

Equality and Diversity Review 2019/20

Foreword

Equality and diversity are central values at Reigate. The college sets out key objectives in relation to recent equality and diversity legislation, namely the Equality Act (2010) and the Public Sector Equality Duty (2011). This legislation applies to the nine protected characteristics as specified in the equality duty (see Appendix 1). It also ensures that all public bodies: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations by promoting understanding and tackling prejudice.

The aims of the college as outlined in the Single Equality Scheme are:

- At Reigate College, we are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations between all who work, learn or use our services.
- We aim to create and maintain a working and learning environment in which all people have the opportunity to participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment.
- We recognise that all have a right to equality of opportunity irrespective of race, disability, gender, gender reassignment, age, nationality, sexual orientation, religion or belief, marital or civil partnership status, or socio-economic status, background or class.
- Equality and diversity is central to all that we do, and fundamental to our mission and values.
- To ensure compliance with all legal obligations as informed by the Equality and Diversity Act (2010) and with due regard to the Public Sector Equality Duty (2011).

This report summarises the work of the Equality and Diversity Committee in 2019-20 and the developments across the college which have advanced equality and diversity in all areas. It also provides an overview of the monitoring data collected for students, staff and governors.

The Equality and Diversity Committee

The Equality and Diversity Committee met 4 times in the last academic year. Membership of the committee comprises the Equality and Diversity Officer; Assistant Principal (Pastoral & Support); Director for Mental Health and Wellbeing; Community Co-Ordinator; Teaching & Support staff alongside student representatives from the SU & Rainbow Society.

The committee has proved itself to be dynamic and proactive committee, and meetings elicit interesting debates and suggestions from staff and students. Discussions are often related current affairs.

The Equality and Diversity Committee has worked with external groups, in particular the S7 colleges. Reigate has sent a representative to all S7 Equality and Diversity meetings in the last year. This has led to the development of new ideas for the promotion of equality and diversity in the college.

Achievements and progress

Training

All new staff have completed training Equality & Diversity training. Staff were to complete training regarding unconscious bias, however due to the Coronavirus pandemic this has been postponed and will take place in the summer term of 2021.

Student Engagement

The Equality and Diversity Committee is increasingly student-focussed. Most meetings in 2019-20 had student representation, including the SU Equality and Diversity Officers and representatives from the Rainbow Society. Moving forward we would like to see representation from BAME students on the committee.

Tutor periods were also used to celebrate Black History Month, International Women's Day and LGBT+ History Month as well as raising awareness of the Equality Act 2010 and 9 Protected Characteristics. Students took part in a livestream event celebrating equality and diversity.

Student Support

The Learning Support Department and Mentoring Programme continues to offer a wide range of support services for students with diverse needs, including drop-ins, in-class support and mentoring. The provision of mental-health support is constantly developing with a counselling referral scheme in place and Emotional Wellbeing Toolkit which is used by students and staff to signpost a range of available resources which is available on Moodle. Staff have been offered Mindfulness sessions which has also been incorporated in the student tutorials throughout the year.

Reigate again experienced record numbers of students from a wide range of secondary schools. Applicants received guidance and information through a programme of open evenings both in the autumn term. New students have been supported through the enrolment system, which allows students to receive clear and efficient advice. With specialist advisers on hand in Learning Support to help with those who have additional needs.

Facilities

The new buildings have continued with the addition of gender neutral and fully accessible toilets on the ground floor of most buildings, which are of particular importance for the students accessing study support.

Visible Promotion and Advancement

Our Rainbow Society has gone from strength to strength and is well attended by a diverse range of students. They have proved to be proactive and they also provide essential student feedback on E & D matters. The group is promoted at enrolment and the activities fair and they have run events and discussions throughout the year which were promoted to all students. We have used E & D materials throughout the year in the tutorial in the lead up to our annual Equality & Community day which this year was a livestream event viewed by over 650 students. The college took this opportunity to

support the Black Lives Matters movement. The college also introduced a BAME group within the Aspire programme. The college database now is set up for students who identify as non-binary.

Meeting legislative duties

The key objectives are in line with the objectives set out in Reigate's Equality scheme. EDIMs are assessed each year and published along with an E & D review. The Equality and Diversity Policy and scheme have been updated this year and are due to be updated again in 2024.

Review of Monitoring Data

This report is the annual review of the equality and diversity data. The data used to inform this report is available in the separate appendix, and further data can be accessed on request. Some data is not collected, for example students are not required to share their sexuality or gender identity. The report is based on analysis of the protected characteristics as recorded for Equality and Diversity monitoring. Where fewer than 5 individuals belong to a certain group, the exact numbers will not be reported to protect anonymity. Data on retention, achievement (pass rate), high grades and value added is used where available. Any issues which may arise with regard to these protected characteristics are dealt with sensitively on an individual basis, fully in the spirit of the Equality and Diversity Act.

