 2023									
	Entries	A*	A	B	C	D	E	U	Pass%	AB%
None	2549	165	445	741	640	388	144	26	99.0	53.0
Discretionary	431	12	74	139	109	69	23	5	98.8	52.2
Full Bursary	8	0	0	1	4	1	2	0	100.0	12.5
Grand Total	2988	177	519	881	753	458	169	31	99.0	52.8

4.3 Student Perceptions:

Student voice took place in April 2024, asking the students the following questions:

- ***The College promotes tolerance and takes equality and diversity seriously:***
97.0% of students agreed or strongly agreed with this statement (94.19% in March 2023). This compares with 94% at WSFC and 96% at HSFC.

Section 5: Staff Key Performance Indicators

5.1 Staff Profile as of May 2023

Gender: The staff profile detailed in Appendix 1 indicates a greater proportion of female teaching staff; however, this ratio is similar to the student profile.

Disability: We are aware that the figure 91.46% with no reported disability is unlikely to be an accurate reflection of disability amongst staff. Awareness raising activities aimed at promoting the benefits of declaration have not led to any increase and there is continued reluctance to disclose disabilities.

Ethnicity: The staff ethnicity profile is still out of step with the student population.

5.2 Governor Profile

The profile of the current Local Governing Body is detailed in Appendix 3. The following cultural and ethnic origins identified as of May 2024:

- 11 White British

There are now three male and eight female governors which has changed from three males and eleven female governors in 2023.

Ten governors responded 'No' to the question regarding disability, and one governor did not want to say.

The College continues to be sensitive to the need to reflect the student profile within the governing body, and recent governor recruitment has seen a wider breath of representation.

Section 6: Key Equality Challenges

The changes outlined below will be incorporated in the College's equality objectives.

6.1 Student Equality Challenges:

Challenge	Actions
1. Reduce the achievement gap between disadvantaged and non-disadvantaged students	<i>This challenge is addressed in the College Strategic Plan</i>
2. Reduce the achievement gap between female and male students (value added is more positive for male students)	<i>This challenge is addressed in the College equality objective 2</i>
3. Continue to support an increasingly diverse student body	<i>EDI Team working across college with staff and students to support</i>

6.2 Staff Equality Challenges:

Change needed	Actions
Increase the proportion of staff from Black, Asian, or Minority Ethnic groups	<i>Continue to take positive action to recruit from Black, Asian, or Minority Ethnic groups when the opportunity arises</i>

Appendices:

- Appendix 1: Equality information: profile of staff
- Appendix 2: Equality information: profile of students
- Appendix 3: Governors' equality and diversity monitoring
- Appendix 4: Equality objectives

Clare Bramall
Vice Principal

June 2024

Disability, Gender, Sexual Orientation, Age, Ethnicity and Belief Profiles of staff as at May 2024

Disability	Column1
Learning difficulty (4)	2.01%
Mental ill health (4)	2.01%
None (182)	91.46%
Physical impairment (9)	4.52%
TOTAL	100%

Gender	
Teaching – Female (69)	60.53%
Teaching – Male (45)	39.47%
TOTAL TEACHING STAFF (114)	100%
Support – Female (62)	72.94%
Support – Male (23)	27.06%
TOTAL SUPPORT STAFF (85)	100%
Total – Female (131)	65.83%
Total – Male (68)	34.17%
TOTAL ALL STAFF (199)	100%

Sexual Orientation	
Bisexual (5)	2.51%
Gay/Lesbian (1)	0.50%
Heterosexual (177)	88.94%
Prefer not to say (12)	6.03%
Unknown (4)	2.01%
TOTAL	100%

Average Age	
Female (131 staff)	44.76yrs
Male (68 staff)	44.74yrs
TOTAL (199 staff)	44.75yrs

Ethnicity	
Asian/Asian British – Chinese (1)	0.50%
Asian/Asian British – Indian (7)	3.52%
Asian/Asian British – Pakistani (2)	1.01%
Black (1)	0.50%
Mixed (2)	1.01%
White – any other (3)	1.51%
White – British (182)	91.46%
Unknown (1)	0.50%
TOTAL	100%

Belief	
Agnostic (10)	5.03%
Atheist (20)	10.05%
Buddhism (1)	0.50%
Catholic (6)	3.02%
Christian - Baptist (1)	0.50%
Christian (35)	17.59%
Church of England (18)	9.05%
Hindu (3)	1.51%
Humanist (1)	0.50%
Methodist (2)	1.01%
Muslim (2)	1.01%
None, No Religion, N/A (73)	36.68%
Roman Catholic (2)	1.01%
Sikh (3)	1.51%
Sith/none (1)	0.50%
Spiritual (1)	0.50%
Unknown (20)	10.05%
TOTAL	100%

