Public Sector Equality Duty Report

December 2023

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Foreword

Woking College is a Sixth Form College which provides a range of Level 3, (A Level and BTEC) and Level 2 courses (English, Maths, Science GCSE and CTEC) and one Level 1 course to 16-19 year old sixth form students. Students also participate in a range of over 75 enrichment activities to enable additional academic, sporting, cultural and personal development opportunities.

Alongside this, Woking College also delivers a range of Entry, Level 1 and Level 2 English and Maths courses. The majority of the ESOL courses are taught both on site, at satellite centres in the local community, and online for those who are immobile. These courses provide important access to on-going education for adults from minority ethnic groups and young parents, in particular, where the courses are delivered at sites with parallel childcare provision. In response to changes in the local area we have worked with Woking Borough Council to add two basic level literacy classes with ESOL for Syrian, Afghan and Ukrainian refugees. *'Leaders (at the College) have developed effective partnerships with the local authority that helps them to understand the educational needs of the local community.'* (Ofsted report November 2022).

The College is committed to the success of all our students. It treats students as individuals and thus regards equality, diversity and inclusivity as an integral part of student learning. *'Students thrive in the inclusive, respectful and very positive environment in which they learn.'* (Ofsted report November 2022).

To fulfil its Public Sector Equality Duty, the College is required to report on the elimination of discrimination, harassment and victimisation, the advancement of equality of opportunity and the fostering of good relations. Additionally, Woking College's own Equality, Diversity and inclusivity and Community Cohesion Policy incorporates the following governing principles:

Principle 1:   All learners are of equal value

Principle 2:   We recognise and respect diversity

Principle 3:   We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4:   Staff recruitment, retention and development

Principle 5:   We aim to reduce and remove inequalities and barriers that already exist

Principle 6:   We consult widely

The following report describes the progress the College has made towards meeting its own Equality, Diversity and Inclusivity policy principles and the three aims of its Public Sector Equality Duty. Furthermore, it is hoped that the reader will recognise Woking College's continued commitment towards meeting the spirit of equality, diversity and inclusivity for its students and staff.

Data on the diversity of students, staff and recruitment are contained in the Appendix. The College's SAR 2023, available on request, contains information on student results and other E & D outcomes.

How principles and duties were met in 2022-23

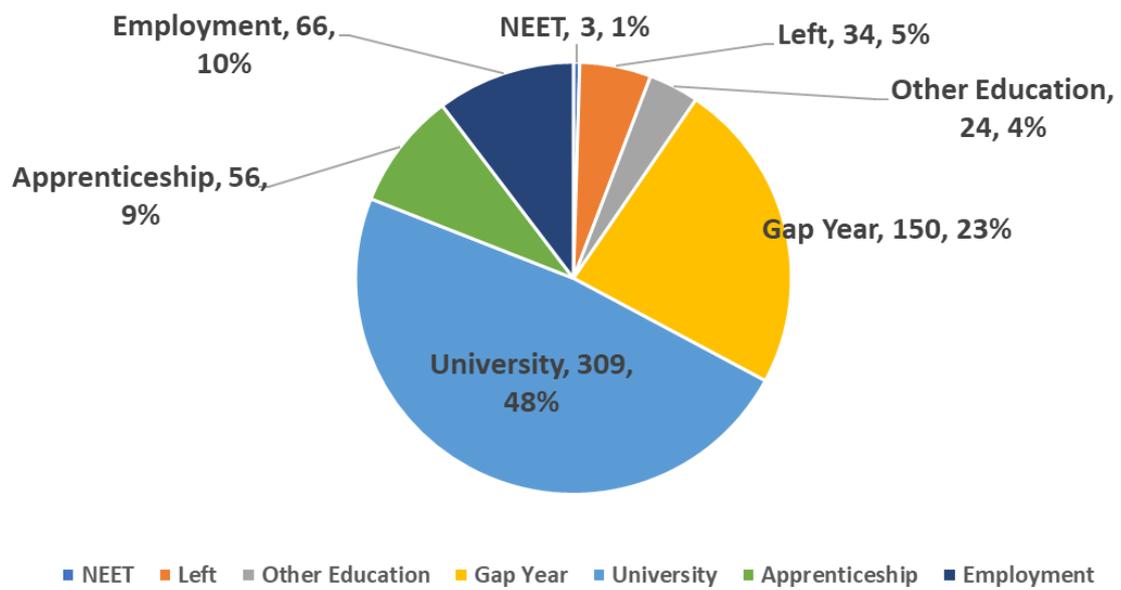**Woking College Principle 1: All learners are of equal value**

- The College lesson observation scheme monitors the practice of equality, diversity and inclusivity as a standing item for all observations of lessons and tutorial sessions to ensure that all students are able to participate and progress equally.

