



Equality, Diversity & Inclusion

Annual Report

2016 -2017

A Summary Statement on Equality, Diversity & Inclusion in Havering Sixth Form College

Havering Sixth Form College prides itself in being a thriving, successful and diverse community. We celebrate our differences and aim to broaden the general knowledge and awareness of staff & students regarding issues surrounding diversity.

The college Code of Respect and our College Charter are evident in the College. They state our desire to respect all members of our community. Our documentation and literature refers to our aim of equality of opportunity for all and to our desire to be inclusive & outstanding. Only by all staff & students supporting & respecting each other can we bring this about.

These values permeate this learning organisation. We are proud of our gender balance at all levels in the college, we are proud of the achievements of our students from various ethnic backgrounds who perform at an outstanding level and participate fully in the life of the college, we are proud of the support offered & facilities available to those students with disabilities and we are proud of those staff and students who celebrate the diversity of sexuality among us.

Senior Managers regularly assess data and feedback to monitor equality issues. Learning Plans also address EDI issues. We are clear in our policies and procedures as a College how we expect all members of the college community to treat each other in an appropriate manner at all times but laying down those essential boundaries which must exist in an educational setting.

Within the Coaching Programme such issues are raised and tackled where appropriate inviting discussions on how we treat each other both in and outside of the college. The College has focussed on the safeguarding and Prevent agendas. The College Student Liaison officer has been responsible for arranging many events celebrating festivals linked to specific groups of students within the college. The sense of a united college community is fostered by regular communications from the Learning+ team to all staff & students. Students with disabilities and learning difficulties feel safe and looked after, especially with access to The Zone, an area where they can relax, reflect and work in a peaceful environment.

Introduction

The College celebrates the diversity of its students and staff. It is totally committed to the promotion of equal opportunities for all and to zero tolerance of bullying and harassment. Our primary aim is to ensure that all our students, staff and visitors are equally valued and treated with dignity and respect at all times. This commitment is set out in the following documents:

Mission Statement College Charter Strategic Objectives Code of Respect Anti-bullying and Harassment Policy
Single Equality Scheme Child and Vulnerable Adult Protection Policy Staff and Student Relationship Policy

Context

The College is situated in the London Borough of Havering which is the least ethnically diverse borough in London with only 8% black and ethnic minority (BME) residents according to the 2011 census. Havering lies to the north east of central London, with the River Thames forming its southern boundary. The College itself has a much larger proportion of BME students (c**40%**) as it recruits from boroughs along the District Line that frequently have BME populations of 40% plus. Historically, young people in Havering have had access to one of the largest local labour markets in Europe. Perhaps, not unconnected to this is the relatively low aspiration for HE among pupils in the borough.

Socio-Economic Background

Havering is generally considered to be an area of comparative affluence, with low unemployment. However, there are pockets of deprivation within the borough which rank highly on the scale of key indicators of social deprivation and many learners are drawn from surrounding boroughs which are amongst the most economically and socially deprived in the country.

Student Profile

The percentage of Black and minority ethnic students starting at the College in 2016-17 was 38% (up 2% from 2015-16). This is significantly higher than that of the local population.¹ The percentage of students starting Level 3 courses at the College in 2016-17 with a Disability or Learning Disability was 11% (down 1% from 2015-16). The percentage of female students starting Level 3 courses at the College in 2016-17 was 53% (up 1% from 2015-16).

Student Achievement by Ethnicity – Three Year Trends

Source: ProAchieve

2014-15

Ethnicity	Starts	Ach Overall	Ach Overall %	Nat Ach Overall %
White British	4,392	3,518	80.1	87.6
Other Black	160	105	65.6	80.7
Caribbean	370	306	82.7	82.1
Pakistani	238	186	78.2	85.9
Other White	498	396	79.5	85.1
Indian	372	311	83.6	79.2
Not Provided	126	109	86.5	83.2
White/Black Caribbean	152	91	59.9	81.2
Other Mixed	154	131	85.1	83.1
White/Asian	97	85	87.6	87.5
Bangladeshi	304	238	78.3	84.4
Other Asian	209	173	82.8	84.9
Chinese	55	50	90.9	91.8
Arab	18	14	77.8	86.0
African	1,184	1,000	84.5	83.1
Irish	31	20	64.5	86.1
White/Black African	91	75	82.4	81.5
Other	114	86	75.4	82.5

