



Public Sector Equality Duty Report

November 2021

T.Wilks

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 sixth formers. Students also participate in a range of over 75 enrichment activities to enable additional academic, sporting, cultural and personal development opportunities.

The College also delivers a range of Entry, Level 1 and Level 2 in English and Maths courses at a number of sites in the Woking area which are specifically directed at adults. The courses take place at various times through the day right up to the evening and are held in a number of community centres where simultaneous childcare provision exists for parents attending our courses. Courses are also offered in conjunction with Woking Borough Council to Syrian and Afghan refugees. The College has worked “very successfully to align the college’s curriculum and values with the needs of the local community” (Ofsted report May 2016).

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.

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.

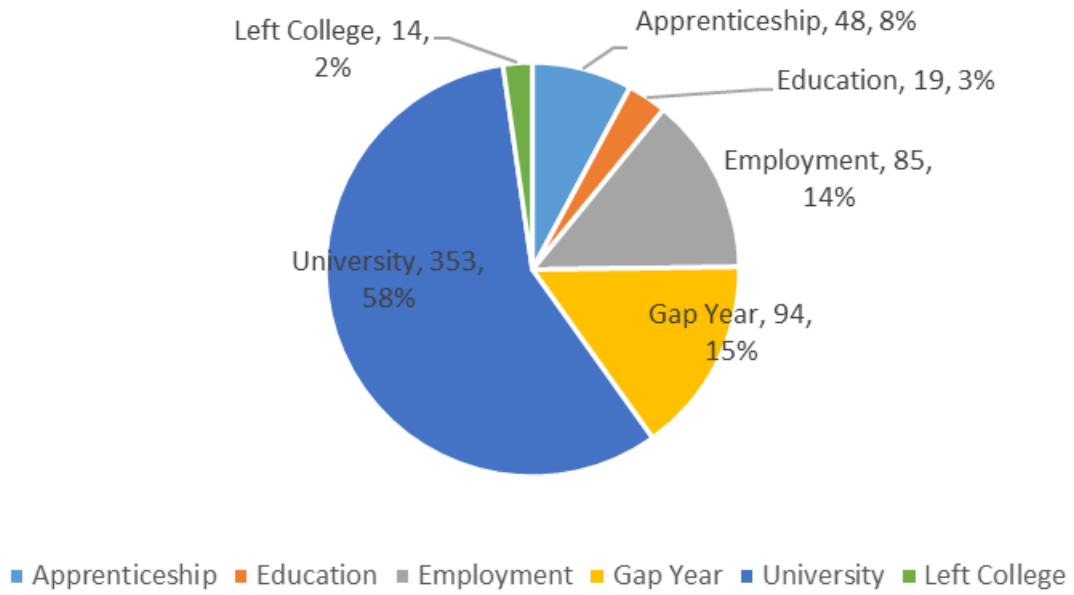
Data on the diversity of students, staff and recruitment are contained in the Appendix. The College’s SAR 2021, available on request, contains information on student results and other E & D outcomes.

How principles and duties were met in 2020-21

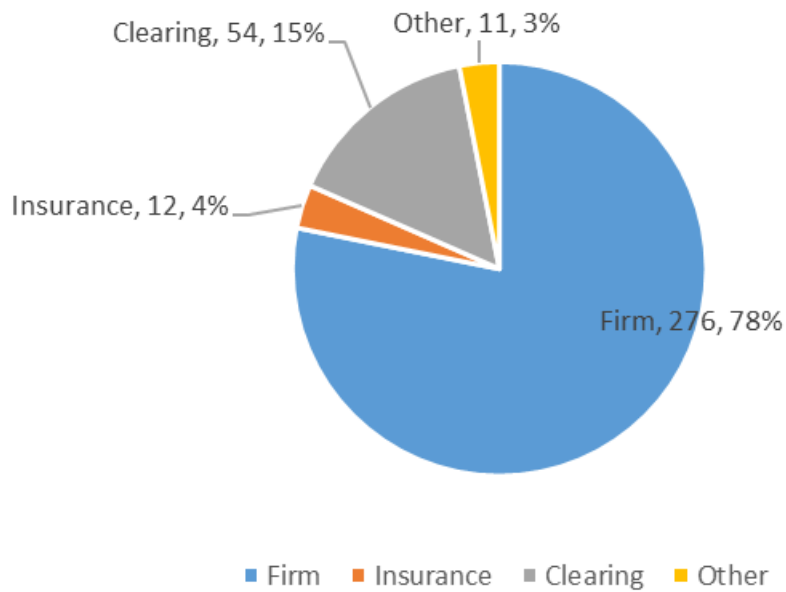
Woking College Principle 1: All learners are of equal value