- All Schemes of Learning (SoLs) are monitored to ensure equality, diversity and inclusivity is included in the teaching and resources of subject departments. These areas are colour-coded to make auditing simple. All SoLs have been reviewed in the last academic year and are centrally available.

- Examination results from summer 2023 demonstrate that achievement at the College remains high across the board, regardless of ethnic group or gender and that, in comparison with national trends, all groups perform better than comparable students nationally. Where some departments have shown slight deviations from this trend, Self-Assessment Report targets have been set with clear quality improvement plans.

- Students with a diagnosed learning need including those with an Education, Health and Care Plan (EHCP) are well supported at Woking College. With many of our students receiving designated support, we believe the College to be highly inclusive and meeting the diverse needs of our broad cohort. In 2023-24, the number of students with an EHCP hit a record high with 41 students (2.72% of the student body) having an EHCP in 2023 compared with 1.72% of students in 2022.

- The Ofsted Inspection in October 2022 reported that *'Students feel safe when in the college and at the Maybury Community Centre. They know how to report concerns should they have them. They appreciate the welcoming, safe and supportive environment that leaders, managers and staff create.*

- The College's Careers Department continues to aid the progression prospects of all students, not only for those applying for university courses but also for those applying for apprenticeships or going into employment.

  In the following information, the figures for 2022 are in brackets.

- There were 608 (610) Advanced level students who completed their course and of these, 66 (88) went into employment, 56 (54) students have been accepted into Apprenticeships, 309 (344) have commenced higher education,150 (108) students have taken a Gap Year and 24 (17) Level 3 students have gone to other Further Education.

- If the assumption is made that those students taking a Gap Year will enter Higher Education, the total percentage of those entering Higher Education will be 76% (76%). If those on a Gap Year are excluded, it is 51% (56%).
- *309 (344) students applied for higher education courses, and of these 81% (84%) gained their first choice, 9% (4%) gained their insurance choice.*

There were 91 (77) Level 1 and 2 students who completed their course and of these 88% (78%) continued with their education, 4% (5%) went into employment and 3% (8%) started apprenticeships. Of those who remained in education 68% (67%) chose to do so at Woking College.

2023 Year 13 Destination Information

- NEET, 3, 1%
- Left, 34, 5%
- Other Education, 24, 4%
- Gap Year, 150, 23%
- University, 309, 48%
- Apprenticeship, 56, 9%
- Employment, 66, 10%

Legend: NEET ■ Left ■ Other Education ■ Gap Year ■ University ■ Apprenticeship ■ Employment

2023 University Places

- Overseas, 1, 0%
- Clearing, 30, 10%
- Insurance, 28, 9%
- Firm, 251, 81%

Legend: Firm ■ Insurance ■ Clearing ■ Overseas
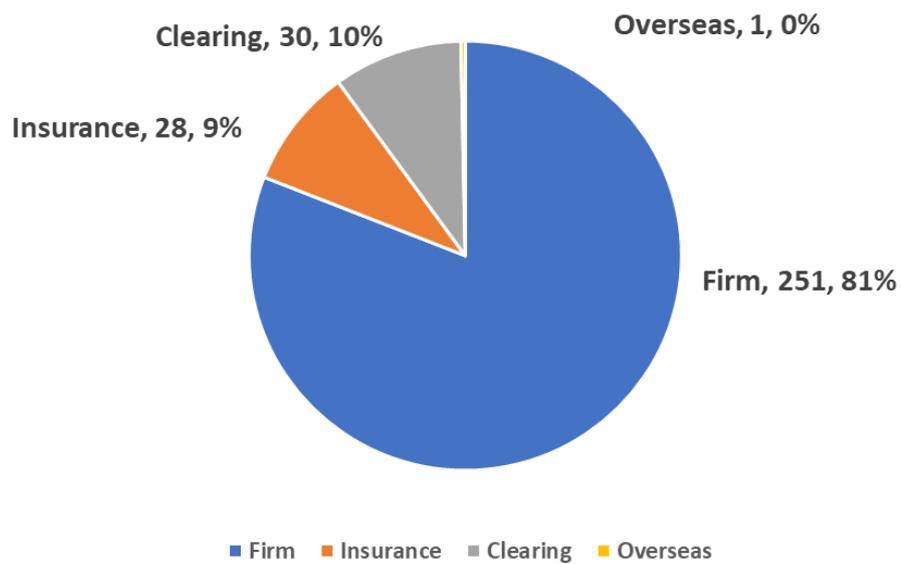
Principle 2:   We recognise and respect diversity

