



Brighton, Hove & Sussex VI College

Equality, Diversity & Inclusion Measures (EDIMS) REPORT 23-24

Introduction:

In 2023-24, we continued the revised approach to leading Equality, Diversity & Inclusion (EDI) work across the college, with a number of strands feeding through into all aspects of the College community. An annual **EDI INSET Day** in September reminds all staff of key themes and priorities for EDI and a cross-college steering group, the **EDI Core Team**, monitors this throughout the year. This team comprises a Head of Faculty, Head of Additional Learning Support, HR Manager, Communications Manager, Events & Enrichment Assistant, Guidance Manager (EDI) and Vice Principal (Student Services). Each member of the EDI Core team leads on aspects of the cross-college **EDI action plan** and the team meets half-termly to review progress. The EDI Core Team have contributed to this report throughout and, where relevant, have included individual end-of-year summaries to form Section 5 of this report.

Section 1 looks at some headline data trends, linked to protected characteristics for students from our CIS Manager and Section 2, from our HR Manager, compares this with some trends in staffing, including some commentary on the gender pay gap. Section 3 is authored by Wilhelmenia Rantala, the EDI Link Governor, and includes an EDI profile of Governors. Section 4 is the new 3-year Single Equality Scheme Action Plan (2024-27) and progress against this will be measured annually in the EDIMS Report. An appendix is included at the end of the report, with tables from the latest national census to help cross-reference our college community data with the local and national profile.

SECTION 1: About Our Students

SECTION 2 – About Our Staff

SECTION 3 – About Our Governors

SECTION 4 – EDI ACTION PLAN 2024-27

SECTION 5 – EDI Core Team Summary Reports 2023-24

Curriculum (Jess Jung – Head of Faculty)

Guidance (Karen Stalker – Guidance Manager – EDI)

Communications, Admissions & Marketing (Communication Manager – James Barton)

APPENDIX – 2021 Census Data tables

Data:

Student data is drawn from ESFA and uses Department for Education categories, as well as local authority definitions for the Safe & Well in FE survey. Staff data is generated from equality & monitoring recruitment forms, and Governor data has been taken from monitoring questionnaires circulated in Spring 2023 which were then incorporated into the annual FE Workforce survey return to ESFA, reported to Search & Governance Committee in November 2023.

Throughout the report, we have used selected charts and graphs from the full data tables provided by Tara Davies, CIS Manager: the full excel spreadsheets, with all EDI data, are available from her, on request.

Admissions data is being filtered through a new Microsoft tool called Power-BI. This allows for more responsive and accessible reporting. Members of the CIS and Admissions teams are developing their skills and knowledge of this software.

Definitions:

'Disadvantaged' students are identified as those in receipt of pupil premium in school (i.e., those in receipt of free school meals, children in care, or children whose parents are in the forces). The DfE position is that an institution's disadvantaged students should be benchmarked against the national average of all students.

For several years, we have experimented with a wider 'Vulnerability Index' of students based on local authority auditing (which includes students with an EHCP, Child in Care or Care Leavers, Young Carers, Distance to Travel, Disadvantaged Postcode, Pupil Premium, Free Meals, Widening Participation, students with Learning Difficulties and/or Disabilities, students with health problems, low attendance and low GCSE scores). This system is feeding into the college's wider Closing the Gap social mobility initiative, reported on elsewhere, so for clarity of benchmarking, the data provided for EDIMS analysis is the 'Disadvantaged' data as initially outlined by DfE, above.

'BAME' has been a widely used acronym for referencing 'Black, Asian, Minority Ethnic' groups; however, in conjunction with student & staff focus group work, led by Wilhelmenia Rantala, and to follow the [latest Government guidance](#), where possible the report uses the terms 'White British' and 'Other than White British' in relation to our student and staff population. This matches the ESFA data held centrally and enables longitudinal comparisons and trends, however we will continue to consult on preferred data and terminology and work with the CIS Manager to implement any recommended changes and align our reporting across different documents (eg. College SAR).

Benchmarking:

We are progressing work as an institution to refine our data reporting and we continue to suggest [migrating to 2021 census categories](#) in the future, as part of a bigger project to align reporting across student, staff and governor populations. This should provide a wider and clearer picture of our whole community, and various sub-sections, and enable comparison with local and national populations, as well as meeting the targets in line with the Equality, Diversity, and Inclusion strategy and Public Sector Equality Duty.

SECTION 1: About Our Students (EDIMS)

Analysis of the overall student population, relative to relevant protected characteristics.

Student data for gender, ethnicity, Special Educational Needs & Disabilities (SEND) and Disadvantage is generated from EFSA. Student data for sexuality & religious characteristics is more approximate but is generated from the most recent Safe & Well in Further Education survey (2023) from Brighton & Hove City Council, which was completed by 1342 students in December/January (about 37% of total student population and therefore a reasonable sample).

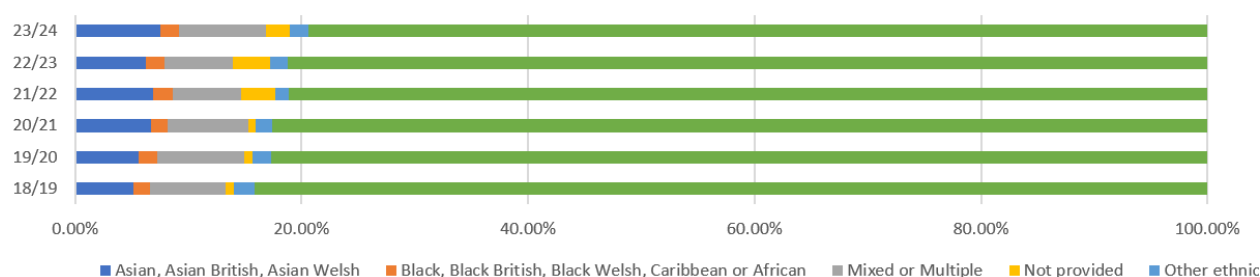
The total student population rose from 3014 students in 2019-20 to 3569 in 2023-24.

Ethnicity:

The % of students who identified from a background they described as mixed / multiple ethnicities or other than white British has increased by more than 10% since 2019 to 30% for the first time in 2023-4.

Whilst 79% of students therefore identify as white British, those from other ethnic backgrounds is significantly above the average for the local population (which is approximately 14.6%, according to 2021 census data). However, it is worth noting that whilst the % of our applicants coming from other than white British backgrounds is increasing (19% of applicants in 2016 and 34% by 2023) the conversion rate of these students is significantly lower than white British.

Ethnic makeup of our Students



From the Safe & Well in FE (2023) survey, about 10% of students were born outside the UK and approximately 12% speak another language at home, including Arabic, Polish, Persian/Farsi, Bengali, Spanish, Chinese, French, Turkish, Hungarian and 76 'other'.

Approximately $\frac{1}{3}$ of respondents to SAWFE (2023) expressed some religious identity or affiliation, with the top religions cited as Christian (15.6%), Muslim (3.94%), Jewish (1%) and Hindu (1%). The majority of students (66.7%) have declared no religious affiliation which is higher than local census data (West Sussex 41%, East Sussex 44%, Brighton & Hove 55%).

Students who are Muslim is broadly in line with 2021 Census data for Brighton & Hove (3.1%).

Religious Identity

7. What is your religion?				
Answer Choices			Response Percent	Response Total
1	Christian	<div style="width: 15.61%;"></div>	15.61%	206
2	Muslim	<div style="width: 3.94%;"></div>	3.94%	52
3	Buddhist	<div style="width: 0.68%;"></div>	0.68%	9
4	Jewish	<div style="width: 1.21%;"></div>	1.21%	16
5	Hindu	<div style="width: 1.14%;"></div>	1.14%	15
6	Sikh	<div style="width: 0.23%;"></div>	0.23%	3
7	Other religion	<div style="width: 1.44%;"></div>	1.44%	19
8	No religion	<div style="width: 67.50%;"></div>	67.50%	891
9	Don't know	<div style="width: 6.29%;"></div>	6.29%	83
10	Prefer not to say	<div style="width: 1.97%;"></div>	1.97%	26
			answered	1320
			skipped	22

Gender:

There has been a slightly higher number of female students (3-year average = 52% females/48% for males) with females increasing in the last 3 years as more likely to both accept and enrol.

Applied

	2020-2021 (for 21/22)		2021-2022 (for 22/23)		2022-2023 (for 23/24)	
ALL	3000	100%	2932	100%	3092	100%
M	1346	45%	1295	44%	1477	48%
F	1630	54%	1637	56%	1615	52%
BAME	645	24%	806	27%	1058	34%
Not BAME	2355	76%	2126	73%	2034	66%

Enrolled

	2021-2022		2022-2023		2023-2024	
ALL	1810	100%	1739	100%	1873	100%
M	837	46%	758	44%	867	46%
F	973	54%	981	56%	1006	54%
BAME	365	20%	418	24%	563	30%
Not BAME	1445	80%	1321	76%	1310	70%

In terms of High Grades, it is notable that females significantly outperform males across all programmes of study, and this is particularly marked in Year 1 assessments:

A LEVEL - High Pass Rate	1819	1920	2021	2122	2223
All	70.65	75.25	79.49	77.47	67.9
Female	73.47	79.31	83.84	82.34	72.69
Male	67.44	70.72	74.07	72.37	61.97

BTEC Yr 2 - High Pass Rate	1819	1920	2021	2122	2223
All	61.68	52.78	76.64	70.86	75.63
Female	68	86.67	80.88	71.43	81.58
Male	56.14	28.57	69.23	70.59	72.84









BTEC Yr 1 - High Pass Rate	1819	1920	2021	2122	2223
All	60.23	61.89	62.97	43.4	57.76
Female	61.61	65.06	68.49	51.61	72.64
Male	58.93	59.02	58.24	35.14	44.04

VQR - High Pass Rate	1819	1920	2021	2122	2223

All	55	53.66	49.7	35.87	42.32
Female	53.33	62.26	57.26	43.88	49.4
Male	60	37.93	32	22.62	26.67

Sexuality and Gender Identity:

From the Safe & Well in FE (2023) survey, about ¼ of BHASVIC students identify as LGBTQU+ (24.88%).

10. Which best describes your sexual orientation?				
Answer Choices			Response Percent	Response Total
1	Heterosexual / Straight		71.01%	953
2	Gay		2.01%	27
3	Lesbian		1.79%	24
4	Bisexual		14.68%	197
5	Unsure		3.58%	48
6	Queer		2.83%	38
7	Prefer not to say		2.76%	37
8	Other (please specify):		1.34%	18
			answered	1342
			skipped	0

In addition, approximately 3% of respondents (44/1341) specifically said they do not identify or feel comfortable with the gender they were given at birth and a further 40 (2.9%) said this was the case some but not all the time.

Additional Learning Support

In 2023-24, 883 students (24.74%) were identified as having a Special Educational Need or Disability, a slight decline on previous two years (29%)

Study Support is offered to students who have had previous support at school (and/or exam access arrangements) and to students who are referred by teacher throughout the year. We currently have a maximum of 510 spaces and this academic year we have supported 500 students in a weekly study support lesson. This is 15% of the student population, as not all eligible students take up the offer.

In 23-24, we have had 530 referrals for exam access arrangement testing and study support this academic year (a rise of 100 from last year).

We also offer 1:1s for higher needs students with a Learning Support Assistant (LSA) and in a small number of cases, we have in-class support for some of the Education & Health Care Plan (EHCP) students.

We have:

- 13 EHCP students (5 high needs and receiving High Needs funding).
- 27 diagnosed ASC in A1
- 35 diagnosed ASC in A2
- 21 diagnosed ADHD in A1
- 31 diagnosed ADHD in A2

These numbers are increasing weekly as more students go through assessment and are receiving a diagnosis.