2015-16

Ethnicity	Starts	Ach Overall	Ach Overall %	Nat Ach Overall %
White/Asian	94	77	81.9	87.5
African	862	710	82.4	83.1
Bangladeshi	213	177	83.1	84.4
White British	3,243	2,700	83.3	87.6
Other Asian	124	106	85.5	84.9
Pakistani	150	123	82.0	85.9
White/Black African	96	77	80.2	81.5
Chinese	32	30	93.8	91.8
Other Black	108	89	82.4	80.7
Not Provided	39	31	79.5	83.2
Other	98	79	80.6	82.5
Arab	16	12	75.0	86.0
Irish	18	13	72.2	86.1
Indian	244	216	88.5	79.2
Other Mixed	83	76	91.6	83.1
Caribbean	262	227	86.6	82.1
White/Black Caribbean	108	83	76.9	81.2
Other White	456	369	80.9	85.1

2016-17

Ethnicity	Starts	Ach Overall	Ach Overall %	Nat Ach Overall %
Other Asian	150	121	80.7	84.9
Other Mixed	74	59	79.7	83.1
African	881	715	81.2	83.1
White/Black African	77	63	81.8	81.5
Other	78	65	83.3	82.5
Irish	14	11	78.6	86.1
Arab	19	12	63.2	86.0
White British	3,148	2,530	80.4	87.6
Pakistani	176	137	77.8	85.9
Caribbean	251	196	78.1	82.1
Other Black	138	120	87.0	80.7
Other White	517	414	80.1	85.1
Not Provided	33	24	72.7	83.2
Chinese	28	23	82.1	91.8
White/Black Caribbean	141	103	73.0	81.2
White/Asian	67	54	80.6	87.5
Bangladeshi	174	134	77.0	84.4
Indian	210	170	81.0	79.2

