



Meeting:	Local Governing Body
Date of meeting:	14 June 2023
Title of paper:	Equality and Diversity Annual Report
Author:	Vice Principal

Section 1: Purpose

- 1.1 To provide an update on the College's equality, diversity and inclusion (EDI) provision and on current progress made towards the statutory equality objectives.
- 1.2 The Public Sector Equality Duty (2011) requires the college to i) publish equality information annually and ii) publish equality objectives every four years. Once approved by the Local Governing Body, these documents should be displayed on the College website.

Section 2: What do governors need to do with this?

The LGB is invited to approve the report and note the progress made towards the equality objectives.

Section 3: Executive Summary

3.1 Equality, Diversity and Inclusion annual report

The evidence presented in the annual report confirms the College's position and approach to EDI. The report looks at the profile of staff and students. The diversity of the student body continues to grow; however, the diversity of staff does not reflect our diverse student body.

From the report, the key areas of focus for the college are:

- Reduce the achievement gap between disadvantaged and non-disadvantaged students
- Reduce the achievement gap between female and male students (value added is more positive for male students)
- Reduce any possible unconscious bias; particularly towards males and black students
- Continue to support an increasingly diverse student body

The above are addressed in the Quality Improvement Plan and/or the College's Equality Objectives and will continue to be monitored closely.

3.2 Equality Objectives

The current equality objectives cover the period 2020-2023. Objectives are updated regularly to reflect current areas of focus or concern and are cross-referenced with priorities in the Quality Improvement Plan.

Overall, good progress has been made towards the objectives; however, this constantly evolving document will continue to be monitored in order to respond to any emerging issues.

Section 4: Identified Risks

- Section 1: Strategic
- The college is unable to assess changes in government policy and national regulatory requirements
- Section 2: Leadership & Management/Governance
- Failure to ensure high quality educational provision
- Section 4: Student Support & Safeguarding
- Failure to identify and appropriately support students with significant needs
 - Failure to respond to the needs of an increasingly diverse student group

Section 5: Identified Impacts

Quality:

The evidence presented in the EDI annual report and in the Equality Objectives suggests that the College continues to keep EDI at the forefront of its practice and is responsive to any emerging issues.

Equality:

The annual report and equality objectives specifically identify and address any potential areas of unfairness, disparity or inequality.

Human Resources:

Our equality objectives are equally important to staff and the report addresses relevant issues in Section 5.

Section 6: Annexes

Annex A: Equality, Diversity and Inclusion annual report

Includes the following appendices:

- Appendix 1: Equality information: profile of staff
- Appendix 2: Equality information: profile of students
- Appendix 3: Governors' equality and diversity monitoring
- Appendix 4: Equality objectives 2020-23 monitoring updates

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2023

Section 1: Introduction and College Position Statement

King Edward VI College is committed to creating and promoting an inclusive learning community in which diversity is celebrated, where inequality and stereotypes are challenged and where all people are treated with dignity and respect. This involves the conscious efforts of all members of the college community: staff, students, and governors. We are committed to providing equality of opportunity so that everyone can achieve their full potential. Compliance with the Equality Act 2010 is an integral part of this approach.

This report aims to provide transparency on the outcomes and experiences of different groups of students and staff, by providing an update on key achievements, developments and performance indicators. Recommendations for future actions are outlined in Section 6 and are specifically addressed through the College's Equality Objectives and Quality Improvement Plan.

Section 2: Public Sector Equality Duty

2.1 In April 2011 a new public sector equality duty, known as the general duty, came into force. This replaced the previous separate duties to promote race, disability and gender equality. This duty requires the College, in the exercise of its functions, to have due regard of the need to fulfil the three aims of the duty:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not

2.2 The general duty is underpinned by two specific duties: (1) to publish equality information annually and (2) to publish equality objectives initially by 6 April 2012 and then every four years. The current equality information published on the College website is attached as Appendices 1 and 2; the current equality objectives are attached as Appendix 4.

2.3 Our equality objectives have been developed with the intention of ensuring that we proactively further the three aims of the Equality Act and that we continue to develop and promote the College values described in our position statement. These objectives are monitored regularly by the senior leadership team and updated accordingly. Progress towards achieving the objectives is reported to governors.