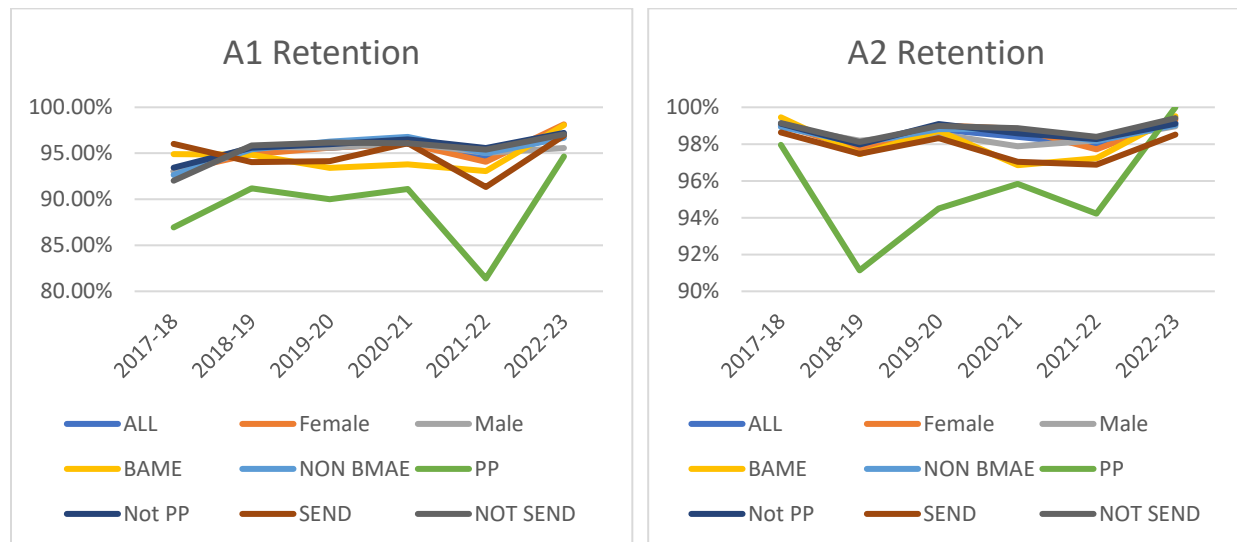
Disadvantaged and SEND (Special Educational Needs and Disabilities):

The % of students with pupil premium and the % of SEND students is fairly static at between 6.5 % and 7.5 % PP and 25-30% SEND .

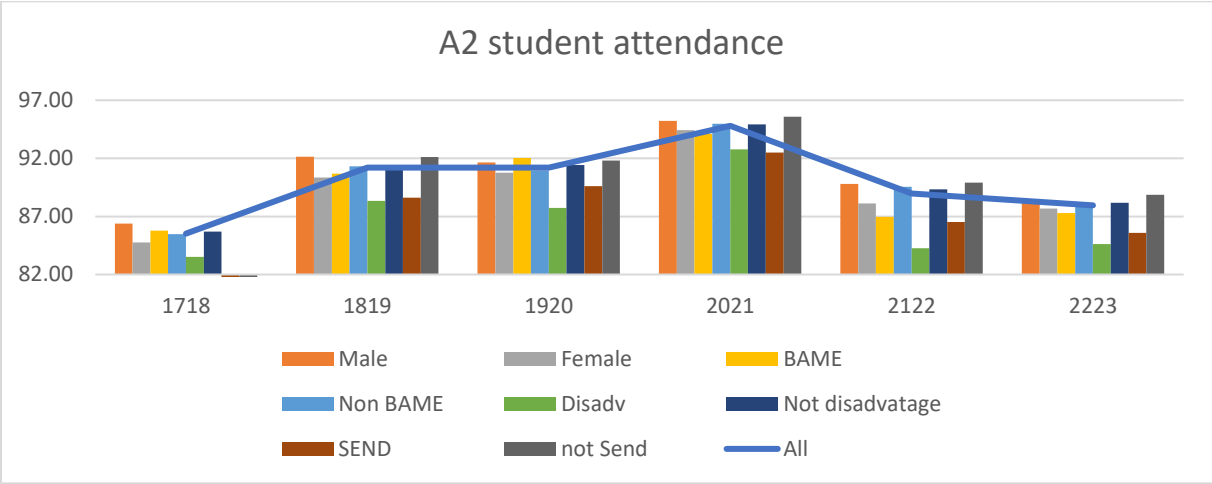
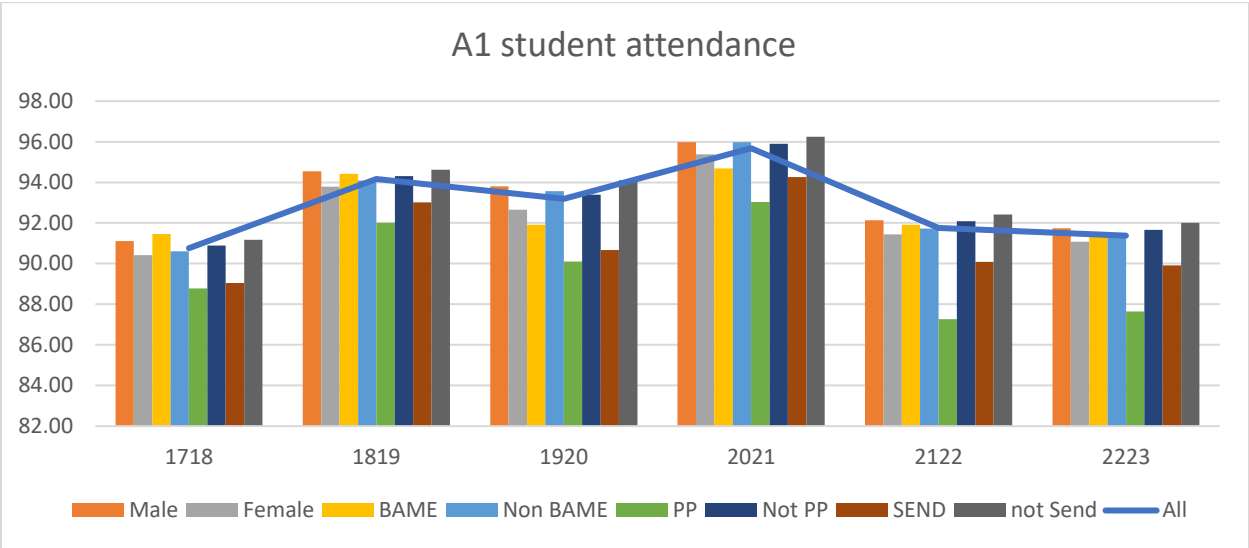
BHASVIC Students Characteristics

Academic year All Students	PP		SEND	
	23/24 3570	256	7.17%	883
22/23 3447	235	6.82%	1010	29.30%
21/22 3432	251	7.31%	976	28.44%

Whilst retention of pupil premium and SEND students tracks below that of other cohorts, recent data shows a significant up-tick in retention for these students. This is most marked for A2 students, but also apparent for A1s across all programmes of study. We are cautious about drawing too many conclusions until this trend is sustained across a number of years, but this may be a positive result of Flourish Mentoring and the strategic Closing the Gap work.



By contrast, data tables on attendance continue to show that SEND and students from disadvantaged background (as defined by DfE) is routinely below that of other cohorts.



SECTION 2 – About Our Staff (EDIMS)

RECRUITMENT OF STAFF

Notes about analysis:

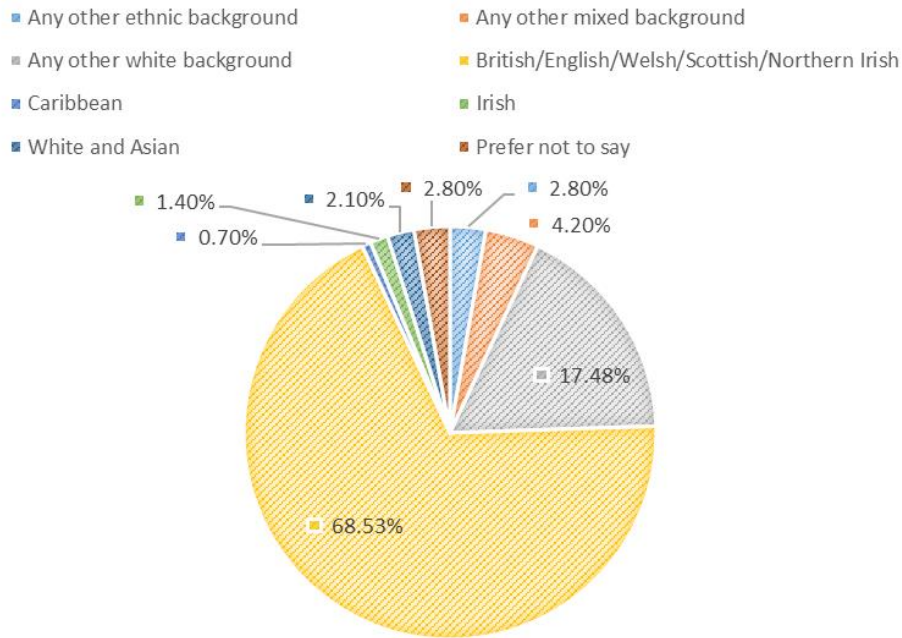
The 2021 Brighton and Hove census data has been used as a comparator to assess how representative our recruitment process is for the local community.

Data is collected for any roles advertised externally using equality and diversity monitoring forms, this is kept entirely separate from the candidates’ application forms.

From 173 applications (excludes applications from internal candidates who did not complete monitoring information e.g. if expression of interest only needed) we have 150 E&D forms a return rate of 87%

Ethnicity

APPLICATIONS BY ETHNICITY

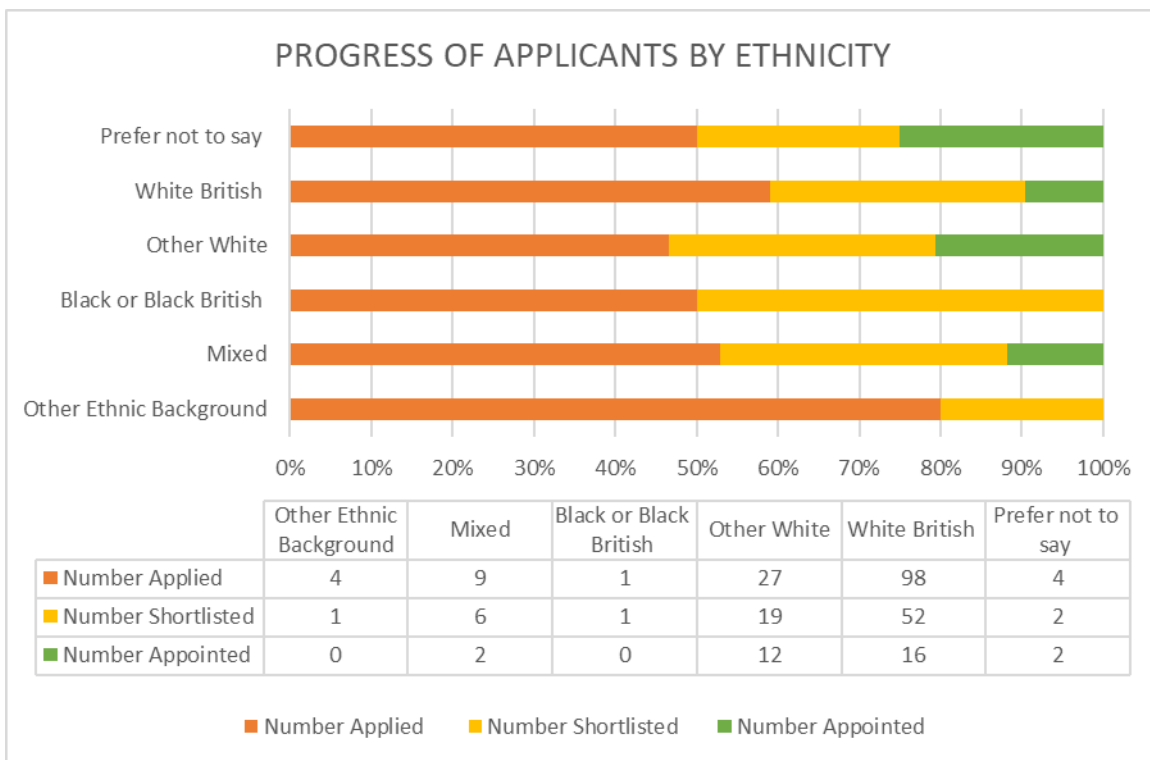


In 2022/23 68% of applicants were white British compared to 76% last year and 90% in 2020/21. This is a positive move towards creating a more diverse staffing population.

