

**CROSS COLLEGE  
SELF ASSESSMENT REPORT  
FOR EQUALITY AND DIVERSITY  
2018/19**

## Esher College Cross-College Self-Assessment Report 2018-19

DEPARTMENT/TEAM	EQUALITY AND DIVERSITY	Date	October 2019
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### General Commentary

Cross College Survey Feedback. 1425 students were surveyed.

Statements posed: 2018/19	Strongly Agree	Agree	Disagree	Strongly disagree
There is mutual respect and understanding of others in the College	33.8%	55.7%	8.8%	1.7%
A relaxed/welcoming atmosphere makes it easy to get to know other people	30.6%	49.1%	17.1%	3.3%
Statements posed: 2017/18	Strongly Agree	Agree	Disagree	Strongly disagree
There is mutual respect and understanding of others in the College	31.0%	58.8%	9.2%	0.9%
A relaxed/welcoming atmosphere makes it easy to get to know other people	26.3%	51.4%	19.3%	3.0%

In the academic year 2018/19, 89.5% of students agree that there is a culture of respect across the College, which is very pleasing. For the 'relaxed/ welcoming atmosphere' statement, 79.7% selected 'Strongly Agree' or 'Agree', a similar amount to last year.

There's an increase in those selecting that they 'Strongly Agree' that we have a culture of mutual respect and a relaxed atmosphere, as well as an increase in those selecting 'Strongly Disagree', which warrants further investigation. This is something that we will continue to address in the QIP for 2018/19, with a focus on how we communicate the College ethos of Equality and Diversity to all students and staff. **(GOAL 1: To promote a culture of respect.)**

A notable achievement this year has been the **completion of the Staff Handbook for Equality and Diversity**. This will ensure that all staff are informed about the Equality and Diversity policies at College and are able to use the handbook to refer to throughout their time as a student here.

Beyond this, we have held a wide range of exciting awareness-raising campaigns, culminating in a very successful 'Great Get Together' in honour of the Jo Cox foundation in June 2019. The PDP sessions this year were really interactive and enjoyed by students and staff; the Notable Brits lesson for Black History Month was a success, with several students and staff feeding back about this. Students were encouraged to discuss the role of Black History Month in 2018, leading to some lively debates. Speaking to tutors, the sessions led to some thoughtful consideration of tensions around freedom of speech, and the new concepts of 'white fragility' and 'white privilege'. The lesson for LGBT History Month was also a highlight of the year; students took part in a multiple choice quiz about key figures.

Societies had very good attendance last year, with on average 15 people attending GSA every week, sometimes more. The students organised a range of events including discussions about consent and a screening of the Rocky Horror Show. The Christian Union had a regular weekly meeting with four students attending and becoming friends.

The students from GSA and the newly-elected Student Union did a fantastic job promoting the Esher College ethos of inclusion on the Introduction Days in June 2019. We held an E & D stand in the cafeteria and handed out flyers as well as sweets to new students, talking to them about our ethos and societies.

### **Supporting our students/making Esher and inclusive and respectful space:**

#### **(GOAL 1: To promote a culture of respect.)**

Goal one has remained a central focus throughout the academic year 2018/19.

### **Events and Activities with an E&D Theme:**

- *Black History Month – BHM 2018 quiz in PDP, which focussed on Black British (Notable Brits questionnaire).*
- *Bigger GSA presence at Introduction Day and Open Evenings*
- *Training on E & D for new staff and students*
- *Regular meetings with students leading GSA and Christian Union*
- *INSET S7 Training Day for all Colleges at Royal Holloway, attended by Esher staff from across departments.*
- *New PDP sessions created for LGBT History Month and shorter session on the Centenary of the Women's Vote*
- *The Great Get Together in honour of the Jo Cox Foundation held*
- *E & D Committee meetings twice in the year*
- *The Welcome events at the beginning of the year were a highlight for E & D, encouraging new students to join in with a wide range of social events and come along to societies such as GSA.*
- *Staff Wellbeing has really taken off this year with a weekly Staff Wellbeing coffee break and other events such as carol singing for students and staff at Christmas.*
- *Mental Health Awareness week was another key time of the year, breaking down barriers and discrimination faced by those with Mental Health concerns and disabilities.*

#### **(GOAL 3: To challenge expressions of prejudice and seek to rectify any discriminatory practices or behaviour.)**

### **E & D in Departments**

There is a well established culture of E&D in the College and schemes of work are designed to incorporate discussions and learning concerning E&D as much as possible. Often this work is lead by the individual teachers and support staff themselves. I have also noted here where there are problems in terms of attainment and participation across the Departments.