Student Information

Gender

In 2019-20 there was generally parity of retention rates by gender, with a retention rate of 94% for females and 89% for males on L2 courses and a retention rate of 93% for females and 93% for males on L3 courses.

This has closed the 2% gap as in previous years in L3 courses however there has been an increase in the gap between genders from students on L2 courses. In terms of achievement (pass rate) across the college the gap between genders has again increased on L2 courses to 1.4% albeit a small increase. The female achievement rate for 2019-20 was 98.6%, compared to 100% in 2018-19; and the male achievement rate for 2019-20 retained at 100%.

This is not the case for students on L3 courses, where the gap has decreased to 0.2%. In 2019-20, female students had a 99.8% achievement rate, compared to male students who had an 100% achievement rate.

Again, female students outperformed male students in terms of high grades, with 71.7% of female students achieving high grades and 63.6% of male students achieving high grades on L3 courses. However, on L2 courses male students outperformed the female students by around 8%. This represents an improvement in high grades for all students. Overall achievement is higher for females but males still achieve higher relative to their initial starting points.

Some subjects continue to attract students of a particular gender however this is not a common pattern.

Ethnicity

According to the 2011 census, 90.59% of Reigate & Banstead's residents are white. Here at Reigate 18.23% of students reported themselves to be from an ethnic Group, which has shown a steady increase of representation year on year. As has been the case in previous years, the wide recruitment of the college increases its diversity. When looking at value added by ethnicity for individual subjects it is difficult to make significant judgements given the small numbers of students from ethnicities other than "white" within each subject area. Therefore, data for the college as a whole will be considered.

The majority of ethnic groups saw retention rates of 94% L2 and 92% L3 in 2019-20. The course retention for ethnic students was 85% L2 & 92% L3 in 2018-19 so a pleasing increasing at L2. In terms of student achievement there was little variation between ethnic groups and white students. On Level 3 course there was a slight difference between the whole cohort and the students from ethnic backgrounds both of 0.2% and only a slight difference between students on a L2 course with students from an ethnic background doing slightly better at 100% compared with the 99.3% of the whole cohort. The higher grades students from ethnic backgrounds were achieving have increased significantly 51.5% in L2 courses and 65.3% in L3 courses.

Students with disabilities

In 2019-20, 28.34% of course starters reported themselves to have some form of learning difficulty or disability this is around 1 in 4 of our students. The largest category of need reported was dyslexia, but there are students with various mental and physical health needs. With all groups achieving 88% on L2 courses and 91% on L3 courses retention.

In terms of student achievement, there was generally parity with the majority of groups achieving 98.8% on L2 courses and 100% on L3 courses in 2019-20. The higher grades students were achieving have increased to 54.6% in L2 courses and 67.7% in L3 courses.

Student voice Student survey

As in previous years, student perceptions of the college were gathered through the annual student survey. Pleasingly, 98.77% of students stated they were 'Made to feel welcome at the College' and 99.38% of students stated they 'Felt safe at College.' This is around a 3% rise in positive response to both questions. 99.36% of students answered positively to the question 'I recognise Equality and Diversity are important at Reigate College.' This is a pleasing 4.5% increase from the previous year. However, the Equality Officer and Assistant Principal (Pastoral and Support) would like to follow up with the four students who responded negatively to this question to identify any potential problems or improvements to be made, however as the survey is anonymous this may not be possible.

Staff Data

Based on the Staff Database from 31.8.20.

Gender

Gender	Total	Teaching	Support	Management	Catering	Not Classified
Female	154	73	61	12	7	1
Male	65	36	18	8	2	1

Ethnicity

Ethnicity	Total	Teaching	Support	Management	Catering	Not Classified
Any Other	1		1			
Asian or Asian British - Chinese	1			1		
Asian or Asian British - Indian	6	3	2	1		
Black or Black British - African	1		1			
Black or Black British - any other background	1	1				
Black or Black British - Caribbean	3	2			1	
Mixed - any other background	2		2			
Mixed - White and Asian	4	2	1	1		
Prefer Not to Say	5	2			3	
White - any other background	12	8	4			
White - British	183	91	68	17	5	2

The latest Office for National Statistics figure for Reigate & Banstead show that “white British” people make up 84.9% of the population, suggesting that staff are fairly representative of the local area.