The figure below shows the progress of applications by ethnicity. The overall conversion rate (percentage of applicants who were successfully appointed) is 22%. Ideally, we would see this rate across all ethnic groups, however, with some ethnic groups having minimal applicants this is difficult to achieve. Efforts need to continue to focus on recruitment strategy and attracting applicants from underrepresented ethnic groups.

The conversion rates were as follows:

- White British – 16.32% (decrease from last year 24.53%)
- Other White – 44% (increase from last year 21.74%)
- Black or Black British – 0% (decrease from last year 20% however, there was only one applicant in this category)
- Mixed – 22% (increase from last year 16.67%)
- Other ethnic background – 0% (same as last year)

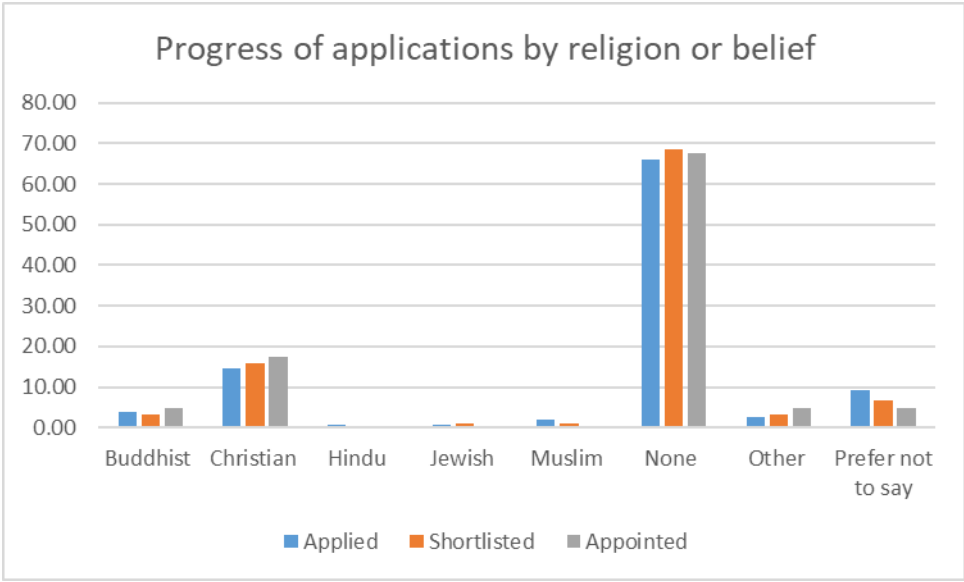


Religion or Belief

Religion	No. of applicants	As a percentage of all applicants	No. Shortlisted	As a percentage of all shortlisted	No. Appointed	As a percentage of all appointed
Buddhist	6	4.00	3	3.37	2	5
Christian	22	14.67	14	15.73	7	17.5
Hindu	1	0.67	0	0.00	0	0
Jewish	1	0.67	1	1.12	0	0
Muslim	43	2.00	1	1.12	0	0
None	99	66.00	61	68.54	27	67.5
Other	4	2.67	3	3.37	2	5
Prefer not to say	14	9.33	6	6.74	2	5

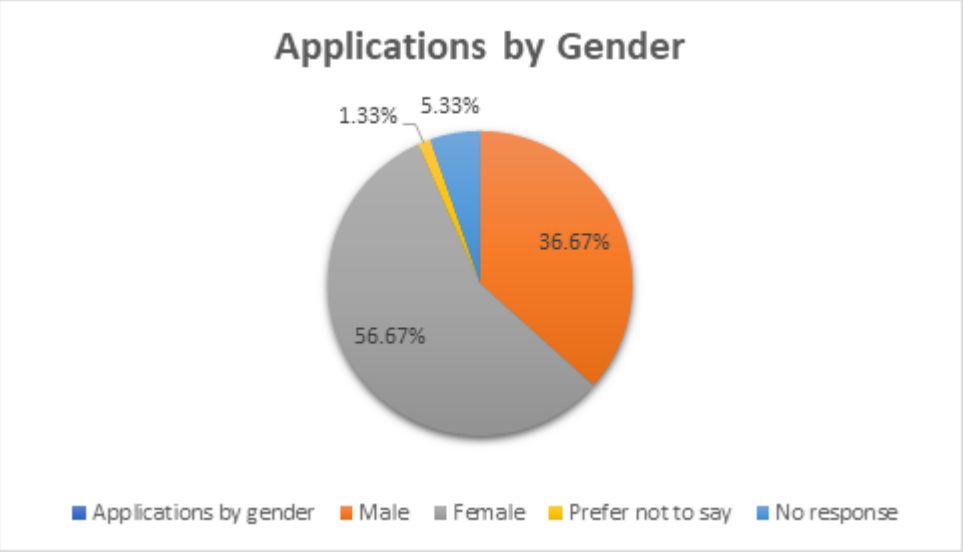
Figure 2

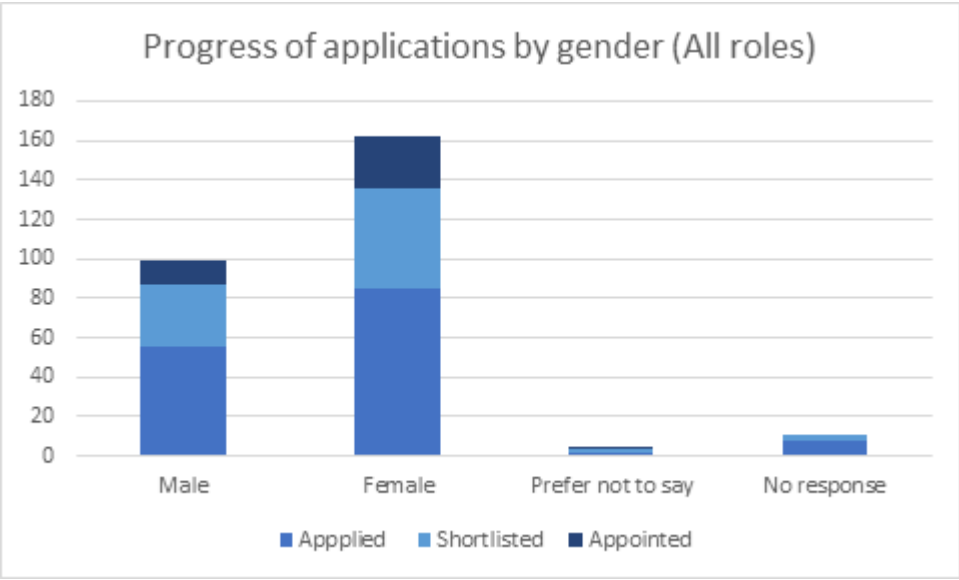
The proportion of applicants who have no religion was 66% (similar to last year). However, there has been a slight increase in applications from other Religions or Beliefs. Buddhist has increased significantly to 4% (from 1.95% last year and 0.37% the previous year) The figure below shows the progress of applications by religion or belief and in general those shortlisted and appointed of a particular Religion or Belief is relative to the number of applicants and therefore, no areas of concern have been noted.



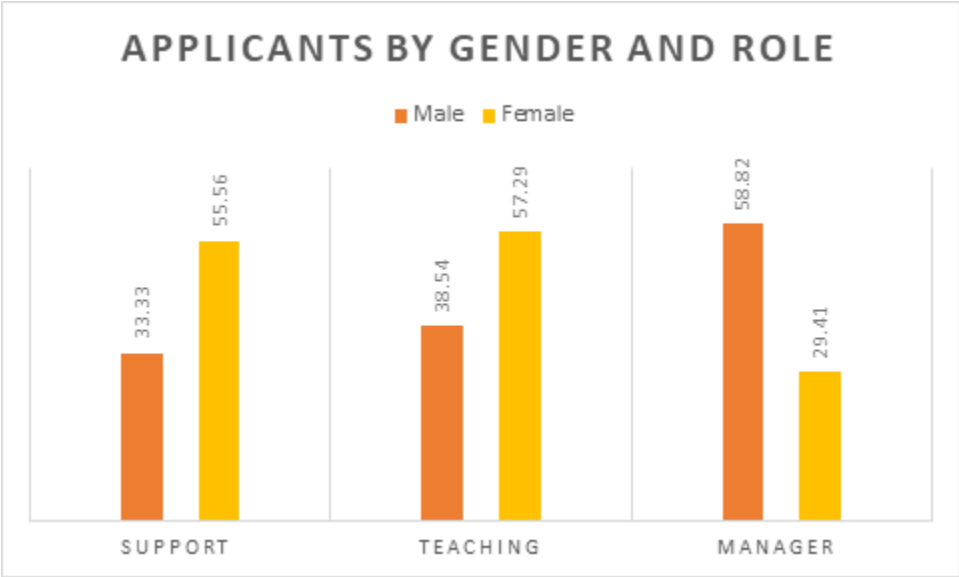
Gender

56.67% of all applicants were female which is representative of BHASVIC's current staffing population and in line with previous years data. When we look at the progression of applications by gender in all roles, female candidates hold the highest proportion at each stage.



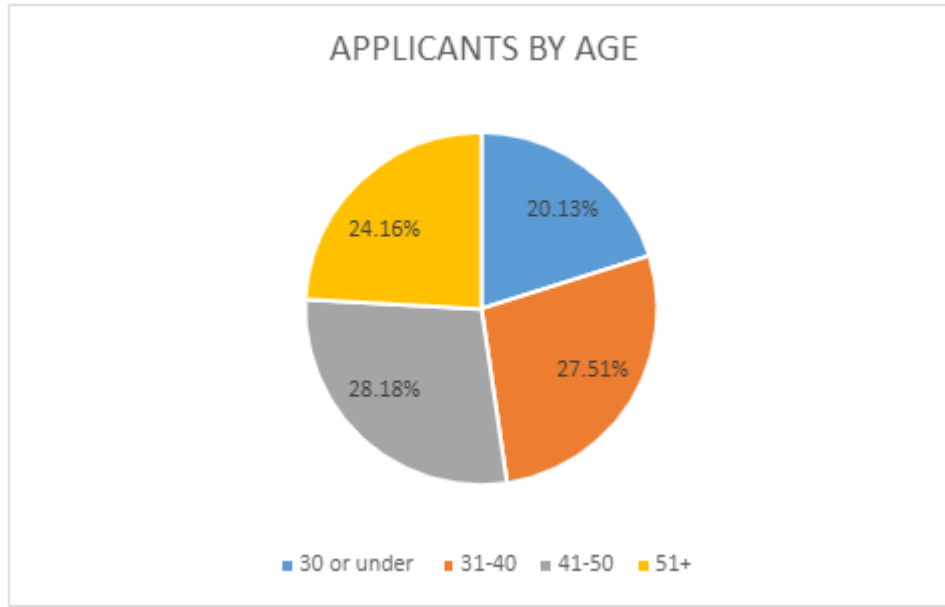


Closer analysis of the data reveals that the proportion of male and female applicants varies depending on job role. Whilst in both teaching and support roles the split is consistent at around 35% males and 55% female, there is a significant shift for management roles (58% male and 30% female)

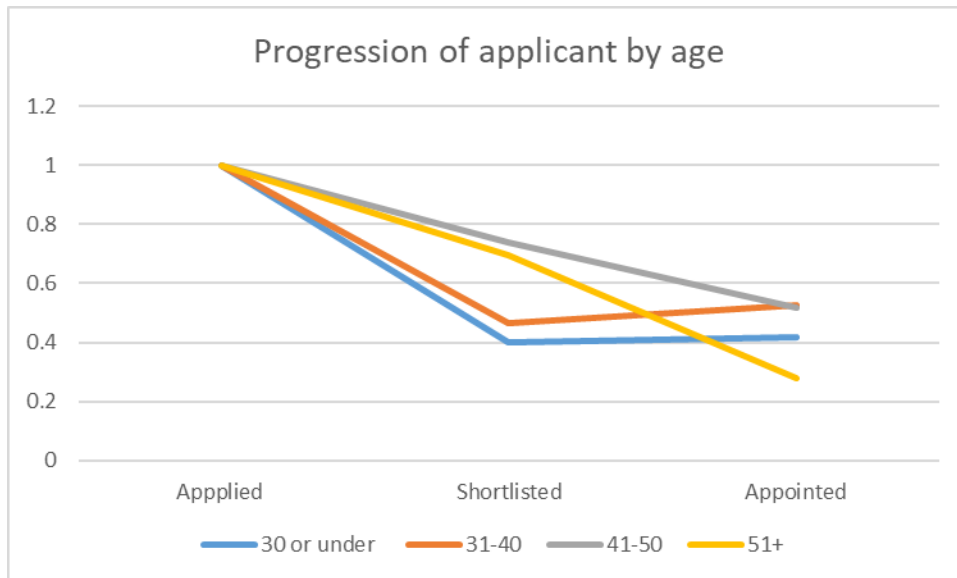


Another point to note is that the number of applicants either selecting 'prefer not to say' or providing no answer has increased again since last year now 6.66%. It is becoming more urgent to consider broadening the pronouns which we use for our staff data and this is a key action for the core EDI team.