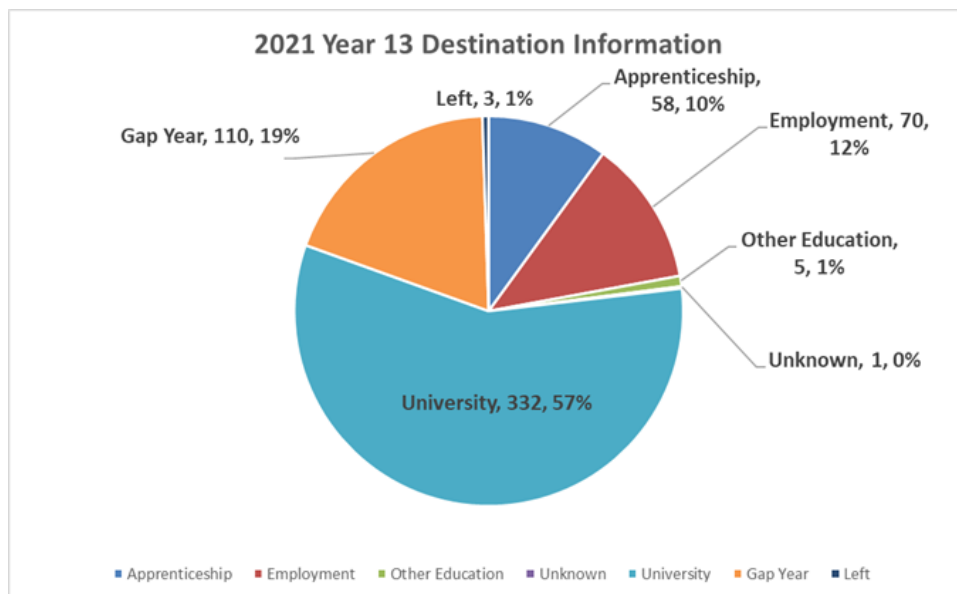
- The College lesson observation scheme monitors the practice of equality diversity and inclusivity in lessons and tutorial sessions to ensure that all students are able to participate and progress equally.
- All Schemes of Learning are monitored to ensure equality, diversity and inclusivity is included 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 2021 demonstrate that achievement at the College remains high across the board, regardless of ethnic group or gender. Where some departments have shown slight deviations from this trend, SAR targets have been set with clear quality improvement plans.
- Screening systems direct students at the lower and higher ability end to appropriate programmes of guidance and support. 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. Currently, the percentage of students receiving support within our community is as follows:
 - EHCP – 1.85% (2020: 1.53%)
 - High Contact – 4.79% (2020: 3.86 %)
 - Low Contact – 11.08% (2020: 11.73%)
- The annual student survey specifically asks the questions whether students feel safe and are treated fairly. In 2019, 93% of students agreed with this statement. A further question asks whether students feel confident that they will get appropriate advice, help and support from their tutors when they ask for it: 95% agreed they could.
- The College's Careers Department continues to aid the progression prospects of all students, not only those applying for university courses
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- 392 applications to UCAS in 2020-21, up from 369 the previous year 2019-20.

2020 Year 13 Destination Information



2020 University Places





Principle 2: We recognise and respect diversity

For 2020/2021 events

- Black History Month October- Tutor session, TED talks, book reviews share, Student led lecture by BLM group, Lunchtime lecture on Unconscious Bias
- Disability awareness in Oct- Lecture on Hidden Disability by CCO
- Launch of cultural diversity festival 14th-18th Dec- Bannar workshop, international club event, English reading week, themed canteen food, Gaelic football
- LBGTQ+ month Feb- Tutor session created by GSA, remote lunchtime lecture delivered by GSA, Shared resource- podcasts/films/Princes Trust streamed talk, podcasts, museum tours
- International Women's Day- 8th March- Tutor session, PE dept resource- Who inspires you?, Women of the world online event
- E&D working party established and met prior to Lockdown to discuss E&D strategies
- Pride Month- SU event. Fundraising, face painting for Surrey Pride
- 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.
- The College provides opportunities for staff and students of a range of various backgrounds to meet (Gender Sexuality Alliance).
- The College site has many visual reminders of the College's diversity. Departments display information on successful individuals with protected characteristics and a large number of portraits of former students from a range of backgrounds adorn the College's corridors. Visitors frequently comment on how these portraits convey a very inclusive image of Woking College.

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, specifically women with a wide range of ethnic backgrounds.
- Various fund-raising activities engage students with the needs of people in less fortunate circumstances than themselves. Students of Woking College regularly support local (e.g. Woking's Lions Club) and national charities through College charity fairs and food parcels.
- The College's Gender Sexuality Alliance reached out to all students of the College with educational material and events during Gender and Sexual Awareness Week.
- As mentioned above, themed weeks on E & D issues which are shared by staff and students remove stereotypes and encourage discussion among students and between students and staff. One middle managers session with heads of department focused on Woking Values (aka British Values) and all departments discussed how these are embedded in their curriculum area. A visual strategy to promote these values is a focus for 2021-22.
- The College operates a zero tolerance policy on harassment or discrimination based on the Equality Act's protected characteristics.