For 2022/23 events included

- Community Inclusion and Welcome Event celebrating and support students and staff of varying faiths, ethnicities, disability, gender identity and sexuality. Visiting groups included Woking People of Faith, Surrey Minority Ethnic Forum, Assist Surrey, Action for Carers, Surrey Pride.
- Black History Month October- Bespoke Tutorial session for all year groups; TED talks, book, film and drama recommendations shared with students; Enrichment Pop-up Activity: Anti-racism rocks.
- Disability awareness week in October
- Divali celebration events and canteen pop up.
- LBGTQ+ month Feb- Tutor session created by GSA, Shared resource- podcasts/films/Princes Trust streamed talk, podcasts, museum tours
- EDI group well established with staff EDI reps in all departments meeting regularly as a group and consulting student reps for feedback into what can be done within each department and across College to further develop the College's diversity and inclusivity.
- Opportunities for widening understanding of stereotyping and prejudice e.g. through the lunchtime lecture on : Can only Muslims be terrorists?
- Ongoing work in departments to create resources and displays highlighting diversity within the subject including leading figures within the subjects; examples of individuals in relevant careers as well as information on our own College Alumni and where they have gone on to.
- Pride Month- SU event.
- Equality, diversity and inclusivity issues are regularly discussed during tutor periods as part of a taught curriculum of personal development, including trans-inclusion and awareness.
- College run Gender Sexuality Alliance group for students.
- The Woking College RESPECT CHARTER (created with input from students in all year groups in 2021-22) reiterates the whole college commitment to respect, inclusivity and tolerance for all and is introduced to all students as part of the College induction programme.
- All staff face-to-face training on Race and Ethnic Diversity in Education from Priya Barai in October 2022.

Principle 3:   We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

- The ESOL and adult provision has several locations both in the town centre and in other locations in the community specifically to provide access to education for learners with protected characteristics, with a high proportion of women learners from a wide range of ethnic backgrounds.
- In 2022-23 the number of adult learners with refugee status remained high with learners from Syria, Afghanistan and Ukraine continuing to access courses.

- Various fund-raising activities engage students with the needs of people in the community who are struggling. Students at Woking College regularly support local (e.g. Woking's Lions Club) and national charities through College charity events and the Christmas food parcel donations.

- The College's Gender Sexuality Alliance reached out to all students of the College with educational material and events during Pride month.

- There has been a focus on embedding Woking Values within the pastoral and academic curriculum and departments have worked to ensure that the representation of these values is clear in resources, displays and classroom activities.

- The College operates a zero tolerance policy on harassment or discrimination based on the Equality Act's protected characteristics and staff and students sign their agreement to abide by these expectations. The 2022 Ofsted Report recognised that '*Staff and students do not tolerate bullying, harassment and abuse and, as a result, instances of these are very rare.*'

Principle 4:   Staff recruitment, retention and development

- Staff development is partly provided via targets set during lesson observations. The 20 minute, no-notice lesson observation system works well and staff feedback about the system is overwhelmingly positive. These observations frequently include mention of positive EDI aspects to the lesson and lessons reflect the inclusive nature of the College community.

- A key part of the whole staff development on equality, diversity and inclusivity issues was a carousel of displays and activities showcasing the progress made within departments to develop EDI focus and respond to student feedback.

- Staff develop further awareness of EDI issues as facilitators of tutor group discussions during the EDI themed weeks. Resources are shared in advance with notes to support discussion and additional training on challenging topics delivered as part of the personal tutor meetings.

- Staff meetings are held at different times and on different days in order to enable part-time staff or staff with caring responsibilities to take part more easily. The College also adheres to a strict finishing time of 5 pm at these meetings in recognition of staff commitments outside of College.

- The College attracts job applicants from a wide range of backgrounds. In 2022-23, the College recruited new staff across age ranges and across several ethnic groups, thereby maintaining the diverse spectrum of current staff.

  These measures assist in eliminating discrimination and advancing opportunity as outlined in the Public Sector Equality Duty 1.

Principle 5:   We aim to reduce and remove inequalities and barriers that already exist

- Meetings have the permanent agenda item "Consideration of Equality, Diversity and inclusivity issues" to reflect on actions and decisions taken.