Age



The split of applications by age is fairly even as depicted in the graph above. However, questions are raised when looking at the progression of applications by age.



The graph above demonstrates that a higher percentage of 41-50 and 51+ applicants are being shortlisted than those in the 31-40 or 30 and under groups. However, at the appointed stage this is vice versa. This could suggest that the application process is not as accessible for younger applicants. There is indeed evidence that many younger applicants use mobile devices and apps to complete applications, something which is not supported well with our current application process. The introduction of an APT from September 2024 will enable mobile optimization. There is an alarming decline in appointment for those age 51+ despite a significant percentage being shortlisted. When analysing this alongside the trend of younger applicants being more successful at the appointed stage, we need to consider whether there

is something in the interview process that favours younger candidates. This is not currently a cause for concern but should be monitored.

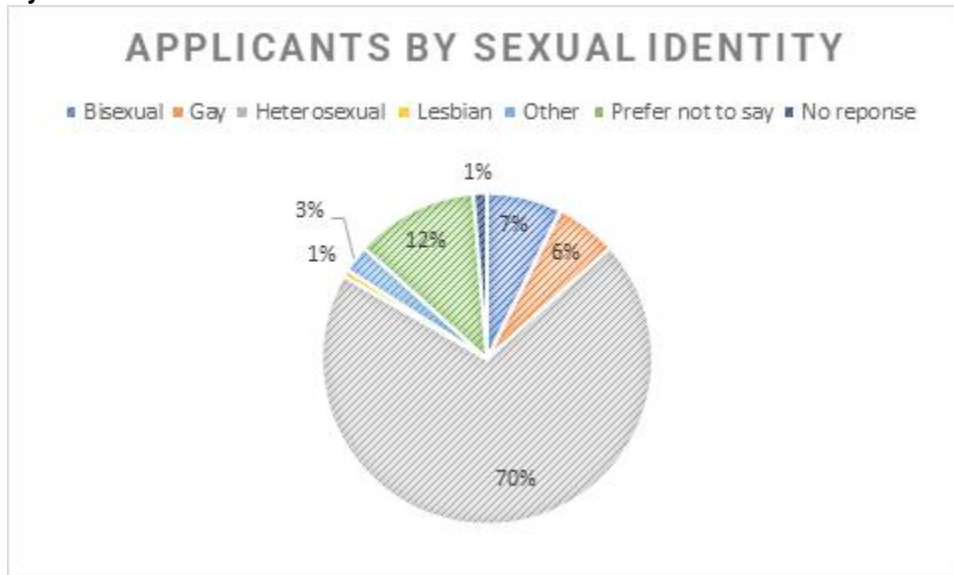
Disability

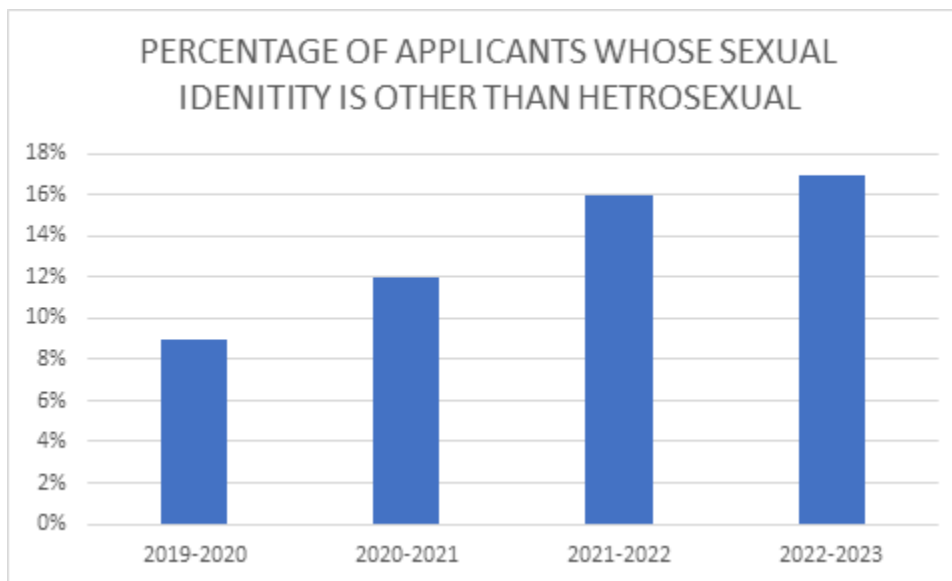
9% of candidates who applied disclosed a disability (an increase from last year). Of these 54% were shortlisted and of those shortlisted 30% were appointed. In comparison 45% of shortlisted candidates who did not disclose a disability were successful. These statistics suggests that candidates with a disability are not overly disadvantaged by the selection process however, there may be areas to address to ensure all candidates can perform to the best of their ability during the interview days.

A key area we are exploring at present is neurodiversity. The recruitment team have undertaken training in ensuring that the recruitment process is neurodivergent friendly, and we have taken suggested to the Neurodiversity and Disability working party. This will be discussed with the core EDI team and feedback request from staff before implementing potential actions.

Since September, we have made significant progress in improving our approach to supporting staff and candidates with disabilities. We have set up a disability and neurodiversity working party and have become a disability committed employer. We are in the process of resigning our information for applicants which will include a disability statement that will explain clearly why we ask for this information from candidates to encourage disclosures and give example of the types of adjustments that can be provided in the selection process.

Sexual Identity





The percentage of applicants whose sexuality is lesbian, gay or bisexual (categorised for this purpose as Other Sexuality) is steadily increasing.

In last year's EDIMS we reported that:

In 2021/22 'Other Sexuality' made up 15.61% of all applicants, 12.15% of all shortlisted candidates and 6% of all appointments. The 2021 Census revealed that in the local area over 10% of the population identify as having another sexuality and although the rates of applications and shortlisted candidates are representative of this, it is concerning that the rate drops significantly at the appointment stage.

The 2022/23 statistics are far more representative of the local population with 'Other sexuality' accounting for 17% of all application, 19% of all shortlisted and 20.5% of all appointed.

CURRENT STAFF

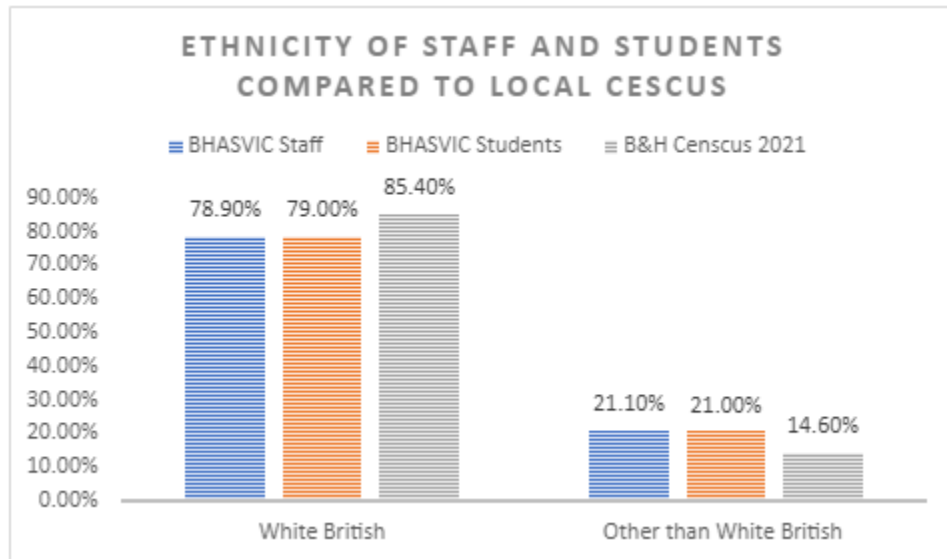
Note about analysis

- Where a staff member has two role their substantive post has been used.
- This does not include casual staff such as invigilators.
- The data includes anyone who was employed in the 2022-23 year (1 August 2022 to 31 July 2023).
- It does include anyone who was absent due to maternity/shared parental leave or anyone who was on sabbatical.
- 'Manager' includes any member of staff who has line management responsibility for others, who is paid on a management grade, or who has additional responsibility which attracts an allowance (e.g. department assistants, EPQ manager).

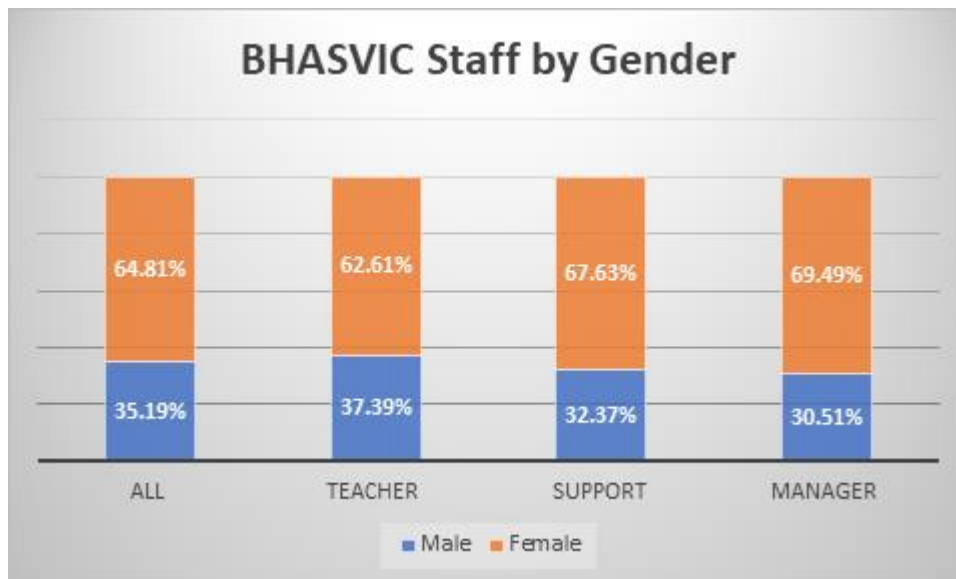
Ethnicity

The graph below depict our staff ethnicity compared with that of the local area and of our student population. We are missing data for 17% of our staff (reduced from 20%) and therefore, we have removed these staff completely to order to provide as true a picture as possible. When we look at the broad groups of 'White British' and 'Other than White British' the BHASVIC staffing population reflects

that of the local area and students. However, we should not take the at face value because firstly, we need to significantly reduce the number of ‘unknowns’ in staff and secondly by categorising all other ethnicities as ‘Other than White British’ we are potentially missing important insight into the underrepresentation of specific minority ethnic groups.