The Departmental SARs have a good level of focus on Equality and Diversity, with individual teacher's and their initiatives sometimes singled out. Heads of Department have noted when the results of particular groups have notably changed, either for the better or for the worse. There are clearly some excellent lessons happening with a focus on Equality and Diversity. Not all departments have commented on Equality and Diversity, something I will address in the 2019/20 QIP.

**Here are some highlights from around College for the year 2018/19:**

**Art and Design:** Art students who are BAME exceeded benchmarks in terms of high-grade achievement on BTEC Art and Design and A Level Fine Art.

**Biology:** Biology students and staff raised money for the 'Jeans for Genes' charity, raising awareness around genetic disorders.

**Drama and Theatre:** Lesson materials refer to class, gender and societal expectations, for example when teaching 'Hedda Gabler.' This has been a good opportunity for teachers to explore changing societal norms and behaviours.

**Economics:** A significant, pleasing increase in the success of BAME students, as noted in the Ethnicity section below.

**English:** A department strength is the teachers' willingness to offer extra help to students, particularly when they are facing personal crises and struggling with mental health. The 'Do you know these writers?' display board features many Black writers writing in English around the world. Michael Donkor, a former English teacher here at Esher and novelist, came to the department to talk about his novel *Hold*, which is about a Ghanaian girl living in London. The performance poet Jess Green also came to the department for an enrichment session, performing her poetry which all had an ethos of promoting Equality and Diversity. The coursework authors are now much more diverse, with teachers selecting Jackie Kay, John Agard and Hanif Kureshi, amongst others. The texts studied for the Prose paper are now Atwood's *The Handmaid's Tale* and Shelley's *Frankenstein*, leading to a real culture of debate about feminism in English Literature lessons. The first year Language course now has a mini-investigation on the topic of Gender and Advertising aimed at children.

**Fashion and Textiles:** High grades for BAME students are at 78%. The females on the course also attained 78 high grades (BM 68%). The departmental SAR states that students say (in the satisfaction survey) that they enjoy the freedom to explore their experiences and identities through garments, as they are allowed to be 'adventurous.' The fashion classrooms remain an inclusive space where students feel comfortable.

**History:** The department SAR notes that the class forum has been used this year to gain insight into areas to improve, leading to further development of women's history, such as the 'witch craze' depth study. Also, the department has built on areas of the specification such as the 'gender issue for Mary and Elizabeth' when teaching the Tudors. The department's Black History Month display is very engaging.

**Media and Film studies:** Students sitting the new specification for Film Studies have explored a number of important societal issues. This has been facilitated by the selection of pertinent texts: *City of God* required students to engage with issues relating to global inequality, while *This Is England* and *Do the Right Thing* required the discussion of inter-ethnic tensions and, in the case of the former, British nationalism and extremist ideologies more generally. Kim Longinotto's documentary, *Sisters in Law*, was also used to facilitate some useful discussions about gender inequality and the marginalisation and oppression of women. Texts selected for the new Media Studies specifications offered similar opportunities. Notable examples include *I, Daniel Blake* (social inequality) and *Late Night Woman's Hour* (gender politics). Even when the texts

did not overtly address issues of Equality and Diversity, care was taken to draw out and discuss any relevant issues. For example, within some Film Studies classes, Pulp Fiction (distributed by Miramax) was used to prompt discussion about gender inequality, Harvey Weinstein and the film industry's deleterious effects on people, particularly women.

**MFL:** The Introduction to Language evenings held in 2018 have led to an increase in the number of male students taking languages.

**Music:** The department SAR states that surveyed students feel that Music is 'the best department in College', indicating the strong sense of community present there. Their open-door policy is a key factor in what makes this department somewhere students from all groups and backgrounds feel comfortable.

**PE and Sport:** British values of respect and tolerance have been actively promoted in the department, notably with the display updates and inclusion of debate on this topic in lessons.