- In its annual Self Assessment Report (SAR) the College analyses student results by gender and ethnicity by department. Where there are achievement gaps, departments are directed in their action plans to avoid a continuation of these performance gaps.

Principle 6: We consult widely

- Trustees and senior leaders frequently consult with learners, both formally (2 qualitative and one quantitative survey per year) and through frequent, informal discussions and focus groups. The quantitative surveys results are also analysed according to equality, diversity and inclusivity criteria to establish any trends.

- The Student Union has an elected student representative for equality, diversity and inclusivity who attends the College's Equality, Diversity and inclusivity Group.

- The Student Union also meet regularly with the Principal to raise any issues or concerns brought to them by the student body.

These actions above demonstrate progress towards meeting Public Sector Equality Duty 2 and 3.

Appendix

Breakdown of student enrolments for 2023/24 (16-19 year olds) – 1501 students on roll

Gender

	Male	Female
2021/22	45.35%	54.65%
2022/23	47.4%	52.6%
2023/24	47%	53%

Ethnicity

	White	Pakistani	Other BME	Mixed	Unknown
2021/22	75.10%	11.21%	6.65%	5.54%	1.50%
2022/23	68.02%	10.77%	18.42%	4.26%	0.51%
2023/24	60%	11%	24%	5%	0%

Adult enrolments

Gender	2023/24	2022/23	2021/22
Female	73%	75.93%	68.3%
Male	27%	24.07%	31.7%
Other	0%	0%	0%

Ethnicity	2023/24	2022/23	2021/22
Mixed	3%	4.44%	10.84%
Other BME	82%	79.63%	17.92%
Pakistani	6%	5.93%	9.93%
Unknown	0%	0.37%	9.43%
White	10%	10%	51.88%

Of the general population in Woking, 84% are white, 7% are of a Pakistani background and 9% of various other BME backgrounds (2011 Census data).

Staff list as at 1 Dec 2023 169

		2023 Number	2023 %	2022 %
Gender	Male	49	29%	27%
	Female	118	70%	72%
	Prefer to self describe	2	1%	1%
	Not specified	0	0%	0%
	Total	**169**	**100%**	**100%**
Disability	Yes	5	3%	2%
	No	164	97%	98%
	Not specified	0	0%	0%
	Total	**169**	**100%**	**100%**
Age	Below 26	17	10%	9%
	26-35	24	14%	14%
	36-46	48	29%	29%
	47-55	43	26%	29%
	56-64	32	19%	18%
	65+	4	2%	1%
	Not specified		0%	0%
	Total	**168**	**100%**	**100%**
Ethnicity	Asian/Asian British Bangladeshi	1	1%	1%
	Asian/Asian British Indian	3	2%	1%
	Asian/Asian British Chinese	2	1%	1%
	Asian/Asisan British Other	2	1%	1%
	Asian/Asian British Pakistani	5	3%	3%
	Black/Black British African	3	2%	2%
	Black/Black British Caribbean	1	1%	1%
	Black/Black British Other		0%	0%
	Mixed Other	3	2%	0%
	Mixed White/Asian		0%	0%
	Mixed White/Black Caribbean		0%	0%
	Mixed White/Black African		0%	0%
	White British	137	81%	84%
	White Irish	1	1%	1%
	White Other	10	6%	6%
	Other - Gypsy, Roma, Traveller		0%	0%
	Other - Arab	1	1%	0%
	Other		0%	1%
	Not specified		0%	0%
	Total	**169**	**100%**	**100%**