Section 3: Key Events and Achievements during 2022/23

- 3.1 The **EDI Team** has been created this year, with members of staff from across our academic and operational staff teams. A new EDI Lead role has been created to manage and lead this team. Events have been organised throughout the year, as well as opportunities to meet with staff and students to discuss current equality issues. The group are developing their role within college, working with faculty teams to support teaching staff in the classroom and raising awareness and celebrating the fantastic diversity across the college community.
- 3.2 The student-led **LGBT+ group** continue to meet regularly to discuss relevant issues for the LGBT+ community. The group has been instrumental in raising awareness during the year and have worked with the EDI Team to run charity and raising awareness events.
- 3.3 New student led groups have been set up this year; **Islam Society, Sikh Society and African & Caribbean Society**, meeting regularly to discuss relevant issues within these communities. These groups have also run events and fundraisers through the year. In February 2023, the Islam Society run a fundraising drive for donations of clothing and supplies for the victims of the Turkey/Syria Earthquake with a moment of reflection held with the whole college community to remember the victims.
- 3.4 **Events** have taken place this year to celebrate and learn about the different cultures across the college community. Luke Perry, a local artist, has created work across the West Midlands to celebrate the LGBTQIA community through an HIV memorial and also a celebration of BAME identity in the local area. He came to give a talk to students about his work, and a group of students visited his workshop to see his work created. Eid was celebrated through an opportunity for students to come together and break their fast with sweet treats. Iranian New Year was celebrated through the painting of eggs and the EDI team ran a photograph competition to celebrate LGBTQIA history month.
- 3.5 An **additional contemplation room** has been created to support students to have space to pray during the college day, also allowing for a room for males and a room for females. During Ramadan and during Friday prayers, additional larger spaces were provided for Muslim students wanting to pray together during these holy times.
- 3.6 The College have trained and appointed a **Senior Mental Health Lead** who has created a long-term action plan to ensure the mental health of staff and students is paramount. 30 members of staff have been trained as mental health first aiders and links established with Wave 3 Mental Health Support Team who will be receiving referrals to support students experiencing poor mental health. Staff training session delivered on how to promote good mental health through classroom practice, including information on the impact of microaggressions on mental health.
- 3.7 The EDI Team are organising a key college event – **The Big Summer Send Off** on the last day of the summer term. This will include music, food, cultural activities, competitions and provide an important opportunity to celebrate the College’s vibrant diverse and community.
- 3.8 **The Retreat** area (in the Student Support Centre) has continued to provide a safe space for students with vulnerabilities, disabilities and learning differences/SEND. There is always a member of staff on duty so students can drop-in and access support at any time during the College day. This year there has been a focus on building independence in students to work away from the retreat to build resilience as support for when they leave college.

3.9 **Debates over key issues** have taken place during the year. The Debate Society has worked with the Amnesty International society for debates about issues relating to human rights. There were also surveys and discussions surrounding the World Cup 2022 in Qatar, and the controversies surrounding that competition.

Section 4: Student Key Performance Indicators

4.1 Student Body Profile as of May 2023

Gender:

The student profile detailed in Appendix 2 indicates a greater proportion of female students.

Disability:

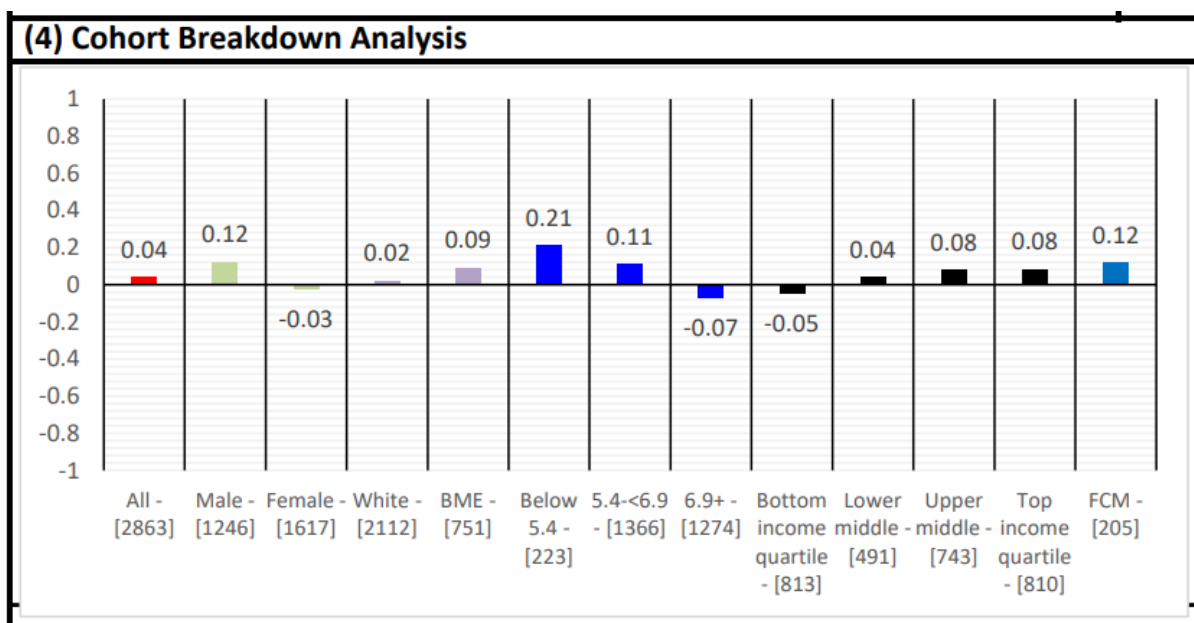
The student profile indicates that 8.56% of the student body has a known disability or learning difference. This has dramatically reduced in recent years. (14.54% in 2021/2022, 17.68% in 2020/2021). From looking at the data, there seems to be a reduction in the number of students joining us with 'other medical conditions' such as asthma, diabetes and epilepsy.

Ethnicity:

The ethnicity profile of the student body is becoming more diverse over time (31.74% Black, Asian, or Minority Ethnic in 2022/23, compared to 28.51% in 2021/22 and 27.56% in 2020/21.)

4.2 Examination Results 2022

4.2.1 The table below shows how much progress different groups made from their GCSE (CAG) starting points at King Ed's, compared to sixth form colleges nationally. The '0' line is national performance, so a bar appearing above the line shows better than average performance, and a bar appearing below the line shows poorer than average performance.



- 4.2.2 Male students made markedly better progress from their GCSE starting points than did female students. A closer analysis of progress within the different subjects reveals that the trend here was for female students to make markedly poorer progress in the more traditional subjects (such as the hard sciences, history and literature) whereas the reverse was the case for young men.
- 4.2.3 In 2020 and 2021, there was a clear national trend for girls to do better than boys under centre-assessed and teacher-assessed grading systems. Therefore, it is likely that more females than males entered A levels with inflated GCSE grades, leading to poorer progress and some inappropriate enrolments: across sixth form colleges, the trend was for young women to make slightly poorer progress, in line with that as seen at King Ed's. However, young men at King Ed's made better progress than was seen nationally.
- 4.2.4 When we look at progress and ethnicity, all students made slightly better progress than average. However, bucking national trends, non-white students made better progress. When we look at subjects, we can see that this better progress for students from minority ethnic groups is particularly marked in STEM, social sciences and languages, but that white students typically made better progress in arts, media and English.
- 4.2.5 Looking at household income, all students are making better than average progress. There is a trend for better off students to make better progress, but the relatively small group of students on Free College Meals made the best progress of all, suggesting that where the College is able to offer financial support; students from low-income backgrounds do well.
- 4.2.6 Males and females passed their qualifications at exactly the same rate once again, but we can see that the gaps in the high grades rates closed significantly once we returned to exams. This suggests that teachers at King Ed's were not exempt from the national trend to be less generous to males in awarding grades when compared to exam assessment.