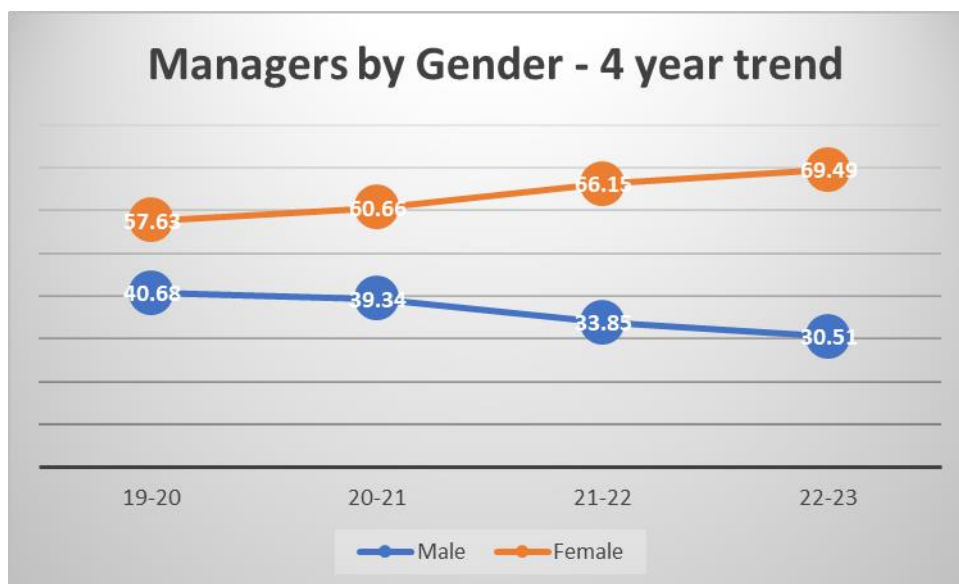
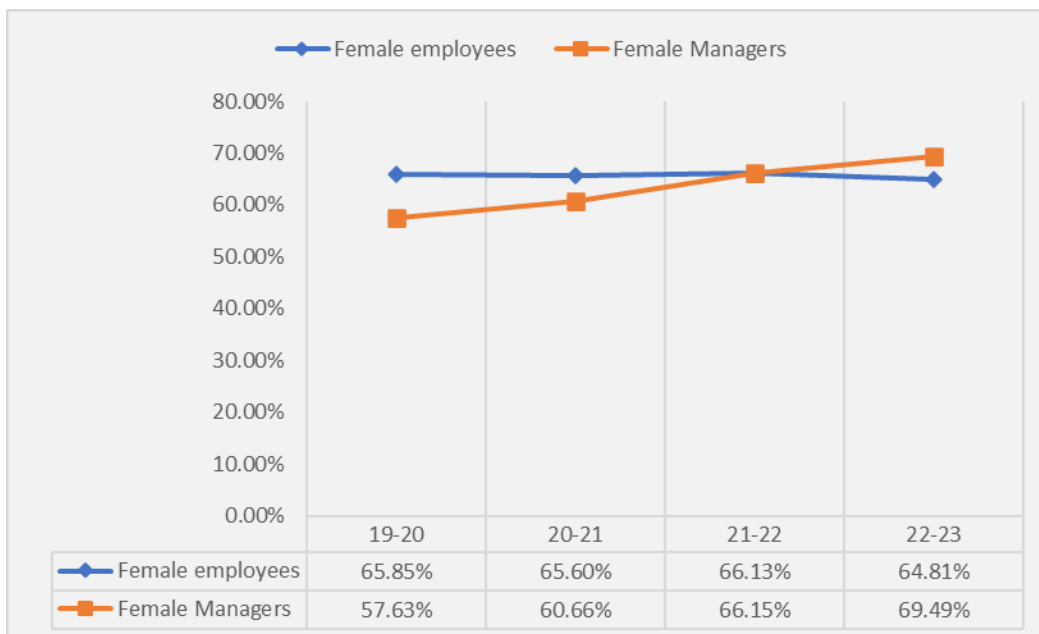
Gender



BHASVIC staff remains predominantly female (64%) and this proportion is generally consistent across all staff groups (Support, Teacher and Managers).

In last year’s EDIMs, it was noted that steady increase of female managers was encouraging but that attention was required to ensure that this does not cause a under representation of male staff in managerial roles. In 2021/22 Female managers made up 66.15% of all managers which was reflective of the overall staff body. In 2022/23 the percentage of female managers has continued to rise whilst the

overall percentage of female staff has fallen. At present this gap is minimal (<5%) but should continued to be monitored.



Currently there is no option on our HR system for staff to identify as anything other than 'Male' or 'Female'. This is problematic. HR have put a business case together for an upgraded HR system which will allow for full customization of all EDI options. It is expected to be implemented in May of the 24/25 academic year.

Religion or Belief

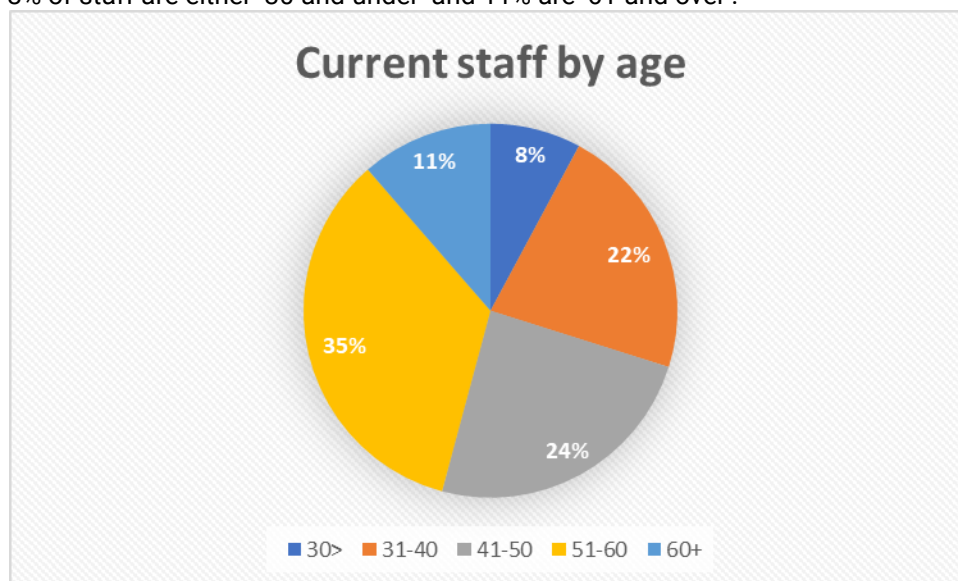
Religion or belief	BHASVIC Staff	Benchmark
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Buddhist	1.30%	0.90%
Christian	18.50%	30.90%
Hindu	0.32%	0.80%
Jewish	0.97%	0.90%
Muslim	0.65%	3.10%
None	64.61%	55.20%
Other	4.22%	
Prefer not to say	8.77%	
Sikh	0.65%	
Unknown	21.24%	

There remains a lack of data for 21.24% of staff (decrease from previous year 28.90). It is encouraging that many minority groups are above or in line with the census data for Brighton and Hove.

Age

The majority of BHASVIC staff fall into one of three age groups 51-60 (35%), 41-50 (24%) and 31-40 (22%). Only 8% of staff are either '30 and under' and 11% are '61 and over'.



Disability

4.7 % of staff have disclosed that they have a disability (increased from 3.4% in the previous year). This is not reflective of census data which reveals 18.7% have a disability. There is a significant lack of data with unknowns for 19% of staff. Although this is an improvement from last year when we had no data on disability for 26% of staff, there is still work to be done.

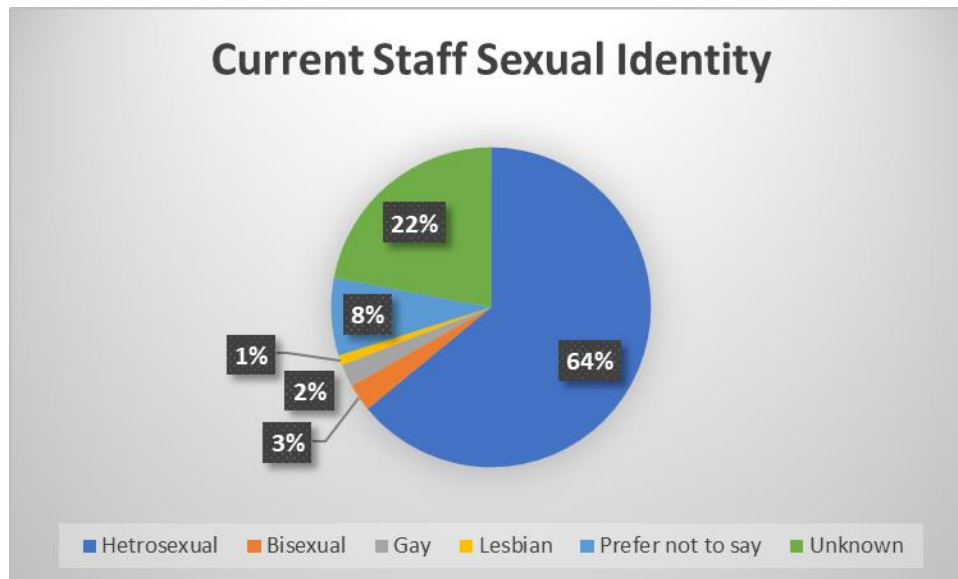
This was discussed at the core EDI team meetings and the Disability and Neurodiversity Working Party, set up at the end of 2023. As a result, we have recently become a disability committed employer and plan to gain disability confident status within the next two years. A key action is to create a culture in which staff feel safe to disclose a disability and to achieve this we need to ensure that there is clarity on why we are asking this information, and understanding of what supports and adjustments and available and reassurance that any disclosure will be managed sensitively and without judgement or recourse.

Sexual Identity

There remains data missing for this category however, the number of unknowns has reduced from 30% to 22%, which is encouraging.

There is some concern that the terminology used is not fit for purpose and while we want to encourage staff to provide this information we cannot do so unless we are confident with the options we have. The EDI team are working to put together a list of updated options and we will also be consulting with focus groups of staff and students to ensure that the most appropriate and inclusive terminology is adopted and

The 2021 Census has revealed that 10.73% of Brighton and Hove residents identify as lesbian, gay, bisexual or another sexual orientation excluding heterosexual. As our staff data currently stands, we can report that 6.08% of staff have a sexual orientation other than heterosexual. This has increased from 3.76 in the previous year, and we are hopeful that if we continue to reduce the unknowns we should see the staffing figures at BHASVIC align with that of the local population.



Conclusion and action plan

Although we have reduced the 'unknowns' in almost every category there is a still a major concern about the lack of staff data and this will need to remain a priority for the 24/25 academic year.

