



Public Sector Equality Duty Report

December 2024

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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 on site, and online for those who are immobile. These courses provide important access to on-going education for adults from minority ethnic groups. We work with Woking Borough Council to ensure that we are able to offer literacy classes with ESOL at a range of levels 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 Inspection October 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 Inspection October 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 2024, available on request, contains information on student results and other E & D outcomes.

How principles and duties were met in 2023-24

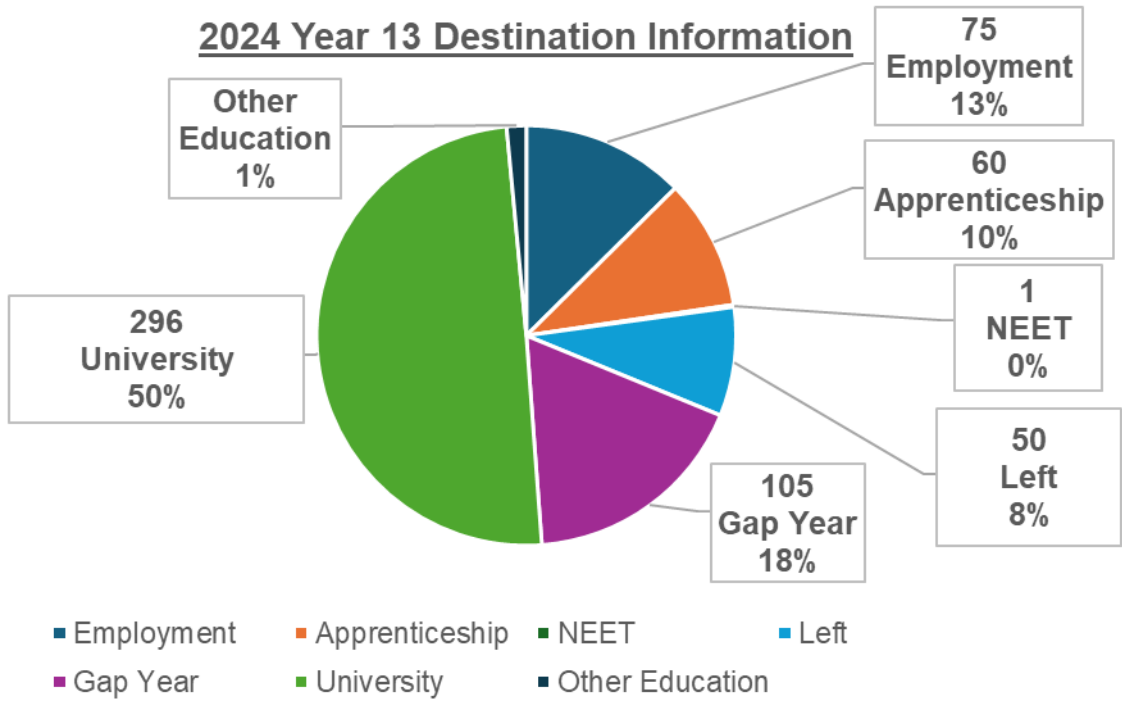
Woking College Principle 1: All learners are of equal value

- 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 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 2024 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, SAR targets have been set with clear quality improvement plans.
- Students with a diagnosed learning need including those with an 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 2024-25, the number of students with an EHCP has remained high with 42 students having an EHCP in 2024 compared with 41 in 2023.
- 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.

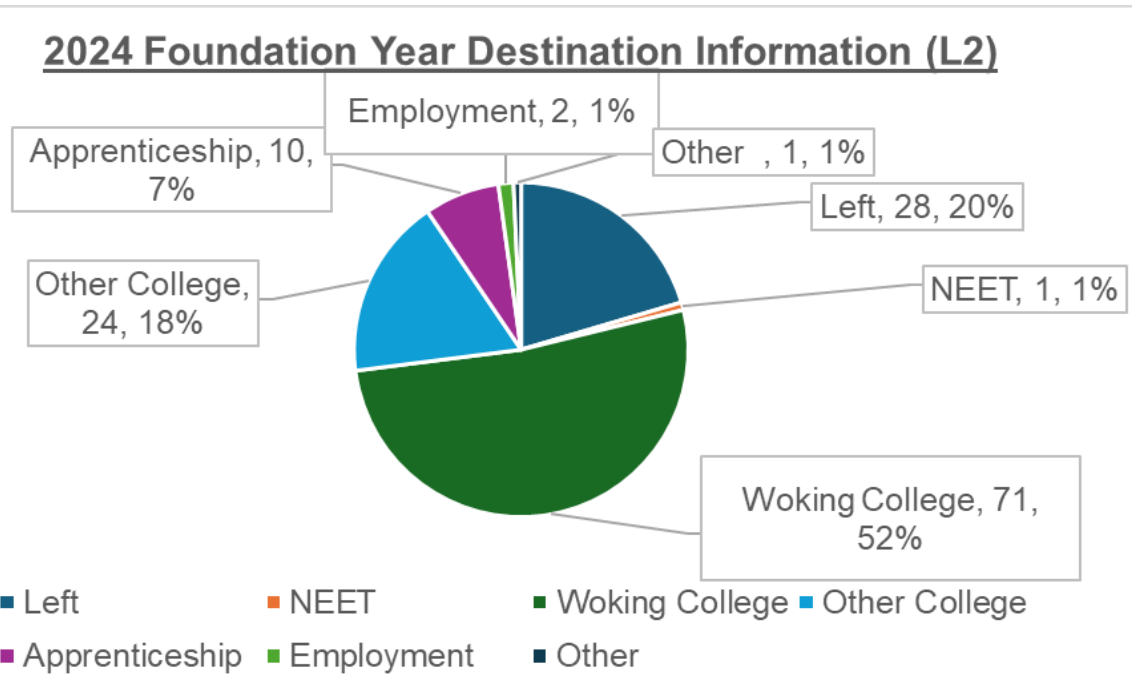
In the following information, the figures for 2022 are in brackets.