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. Notably, no E&D targets have been so far set to any member of staff. Positive comments on the equal treatment of students by staff and their mutual respect, however, have been many.
- Staff development on equality, diversity and inclusivity issues focused on awareness of transgender issues and the pastoral uses of resilience, which is continuing into 2021-22.
- Staff develop further awareness of E & D issues as facilitators of tutor group discussions during the E & D themed weeks. Staff obtain extensive PowerPoint

presentations with discussion prompts, video links and quiz answers in order to prepare and thereby develop themselves for the tutor group discussions.

- 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. Among the largest section of staff (teaching), the College recruited new staff across nearly all ages 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

- A representative from the Student Union, the Gender Sexuality Alliance and the International Club attend these as well as staff from all curriculum areas. The group disseminates information to staff, participates in the College diversity weeks and discusses E & D issues which emerge. The group meets once a half-term.
- Trustees and senior leaders frequently consult with learners, both formally (2 qualitative and one quantitative survey per year) and through frequent, informal discussions. 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.

- Depending on need, interviews between senior managers and particular student groups are conducted to identify any concerns and possible actions.

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

Appendix

Breakdown of student enrolments for 2021/22 (16-19 year olds) – 1462 students on roll

Gender

	Male	Female
2019/20	49.14%	50.86%
2020/21	46.03%	53.97%
2021/22	45.35%	54.65%

Ethnicity

	White	Pakistani	Other BME	Mixed	Unknown
2019/20	71.45%	12.69%	8.94%	4.95%	1.97%
2020/21	69.90%	13.28%	8.94%	5.61%	2.27%
2021/22	75.10%	11.21%	6.65%	5.54%	1.50%

Age Group

	16-18	19+
2019/20	99.48%	0.52%
2020/21	99.15%	0.85%
2021/22	99.39%	0.61%

Adult enrolments

Gender	2021/22	2020/21	2019/20
Female	68.3%	72.22%	72.37%
Male	31.7%	27.78%	27.63%
Other	0%	0%	0%

Ethnicity	2021/22	2020/21	2019/20
Mixed	10.84%	1.85%	1.5%
Other BME	17.92%	18.51%	16.51%
Pakistani	9.93%	5.55%	9.30%
Unknown	9.43%	17.15%	15.01%
White	51.88%	56.94%	57.35%

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 10 November 2021

Number of Staff: **167**

Gender	Male	46	28%
	Female	120	72%
	Prefer to self-describe	1	1%
	Not specified	0	0%
	Total	167	100%

Disability	Yes	17	10.2%
	No	140	83.8%
	Not specified	10	6.0%
	Female	167	100%

Age	Below 26	14	8.4%
	26-35	26	15.6%
	36-46	50	29.9%
	47-55	44	26.3%
	56-64	31	18.6%
	65+	2	1.2%
	Not specified	0	0.0%
	Total	167	100%

Ethnicity	Asian/Asian British Bangladeshi	1	0.6%
	Asian/Asian British Indian	2	1.2%
	Asian/Asian British Chinese	1	0.6%
	Asian/Asian British Other	2	1.2%
	Asian/Asian British Pakistani	7	4.2%
	Black/Black British African	2	1.2%
	Black/Black British Caribbean		0.0%
	Black/Black British Other		0.0%
	Mixed Other		0.0%
	Mixed White/Asian		0.0%
	Mixed White/Black Caribbean		0.0%
	Mixed White/Black African		0.0%
	White British	140	83.8%
	White Irish	1	0.6%
	White Other	9	5.4%

Other - Gypsy, Roma, Traveller		0.0%
Not specified		0.0%
Other	2	1.2%
Other - Arab		0.0%
Total	167	100%

Recruitment: for Support staff roles starting in academic year 2020-2021

Number of applicants: 142

Gender	Male	33	23%
	Female	108	76%
	Prefer to self-describe	1	1%
	Not specified	0	0%
	Total	142	100%

Disability	Yes	18	12.7%
	No	122	85.9%
	Not specified	2	1.4%
	Total	142	100%

Age	Below 26	25	17.6%
	26-35	42	29.6%
	36-46	35	24.6%
	47-55	27	19.0%
	56-64	11	7.7%
	65+	2	1.4%
	Not specified	0	0.0%
	Total	142	100%

Ethnicity	Asian/Asian British Bangladeshi	0	0.0%
	Asian/Asian British Indian	10	7.0%
	Asian/Asian British Chinese	3	2.1%
	Asian/Asian British Other	3	2.1%
	Asian/Asian British Pakistani	7	4.9%
	Black/Black British African	1	0.7%
	Black/Black British Caribbean	0	0.0%
	Black/Black British Other	0	0.0%
	Mixed Other	0	0.0%
	Mixed White/Asian	5	3.5%
	Mixed White/Black Caribbean	1	0.7%