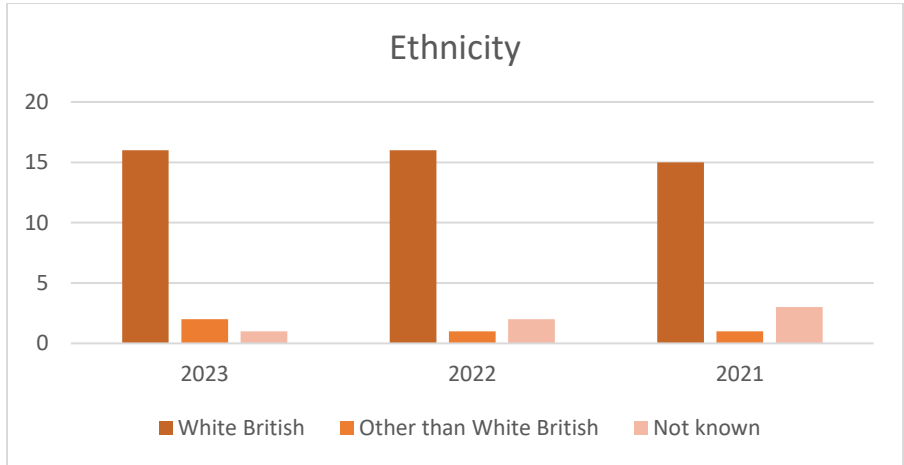
Wider HR projects planned for next year will assist with this include an updated HR cintra and the introduction of an Applicant Tracking System

Key actions for 2024/25

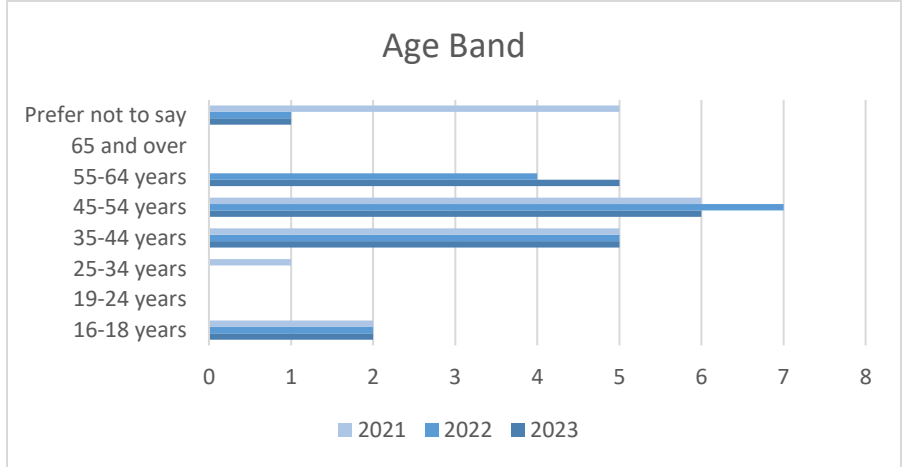
1. Continue to reduce unknowns by at least 5% in each category/target 10%. Last year we reduced by:
 - Ethnicity – reduced by 3%
 - Disability – by 7%
 - Religion and belief – by 6%
 - Sexual identity – by 8%
2. Complete further work towards Disability Confident Employer Status.
3. Review recruitment process to ensure accessibility for neurodivergent applicants

SECTION 3 – About Our Governors (EDIMS)

Data has been collected for the last three years as part of the FE Workforce survey, with an optional return in 2021, made mandatory in 2022. The current monitoring form only captures age, ethnicity, gender and disability and shows a narrow demographic profile in terms of ethnicity which slightly increased in 2023 to 10% (below Brighton & Hove profile but above East & West Sussex 2021 census data).

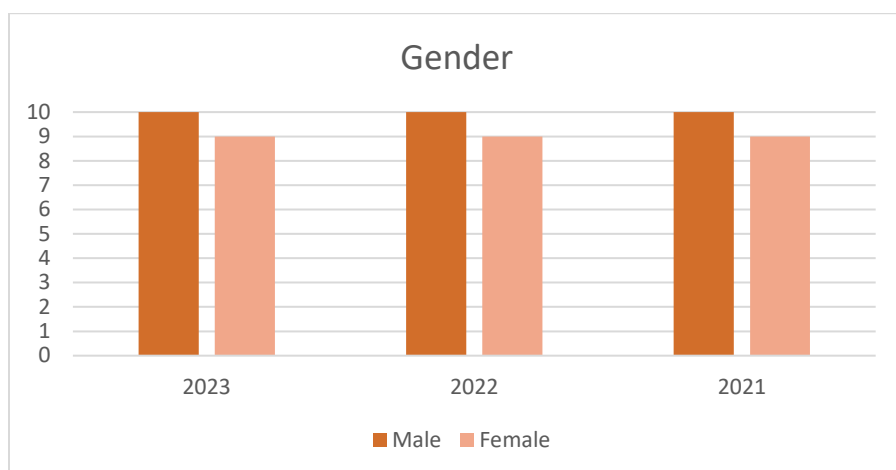


In terms of age, nearly two-thirds (63% - 2022 and 58% 2021 & 2023) of Governors were between 35-54 years old, with a quarter (26% - 2023) in the 55-64 year old age band and no member of the Governing body under 34 years old in the most recent data capture, except for student Governors.



One Governor has disclosed a Disability in 2023, with none over the previous two years.

The balance of male to female Governors has remained 47% female and 53% male for the last three years, with a higher proportion of males with chairing responsibilities of committees (5 out of 7 - 71%)



Actions and Recommendations (2023)

Simon Porges wrote a separate report in March 2023, which was taken to Search & Governance Committee reporting on proposals to improve Governor diversity and inclusivity. Extracts are reproduced below:

Governor Recruitment

- BHASVIC has a Governor Recruitment and Succession Planning Policy which includes that diversity will be included as a consideration during recruitment.
- Diversity has been promoted in Governor advertisements by including phrases such as *'The Governing Body is committed to diversity and welcomes applications from people from different backgrounds as well as applications from people with disabilities and those who are neuro-diverse. We recognise that you bring a range of incredible skills and could be an inspiring role model for our students.'*
- Recent recruitment campaigns have additionally promoted diversity in other ways e.g.
 - by widening the advertising to include community-based websites.
 - by advertising for co-chairs which has the potential to remove barriers for some applicants.
 - by the Principal publicising vacancies via social media and directly with organisations in BHASVIC's stakeholder plan.
 - Exit interviews and Chair/Governor 1:1's have been used to understand where barriers exist due to different types of diversity e.g. Meeting times, details of minutes

Target

- For Board of Governors to reasonably reflect the diversity of the student population and local community. Greater diversity will strengthen the Board in areas such as decision making.
- To have the right amount of data to make informed recruitment decision to help improve Board diversity.

Summary of Governor recruitment outcomes: 2024

- Small increase in over-55 age profile
- Some limited increase in diversity in terms of both disability and ethnicity
- No change in gender balance overall, but loss of female Chair of Governors in 2023, replaced by male/female co-chairs and only 1 other female Committee chair
- No data available on other protected characteristics (sexuality, gender identity, religion etc.) or socio-economic background

SECTION 4 – EDI ACTION PLAN 2024-27

BHASVIC Single Equality Scheme Objectives 2024-2027

This Action Plan is for 3 years 2024-2027. All key objectives to be monitored annually, by Corporation and EDI Core team through the EDIMS Report and Action Plan.

A range of distributed actions linked to EDI will also be embedded in other departmental Self-Assessment Reports & Action Plans (SARAPS) and the College SAR.

OBJECTIVE	ACTIONS	LEADER (S)	PERFORMANCE INDICATOR
<p>1. Celebrate equality, diversity and inclusion, fostering a culture of mutual respect and belonging</p>	<p>Create an inclusive college environment where mutual respect prevails among different groups</p> <ul style="list-style-type: none"> • Organise events and displays throughout the academic year that celebrate equality, diversity and inclusion (eg. Culture day – students; EDI INSET day – staff) • Focus on belonging as part of staff and student induction (eg. Core values of the College Contract). • Continue to develop profile as College of Sanctuary, putting ESOL at the heart of college and collaborating across the city on provision for refugees, asylum seekers and other disadvantaged groups • Promote and facilitate diverse student societies (eg. FemSoc, Islamic Society, Hypatia Soc, LGBTQ+ soc etc.) and staff support groups (eg. Menopause group) 	<p>SLT / EDI Link Governor</p> <p>All staff</p> <p>Tutors / Teachers / Managers</p> <p>ESOL/SLT</p> <p>Student Union / HR</p>	<ul style="list-style-type: none"> • Staff surveys – improving metrics on EDI focused questions linked to community & belonging • Student surveys – improving metrics on EDI focused questions linked to community & belonging • Parent/Carers and wider stakeholder surveys (eg. link employers/Governors) - improving metrics on EDI focused questions linked to community & belonging • Maintain College of Sanctuary award • SAWFE & internal reporting metrics – minimal or no EDI bullying, harassment, hate crimes below sector / local averages

<p>2. Enhance and promote accessibility for all in both physical and digital environments</p>	<p>Improve physical and digital accessibility across the college.</p> <ul style="list-style-type: none"> • Maintain and review regular accessibility audits (at least annually) of the college premises and digital platforms, including external marketing, websites etc. • Implement necessary changes based on the audit findings. • Staff training on accessibility issues and removing barriers by making reasonable adjustments 	<p>SLT/ EDI Link Governor</p> <p>Estates/HR/ALS</p> <p>IT/CIS/Marketing</p> <p>All staff/HR /ALS</p>	<ul style="list-style-type: none"> • Completion of accessibility audits and implementation of recommendations. • Positive feedback from students, staff and external stakeholders on improved accessibility. • Positive staff INSET evaluations
<p>3. Increase representation, engagement and participation for under-represented groups</p>	<p>Increase representation of underrepresented groups in different areas of college activity and leadership roles (staff and students)</p> <ul style="list-style-type: none"> • Continue to use EDIMS report annually to scrutinise representation of those with protected characteristics across different areas of college activity (eg. SU Exec ctte, manager groups, subject choice, Corporation etc.) • Use data to inform actions eg. a targeted recruitment strategy to attract diverse candidates, as appropriate. • Provide leadership training and mentorship opportunities for staff from underrepresented groups (eg. women’s leadership network, designated persons of colour). • Work with Student Union EDI Officers to form ‘student voice’ sub-groups to advise on college activity • Maintain and develop staff support groups / colleague networks (eg. EDI working party, menopause group) and connect with local support (eg. Brighton & Hove educators of colour) 	<p>SLT/ EDI Link Governor</p> <p>EDI Core team</p> <p>HR/Admissions & Marketing</p> <p>SLT</p> <p>SU / EDI core team</p> <p>HR/ EDI core team</p>	<ul style="list-style-type: none"> • EDIMS data to show improving trends in diversity and representation, relative to local census or other sector comparisons • Maintain and improve the diversity of staff and students with protected characteristics in key targeted roles (eg.. • Positive feedback from staff and students on diversity and inclusion initiatives and networks.

<p>4. Maintain and develop staff awareness, understanding and confidence in supporting equality objectives</p>	<p>Enhance staff confidence in handling EDI-related matters</p> <ul style="list-style-type: none"> • All staff training (eg. annual EDI INSET day to support linked cross-college strategies: social mobility, anti-racism, sustainability, neurodiversity etc.) • Targeted training for frontline support staff (eg. catering, reception, student services) on supporting members of the community with protected characteristics and unconscious bias • Curriculum SARAP discussions and targeted actions to embed EDI strategies effectively and maintain an inclusive curriculum • Continued training on inclusive teaching & learning, leadership & management practices 	<p>SLT/ EDI Link Governor</p> <p>All staff</p> <p>Support staff</p> <p>Teachers / Tutors</p> <p>College managers / HR</p>	<ul style="list-style-type: none"> • Positive staff INSET evaluations • Student feedback / learner voice focus groups are positive about staff knowledge and understanding of EDI and inclusive practice (eg. SAWFE – above local sector averages) • Annual EDI audit of SARAPs shows embedding of EDI strategies
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SECTION 5 – EDI Core Team Summary Reports 2023-24

i) Curriculum Embedding Work – Jess Jung (Head of Faculty)

As part of this year's EDIMs Report we have decided to include a section on the curriculum and the embedding work that has taken place over the past year. It is important to get a benchmark on where we are as an institution regarding the development of a fully inclusive and accessible curriculum and the support we offer.

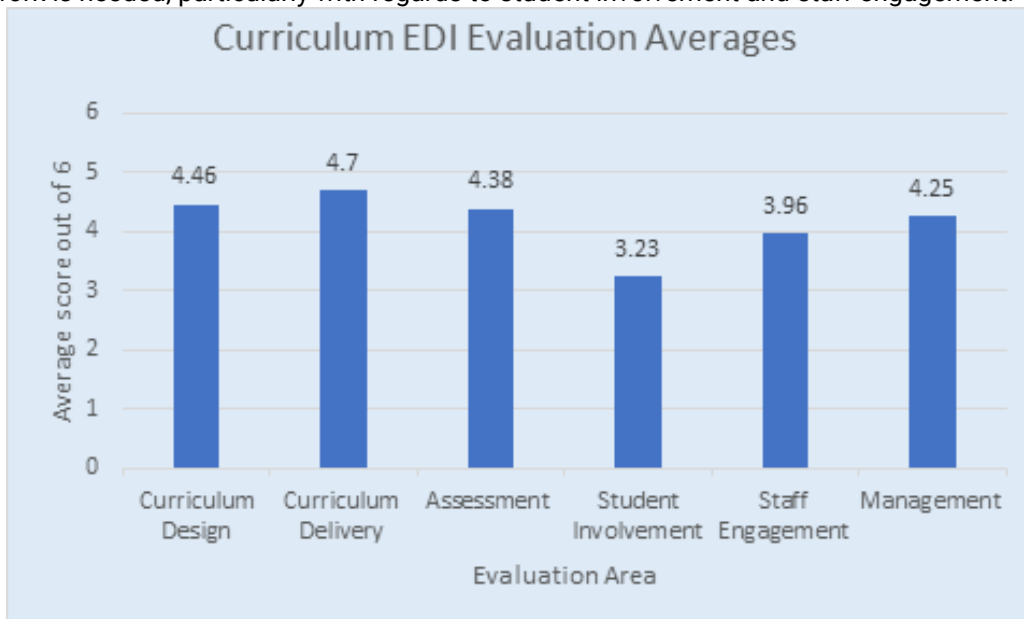
In March 2023 both Curriculum staff and Support staff completed an EDI self-evaluation activity. In total 147 members of staff responded to the evaluation, representing every curriculum department and twelve other areas in the College. The evaluation was long and complex but did provide some simple measures that we can use as benchmarks for the future.