A level Gender Analysis - Summer 2022												
Gender	Entries	A*	A	B	C	D	E	U	2022 Pass%	2021 Pass%	2022 AB%	2021 AB%
Female	1628	227	389	487	321	153	44	7	99.6	99.9	67.8	64.5
Male	1280	153	304	399	260	123	37	4	99.6	99.9	66.8	58.2
Total	2908	380	693	886	581	276	81	11	99.6	99.9	67.3	61.7

- 4.2.7 White British and Black students attained high grades at better rates than Asian, 'Mixed' and 'Other' student groups. Asian students saw the least movement in high grades rates from the teacher-assessed to exam-assessed methodology. Larger gaps are to be seen amongst ethnic groups with smaller numbers, statistically to be expected. However, the leap from 49.6% high grades to 68.3% high grades for Black students is significant and should give pause for thought.

GCE Ethnicity Analysis - Summer 2022												
Ethnicity	Entries	A*	A	B	C	D	E	U	2022 Pass%	2021 Pass%	2022 AB%	2021 AB%
Asian	423	45	101	107	104	52	14	0	100	100.0	59.7	57.5
Black	145	17	33	49	32	10	3	1	99.3	100.0	68.3	49.6
Mixed	147	13	29	47	42	14	2	0	100	100.0	60.5	53.6
Other	144	9	35	46	27	17	9	1	99.3	100.0	62.5	57.4
White British	2049	296	495	637	376	183	53	9	99.6	99.9	69.7	64.2
Grand Total	2908	380	693	886	581	276	81	11	99.6	99.9	67.3	61.7

4.2.8 Students in receipt of a bursary were more likely to achieve high grades, again indicating that when the College can provide financial support, students on low incomes do well. This was not the case in the previous year when teachers assessed grades. (There is a wide body of research to suggest that exams are fairer to disadvantaged students than are teacher assessments).

GCE Disadvantage Analysis - Summer 2022												
Bursary	Entries	A*	A	B	C	D	E	U	2022 Pass%	2021 Pass%	2022 AB%	2021 AB%
None	2569	336	616	776	519	241	71	10	99.6	99.9	67.2	62.4
Discretionary	330	44	74	108	60	34	9	1	99.7	100	68.5	56.8
Full Bursary	9	0	3	2	2	1	1	0	100	100	55.6	100
Grand Total	2908	380	693	886	581	276	81	11	99.6	99.9	67.3	61.7

4.3 Student Perceptions

Student voice took place in March 2023, asking the students the following questions:

- ***The College promotes tolerance and takes equality and diversity seriously:***
94.19% of students agreed or strongly agreed with this statement
- ***If I've had help from Learning Support it is useful:***
96.43% of students agreed or strongly agreed with this statement

Section 5: Staff Key Performance Indicators

5.1 Staff Profile as of May 2023

Gender: The staff profile detailed in Appendix 1 indicates a greater proportion of female teaching staff; however, this ratio is similar to the student profile.

Disability: We are aware that the figure 92.35% with no reported disability is unlikely to be an accurate reflection of disability amongst staff. Awareness raising activities aimed at promoting the benefits of declaration have not led to any increase and there is continued reluctance to disclose disabilities.

Ethnicity: The staff ethnicity profile has become more diverse (8.67% Black, Asian, or Minority Ethnic), but is still out of step with the student population (31.74% Black, Asian, or Minority Ethnic).

5.2 Governor Profile

The profile of the current Local Governing Body is detailed in Appendix 3. The following cultural and ethnic origins identified as of May 2023:

- 12 White British
- 2 Asian or Asian British

There are now three male and eleven female governors which has changed from three males and eight female governors in 2022.

Thirteen governors responded 'No' to the question regarding disability, and one governor did not want to say.

The College continues to be sensitive to the need to reflect the student profile within the governing body.

Section 6: Key Equality Challenges

The changes outlined below will be incorporated in the College's equality objectives.