Student Achievement by Gender – Three Year Trends

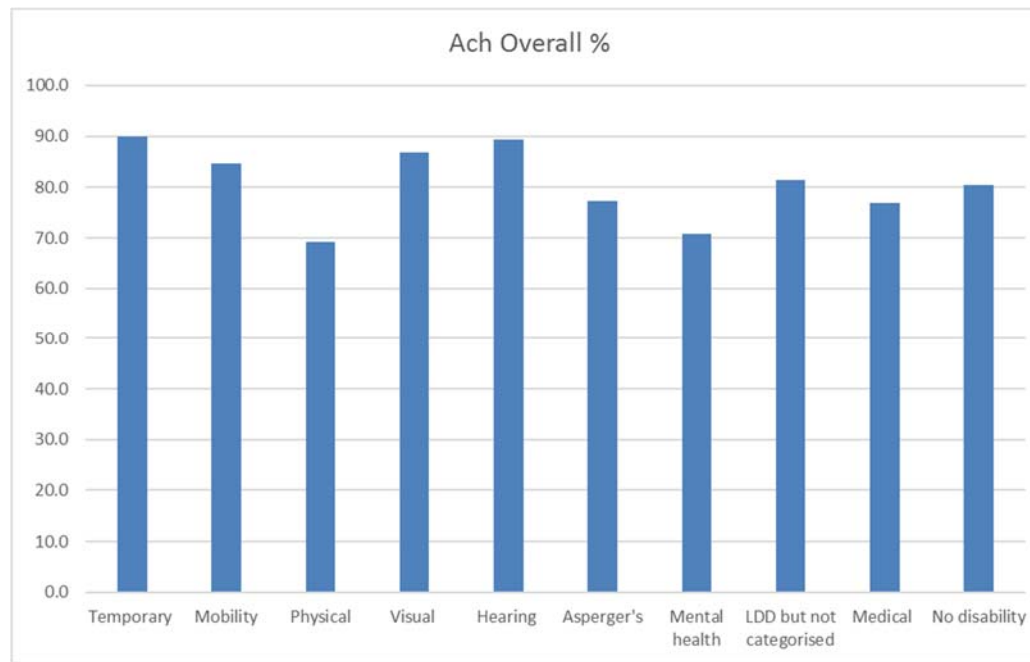
Source: ProAchieve

Sex	Hybrid End	Starts	Ach Overall	Ach Overall %	Nat Ach Overall %
F	14/15	4,383	3,616	82.5	87.4
M	14/15	4,182	3,278	78.4	85.0
M	15/16	3,026	2,491	82.3	85.0
F	15/16	3,220	2,704	84.0	87.4
M	16/17	2,848	2,307	81.0	85.0
F	16/17	3,328	2,644	79.4	87.4

Students with Learning Difficulties, disability or health problem

Achievement Rates by Disability in 2016-17

Disability	Starts
Temporary	10
Mobility	13
Physical	13
Visual	15
Hearing	28
Asperger's	57
Mental health	65
LDD but not categorised	102
Medical	160
No disability	5,672



The largest two categories have performed in line with students with no disability but the 65 starts identified as having mental health issues did have an achievement rate of 10% below students with no disability. This is likely to involve approximately 20 students starting 3 courses each and is therefore a relatively small sample size.

Three Year Achievement Trend by Learning Difficulty or Disability

Hybrid End	Difficulty or Disability	Starts	Ach Overall %	Pass Overall %	Ret No Cont
14/15	Has difficulty/disability/health problem	792	80.3	87.6	726
15/16	Has difficulty/disability/health problem	414	74.9	87.8	353
16/17	Has difficulty/disability/health problem	507	77.5	91.2	431
14/15	No difficulty/disability/health problem	7,773	80.5	87.0	7,189
15/16	No difficulty/disability/health problem	5,832	83.8	90.7	5,384
16/17	No difficulty/disability/health problem	5,672	80.4	92.3	4,939

Comment: Although it would appear that achievement rates have declined for students in the LLD category, the sample is relatively small and so the change represents approximately 10 students. Retention is above but Achievement and Success rates are below benchmark.

Summary of how Equality, Diversity & Inclusion are promoted through Teaching and Learning

Teachers are expected to promote Equality, Diversity and Inclusion where opportunities arise, and a new initiative in 2016-17 is that it should be signposted in Learning Plans where appropriate. The following statement is included in the Course Plan template as a reminder to individuals and teams to consider EDI when planning:

Commitment to equality of opportunity, British values and skills for next steps:

In planning this course, we commit to developing resources and teaching strategies that reflect and value the diversity of learners' experiences. Where opportunities arise we will provide learners with a comprehensive understanding of people and communities beyond their immediate experience. We will promote open, honest and relevant debate around the values of democracy, individual liberty, the law and mutual respect wherever possible. Where appropriate we will embed English, mathematics, ICT and employability skills to ensure that learners are well-equipped with the necessary skills to progress to their next steps.

Additionally, the Topic Plan template includes badges in order to support this signposting: British Values, EDI, Literacy, Numeracy, ICT, Safeguarding, Employability.

We have evidence that some planning includes the embedding of EDI, and that it is well promoted in some observed lessons. There is evidence during lesson observations that teachers ensure that learning materials and classroom discussions challenge stereotypical pre-conceptions about people's diverse characteristics and lifestyles. Ofsted graded us as 'Good' for this category (PDBW), but this continues to be an area for further development.

Student Feedback

The College has a variety of methods of student feedback. In order to maximise analysis a separate report and analysis of data is conducted.

Student suspensions

Student Suspensions - Statistical details are as follows:

	Total	male	female	White	Asian	Black	Other
2009/10	37	31	6	9	4	19	5
%		84	16	24	11	51	14
2010/11	31	20	11	9	1	17	4
%		65	35	29	3	55	13
2011/12	31	24	7	7	5	16	3
%		77	23	23	16	51	10
2012/13	25	20	5	2	3	20	0
%		80	20	8	12	80	0
2013/14	25	25	0	10	1	10	4
%		100	0	40	4	40	16
2014/15	33	26	7	9	4	15	5
%		79	21	27	12	45	15
2015/16	42	26	16	8	5	23	6
%		62	38	19	12	55	14
2016/17	34	14	20	9	2	20	3
		41	59	27	6	59	9