Recruitment: for Support staff roles starting in academic year 2022-2023

	Number of applicants:	92				Number of candidates employed:	14	
Gender	Male	22	24%		**Gender**	Male	2	14%
	Female	68	74%			Female	11	79%
	Prefer to self describe	2	2%			Prefer to self describe	1	7%
	Not specified	0	0%			Not specified	0	0%
	Total	**92**	**100%**			**Total**	**14**	**100%**
Disability	Yes	9	10%		**Disability**	Yes	2	14%
	No	82	89%			No	12	86%
	Not specified	1	1%			Not specified	0	0%
	Total	**92**	**100%**			**Total**	**14**	**100%**
Age	Below 26	23	25%		**Age**	Below 26	4	29%
	26-35	11	12%			26-35	1	7%
	36-46	24	26%			36-46	2	14%
	47-55	23	25%			47-55	4	29%
	56-64	11	12%			56-64	3	21%
	65+	0	0%			65+	0	0%
	Not specified	0	0%			Not specified	0	0%
	Total	**92**	**100%**			**Total**	**14**	**100%**
Ethnicity	Asian/Asian British Bangladeshi	2	2%		**Ethnicity**	Asian/Asian British Bangladeshi		0%
	Asian/Asian British Indian	4	4%			Asian/Asian British Indian	1	7%
	Asian/Asian British Chinese	10	11%			Asian/Asian British Chinese		0%
	Asian/Asisan British Other	3	3%			Asian/Asisan British Other	1	7%
	Asian/Asian British Pakistani	10	11%			Asian/Asian British Pakistani	1	7%
	Black/Black British African		0%			Black/Black British African		0%
	Black/Black British Caribbean	1	1%			Black/Black British Caribbean		0%
	Black/Black British Other		0%			Black/Black British Other		0%
	Mixed Other		0%			Mixed Other		0%
	Mixed White/Asian	2	2%			Mixed White/Asian		0%
	Mixed White/Black Caribbean		0%			Mixed White/Black Caribbean		0%
	Mixed White/Black African		0%			Mixed White/Black African		0%
	White British	49	53%			White British	10	71%
	White Irish		0%			White Irish		0%
	White Other	8	9%			White Other	1	7%
	Other - Gypsy, Roma, Traveller		0%			Other - Gypsy, Roma, Traveller		0%
	Other - Arab	1	1%			Other - Arab		0%
	Other	1	1%			Other		0%
	Not specified	1	1%			Not specified		0%
	Total	**92**	**100%**			**Total**	**14**	**100%**

Recruitment: for Teaching roles starting in academic year 2022-23

		Number of applicants:	56				Number of candidates employed:	14	
Gender	Male	34	61%		**Gender**	Male	10	71%	
	Female	22	39%			Female	4	29%	
	Prefer to self describe	0	0%			Prefer to self describe		0%	
	Not specified	0	0%			Not specified		0%	
	Total	**56**	**100%**			**Total**	**14**	**100%**	
Disability	Yes	8	14%		**Disability**	Yes	0	0%	
	No	47	84%			No	14	100%	
	Not specified	1	2%			Not specified	0	0%	
	Total	56	100%			**Total**	14	100%	
Age	Below 26	5	9%		**Age**	Below 26	2	14%	
	26-35	14	25%			26-35	1	7%	
	36-46	14	25%			36-46	5	36%	
	47-55	15	27%			47-55	3	21%	
	56-64	8	14%			56-64	3	21%	
	65+	0	0%			65+	0	0%	
	Not specified	0	0%			Not specified	0	0%	
	Total	**56**	**100%**			**Total**	**14**	**100%**	
Ethnicity	Asian/Asian British Bangladeshi	0	0%		**Ethnicity**	Asian/Asian British Bangladeshi		0%	
	Asian/Asian British Indian	1	2%			Asian/Asian British Indian	1	7%	
	Asian/Asian British Chinese		0%			Asian/Asian British Chinese		0%	
	Asian/Asisan British Other	1	2%			Asian/Asisan British Other		0%	
	Asian/Asian British Pakistani	2	4%			Asian/Asian British Pakistani		0%	
	Black/Black British African	2	4%			Black/Black British African		0%	
	Black/Black British Caribbean	1	2%			Black/Black British Caribbean	1	7%	
	Black/Black British Other		0%			Black/Black British Other		0%	
	Mixed Other		0%			Mixed Other		0%	
	Mixed White/Asian	1	2%			Mixed White/Asian		0%	
	Mixed White/Black Caribbean		0%			Mixed White/Black Caribbean		0%	
	Mixed White/Black African		0%			Mixed White/Black African		0%	
	White British	40	71%			White British	11	79%	
	White Irish	1	2%			White Irish		0%	
	White Other	6	11%			White Other	1	7%	
	Other - Gypsy, Roma, Traveller		0%			Other - Gypsy, Roma, Traveller		0%	
	Other - Arab		0%			Other - Arab		0%	
	Other		0%			Other		0%	
	Not specified	1	2%			Not specified		0%	
	Total	**56**	**100%**			**Total**	**14**	**100%**	

Equality objectives 2024-27

Woking College has agreed on the following equality objectives as a focus for the period from Jan 2024-Jan 2027:

1. To promote cultural understanding and tolerance of different religious beliefs and ethnic groups.
2. To promote mental health awareness and develop appropriate support strategies
3. To monitor, record and address incidents involving the use of discriminatory language by students and to further develop the pastoral curriculum to educate students on the importance of ensuring they do not use discriminatory language.