Age

AgeGroup	Total	Teaching	Support	Management	Catering	Not Classified
20 and under	1				1	
21 - 30	24	14	9		1	
31 - 40	51	34	6	8	1	2
41 - 50	51	26	18	5	2	
51 - 60	76	32	35	6	3	
Over 60	16	3	11	1	1	

Religion and Belief

Religion	Total	Teaching	Support	Management	Catering	Not Classified
Any Other Religion	1		1			
Christian (all denominations)	77	35	30	8	4	
Hindu	5	2	1	1	1	
Jewish	1	1				
No Religion	68	33	30	3	1	1
Prefer Not to Say	66	38	16	8	3	1

Disability

Disability	Total	Teaching	Support	Management	Catering	Not Classified
No	198	100	73	17	7	1
Prefer not to say	11	4	3	1	2	1
Unknown	1		1			
Yes - learning difficulty	2	1	1			
Yes - physical impairment	5	3	1	1		
Yes - rather not say	2	1		1		

Pregnancy and Maternity

With regard to pregnancy and maternity, 2 in the Management group, 1 in the Support Staff group, and 5 in the Teaching Group.

Sexuality

Sexual Orientation	Total	Teaching	Support	Management	Catering	Not Classified
Bisexual	3	1	2			
Gay	2	2				
Heterosexual	173	87	65	16	4	1
Lesbian	2	2				
Prefer Not to Say	37	16	12	4	4	1
Unknown	2	1			1	

Marriage/ Civil Partnership

Marital Status	Total	Teaching	Support	Management	Catering	Not Classified
Co-Habiting	15	10	4	1		
Divorced	8	4	3		1	
Married/Civil Partnership	132	61	51	15	4	1
Prefer Not to Say	29	13	7	4	4	1
Single	35	21	14			

Gender Reassignment

No data available.

Governor Information

Governor information is available for gender and age. The other protected characteristics were not measured for 2019-20. The data below includes the student governors, but doesn't include the parent governors (details were unavailable) or the staff governors or Principal and Chief Executive.

Age Group	Governors
20 and under	2
21 - 30	
31 - 40	
41 - 50	1
51 - 60	4
Over 60	7

Gender	Governors
Female	3
Male	11

Recruitment efforts for the 2020-21 academic year means that there is currently a more diverse Governing Body across the recorded protected characteristics. In particular, we would hope for appropriate BAME representation amongst the governors.

Appendix 1: Protected characteristics

Adapted from Equality and Human Rights Commission (2014) Technical Guidance for Schools in England, Accessible from https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.Pdf

The Equality Act (2010) protects people from discrimination, victimisation and harassment based on nine protected characteristics.

Discrimination includes direct discrimination, which can be based on perception or association, as well as possession of a protected characteristic; and indirect discrimination.

Unlawful harassment includes: harassment related to a relevant protected characteristic; sexual harassment; and less favourable treatment of a pupil because he or she submits to or rejects sexual harassment or harassment related to sex.

The nine protected characteristics are:

Disability

A person is disabled if he or she has, or has had, a physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities'. What matters is the effect of the impairment, not the cause.

Gender reassignment

Gender reassignment is a personal process that involves a person moving away from his or her birth sex to his or her preferred gender. This personal process may include undergoing medical procedures or it may simply include choosing to dress in a different way as part of the personal process of change.

Race

Race means a person's: colour, and/or nationality (including citizenship), and/or ethnic or national origin. Racial groups can comprise two or more distinct racial groups, such as 'British Asians'.

Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable, and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. New religious movements may also be considered religions or beliefs.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith, and may vary from person to person within the same religion. A person does not have to prove that the manifestation of their religion or belief is a core component of the religion or philosophical belief they follow, but it may instead be a means by which they choose to express their adherence to their religious belief. A belief need not include faith or worship of a god or gods, but must affect how a person lives his or her life or perceives the world.

For a belief to be protected by the Act, it must have the following features: It must be genuinely held; it must be a belief, and not an opinion or viewpoint based on information available at the moment; it must be a belief as to a weighty and substantial aspect of human life and behaviour; it must attain a certain level of cogency, seriousness, and importance; it must be worthy of respect in a democratic society; it must be compatible with human dignity and not conflict with the fundamental rights of others.

Sex

A person's sex refers to the fact that he or she is male or female. This may be separate to gender identity.

Sexual orientation

Sexual orientation means the attraction that a person feels towards one sex or another (or both), which determines with whom he or she forms intimate relationships or to whom he or she is attracted. Everyone is protected from being treated worse or differently because of sexual orientation, whether they are bisexual, gay, lesbian, straight, or any other orientation which is less easily labelled. Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation, such as someone's appearance, the places that he or she visits or the people with whom he or she associates.

Age

Pregnancy and maternity

This applies to a woman (including a female pupil of any age) who is, or has been, pregnant, has given birth in the last 26 weeks, or is breastfeeding.

Marriage and civil partnerships

Only the employment duties of the act refer to this protected characteristic.