- **Points to note:** We operate a formal suspension and cooling off and they are reported as the same thing on our systems, however they are different. Cooling off is usually used to avoid situations escalating, or used as a way of ensuring students reflect on their behaviour. Suspensions are when it is not possible to have a student on site i.e. due to overarching concerns around their safety or that of other students.
- An overall reduction in the number suspensions/cooling off based on 2015/16.
- 2014/15 figures consisted mainly of inappropriate & threatening behaviour both in & out of college. 2015/16 that pattern continued but we also had some major incidents that involved the need to take action against a number of people simultaneously. 2016/17 the number

of major incidents fell, but still multiple suspensions given in cases involving bullying/social media fallout/students not feeling safe. These suspensions tend to be preventative and to allow students to continue with their programmes (restorative approaches)

- 2014/15 A significant minority of those cases continue to involve use of cannabis (35%), but that dropped in 2015/16 to 17% (7 suspensions) and 9% (3 suspensions) in 2016/17. Altercations between students on and offsite and unacceptable behaviour accounted for the main bulk of suspensions/cooling off.
- The percentage of BME students involved in these incidents was 72% in 2014/15, and 81% in 2015/16. The figure in 2016-17 was 74% which is still disproportionately high in relation to overall college BME population and needs continued work to reduce. The figure is below average on the last 7 years (75%), but a long way from the low of 60% in 2013/14. We need a comparison with Sixth Form Colleges with similar ethnic figures. We have also continued to see a spike in incidents involving females, now showing a trend and stems from social media fall out.
- The College has worked hard to identify and support students at risk of getting involved with gangs – Restorative interventions, particularly working with external agencies has helped a number of these vulnerable students stay in college rather than be suspended or excluded. This work is taking up an increasing amount of time and resources but is having a significant impact on those individuals being supported. We anticipate that this will continue to be an area of growth.
- There is an information sharing agreement in place with the Metropolitan Police and in conjunction with our Safer Schools Police Officer we are have been able to get a broader picture of some of the issues surrounding our young people whilst students and upon application to the college. Gang affiliations (past and present), convictions, youth triage, cautions, warnings, and reprimands have come to light when the schools and individuals themselves have not divulged any information. The Safer Schools officer has also provided us with assistance in how to deal effectively with situations in a restorative way contributing to the college doing all we can to support our students. The information sharing agreement has also been invaluable in terms of support students and/or their families who may have bene the victims of crime and thus may need some additional support to ensure their studies are not affected.

Staff Profile

(Total number of staff in brackets)

Gender	2010-2011	2011-2012	2012-13	2013-14	2014-15	2015-16	2016-17
Support Staff	78.1% Female (96)	77% Female (93)	80% Female (95)	76% Female (96)	78% Female (83)	77% Female (89)	79% Female (99)
Teaching Staff	56.3% Female (144)	56% Female (140)	56% Female (151)	54% Female (162)	56% Female (160)	58% Female (153)	56% Female (160)
Executive	20% Female (5)	33% Female (9)	33% Female (9)	37% Female (8)	40% Female (5)	33% Female (6)	28% Female (7)

Ethnicity	2010-2011	2011-2012	2012-13	2013-14	2014-15	2015-16	2016-17
Support Staff	2.1% BME (96)	1% BME (93)	2% BME (95)	5% BME (96)	4% BME (83)	7% BME (89)	5% BME (99)
Teaching Staff	17.4% (144)	11% BME (140)	10% BME (151)	12% BME (162)	17% BME (160)	18% BME (153)	21% BME (160)
Executive	0% BME (5)	0% BME (9)	0% BME (9)	0% BME(8)	0% BME (5)	0% BME (6)	0% BME (7)

Disability	2010-2011	2011-2012	2012-13	2013-14	2014-15	2015-16	2016-17
Support Staff	1% (96)	1% (93)	1% (95)	1%(96)	1% (83)	1% (89)	1% (99)
Teaching Staff	2.1% (144)	2% (140)	2% (151)	2%(162)	2% (160)	2% (153)	2% (160)
Executive	0%(5)	0%(9)	0%(9)	0%(8)	0% (5)	0% (6)	0% (7)

Comment:

- % of female in College remains static.
- BME Rate for Teaching Staff has risen to 21%. The last census recorded a local BME rate of 8%. Our teaching staff BME percentage remains significantly above the local BME rate, but there is no BME representation at Executive level. Staff disclosing a disability remains very low and the key question continues to be 'Are we encouraging full disclosure amongst staff' needs further consideration.