The Curriculum Evaluation focused on evaluating curriculum design, delivery and assessment plus student involvement, staff engagement and management. Staff had to evaluate where they were, their department was, and the College was in the different areas by rating out of 6.

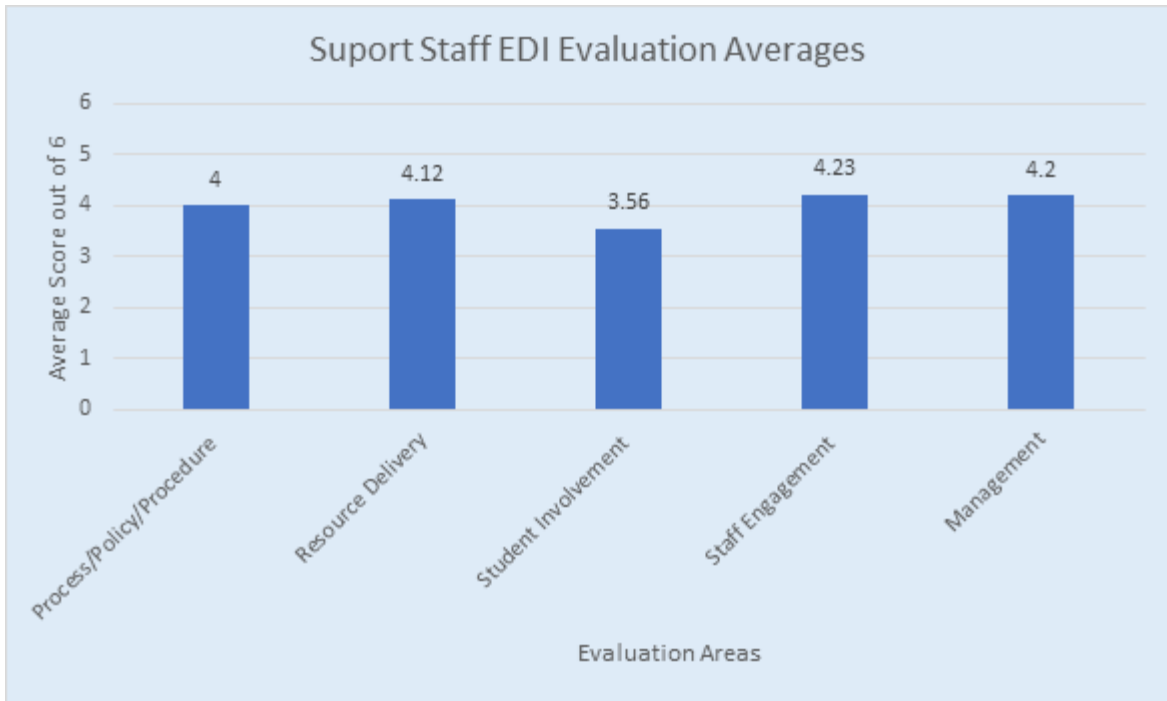
The ranking system was as follows:

- 6 - Fully Achieved (Nothing left to do)
- 5 - Achieved (Done but needs refining)
- 4 - Partially achieved (Started but not finished)
- 3 - Working towards (Planned but not implemented)
- 2 - Thought about (Thought about it but no plans)
- 1 - Not yet considered

It was clear from the curriculum results that lots of good work is being done by curriculum teams but that further work is needed, particularly with regards to student involvement and staff engagement.



The EDI Evaluation for Support Staff focused on policies, processes and procedures, resource delivery and student involvement, staff engagement and management, and followed the same ranking system.



It was clear from the results of the Support Evaluation that using the students to help us be more inclusive is a necessary development and that staff are keen to learn more about how to actively engage with EDI topics, become more accessible to all and develop inclusive practices.

What we learned from this activity is that:

- Staff really care about EDI and that people's ideas shifted through the evaluation process indicating time and reflection are really important aspects of EDI development.
- More training is wanted on how to deal with specific areas of EDI, alongside an increased awareness of specific issues, to help empower people to feel confident in dealing with EDI related issues and to be able to refer and support students appropriately.
- Clearer Student voice is needed, that has purpose and a response.
- There is a need for more cross-college collaboration and opportunities to share good practice, in order to improve staff understanding by hearing and learning more about 'lived experiences'.

What came out of the staff evaluation mirrored student feedback from *the Insights - Students of Colour Programme* conducted in 2022/2023, the Personal Development Days in 2023 and ones to ones that took place with students from low income backgrounds in 2023.

Members of **EDI Core Team**, the **Staff EDI Working Party**, the **Staff Disability and Neurodiversity Working Party** and the work of the **Closing the Gap group** are all working on several projects this year that further develop staff understanding of EDI.

KEY ACTIONS

- **Making the Dimensions of Diversity more visible** (the Dimensions of Diversity is how EDI is referred to in College) – branding cross-college and on Staff Team / MyBHASVIC
- **Providing a repository of helpful links/resources/top tips for people**
- **Develop more meaningful Student Voice**

- **Further developing cross college collaboration on projects.**

The aim of all of this work is to support increased application, enrolment, retention, attendance, achievement and progression of all students at BHASVIC.

ii) Guidance Team (including analysis of Safe & Well in FE) – Karen Stalker

The Guidance Management team oversee pastoral provision for students and work closely with curriculum teams, admissions and marketing (including schools liaison), as well as student support, safeguarding and wider enrichment and experience teams.

A key focus this year has been to follow up liaison work with the Student Union in 22-23, requesting better online reporting mechanisms for bullying and Hate Crime and work with the CIS team to analyse data linked to guidance work. We have also used the local authority’s bi-annual Safe & Well in FE (SAWFE) student survey to analyse key work on inclusion and belonging.

**Further Education
BHASVIC Summary Report**

Your school statistics

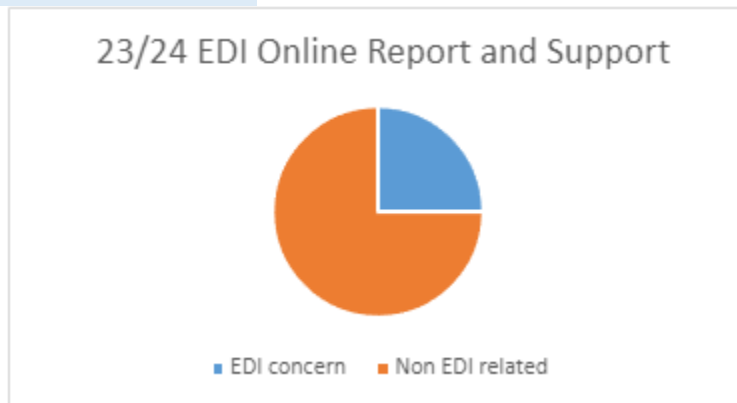
Key trend indicators	2016	2018	2021	2023
Been bullied this term	1%	1%	1%	1%
Enjoy learning at college	86%	89%	92%	89%
Feel safe at college	98%	98%	97%	97%
My college is good at dealing with bullying	91%	86%	90%	92%
Feel like I belong in this college	88%	87%	90%	88%

EDI Online Report and Support Jan – May 2024

Data from new EDI report and support online form would support this. The EDI Report & Support form has been live since 01/24 and is accessible via MyBHASVIC dashboard.

To date there have been 4 reports – see below:

Non EDI related	3
EDI concern	1
Total	4



- 1 x report was EDI issue re a staff comment to a student - the comment was perceived by the student as homophobic. This was discussed with the student and in the GM team

meeting in Jan 24 couldn't be investigated as the student could not provide clear evidence including identification of staff member, or date of incident, student was referred to their GM for 1:1 discussion but declined.

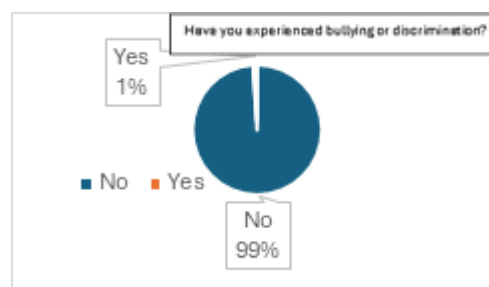
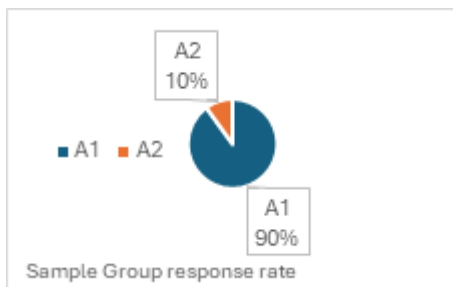
- 3 x reports were not related to EDI concerns and required signposting to IT helpdesk, to self-referral for counselling and 1 comment said everything was going well.

GM Team agree this is reflective within current cohorts regarding bullying, feeling safe and belonging in terms of casework and tutor 1:1 disclosure.

Have your Say & Make A Change – focus group feedback Jan 24

SAWFE outcomes also supported by the outcome of the 'Have your Say & Make A Change' focus group feedback in January 2024.

Focus group & 'softer' form sent to a sample of GM tutor groups during January to coincide with the launch of EDI Online Report and Support to create a baseline on how students were feeling about inclusivity within the college. Survey sent out to 8 x A1 & A2 tutor groups with an approximate 50% response rate. 76 responses received in total see diagrams below for a breakdown.



Response was overwhelmingly positive

- 99% had not experienced any concerns or incidents of bullying, harassment or discrimination during their time as a student at BHASVIC.
- 1% had and the issue was resolved.

GM adhoc comments re casework and contemporary issues re race, gender, sexuality, religion, wellbeing and mental health.

- Nationwide young person's mental health crisis reflected in high proportion of our casework which also involves discussion re ALS/ADHD/ASD.
- Currently much anxiety/panic and distress related to exams.
- Impact of cost-of-living crisis on students – especially regarding living conditions and family poverty.
- Absence reporting is difficult for students with difficult home lives – have had to set up separate agreements with them with how to get it authorised if their parent is not engaged/neglectful.
- Issues with students trying to access bursary application - again difficult same reason as above if parents won't give the evidence.
- Increase in issues with misogyny and the social media influence on males this year.
- Two incidents of use of racist language quoted in curriculum (English and Sociology texts)

GM Team actions 24/25

- **Student Voice** - collaboration with SU and new SU EDI officers to understand projects and priorities and promote student voice and report & support form.