**Performing Arts:** British values (democracy, individual liberty, the rule of law and mutual respect and tolerance) are embedded in our lessons and students are reminded of these values during class time where they appear naturally and usually in connection with a text or group work.

**Philosophy and Classics:** Moral philosophy and the Philosophy of Religion units both embed discussions of the value of equality and diversity, and bring students into involved discussions about tolerance and its limits as well as a range of traditional arguments about religious belief and human values. (Student course forums reflect these as preferred parts of the course precisely for this reason).

**Photography:** The July 2019 student exhibition this year included students who are using their work to explore personal and social issues and aimed for diversity.

**Politics:** The department trips to Parliament, Europe House, Berlin, as well as visiting speakers are used to reinforce equality, diversity and British values. For example: students attended a popular 'Rainbow/Queer Berlin' guided tour in Berlin during Wider Skills Week, the 'Participation and Representation' workshop at Westminster organised by Parliament Education Service, the Bundestag visit reinforced the principles of liberal democracy as well as an anti-discrimination ethos, and the 'Refugees show their Berlin' guided walk/tour examined issues such as multiculturalism, integration, and human rights. In a similar vein, visiting speakers from the Commons, Lords and PGs reinforce commitment to pluralism and religious freedom, equal opportunities, anti-discrimination and human rights. E&D is clearly identifiable in SOWs (and the actual specification) and a range of resources. The nature of the subject lends, indeed requires, explicit discussion of issues such as representation, participation and policies that enhance/inhibit equal opportunities and diversity.

**Sociology:** In the first year, students study socialisation, culture and identity as well as the significance of social class, gender and ethnic inequality in education and the family in the UK. In the second-year students develop their understanding of inequality by assessing its effects on crime statistics and religious institutions.

Please see individual department SARs for other information.

**REPORT ON STUDENT OUTCOMES IN RELATION TO THE PROTECTED CHARACTERISTICS:**

I have considered Disability, Ethnicity and Gender only here. It is also notable that we have had higher numbers of students receiving Pupil Premium over the last two years, with 140 last year (an increase of 66 from the year before 2016/17) and 133 this year.

## DISABILITY:

This is, of course, dependant on student disclosure of disabilities and awareness of them. Many 'invisible disabilities' are not disclosed.

Both physical and mental disabilities are considered separately; having the data discretely for mental and physical disabilities enables more meaningful analysis in relation to achievement and the possible obstacles to learning.

## Enrolment:

There's an increase of students with visual impairments, with 8 in 2017/18, 11 in 2018/19 and 15 in 2019/20. Similarly, students enrolled with hearing impairments went up from 5 in 2017/18 to 6 in 2018/19 (and there are 9 enrolled for 2019/20). In terms of non-physical disabilities that we have a record of, the biggest increases in disclosed disabilities are Dyslexia (168 students in 2018/19, an increase of 14) and ADD (37 students in 2018/19, an increase of 8). There was a considerable drop in the number of student with physical disabilities enrolled in 2018/19, with only 72 compared to 124 the year before. It would be interesting to monitor this trend and try to ascertain why this is, for example looking at students with SEND who attend Introduction Days but then do not take up their places in the end. We have improved Introduction Day so that it is now over 2 days and therefore much less crowded, so this may help with recruitment of students with SEND.

Students with exam support in the year 2018/19 stayed at a similar amount, with 295 students granted 25% extra time in exams. There are still a large group of students using an Extra Room due to SEND, with 85 students doing so in 2018/19. We also have 31 students on the Autistic Spectrum.

## Results:

### Value Add Data by Learning Need

Learning Need	2016/17		2017/18		2018/19	
	Overall Count	Value Added	Overall Count	Value Added	Overall Count	Value Added
Attention Deficit Disorder (ADD)	18	0.02	21	-0.61	25	-0.2
Autism Spectrum Disorder (ASD)	10	0.42	14	-0.53	22	0.3
Dyslexia	132	0.32	99	0.26	120	0.14
Educational Health & Care Plans (EHCP)	3	0.4	8	0.21	18	0.72

The **Learning Support** department's SAR states that "Whilst the above value add data is hard to go into in depth due to the small sample sizes, it does highlight that our expectations for, and achievements from, learners with SEND at Esher are high and inclusive alongside their neurotypical counterparts. It shows that support at the college is effective, and particularly in 2018/19 with a growth in overall students with SEND, the value add remains positive. Simply put, learners with SEND achieve well at Esher Sixth Form College." The inclusive environment of the Study Centre and supportive relationships between Learning Support Staff and students with SEND is clear.