6.1 Student Equality Challenges:

Challenge	Actions
1. Reduce the achievement gap between disadvantaged and non-disadvantaged students	<i>This challenge is addressed in the College QIP</i>
2. Reduce the achievement gap between female and male students (value added is more positive for male students)	<i>This challenge is addressed in the College equality objective 2</i>
3. Reduce any possible unconscious bias; particularly towards males and black students	<i>This change is addressed in the College equality objective 5</i>
4. Continue to support an increasingly diverse student body	<i>EDI Team working across college with staff and students to support</i>

6.2 Staff Equality Challenges:

Change needed	Actions
Increase the proportion of staff from Black, Asian, or Minority Ethnic groups	<i>Continue to take positive action to recruit from Black, Asian, or Minority Ethnic groups when the opportunity arises</i>

Appendices:

- Appendix 1: Equality information: profile of staff
- Appendix 2: Equality information: profile of students
- Appendix 3: Governors' equality and diversity monitoring
- Appendix 4: Equality objectives

Clare Bramall
Vice Principal

June 2023

Disability, Gender, Sexual Orientation, Age, Ethnicity and Belief Profiles of staff as at May 2023

Disability	Column1
Learning difficulty (4)	2.04%
Mental ill health (4)	2.04%
None (181)	92.35%
Physical impairment (7)	3.57%
TOTAL	100%

Gender	
Teaching – Female (64)	57.65%
Teaching – Male (47)	42.35%
TOTAL TEACHING STAFF (111)	100%
Support – Female (62)	72.94%
Support – Male (23)	27.06%
TOTAL SUPPORT STAFF (85)	100%
Total – Female (126)	64.29%
Total – Male (70)	35.71%
TOTAL ALL STAFF (196)	100%

Sexual Orientation	
Bisexual (3)	1.53%
Gay/Lesbian (1)	0.51%
Heterosexual (177)	90.31%
Prefer not to say (9)	4.59%
Unknown (6)	3.06%
TOTAL	100%

Average Age	
Female (126 staff)	44.48yrs
Male (70 staff)	45.87yrs
TOTAL (196 staff)	45.19yrs

Sex, Ethnicity, Disability and Learning Difficulty Profiles

Students 2022-2023

Sex	
F - Female	60.77%
M - Male	39.19%
Non Binary	0.04%
Not given	0.00%
Ethnicity	
Arab	0.67%
Asian / Asian British - Bangladeshi	0.96%
Asian / Asian British - Chinese	0.58%
Asian / Asian British - Indian	7.30%
Asian / Asian British - Pakistani	7.93%
Asian / Asian British - Any other Asian background	2.42%
Black / African / Caribbean / Black British - African	3.34%
Black / African / Caribbean / Black British - Caribbean	1.21%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	0.29%
Mixed / Multiple ethnic group - White and Asian	2.05%
Mixed / Multiple ethnic group - White and Black African	0.13%
Mixed / Multiple ethnic group - White and Black Caribbean	2.13%
Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	1.38%
White - English / Welsh / Scottish / Northern Irish / British	64.57%
White - Irish	0.42%
White - Gypsy or Irish Traveller	0.04%
White - Any Other White background	3.17%
Any other	1.34%
Not known	0.08%

Disability/Learning difficulty	
Vision impairment	0.33%
Hearing impairment	0.17%
Social and Emotional difficulties	0.50%
Other physical disability	0.33%
Other disability	0.21%
Other medical condition (e.g. epilepsy, asthma, diabetes)	1.92%
Mental Health Difficulty	0.63%
Temporary disability after illness (e.g. post-viral) or accident	0.00%
Asperger's syndrome	0.42%
Profound/complex disabilities	0.04%
Disability affecting mobility	0.08%
Dyslexia	0.71%
Other specific learning difficulty (e.g. Dyspraxia)	0.17%
Moderate learning difficulty	0.04%
Autism Spectrum Disorder	1.00%
Other learning difficulty	1.75%
Speech, Language and Communication needs	0.04%
Prefer not to say	0.00%
Not Provided	0.21%
No Learning Difficulty or Disability	91.44%

**GOVERNORS' EQUALITY AND DIVERSITY MONITORING
as of May 2023**

Governors' equality and diversity monitoring is completed annually

I declare my cultural and ethnic origin as:	
<p>White British 12 Irish Other White</p> <p>Mixed White & Black Caribbean White & Black African White & Asian Other Mixed</p> <p>Asian or Asian British Indian 2 Pakistani Bangladeshi</p>	<p>Black or Black British Black Caribbean Black African Other Black</p> <p>Chinese or Other Ethnic Group Chinese Other Ethnic Group</p> <p>Unknown currently (vacancy):</p> <p>Don't know</p> <p>Do not wish to reply</p>
<p>My sex is: Male 3 Female: 11</p>	<p>My age is: 16-29 2 30-44 3 45-59 7 60+ 2</p>
<p>Do you have a disability? Yes 0 No 13 Do not wish to reply: 1</p>	