Equality information profile of students 2023-2024

Sex	
Female	60.29%
Male	39.58%
Non-Binary	0.13%
Ethnicity	
African	4.25%
Any other Asian background	2.19%
Any other Black / African / Caribbean background	0.26%
Any other ethnic group	1.16%
Any other Mixed/Multiple ethnic background	1.97%
Any other White background	3.56%
Arab	0.69%
Bangladeshi	1.03%
Caribbean	1.24%
Chinese	0.81%
English/Welsh/Scottish/Northern Irish/British	62.35%
Gypsy or Irish Traveller	0.04%
Indian	8.40%
Irish	0.51%
Not Known / Not Provided	0.17%
Pakistani	7.08%
White and Asian	1.97%
White and Black African	0.17%
White and Black Caribbean	2.14%

Disability/Learning difficulty	
No Learning Difficulty or Disability	87.65%
Asperger's syndrome	0.26%
Autism spectrum disorder	1.72%
Dyslexia	0.56%
Hearing impairment	0.39%
Mental health difficulty	1.59%
Moderate learning difficulty	0.04%
Not provided	0.26%
Other disability	0.13%
Other learning difficulty	3.09%
Other medical condition (for example epilepsy, asthma, diabetes)	2.10%
Other physical disability	0.47%
Other specific learning difficulty (e.g. Dyspraxia)	0.09%
Prefer not to say	0.04%
Profound complex disabilities	0.04%
Social and emotional difficulties	1.07%
Speech, Language and Communication Needs	0.13%
Temporary disability after illness (for example post-viral) or accident	0.04%
Vision impairment	0.34%

**GOVERNORS’ EQUALITY AND DIVERSITY MONITORING
as of May 2024**

Governors’ equality and diversity monitoring is completed annually

I declare my cultural and ethnic origin as:			
<p>White</p> <p>British 11</p> <p>Irish</p> <p>Other White</p> <p>Mixed</p> <p>White & Black Caribbean</p> <p>White & Black African</p> <p>White & Asian</p> <p>Other Mixed</p> <p>Asian or Asian British</p> <p>Indian</p> <p>Pakistani</p> <p>Bangladeshi</p>	<p>Black or Black British</p> <p>Black Caribbean</p> <p>Black African</p> <p>Other Black</p> <p>Chinese or Other Ethnic Group</p> <p>Chinese</p> <p>Japanese</p> <p>Other Ethnic Group</p> <p>Unknown</p> <p>Prefer not to say</p>		
<p>My gender identity is:</p> <p>Male 3</p> <p>Female 8</p> <p>Non-Binary</p> <p>Prefer not to say</p>	<p>My age is:</p> <p>16-29</p> <p>30-44 2</p> <p>45-59 6</p> <p>60+ 3</p>		
<p>Do you have a disability? Yes No 10</p> <p>Prefer not to say 1</p> <p><i>If yes, it would be helpful if you could give an outline of the nature of the disability so that we can make any necessary arrangements</i></p> <p>N/A</p>			



King Edward VI College Equality Objectives 2024-27 as at May 2024



Equality Objective	Planned actions	Who	Monitored by	Progress and impact																											
1. We will promote cultural understanding and awareness of different beliefs between different groups within out college community	i. The KEDS framework is built around ideas of respect, humility and mutual co-operation: this will help us to teach these behaviours in tutorials, assemblies and in other places	Vice Principal	Principal	<p>May 2024: The framework continues to be embedded within classrooms and with students. Further development is being done to link further across the college with enrichment, FutureMaKE and developing opportunities to ensure student understanding of the framework.</p>																											
	ii. Student enrichment groups based around religion and identity will be tasked with promoting cultural understanding as part of their brief	Assistant Principal (Student Journey)	Principal	<p>May 2024:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">EDI Enrichment Groups</th> <th style="text-align: center;">Allocated</th> <th style="text-align: center;">Engaged</th> </tr> </thead> <tbody> <tr> <td>African Caribbean Society</td> <td style="text-align: center;">43</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>Aspire</td> <td style="text-align: center;">272</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>British Sign Language</td> <td style="text-align: center;">13</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Christian Union</td> <td style="text-align: center;">19</td> <td style="text-align: center;">79%</td> </tr> <tr> <td>LGBTQIA+</td> <td style="text-align: center;">15</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Queer Film</td> <td style="text-align: center;">16</td> <td style="text-align: center;">94%</td> </tr> <tr> <td>Sikh Society</td> <td style="text-align: center;">31</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>Islamic Society</td> <td style="text-align: center;">28</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table>	EDI Enrichment Groups	Allocated	Engaged	African Caribbean Society	43	95%	Aspire	272	76%	British Sign Language	13	100%	Christian Union	19	79%	LGBTQIA+	15	73%	Queer Film	16	94%	Sikh Society	31	90%	Islamic Society	28	75%
	EDI Enrichment Groups	Allocated	Engaged																												
African Caribbean Society	43	95%																													
Aspire	272	76%																													
British Sign Language	13	100%																													
Christian Union	19	79%																													
LGBTQIA+	15	73%																													
Queer Film	16	94%																													
Sikh Society	31	90%																													
Islamic Society	28	75%																													
iii. The EDI group will produce a number of events throughout the year aimed at promoting cultural awareness and understanding	Vice Principal	Principal	<p>May 2024: A number of events this year have celebrated and fostered a greater understanding of groups within the community. Including a successful Iftar celebration organised by the SU.</p>																												
2. We will seek to address under-representation of staff with different protected characteristics, including at senior and governance levels	i. We will update our adverts to encourage people from different groups to apply	HR Manager	Principal	<p>May 2024: We have revised the EDI paragraph in our recruitment advertisements to align with our goal of recruiting a diverse workforce as follows: <i>'We know that a diverse workforce drives innovation, creativity, and success. We actively encourage applications from candidates with diverse backgrounds. We recognise that everyone brings unique perspectives, experiences, and talents to our college, and we are</i></p>																											