- There were 547 (608) Advanced Level students who completed their courses in 2024 and of these, 75 (66) went into employment, 60 (56) were accepted into Apprenticeships, 296 (309) have commenced Higher Education, 105 (150) have taken a Gap Year and 9 (24) have gone on to other Further Education settings.
- 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 73% (76%). If those on a Gap Year are excluded, it is 54% (51%).
- 296 (309) students applied for Higher Education courses, and of these 83% (81%) accessed their first choice, 0% (9%) accessed their insurance choice and 17% accessed their place through clearing.
- There were 109 (91) Level 1 and 2 students who completed their course and of these 87% (88%) continued with their education, 4% (2%) went into employment and 9% (3%) started apprenticeships. Of those who remained in education 74% (68%) chose to do so at Woking College.

2024 Year 13 Destination Information



2024 Foundation Year Destination Information (L2)



Principle 2: We recognise and respect diversity

For 2023/24, 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, Action for Carers, Blossom (Charity support LGBTQ+ young people), CYP Haven, the Mental Health Support Team, Woking Police, The Student Assistance Programme, the Surrey Sexual Health Team, Your Sanctuary.
- 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
- Diwali celebration events and canteen pop up.
- LBGTQ+ month Feb- Tutor session created by GSA, Shared resource- podcasts/films.
- EDI group well established with staff EDI reps in all departments meeting regularly as a group and a new student EDI group with reps feeding back 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 and a new Neurodiversity group was launched in 2024.
- A local group 'Engage' run the college Christian Union.
- 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 provides access to education for learners with protected characteristics, with a high proportion of women learners from a wide range of ethnic backgrounds.
- In 2023-24 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. Link-Able) and national charities through College charity events and the Christmas food donations.
- The College's Gender Sexuality Alliance reached out to all students at the College with educational material and events during Pride month.
- All staff work to embed Woking Values within the pastoral and academic curriculum and departments work 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 5pm at these meetings in recognition of staff commitments outside of College.
- The College attracts job applicants from a wide range of backgrounds. In 2023-24, 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.
- The College continues to expand support for students who experience barriers to learning including Children Looked After and Previously Looked After; Young Carers, students with additional learning needs (including those with an EHCP), and students with Mental Health concerns.

- This support has included the development of additional provision such as the Progress Mentor Roles (supporting those with anxiety who struggle to access their learning and ELSA support; as well as the expansion of existing support with a growth in the Head of Year team in 2024-25 from 5 to 7 Heads of Year.
- Woking College also works with a range of external providers to support the wellbeing of learners facing barriers to education, including in-college support from organisations including, Surrey MHST; Steps to Work and Action for Carers, as well as external referrals to groups such as Your Sanctuary and Surrey Children's Service Targeted Youth Support.

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 2024/25 (16-19 year olds) – 1714 students on roll

Gender

	Male	Female
2022/23	47.4%	52.6%
2023/24	47%	53%
2024/25	46%	53%

Ethnicity

	White	Pakistani	Other BME	Mixed	Unknown
2022/23	68.02%	10.77%	18.42%	4.26%	0.51%
2023/24	60%	11%	24%	5%	0%
2024/25	58.8%	8.2%	26%	6.7%	0.4%

Adult enrolments

Gender	2024/25	2023/24	2022/23
Female	73%	73%	75.93%
Male	27%	27%	24.07%
Other	0%	0%	0%

Ethnicity	2024/25	2023/24	2022/23	2021/22
Mixed	2%	3%	4.44%	10.84%
Other BME	67%	82%	79.63%	17.92%
Pakistani	4%	6%	5.93%	9.93%
Unknown	2%	0%	0.37%	9.43%
White	25%	10%	10%	51.88%

Of the general population in Woking, 78.4% identified their ethnic group as white, 14.2% as Asian, 1.8% as Black, 3.5% as mixed or multiple ethnic groups and 2.1% other ethnic groups (2021 Census data).