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023

Equality Objective	Planned actions	Who	Monitored by	Progress and impact
1. To recognise, promote and celebrate equality and diversity in and around college	i. Maintain an equality, diversity & inclusion (EDI) calendar to encourage embedding of EDI throughout the curriculum	EDI Lead	Vice Principal	<p>May 2021: Work in progress. Social Media (Instagram and Twitter accounts set up and item about EDI Champions posted). Plans for bios and photographs to launch the calendar in June</p> <p>December 2021: Instagram and Twitter accounts set up and posts added regularly. Photographs and bios of Champions added to student planner, student induction materials and posters displayed around college</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: Centralised EDI calendar will be displayed on the college website and further development of social media with EDI events and a student blog. EDI lead working with HOFs on support in faculties for SLs and teams to further embed EDI within the curriculum. EDI surgery set up for Jan 2023 for staff to get support with EDI issues in the classroom</p> <p>May 2023: A calendar is now embedded on the college website and we have the NAHT calendar embedded onto the Website as well as events information which are going to happen in the term. In the summer term we will be putting together an EDI steering group of students so we can investigate EDI in the curriculum and develop it where there are needs. EDI champions have worked with SLs and teachers when requested in terms of EDI training or assistant.</p>
	ii. Maintain up-to-date, relevant displays around the college to ensure that EDI has a high profile	EDI Lead	Vice Principal	<p>May 2021: Estates asked to identify and reserve notice boards in every building for the purpose of EDI displays</p> <p>December 2021:</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<p>Boards identified in key areas and displays have been produced for key dates and events</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: Continuing to use current displays, with new EDI displays in the Foley common room area with focusing on events taking place through the year and the achievements of students from a diverse range of backgrounds</p> <p>May 2023: Displays have been put up for events but new displays need to be put up and this will be done in the summer term. Much publicity for takes place on social media and this is also raising the profile of EDI across the college.</p>
	iii. Provide a programme of events to celebrate the college's diversity	EDI Lead	Vice Principal	<p>May 2021: Culture Day in planning stage - organised for July 2021. Calendar of events in progress after disruption of college closure due to COVID-19 restrictions</p> <p>December 2021: Culture Day in planning stage and will hopefully take place in July 2023 (COVID-19 restrictions may prevent it from going ahead). Student Equality Action Group have organised a fund-raising event for World AIDS Day and students have been recruited for Letters From Auschwitz Online Project. The organisation of 'in-person events' have been curtailed by COVID-19 restrictions but days have been advertised and celebrated via online platforms</p> <p>May 2022: Culture day is planned for 13th July. the EDI enrichment group and the SU, alongside EDI champions and PTs are putting plans in place. The students have been surveyed about what they would</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<p>like to see included and students have volunteered to perform/help with activities on the day. Assistant Principal (Student Support), EDI Champions, Assistant Head of Student Support (Next Steps) and Head of Enrichment are meeting regularly as part of the planning process</p> <p>December 2022: Enrichment program provides a range of opportunities for students to become proactive in terms of EDI issues. Range of events occurred this term including talk about National monument for HIV & AIDS and Amnesty International cake sale</p> <p>Events planned for new year including debate about issues raised during Qatar world cup. Culture day at end of academic year renamed as "The Big Summer Send Off" #Life is beautiful. This event will celebrate the community of the college and will have something on offer from each faculty. Updates on this event will be provided later in the academic year</p> <p>May 2023: A range of events to celebrate and commemorate different groups around the college have taken place in the Spring term: Iranian new year Black history celebration visiting the workshop of artist Luke Perry who has made a very special monument to commemorate the contribution which the BAME community have made to the black country. International happiness day Ramadan Whole college Eid celebration. Looking forward in the summer term we will be commemorating international refugee week,</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				Windrush day and we will end the academic year with our Big Summer send off on July 12 th which will be a celebration of our college community.