King Edward VI College Equality Objectives 2024-27 as at May 2024



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<i>dedicated to creating an environment where all employees can thrive.</i>
	ii. We will actively seek governors from different backgrounds	Principal	Chair of LGB	May 2024: We have had a successful recruitment round. Our LGB now has some more diversity in terms of experience, ethnicity and age. We were clear in the advert that we were keen to attract candidates with diverse backgrounds and experiences; this is an approach we will continue to take.
3. We will monitor and promote the involvement of all groups of students in enrichment and super-curricular activities	i. We will track involvement of different groups in enrichment, Aspire and student leadership	Assistant Principal (Student Journey)	Principal	May 2024: We track all participation in enrichment groups. Portal switchover now complete and reports are being written. The 'Big Data' project is underway which will enable us to work smarter with data. It is worth long-term taking the time to develop this project correctly rather than having multiple small reports that only show limited information.
	ii. Where we find there are patterns of lack of participation for different groups, we will take remedial action	Assistant Principal (Student Journey)	Principal	May 2024: We track and intervene well; enrichment attendance is treated no differently to subject/workshop attendance.
4. We will work to close gaps in attainment and progress between students from different groups, with particular regard to the long-standing gap between students from lower and higher income backgrounds	i. We will continue to monitor the achievement and progress data of different groups	Vice Principal	Principal	May 2024: Regular tracking and monitoring takes place within subjects and at faculty level. Action is taken if there are groups considered to be underachieving. Support for bursary students with targeted resources has worked well at subject level.
	ii. We will take remedial action where patterns in data or student feedback give us good evidence that there is a problem	Vice Principal	Principal	May 2024: Recent student feedback reports that 97% of students feel that The College promotes tolerance and takes equality and diversity seriously.



King Edward VI College Equality Objectives 2024-27 as at May 2024



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
	iii. We will embed consistent routines in our behaviour policy, in lessons and across college, based on OECD evidence that schools with better discipline and routines allow people from lower income backgrounds to do better	Principal	Chair of LGB	May 2024: We have had a year of our new behaviour policy and although we do not think that the consistency is good enough yet, the atmosphere in classrooms and across college is studious. Our recent outstanding grade for student behaviour is evidence that we are providing a disciplined environment for learning.
	iv. We will subsidise students from low-income backgrounds to attend the more expensive trips and visits that are not covered by bursary, and monitor our trips and visits to ensure that inequality is not being embedded there	Assistant Principal (Student Journey)	Principal	May 2024: This is successful and ongoing. There has been a recent review of the trips and visits policy to ensure that trips for all students are more financially accessible.
5. We will reduce the incidence of discriminatory behaviour by students at the college, with particular regard to sexist language and behaviour	i. We will continue to track and monitor discriminatory behaviour, and use this information to inform the planning of tutorial and wider curriculum	Vice Principal	Principal	May 2024: Regular opportunities for discussion and raising awareness of issues as they occur are taken. Behaviour is monitored across the college and issues are dealt with swiftly.
	ii. We will use tutorial and assemblies to promote a strong understanding of unacceptable behaviour and to report it	Vice Principal	Principal	May 2024: Tutorial & assembly programmes are planned to support students understanding clear behaviours and how to report it.