**Some departments had particularly notable successes in the attainment of students with SEND:**

- **Psychology:** the 47 learners with access arrangements (AA) all passed the course and achieved A\* and high-grade rates that were 3% above the SFC benchmark.
- **Sociology:** students recorded as SEND increased from 23 to 49 this academic year. Despite this huge growth, the results suggest an improvement in pass rates, high grades and value added for both groups of students. For example, the pass rate for students with recorded access arrangements improved from 89% in 2017/18 to 100% in 2018/19. Similarly, for these students' high-grade achievement increased from 33% to 51% and value added improved from -0.56 to 0.14.

**Destination and progression:** Information not yet available, the Learning Support SAR states that this is a target for 2019/20.

**ETHNICITY:**

Consistently around 99% of students disclose their perceived ethnicity on enrolment.

**Enrolment:**

- 2018/19, we had 1878 students on roll. The number of students who are from a BAME background has increased to 478 from 444 in 2017/18.
- 76.4% White British overall, which was a 1.8% decrease in White British students from the year before (78.2% White British). Enrolment figures from 2019/20 indicate that this trend is continuing, with 75.4% White British students enrolled this year. This is a notable change in the ethnic make up of our student body.
- The ethnic group that has grown the most over the last two years is the Mixed Other, with 1.2% (23 students) in 2017/18, 2.2% (42 students) in 2018/19 and 3.8% (74 students) in 2019/20.
- The amount of Asian Other students remained at 1.4% in 2018/19 (27 students), but the 2019/20 cohort will have a large group of 2.1% (41 students). The Asian Indian group has dropped slightly.
- In the 2017/18 cohort, there were 410 non-White British students (22%), in 2018/19 that stood at 444 (23%).

**Results:**

Results of small ethnic groups can be difficult to meaningfully analyse when the figure often relates only to a handful of students who fall within that group.

### Value Added by Ethnicity

- There are no notable changes to the achievement of students by Ethnicity from 2017/18.
- There's a drop in Value Added for the Asian Indian students, but with only 20 learning aims this will only refer to 6 or 7 students. The VA went down from 0.20 in 2017/18, to -0.74 in 2018/19. This will be something to look out for in next year's data.
- There's an improvement in the VA of the White Identified- students, going from -0.49 to 0.74 this year. This is, again, only based on 6 learning aims so may only refer to two students.

### High Grades by Ethnicity

Some subjects have singled out the successes of the BAME students for praise in their 2018/19 SARs.

- High grades overall were at 56.3% in 2018/19, a small drop from 58.1% the year before.
- The highest attaining ethnic group in 2018/19 is the 'prefer not to disclose' category, with 67.9% achieving high grades. The next highest attaining group is the Asian Chinese with 65% gaining high grades. This means that 13 out of the 20 learning aims were high grades; this is not a very large group of students.
- High grades were attained by 57.1% of White British students, a drop from 59.3% in 2017/18. This is still considerably above the overall college high grades (56.3%).
- High grades for Black African students dropped, from 50% (15 out of 30 Learning Aims) to 45.5% (20 out of 44 Learning Aims), this is not a large drop but worth remaining vigilant about.
- Black Caribbean are the lowest attaining group in terms of high grades, with only 26.3%. However this is only based on 19 Learning Aims (5 of which were high grades), so only 6 or 7 students.
- The growing Mixed Other cohort are maintaining a very good amount of high grades, with 62.% this year and 63.2% last year (up from 50.9% in 2016/17).

Notes from the Departmental SARs:

- In Economics, the BAME high grade achievement was 61% (BM is 49%). For BAME and LS students, the Pass rate is 100% (BM is 95%), Success rate is 100% (BM is 83%) and Retention rate is 100% (BM is 85%) BAME students had a 9% A\* result (BM 5%).
- In Fashion, 78% high grades for BAME students (BM 68%)
- The number of high grades achieved by BAME students is at or above benchmark for all courses, often significantly so. Within our A level provision, it is 100% for Film Studies (against a benchmark of 52%) and 91% for Media Studies (against a benchmark of 32%). For 6.1 FTD it is 50% (against a benchmark of 34%). For 6.2 FTD it is 100% (against a benchmark of 68%).
- In Psychology A\* grades amongst BAME learners were 4% higher than the SFC benchmark. BAME learners achieved high grades that were 4% higher than the SFC benchmark.