		2024 Number	2024 %	2023 Number	2023 %	2022 %
Gender	Male	59	32%	49	29%	27%
	Female	121	66%	118	70%	72%
	Prefer to self describe	2	1%	2	1%	1%
	Not specified	0	0%	0	0%	0%
	Total	182	100%	169	100%	100%
Disability	Yes	6	3%	5	3%	2%
	No	176	97%	164	97%	98%
	Not specified	0	0%	0	0%	0%
	Total	182	100%	169	100%	100%
Age	Below 26	15	8%	17	10%	9%
	26-35	24	13%	24	14%	14%
	36-46	50	27%	48	29%	29%
	47-55	47	26%	43	26%	29%
	56-64	40	22%	32	19%	18%
	65+	6	3%	4	2%	1%
	Not specified		0%		0%	0%
	Total	182	100%	168	100%	100%
Ethnicity	Asian/Asian British Bangladeshi	1	1%	1	1%	1%
	Asian/Asian British Indian	5	3%	3	2%	1%
	Asian/Asian British Chinese	2	1%	2	1%	1%
	Asian/Asian British Other	3	2%	2	1%	1%
	Asian/Asian British Pakistani	8	4%	5	3%	3%
	Black/Black British African	4	2%	3	2%	2%
	Black/Black British Caribbean	1	1%	1	1%	1%
	Black/Black British Other	1	1%		0%	0%
	Mixed Other	3	2%	3	2%	0%
	Mixed White/Asian		0%		0%	0%
	Mixed White/Black Caribbean		0%		0%	0%
	Mixed White/Black African		0%		0%	0%
	White British	140	77%	137	81%	84%
	White Irish	1	1%	1	1%	1%
	White Other	12	7%	10	6%	6%
	Other - Gypsy, Roma, Traveller		0%		0%	0%
	Other - Arab	1	1%	1	1%	0%
	Other		0%		0%	1%
	Not specified		0%		0%	0%
	Total	182	100%	169	100%	100%

Recruitment: for Support staff roles starting in academic year 2023-24

Number of applicants:		135			Number of candidates employed:		15		
		2023-24 numbers	2023-24 %	2022-23 %			2023-24 numbers	2023-24 %	2022-23 %
Gender	Male	58	43%	24%	Gender	Male	3	20%	14%
	Female	77	57%	74%		Female	12	80%	79%
	Prefer to self describe	0	0%	2%		Prefer to self describe	0	0%	7%
	Not specified	0	0%	0%		Not specified	0	0%	0%
	Total	135	100%	100%		Total	15	100%	100%
Disability	Yes	10	7%	10%	Disability	Yes		0%	14%
	No	121	90%	89%		No	14	93%	86%
	Not specified	4	3%	1%		Not specified	1	7%	0%
	Total	135	100%	100%		Total	15	100%	100%
Age	Below 26	32	24%	25%	Age	Below 26	4	27%	29%
	26-35	33	24%	12%		26-35	0	0%	7%
	36-46	37	27%	26%		36-46	6	40%	14%
	47-55	25	19%	25%		47-55	4	27%	29%
	56-64	8	6%	12%		56-64	1	7%	21%
	65+		0%	0%		65+	0	0%	0%
	Not specified		0%	0%		Not specified	0	0%	0%
	Total	135	100%	100%		Total	15	100%	100%
Ethnicity	Asian/Asian British Bangladeshi	2	1%	2%	Ethnicity	Asian/Asian British Bangladeshi	0	0%	0%
	Asian/Asian British Indian	6	4%	4%		Asian/Asian British Indian	0	0%	7%
	Asian/Asian British Chinese	11	8%	11%		Asian/Asian British Chinese	0	0%	0%
	Asian/Asian British Other	5	4%	3%		Asian/Asian British Other	0	0%	7%
	Asian/Asian British Pakistani	8	6%	11%		Asian/Asian British Pakistani	1	7%	7%
	Black/Black British African	3	2%	0%		Black/Black British African	1	7%	0%
	Black/Black British Caribbean	1	1%	1%		Black/Black British Caribbean	0	0%	0%
	Black/Black British Other		0%	0%		Black/Black British Other	0	0%	0%
	Mixed Other		0%	0%		Mixed Other	0	0%	0%
	Mixed White/Asian	1	1%	2%		Mixed White/Asian	0	0%	0%
	Mixed White/Black Caribbean	3	2%	0%		Mixed White/Black Caribbean	0	0%	0%
	Mixed White/Black African		0%	0%		Mixed White/Black African	0	0%	0%
	White British	70	52%	53%		White British	12	80%	71%
	White Irish		0%	0%		White Irish	0	0%	0%
	White Other	18	13%	9%		White Other	1	7%	7%
	Other - Gypsy, Roma, Traveller		0%	0%		Other - Gypsy, Roma, Traveller	0	0%	0%
	Other - Arab	1	1%	1%		Other - Arab	0	0%	0%
	Other	4	3%	1%		Other	0	0%	0%
	Not specified	2	1%	1%		Not specified	0	0%	0%
	Total	135	100%	100%		Total	15	100%	100%