Destination Data This is data from 2015 – 2016 the 2016 – 2017 will follow in January

Table 1

Destination Category for All Leavers	Number	%
NEETS	6	0.6
Destination unknown	102	10.1
Entered further education	16	1.6
Entered higher education	628	62.3
Full-time employment	189	18.8
Other (including pregnancy)	1	0.1
Part-time employment	30	3.0
Self Employed	1	0.1
Unemployed	35	3.5
All College Leavers	1008	100.0

Table 2

Destination Category for BME Leavers	Number	%
NEETS	1	0.2
Destination unknown	30	7.3
Entered further education	5	1.2
Entered higher education	338	81.8
Full-time employment	27	6.5
Part-time employment	5	1.2
Unemployed	7	1.7
All BME College Leavers	413	100.0

BME by Ethnicity	Number	% in HE
35 - Mixed / Multiple ethnic group - White and Black Caribbean	13	61.5
36 - Mixed / Multiple ethnic group - White and Black African	13	76.9
37 - Mixed / Multiple ethnic group - White and Asian	10	80.0
38 - Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	14	85.7
39 - Asian / Asian British – Indian	39	74.4
40 - Asian / Asian British – Pakistani	33	78.8
41 - Asian / Asian British – Bangladeshi	37	91.9
42 - Asian / Asian British – Chinese	12	83.3
43 - Asian / Asian British - Any other Asian background	29	72.4
44 - Black / African / Caribbean / Black British – African	147	90.5
45 - Black / African / Caribbean / Black British – Caribbean	43	69.8
46 - Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	10	90.0
47 – Arab	2	100.0
Any other	10	50.0
Asian or Asian British – Indian	1	100.0
All BME	413	81.8

Table 3

Not BME	Number	% in HE
31 - White - English / Welsh / Scottish / Northern Irish / British	508	45.5
32 - White - Irish	3	66.7
34 - White - Any Other White background	52	73.1
Not known	32	64.5
All Non BME	595	49.0

Comment The % of BME entering higher education remains significantly higher than the college % for entering Higher education. A significant number of BME students fall in a deprived area category. This success is against national stats where progression of BME students from deprived areas is declining.

Equality, Diversity & Inclusion Action Plan 2016-17

Priority	What do we need to do	Who is involved, (who is leading)	Progress Indicators
Further develop a programme of staff development to equip staff with skills and confidence to tackle all equality and diversity issues in the classroom.	<ul style="list-style-type: none"> • EDI to continue to highlight in Learning Plans • To develop further a range of online resources for staff to access regarding EDI issues and training for embedding this within lessons 	T&L/P&I FLs IAB/PAN	<ul style="list-style-type: none"> • Review of Learning Plans will demonstrate good embedding of EDI • Lesson observation feedback to Feedback from staff will show good engagement with EDI issues
Expand opportunities to celebrate the diverse nature of the college community with the wider local community	<ul style="list-style-type: none"> • Increase co-ordination of events celebrating and embedding EDI 	Students Council and Learning Plus Officer SJB	<ul style="list-style-type: none"> • College celebration calendar • Wide range of projects in and around college • Positive student and staff feedback on atmosphere in college
Continue to narrow achievement gaps, particularly looking at strategies to reduce male under-achievement	<ul style="list-style-type: none"> • Ensure Faculty analysis is carried out on protected characteristics (achievement and satisfaction) • Discussion with Faculty on consistent reporting format in SAR • Suitable action points to be identified and monitored • Use collaborative planning sessions to develop ways of sharing good practice and developing new strategies to embed EDI 	Q&I FLS JOC	<ul style="list-style-type: none"> • Achievement data will demonstrate a narrowing of achievement gaps and satisfaction data