## **GENDER:**

### **Enrolment:**

Although this is title 'Gender', we are looking at data based on biological sex. The year 2018/19 saw 1089 female students enrolled at Esher, with 789 males. In the future I hope to be able to analyse, also, the data regarding students who identify as a gender which is different from their biological sex. This will depend, of course, on students' desire to disclose this information. Last year I received the data for three students who identified as 'Genderfluid', I have not yet received this information for the 2018/19 cohort but I will amend this report once I have this.

In terms of subject enrolment, there is still a strong tendency for students to select subjects along traditional gender lines.

Enrolment issues indicated explicitly in departmental SARs:

- **Physics:** Girls make up 'about a quarter to a third' of the cohort.
- **MFL:** there has been increased male students enrolled so that it is in line with the national average, but this is still a small number.

### **Results:**

The gap between male and female students narrowed this year, with females attained a value-added score of 0.03 and males 0.01. There is therefore only a 0.02 difference between the sexes. Last year, females attained 0.19 and males 0.33 overall.

**In their SARs, individual departments commented on male and female performance and enrolment. The most salient figures are listed below:**

- **Chemistry:** 66% of male students achieved high grades compared to 55% in females. Value added by males ( + 0.51 ) compared to (-0.21 ) by females.
- **Design:** males are outperforming females in the year 2018/19, however the girls attained more high grades.
- **Physics:** Boys outperformed girls in terms of raw grades in 2018/19, and boys continue to get 'far better value added than girls'. The departmental SAR states that girls enter with lower prior attainment but that there are initiatives in place to try to combat this.

Notably, departments demonstrate that they are mindful of this and are thinking of and implementing innovative ways to change this.

**Review of Quality Improvement Plan for 2018-19**

**Department/Team**

**Date**

<p><b>1.</b> To develop the new incarnation of the E &amp; D Committee and establish the aims and ethos. (CARRIED OVER FROM LAST YEAR- To work with the SU, SLT and other interested parties on a rebrand and relaunch for the E&amp;D group, with the aim of getting more students actively involved in E&amp;D embedding across college.)</p>	<p>Up and running by JAN 2018</p>	<p>NTC and BLV</p>	<p>Hold regular meetings with the newly formed E &amp; D committee, once that has been established.</p> <p>Collect and collate notes and minutes, using them to action initiatives.</p> <p>Discuss and promote at whole Staff Briefing.</p>	<p><b>ACHIEVED - ongoing</b></p> <ul style="list-style-type: none"> <li>• Two full-length E &amp; D committee meetings were held</li> <li>• Minutes were collated and initiatives actioned from them</li> <li>• Promotion of E and D committee at Staff Briefing</li> <li>• An area of the staff collaboration site was set up as a place to keep records of agendas and minutes.</li> <li>• The development of the Committee so that there are regular attendees and more meetings is something that will remain an ongoing target.</li> </ul>
<p><b>2.</b> To use public spaces around College to promote harmony and a culture of respect.</p> <p><b>E&amp;D POLICY GOAL 1: To promote a culture of respect.</b></p>		<p>NTC, TW</p>	<p>Putting up images/ posters in the Canteen</p> <p>Investigate using badges/ rainbow lanyards as a sign of support from staff for LGBT students</p> <p>Raise at next S7 E&amp;D meeting and generate discussion and inspiration for this initiative.</p>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>• Promotion of the Great Get Together 2019 involved posters around college and, more significantly, badges were created and handed out that said 'let's get together' and featured hearts, promoting unity</li> <li>• Ideas taken from S&amp; cross college E and D meeting</li> <li>• Black History Month posters laminated and put in the canteen</li> <li>• Visible displays in communal areas in College</li> <li>• Teachers given rainbow flag stickers to add to their lanyards</li> </ul>