Recruitment: for Teaching roles starting in academic year 2023-24

Number of applicants:		95			Number of candidates employed:		21		
		2023-24 numbers	2023-24 %	2022-23 %			2023-24 numbers	2023-24 %	2022-23 %
Gender	Male	44	46%	61%	Gender	Male	8	38%	71%
	Female	51	54%	39%		Female	13	62%	29%
	Prefer to self describe	0	0%	0%		Prefer to self describe	0	0%	0%
	Not specified	0	0%	0%		Not specified	0	0%	0%
	Total	95	100%	100%		Total	21	100%	100%
Disability	Yes	7	7%	14%	Disability	Yes	0	0%	0%
	No	85	90%	84%		No	14	93%	100%
	Not specified	2	2%	2%		Not specified	1	7%	0%
	Total	94	100%	100%		Total	15	100%	100%
Age	Below 26	14	15%	9%	Age	Below 26	6	29%	14%
	26-35	28	29%	25%		26-35	6	29%	7%
	36-46	24	25%	25%		36-46	2	10%	36%
	47-55	20	21%	27%		47-55	7	33%	21%
	56-64	7	7%	14%		56-64	0	0%	21%
	65+	0	0%	0%		65+	0	0%	0%
	Not specified	2	2%	0%		Not specified	0	0%	0%
	Total	95	100%	100%		Total	21	100%	100%
Ethnicity	Asian/Asian British Bangladeshi	2	2%	0%	Ethnicity	Asian/Asian British Bangladeshi		0%	0%
	Asian/Asian British Indian	6	6%	2%		Asian/Asian British Indian	1	5%	7%
	Asian/Asian British Chinese	3	3%	0%		Asian/Asian British Chinese	1	5%	0%
	Asian/Asian British Other	1	1%	2%		Asian/Asian British Other		0%	0%
	Asian/Asian British Pakistani	4	4%	4%		Asian/Asian British Pakistani	1	5%	0%
	Black/Black British African	15	16%	4%		Black/Black British African	2	10%	0%
	Black/Black British Caribbean		0%	2%		Black/Black British Caribbean		0%	7%
	Black/Black British Other		0%	0%		Black/Black British Other		0%	0%
	Mixed Other	1	1%	0%		Mixed Other	1	5%	0%
	Mixed White/Asian		0%	2%		Mixed White/Asian		0%	0%
	Mixed White/Black Caribbean		0%	0%		Mixed White/Black Caribbean		0%	0%
	Mixed White/Black African		0%	0%		Mixed White/Black African		0%	0%
	White British	40	42%	71%		White British	12	57%	79%
	White Irish	1	1%	2%		White Irish		0%	0%
	White Other	13	14%	11%		White Other	1	5%	7%
	Other - Gypsy, Roma, Traveller		0%	0%		Other - Gypsy, Roma, Traveller		0%	0%
	Other - Arab	4	4%	0%		Other - Arab	1	5%	0%
	Other	4	4%	0%		Other	1	5%	0%
	Not specified	1	1%	2%		Not specified		0%	0%
	Total	95	100%	100%		Total	21	100%	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.

Progress towards these objectives across the year 2024-25

1. Ongoing use of the Woking College Respect Charter to promote tolerance and understanding through the pastoral programme.
2. An increase in pastoral sessions on wellbeing and mental health.
Use of the Warwick-Edinburgh Wellbeing scale to assess need and develop interventions such as the Positive Wellbeing Intervention delivered by the Surrey Educational Psychology Team.
Work with the Surrey Mental Health Support Team to facilitate additional mental health provision within the college in the form of evidence-based CBT interventions offered to students on a staff or self-referral basis.
Ongoing provision of the on-site counselling service.
Suicide-prevention training for all teaching and learning support staff with more specialist training for the pastoral team.
An ongoing programme of additional training for pastoral leaders including Bereavement and eating disorders training.
3. Robust processes to address incidents of discrimination both online and in person.
Induction tutorial sessions focusing on acceptable and discriminatory language use.