2. To reduce achievement gaps between male and female students in A level subjects	i. Analyse and identify any male-female achievement gaps by subject area	Heads of Faculty	Vice Principal	<p>May 2021: All subjects conducted an equalities analysis on 2020 CAG results</p> <p>December 2021: All subjects conducted an equalities analysis on 2021 TAG results</p> <p>May 2022: Complete - All subjects conducted an equalities analysis on 2021 TAG results</p> <p>December 2022: All subjects completed analysis on summer 2022 results. Overall results show boys performed better than national average and girls slightly below national average</p> <p>May 2023: Subject QIPs include targets to address achievement gaps where applicable based on VA data. These are reviewed on a regular basis and discussed with HOF's in subject review meetings.</p>
	ii. Address any disparities via college- and subject-level QIP actions	Heads of Faculty	Vice Principal	<p>May 2021: Where disparities were identified, SLs included targets and were monitored as far as possible over the course of the year. For example, maths have reviewed all teaching schemes and resources to avoid any examples of gender bias or stereotyping</p> <p>December 2021: Again, where disparities were identified, SLs included targets and we are monitoring these through termly subject review meetings</p> <p>May 2022: Again, where disparities were identified, SLs included targets and we are monitoring these</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<p>through termly subject review meetings. SA5 data suggests that gaps have narrowed in some subjects (e.g. art), but awaiting external results</p> <p>December 2022: Any subject areas with significant differences between male and female achievement seen as a pattern over time, have QIP actions to reduce the disparity. Monitored over time using internal SA data through subject review meetings</p> <p>May 2023: Performance of students being monitored following on from the latest subject assessment data (Year 13 SA5 and Year 12 SA2). Where disparities exist, students have been directed to workshops and targeted with additional support. Subject assessment data indicates gaps have narrowed in Biology and Physics.</p>
<p>3. To reduce the achievement gap between different ethnic groups</p>	<p>i. Analyse and identify any underperforming BAME groups at college and subject level</p>	<p>Heads of Faculty</p>	<p>Vice Principal</p>	<p>May 2021: All subjects conducted an equalities analysis on 2020 CAG results. Analysis of equality data is part of start of year results analysis and planning</p> <p>December 2021: All subjects conducted an equalities analysis on 2021 TAG results</p> <p>May 2022: Complete - All subjects conducted an equalities analysis on 2021 TAG results</p> <p>December 2022: All subjects have completed analysis on performance by ethnicity using Sixth Sense data - comparison with other 6th form colleges. At college level, when comparing performance of students from BME backgrounds, they performed above 6th form averages</p> <p>May 2023:</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				Regular monitoring of student performance following on from subject assessment points. Subject review meetings between HOF's and SL's address students under achieving, necessary actions put in place to address concerns. Liaised with LT's to ensure parental/guardian engagement where possible.
	ii. Address any disparities via college and subject level QIP actions	Heads of Faculty	Vice Principal	<p>May 2021: Where disparities exist, they appear on subject QIPs (e.g. Biology - Black African and Black Caribbean) and have been monitored by SL/CL as far as is possible given the cancellation of exams in 2020 and 2021</p> <p>December 2021: Again, where disparities were identified, SLs included targets and we are monitoring these through termly subject review meetings</p> <p>May 2022: Again, where disparities were identified, SLs included targets and we are monitoring these through termly subject review meetings. SA5 data suggests that gaps have narrowed in some subjects, but awaiting external results</p> <p>December 2022: Subjects have highlighted on their QIPs any patterns over time in terms of performance of different BME groups and identified actions to reduce the disparities</p> <p>May 2023: E grade catch up sessions utilised to support learners under achieving at subject level.</p>