<p>3. To update the quiet room guidelines.</p> <p><b>E&amp;D POLICY GOAL 1: To promote a culture of respect.</b></p>	<p>Nov 2018</p>		<p>Meet with religious societies and other interested students – notes/ minutes</p> <p>Focus group with students to check the new policy is fit for purpose.</p> <p>Discuss in E and D committee meeting</p> <p>Update policy if needed.</p>	<p><b>NOT ACHIEVED</b></p> <ul style="list-style-type: none"> <li>• BLV had established the guidelines in 2018.</li> <li>• A group of three Muslim students who use the quiet room came to the first E and D committee meeting and shared their thoughts and said that this space was being used by them.</li> <li>• There has been no reason to update the policy, but this is something to review in the near future.</li> </ul>
<p>4. To challenge prejudice within the student body through PDP sessions, considering gender bias in light of #MeToo movement. Ensure we have a culture of openness in regard to sexual harassment and bullying.</p> <p>(CARRIED OVER from last year’s target To develop a range of events that will help to combat potential prejudice in college and to encourage students to think more readily about their actions/the assumptions that they make about groups of people. (based in part on an issue last year involving</p>		<p>NTC</p>	<p>Build on last year’s work on unconscious bias and myths about minority groups and women.</p> <p>Highlight sexism and consent in PDP sessions.</p> <p>Create safe space for female students in co-operation with students on the E&amp;D committee. Other ideas such as This Girl Can running group will be investigated.</p> <p>Organise and lead trip to Women of the World Festival (March) for International Women’s Day to empower young women.</p>	<p><b>ACHIEVED- ongoing</b></p> <ul style="list-style-type: none"> <li>• We updated Induction materials so that all protected characteristics explained properly with images updates</li> <li>• PDP sessions addressing consent and coercive control</li> <li>• Centenary of Women’s Suffrage PDP – a short session was designed so that all students discussed women’s rights as a tutor group. Also, we held a cross-college LGBT History month session.</li> <li>• Women of the World Festival was not held in full in 2019 so we didn’t take part this year.</li> </ul>

<p>the spreading of material on social media, amongst friends, of potentially offensive content).</p> <p><b>E&amp;D POLICY GOAL 4:</b> To meet our legal duties + objective: inc. under the Prevent legislation whilst ensuring PDP/ INSET materials do not adversely create division between groups or reinforce stereotypes.</p>			<p>To plan the PDP sessions on - challenging prejudice in all forms, BHM session, LGBT session, Suffrage short lesson.</p>	
<p>5.</p> <p>Set up BAME group and support group with anti-racism work.</p> <p><b>E&amp;D POLICY GOAL 2:</b> To value the differences between us and actively celebrate the diverse backgrounds of students and staff.</p>		<p>NTC</p>	<p>Start a weekly group with interested students to ensure that there is a support system for those who need it.</p> <p>Enable group to start campaigns and possibly take over the Youth for Yazidi group, if they want to</p> <p>Set up Women of the World festival trip and encourage attendance of BAME students.</p> <p>Provide group with the support to hold awareness raising initiatives for Black History Month.</p>	<p><b>NOT ACHIEVED</b></p> <ul style="list-style-type: none"> <li>Students did not wish to set up this group when students of BAME heritage were offered support to set one up, after attending an E &amp; D meeting. After discussing with BLV, we felt students should initiate this group and if they didn't want to pursue it, it was not appropriate for us to do so. This target has led to some important conversations around the role of staff, particularly staff who are White British, in organising initiatives for students who are BAME and how appropriate/ successful that it. This complex issue will be addressed in the QIP 2019/20 Target 2.</li> <li>WOW festival was not held as expected in 2019, but I hope to lead a trip there in again in 2020. The previous College trip to this event, in March 2017, allowed students to participate in workshops and hear speakers from all over the world talking about sexism and racism.</li> <li>NTC has worked with tutors to offer guidance on delivery of PDP on Black History Month.</li> <li>The Great Get Together in June was a great success with a diverse mix of staff and students sharing a picnic together, with a real focus on the charity's guiding principle: 'we have more in common than that which divides us' (Jo Cox).</li> </ul>