- **ESOL links** – with the new ESOL lead tutor role we have an opportunity to strengthen links with GM’s and across SSEG to support this cohort of students.
- **Casework tracking overview** – to look in detail at collating GM casework data across the academic year to gain a baseline looking to standardise tracking considering any intersectionality and to spot any emerging patterns – inform SARAP development for 25/26. (for example, gender, ethnicity, bursary, YC etc.)

iii) **Communications, Admissions & Marketing – James Barton (Communications Manager)**

In September 2022 the new role of Communications Manager was created, assuming line management responsibilities for the Admissions & Marketing teams from the Deputy Principal and Vice Principal (Resources) respectively. A key focus of this role is to bring Admissions & Marketing into a closer working partnership and ensure joined up thinking in the representation, recruitment and promotion of the college. The Communications Manager is a member of the EDI Core working group and the Closing the Gap core working group to ensure strategic priorities in these areas are delivered across Admissions & Marketing. A summary of developments:

School liaison

- A Student Ambassador scheme is being developed to embed graduates from feeder schools into the school liaison work with the relevant schools. This includes interviews and feedback from graduate students in any Assembly/Tutorial presentation materials for the relevant school and graduates attending IAG/post-16 events at the schools with BHASVIC staff.
- Students are selected to be representative and promote diversity and inclusion, reflecting on their personal experience in their transition to BHASVIC and challenging misconceptions.
- In conjunction with closing the gap work we are looking at working with local schools where applications to BHASVIC are lower than expected. Below is a chart highlighting a selection of schools, their current Year 11 cohort, the number of students from the school currently in BHASVIC’s A1 cohort, and the percentage of their year 11 cohort this represents. The three schools highlighted in green are our largest feeder schools. The schools highlighted in blue are schools well-within local proximity to BHASVIC where numbers are lower than expected:

Previous School	Y11	A1-23	Y11 %
St Andrew's	130	10	8
Sir Robert Woodard Academy	200	13	5
BACA (Brighton Aldridge Community Academy)	160	14	9
Seahaven Academy	160	17	11
Peacehaven Community School (PCS)	180	28	16
Longhill	180	30	17
Patcham High	200	43	22
PACA (Portslade Aldridge Community Academy)	200	45	23
Lewes Priory School	230	119	52
Varndean School	260	133	51
Blatchington Mill School	330	169	51
Dorothy Stringer School	330	188	57

- The Communications Manager has developed a plan to work with these schools, making contact in Year 10, various points through Year 11 and supporting with access to Taster Day, Application, Interview and Moving on Day to improve applications from these schools. Data suggests these schools represent a higher percentage of students from low-income families.

Application & Interview

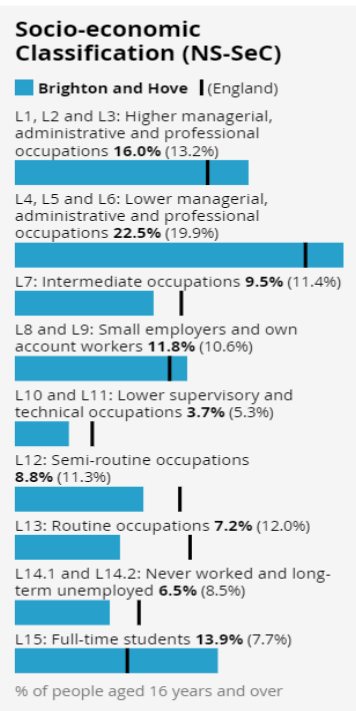
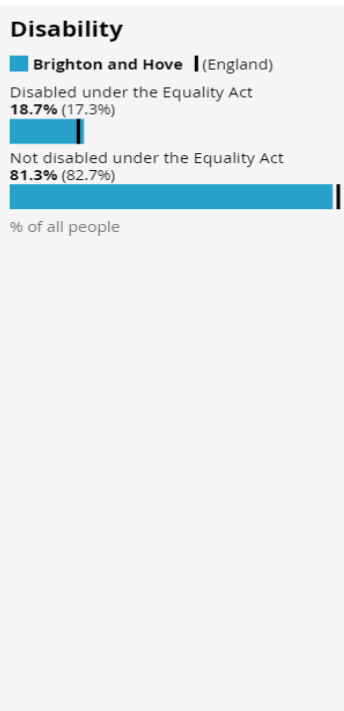
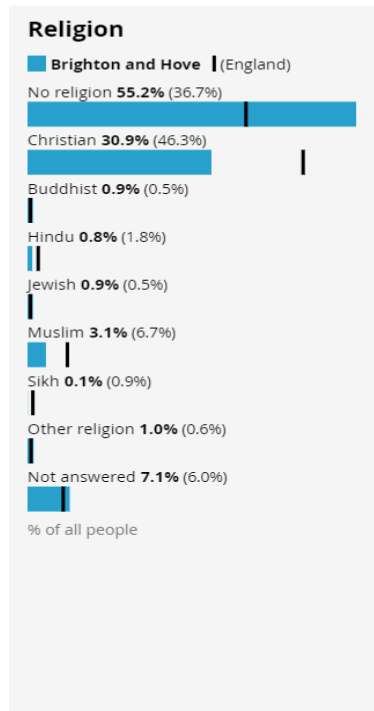
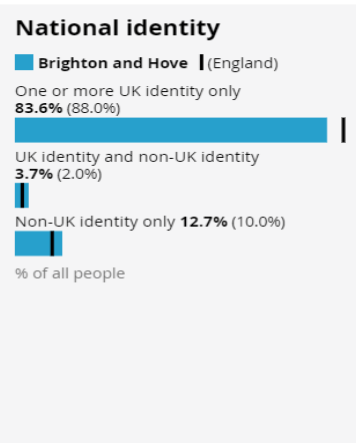
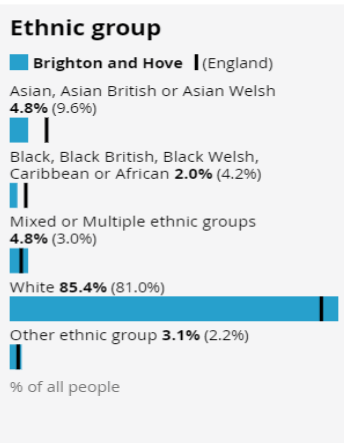
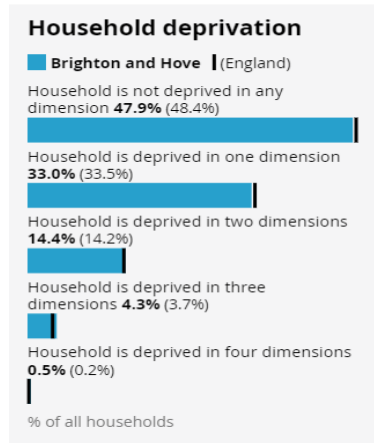
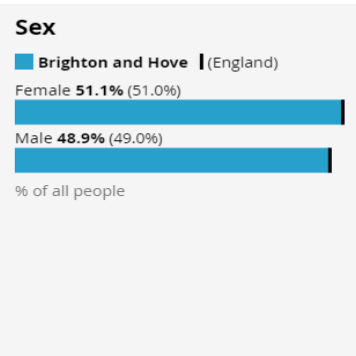
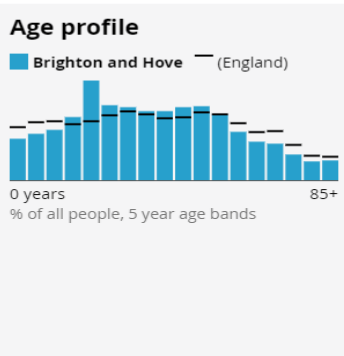
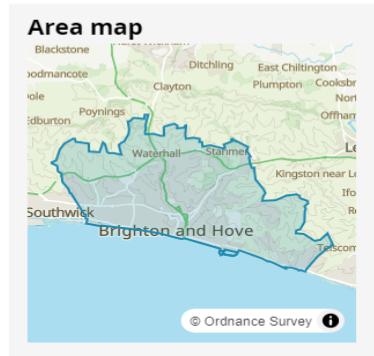
- Our admissions systems transition to CEDAR in September 2023. This has given us greater autonomy over the design of the application form. Subsequently, we gathered self-disclosed data from applications such as Care Experienced, Young Carers, and in receipt of Free School Meals. We have then been able to signpost appropriate information to these students at each stage of their applicant journey.
- We moved most of our interviews this year to the Main Hall, providing a more accessible and appropriate space for large-scale interviews than the Sports Cafe. Applicants could access the interviews easily via Main Reception, and parent/carers were provided with a waiting area in the Hall.
- All our ALS interview took place within these sessions in the Main Hall with space to ensure they were not overly noisy and overwhelming. CEDAR allowed us to track accurately who had been interviewed and to make arrangements for ALS to contact any student with a disclosed need that did not manage to speak to them on the day.
- Data is easily transferred between our CIS systems CEDAR and UNIT-E, this means we have live and up-to-date information on each applicants profile available to the relevant members of staff. For our Moving on Day teachers will be able to check registers in advance and identify any students with ALS or access needs. Guidance Managers and Student Services will be able to view relevant information relating to Home Circumstances or Welfare needs ensuring the student feels welcome and 'known' from day way and avoiding them having to repeat or re-disclose any sensitive information.

Celebration & Representation

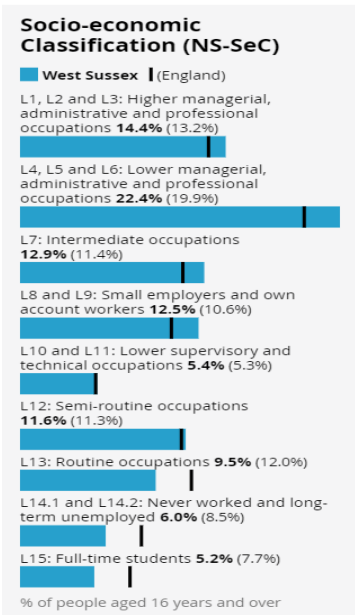
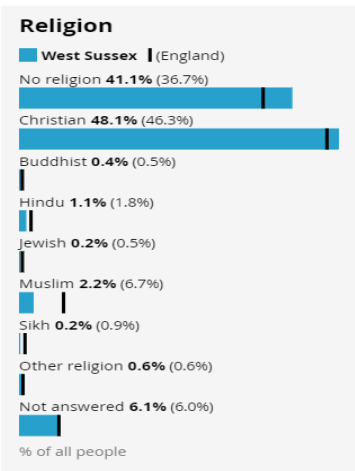
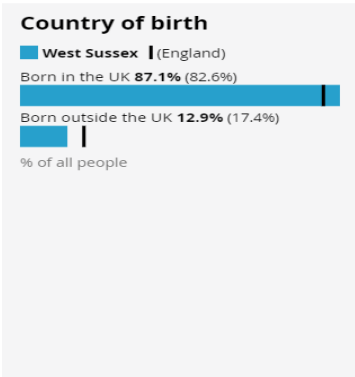
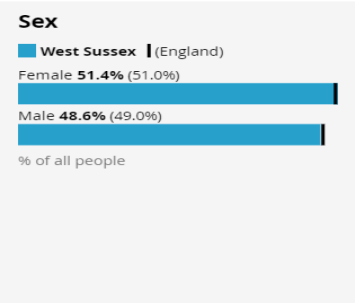
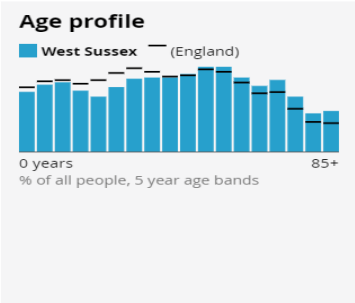
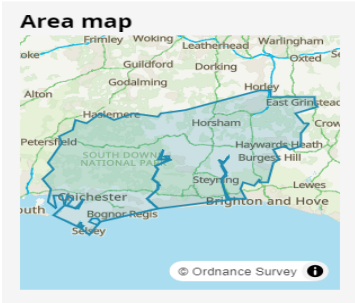
- BHASVIC's 23/24 prospectus led with the words 'Community, Sustainability, Belonging' on the front cover. Inside there was detailed information on 'Belonging', 'Social Justice', 'Additional Learning Support' and 'Enrichment.'
- Representative groups such as LGBTQ+ society, feminist society and initiatives such as Culture Day are promoted through school liaison, interview and Moving on Day and Taster Day resources.
- Imagery in all marketing and communications is carefully considered to include a diverse and representative staff and student body. Marketing have made links with the proposed 'designated persons of colour' to improve representative imagery of staff to be used in student and staff recruitment. Professional photographs are arranged with these staff members on 26th June 2024.

APPENDIX: [ONS Census 2021 – custom profiles](#)

Brighton and Hove



West Sussex



East Sussex