King Edward VI College Equality Objectives 2020-23

Last updated: MAY 2023



Equality Objective	Planned actions	Who	Monitored by	Progress and impact
4. To provide high quality facilities for contemplation and prayer	i. Establish a new contemplation room	EDI Lead	Vice Principal	<p>May 2021: Discussion of location of current contemplation room and identification of new space is in progress</p> <p>December 2021: Contemplation Room is used regularly by a small group of students, mainly for prayer. Identifying a new space to relocate it has been problematic due to current demands on space in Student Support Centre</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: Two rooms have now been set up for contemplation to allow for separate male and female spaces</p> <p>May 2023: A new prayer room has been set up which is accessible to all students and situated on the main corridor of TW. Further prayer rooms have been made available for Friday prayers and also were available in Ramadan.</p>
	ii. Develop safeguarding systems for ensuring the correct and appropriate use of the room	EDI Lead	Vice Principal	<p>May 2021: Students currently collect a key pass from Reception who keep a record of who uses the room and when the key is returned. Appropriate monitoring and use of the room are being discussed. Decoration of the room is appropriate but religious items should be stored outside of the room and returned after they have been used</p> <p>December 2021: As reported in May 2021 above</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: The contemplation room has moved to a more visible location. There is frosted glass in the door to</p>



King Edward VI College Equality Objectives 2020-23

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Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<p>ensure privacy for students, but still a strip of clear glass to ensure appropriate use of the room. Clear guidelines as to its use have been displayed. These have also been communicated to all students within the college and discussed at the Islamic society.</p> <p>May 2023: The room is situated on a main corridor in TW and has a glass window so there is privacy but there is also visibility from outside. This is also the case with the Friday prayer room in SP and also the additional prayer room in Ramadan in DD.</p>
	<p>iii. Ensure that all students are aware of the contemplation room and how to access it</p>	<p>EDI Lead</p>	<p>Vice Principal</p>	<p>May 2021: Room will be re-launched for new cohort once changes are implemented. Current students are aware of it and how to access it</p> <p>December 2021: As reported in May 2021 above</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: The new area for prayer has been widely promoted via the Islamic society. EDI lead has also asked for this to be promoted via the religious link lead and with enrichment groups.</p> <p>May 2023: The prayer room is well publicised via email and also via the Islamic society. Any questions about the space always come to CTB the EDI lead so students are very aware of who to contact for further information.</p>
<p>5. To reduce any possible unconscious bias with regard to student interventions</p>	<p>i. Conduct detailed analysis of student interventions according to ethnicity</p>	<p>Senior Tutor</p>	<p>Vice Principal</p>	<p>May 2021: No progress – awaiting the completion of the year to ensure all student interventions are included in the analysis/ December 2021:</p>



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Equality Objective	Planned actions	Who	Monitored by	Progress and impact
				<p>Analyses are complete and passed to Assistant Principal (Student Support)</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: The data is currently being collated and will be analysed later in the year once it becomes meaningful in terms of identifying trends. Outcomes will be reported back in May 2023.</p> <p>May 2023: Senior tutor has conducted some analysis (see attached Annex A) detailing gender and ethnicity according to interventions undertaken from September 2022- May 2023. 535 interventions have been placed over 3 levels.</p>
	ii. Conduct detailed analysis of student disciplinaries according to ethnicity	Executive Office Manager	Vice Principal	<p>May 2021: No progress – awaiting the completion of the year to ensure all disciplinary activities are included, as small numbers can seriously skew the analysis</p> <p>December 2021: Analyses are complete and passed to Assistant Principal (Student Support)</p> <p>May 2022: As reported in December 2021 above</p> <p>December 2022: 3 disciplinaries to date this academic year; numbers too small for any meaningful analysis</p> <p>May 2023: 1 further disciplinary from December 2022. 4 disciplinaries to date; numbers remain too small for any meaningful analysis.</p>
	iii. Address any disparities and/or trends via college- and subject-level QIP actions	Heads of Faculty	Vice Principal	<p>May 2021: No progress - in order to act on this clearer data is required on quantity and nature of interventions</p>



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				<p>December 2021: No progress - in order to act on this clearer data is required on quantity and nature of interventions</p> <p>May 2022: No progress - in order to act on this clearer data is required on quantity and nature of interventions</p> <p>December 2022: No patterns seen at this early point in the academic year. Will be continued to be monitored over the year to identify any disparities and then identify actions necessary to address.</p> <p>May 2023: No patterns identified at subject level, however, further data required to make appropriate judgments.</p>