<p>6. Mental health of students and staff as a priority. Work with the Mental Health Advisor to investigate groups and links to gender. Work closely with welcome initiative, with a focus on minority groups.</p> <p><b>E&amp;D POLICY GOAL 2:</b> To value the differences between us and actively celebrate the diverse backgrounds of students and staff.</p>	<p>June 2018</p>		<p>Meet with Jude Smith (JGS) as Mental Health Advisor</p> <p>Ensure the publicity and smooth running of Mental Health Awareness week again.</p> <p>Regular meeting with interested staff concerning establishing a welcome initiative whereby departments put on events at the beginning of the year and throughout the academic year to support all new students, with a focus on minority and potentially marginalised groups.</p> <p>Establish Staff Well-Being weekly tea break and other events, such as the choir. Staff LGBT night out.</p>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>• Very successful work with students to try and combat stigma and create a culture of openness.</li> <li>• Welcome initiative headed by JGS and DMM was a great success. Groups of students from protected characteristics were targeted in the planning of the initiative. NTC met with JGS several times to plan the GSA welcome event as well as considering initiative to help students who may feel lonely or like outsiders when starting College such as the therapy dog sessions and art therapy.</li> <li>• Staff wellbeing, the weekly tea break has gone really well and staff regularly come. There are now off shoots. A Staff Film club is being set up and staff have been encouraged to come along to events such as the ukulele lunchtime club. Staff walks at lunchtimes have had some success. The first LGBT staff night out was held at the Royal Vauxhall Tavern and a few people came.</li> </ul>

**Quality Improvement Plan for 2019-20**

**Department/Team**

**Date**

Target/Objective	How?	When?	Who?	Performance Indicator
<p>1. Create a new approach to how the Equality and Diversity ethos is communicated to Students, through a range of media as well as learning. Further celebrating diversity and our established culture of respect.</p> <p><b>E&amp;D POLICY GOAL 1: To promote a culture of respect.</b></p>	<p>Work with MIS on redesigning the webpage for E and D.</p> <p>Work with the marketing team to ensure we are inline with the college branding if necessary.</p> <p>Discuss in E and D committee meeting how to best use student facing and front facing website</p> <p>Raise in Student Services meeting to gain support/ ideas from other key staff and to ensure work is inline with the procedures and agreements about how E and D messages should be communicated.</p> <p>Consider how to communicate to staff the ways in which they can convey E&amp;D ethos in their lessons, possibly through self-selecting E&amp; D reps for each department.</p> <p>Work with Student Union to find out their views as to how to best communicate campaigns, events and messages to students.</p>	<p>Oct 2019 start</p>	<p>NTC, CTF, DEH, JH</p>	<ul style="list-style-type: none"> <li>• A fresh looking and updated E and D webpage with links to online support, and with information in line with any new legislation and correlating to other S7 Colleges, where appropriate.</li> <li>• Increased visibility of staff who are E and D ambassadors and can be approached by students for extra support (committee members). Pictures of E and D staff, including NTC, on the website for Students, possibly. Rainbow flag stickers for lanyards for staff who would like these and don't have them yet.</li> <li>• New methods of communication will have been devised such as possibly using the SU Instagram and developing use of display boards and screens.</li> <li>• The 2019/20 departmental SARs should reflect more of a focus on E &amp; D in schemes of work and learning.</li> </ul>

	Update the Equality and Diversity Statement and the Equality and Diversity Objectives.			
<p>2. Ensure that all students and staff feel that they are part of a community and have equal access to opportunities as well as access to college buildings and resources.</p> <p><b>E&amp;D POLICY GOAL 1:</b> To promote a culture of respect.</p> <p><b>E&amp;D POLICY GOAL 2:</b> To value the differences between us and actively celebrate the diverse backgrounds of students and staff.</p> <p><b>E&amp;D POLICY GOAL 4:</b> To meet our legal duties + objective: inc. under the Prevent legislation whilst ensuring PDP/ INSET materials do not adversely create division between groups or reinforce stereotypes.</p>	<p>Hold events that will attract students from all groups, such as another Great Get Together.</p> <p>Work with Heads of Department to think about how to increase the participation levels of girls or boys on their courses.</p> <p>Building on last year’s Welcome Initiative and Your Start at Esher Induction lesson so that they are embedded into the College year.</p> <p>Ensure all students feel welcomed and able to access facilities on the Introduction Days 2020.</p> <p>Ensure adequate provision is provided for the students who need an extra room for exams, working with Learning Support.</p> <p>Targeting prejudice such as gender bias and casual racism through PDP. Working with the Student Union to make this a priority for them.</p> <p>Improve access, environment and opportunities for students and staff with disabilities, as well as for pregnant and breastfeeding women.</p>	Throughout the year.	NTC, TDW, JGS, CTF, DEH	<ul style="list-style-type: none"> <li>• Reviewing the Student Satisfaction survey for 2019/20 will give some indication as to the success of this target.</li> <li>• Positive responses and turn out to events will indicate that students are responding to and enjoying the events.</li> <li>• Student voice – a survey later in the year to find out what went well in terms of events to promote cohesion across all groups of students and staff.</li> <li>• The E and D committee will have been listened to and their ideas investigated and actioned.</li> <li>• Students from all groups, particularly groups of students with protected characteristics, will feel that they are valued, accepted and celebrated.</li> <li>• Increased diversity in terms of speakers and trainers in College.</li> </ul>