Mixed White/Black African	2	1.4%
White British	97	68.3%
White Irish	1	0.7%
White Other	11	7.7%
Other - Gypsy, Roma, Traveller	0	0.0%
Not specified	1	0.7%
Other	0	0.0%
Other - Arab	0	0.0%
Total	142	100%

Support Staff Roles advertised:

Finance Manager

IT Technician

Learning Support Assistants

Exams Assistant

Head of Student

Wellbeing

Number of candidates employed: 13

Gender	Male	3	23.1%
	Female	9	69.2%
	Prefer to self-describe	1	7.7%
	Not specified	0	0.0%
	Total	13	100%

Disability	Yes	3	23.1%
	No	9	69.2%
	Not specified	1	7.7%
	Total	13	100%

Age	Below 26	6	46.2%
	26-35	4	30.8%
	36-46	2	15.4%
	47-55	1	7.7%
	56-64	0	0.0%
	65+	0	0.0%
	Not specified	0	0.0%
	Total	13	100%

Ethnicity	Asian/Asian British Bangladeshi	0	0.0%
	Asian/Asian British Indian	2	15.4%
	Asian/Asian British Chinese	1	7.7%
	Asian/Asian British Other	0	0.0%
	Asian/Asian British Pakistani	1	7.7%

Black/Black British African	0	0.0%
Black/Black British Caribbean	0	0.0%
Black/Black British Other	0	0.0%
Mixed Other	0	0.0%
Mixed White/Asian	0	0.0%
Mixed White/Black Caribbean	0	0.0%
Mixed White/Black African	0	0.0%
White British	9	69.2%
White Irish	0	0.0%
White Other	0	0.0%
Other - Gypsy, Roma, Traveller	0	0.0%
Not specified	0	0.0%
Other	0	0.0%
Other - Arab	0	0.0%
Total	13	100%

Recruitment: for Teaching roles starting in academic year 2020-2021

Number of applicants: 101

Gender

Male	67	66.3%
Female	34	33.7%
Prefer to self-describe	0	0.0%
Not specified	0	0.0%
Total	101	100%

Disability

Yes	5	5.0%
No	93	92.1%
Not specified	3	3.0%
Total	101	100%

Age

Below 26	25	24.8%
26-35	29	28.7%
36-46	23	22.8%
47-55	10	9.9%
56-64	10	9.9%
65+	0	0.0%
Not specified	4	4.0%
Total	101	100%

Ethnicity

Asian/Asian British Bangladeshi	0	0.0%
Asian/Asian British Indian	5	5.0%
Asian/Asian British Chinese	2	2.0%

Asian/Asian British Other	2	2.0%
Asian/Asian British Pakistani	3	3.0%
Black/Black British African	4	4.0%
Black/Black British Caribbean	2	2.0%
Black/Black British Other	1	1.0%
Mixed Other	1	1.0%
Mixed White/Asian	0	0.0%
Mixed White/Black Caribbean	0	0.0%
Mixed White/Black African	0	0.0%
White British	62	61.4%
White Irish	1	1.0%
White Other	15	14.9%
Other - Gypsy, Roma, Traveller	0	0.0%
Not specified	3	3.0%
Other	0	0.0%
Other - Arab	0	0.0%
Total	101	100%

Number of candidates employed: 12

Gender

Male	7	58%
Female	5	42%
Prefer to self-describe	0	0%
Not specified	0	0%
Total	12	100%

Disability

Yes	1	8.3%
No	10	83.3%
Not specified	1	8.3%
Total	12	100%

Age

Below 26	4	33.3%
26-35	2	16.7%
36-46	2	16.7%
47-55	2	16.7%
56-64	2	16.7%
65+	0	0.0%
Not specified	0	0.0%
Total	12	100%

Ethnicity

Asian/Asian British Bangladeshi	0	0.0%
Asian/Asian British Indian	1	8.3%

Asian/Asian British Chinese	0	0.0%
Asian/Asian British Other	0	0.0%
Asian/Asian British Pakistani	0	0.0%
Black/Black British African	0	0.0%
Black/Black British Caribbean	0	0.0%
Black/Black British Other	0	0.0%
Mixed Other	0	0.0%
Mixed White/Asian	0	0.0%
Mixed White/Black Caribbean	0	0.0%
Mixed White/Black African	0	0.0%
White British	10	83.3%
White Irish	0	0.0%
White Other	1	8.3%
Other - Gypsy, Roma, Traveller	0	0.0%
Not specified	0	0.0%
Other	0	0.0%
Other - Arab	0	0.0%
Total	12	100%