	<p>Sharing by email to all staff and students documents such as extra information about notable figures in Black British history.</p> <p>Investigate the idea of a menopause policy as something that affects a large proportion of our staff body.</p> <p>Checking that we have diverse speakers and trainers in College. Monitor the gender, race, etc., of those delivering INSET and also coming into speak to students.</p> <p>Recruitment of Equality and Diversity Committee members who are stakeholders personally, so students and staff who have disabilities or are BAME, for example, are participants. (Whilst being mindful of the fact that just because someone falls within the LGBT category, for example, it does not mean that they should feel in any way expected to become a member of the Committee if they do not wish to be.)</p>			
<p>3. Build on our culture of awareness and openness about mental health problems, building on the successes of recent years.</p>	<p>Work with Jude to ensure we maintain and grow the E and D focus in Mental Health Awareness week.</p> <p>Take part in the Mental Health group at College.</p>	<p>September 2019 onwards</p>	<p>JGS, NTC, DMM</p>	<ul style="list-style-type: none"> <li>• Increased attendance to the events held.</li> <li>• Students will feel that they are more able to share their problems and concerns about mental health.</li> </ul>

	<p>Hold a Great Get Together for all staff and students where all issues can be discussed in a relaxed way.</p> <p>Support the GSA as they help students who are experiencing possible periods of difficulty in understanding their gender and sexuality.</p> <p>Continue with the Staff Well Being group. Look into holding a menopause café.</p> <p>Use all available facilities to help, for example investigating GSA's use of the College allotments ( due to the mental health benefits of gardening)</p> <p>Investigate animals (such as rescue hens)</p>			
<p>4. Work with colleagues across the College to foster our anti-bullying culture.</p>	<p>PDP session on online abuse and bullying to be delivered to all students. This will convey information about the law and ensure students are clear that bullying and abuse outside of College is equally as unacceptable with face-to-face bullying.</p> <p>Discuss with students who to stop online harassment in the E and D committee meeting.</p> <p>Build on the induction materials further, so that new students know about and are using the Student Equality and Diversity Handbook.</p>	<p>Feb 2020</p>	<p>NTC, DEH, CTF, HRT</p>	<ul style="list-style-type: none"> <li>• Responses from PDP session(s) through Student Voice.</li> <li>• Updated Statement and Objectives will be signed off.</li> <li>• Minutes from meetings indicating that the necessary discussions and agreements have taken place to</li> <li>• Input into the Student policy for Bullying with an Equality and Diversity focus.</li> </ul>

	<p>Update the Equality and Diversity Statement and the Equality and Diversity Objectives after consulting the E and D Committee and possibly the SU as well.</p> <p>Investigate a CPD training for staff with an E &amp; D focus, linked to challenging bullying and discrimination- particularly online bullying.</p> <p>Consider more subtle forms of bullying and how they manifest by utilising Student Voice.</p>			
5. To ensure that the E and D Objectives and Statement are developed, approved, and actioned.	Examine any recent E&D developments, OFSTED EIF, E an D Committee for necessary updates. Approve via Link Trustee and SLT.	Feb 2020	NTC/DEH	<ul style="list-style-type: none"> <li>New E and D Obejectives and Statement approved and released.</li> </ul>

