

Equality and Diversity Review 2021/22

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, Diversity and Inclusion Committee in 2021/22 and the developments across the college which have advanced equality, diversity and inclusion in all areas. It also provides an overview of the monitoring data collected for students, staff and governors.

The Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee met 4 times in the last academic year. Membership of the committee comprises the Equality and Diversity Officer; Assistant Principal (Pastoral & Community); 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, Diversity and Inclusion 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, diversity and inclusion in the college.

Achievements and progress

Training

All new staff have completed initial Equality, Diversity and Inclusion training provided by the EDI Officer. Staff were given training regarding unconscious bias and gender which was led by the EDI Officer. The pastoral team received additional training regarding transitioning students provided by the EDI Officer.

Student Engagement

The Equality, Diversity and Inclusion Committee continues to be increasingly student-focussed. Most meetings in 2021-22 had student representation either in person or represented through the Community Co-Ordinator, including the SU EDI Officers and representatives from the Rainbow Society. The college has established a People of Colour group to hear from the voices of those students and better inform college practices. This committee will be run independently of the EDI Committee and minutes fed back to the committee.

Tutor periods were also used to celebrate Black History Month, International Women's Day and LGBTQ+ History Month as well as raising awareness of the Equality Act 2010 and 9 Protected Characteristics. Students took part in an Equality and Community Day event at the end of the academic year where students were encouraged to consider things like unconscious bias, the importance of human rights and community values, advancements in EDI in society and areas where prejudice may still exist. Students also fundraised for a local charity 'Active Prospects' which does many projects supporting people with specific learning needs. A representative from the charity spoke to the students about the work the charity does and how their fundraising amount would be used.

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 and transitioning onto SharePoint. 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.

The pastoral team continue to provide excellent support for students and signpost any students who may have an issue protected by the Equality Act 2010 to the EDI Officer. The EDI Officer has become an informal point of contact for students who wish to discuss issues related to their gender identity or sexuality.

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, so much so that the group will be run across two sessions in the next academic year. They have proved to be proactive and they also provide essential student feedback on EDI 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 EDI materials throughout the year in the tutorial in the lead up to our annual Equality & Community day which raised nearly £800 for a local charity. The college database is now fully set up for students who identify as non-binary. Consideration for pronouns is given to all documents and correspondence.

During Black History Month, LGBTQ+ History Month and International Women's Day poster displays of timelines and significant figures are displayed around the college. QR codes are used so that students can access additional information if wanted. Departments increasingly use diverse examples in their classroom displays to reflect the diversity of their students.

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 Equality & Diversity review. The Equality and Diversity Policy and scheme have been updated this year and are due to be updated again in December 2023.

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 2021-22 there was generally parity of retention rates by gender, with a retention rate of 82.5% for females and 89.1% for males on L2 courses and a retention rate of 91.9% for females, 95.5% for males and 100% for non-binary on L3 courses. The decrease in retention for female students at L2 compared to 89% in the previous year will be addressed by the relevant team.

In terms of achievement (pass rate) across the college the gap between genders has slightly increased on L2 courses to 1.2% albeit a small increase from 0.9% in the previous year. The female achievement rate for 2021-22 was 98.8%, compared to 100% in 2020-21; and the male achievement rate for 2021-22 increased again to 100% after dropping to 99.1% in 2020-21

This is not the case for students on L3 courses, where the gap is only 0.4%. In 2021-22, female students had a 99.5% achievement rate, compared to male students who had an 99.1% achievement rate and non-binary students having an achievement of 100%.

Again, female students outperformed other students in terms of high grades, with 70% of female students achieving high grades, 63.6% of male students achieving high grades and 50% of non-binary students achieving high grades on L3 courses.

This was also reflected at L2 with 46.4% of female students achieving high grades compared to 37.8% of male students.

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

Ethnicity

According to the 2021 census, 84.4% of Reigate & Banstead's residents are white which is slightly above the UK average of 81.7%. Here at Reigate 19.23% 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 92.1% L2 and 92.1% L3 in 2021-22. The course retention for ethnic students was 85% L2 & 91% L3 in 2020-21 so a pleasing increasing at both levels. 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 who achieved 0.1% higher 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 99.5% of the whole cohort. The higher grades students from ethnic backgrounds were achieving have decreased to 31% in L2 courses from 40.7% in the previous year, but have increased to 65.3% from 62.8% in the previous year in L3 courses. However, both of these figures are below the figures achieved by the whole cohort at 41.8% at L2 and 67.3% at L3. We intend to work with the relevant teams and PoC groups to identify if further support is needed.

Students with disabilities

In 2021-22, 28.77% 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 86.1% on L2 courses and 87.6% on L3 courses retention. These figures are slightly below the previous year's figures of 92% respectively, however the retention at L2 was actually slightly above the retention for the whole cohort at 85.9%.

In terms of student achievement, there was generally parity with the majority of groups achieving 98.9% on L2 courses and 99.3% on L3 courses in 2021-22. This is roughly inline with the whole cohort at 99.5% at L2 and 99.3% at L3. The higher grades students were achieving have decreased

to 43.5% in L2 courses and 63.6% in L3 courses. However, the L2 high grades are above the whole cohort at 41.8% but still below at L3 with the whole cohort achieving 67.3%. This area has been addressed including the appointment of a new SENCO, Deputy SENCO and new learning facilitators to assist students with an EHCP.

Student voice & Student survey

As in previous years, student perceptions of the college were gathered through the annual student survey, induction survey, enrolment survey and 'settling in' survey. Pleasingly, 99% of students stated they were 'Made to feel welcome at the College' and 99.3% of students stated they 'Felt safe at College.' This figure has remained steadily at this level for the past few years. The small percentage of students who answered 'no' to those questions were given the opportunity to attend a focus group with the principal to offer further context regarding their response. 99% of students answered positively to the question 'I recognise Equality and Diversity are important at Reigate College.' Any student who identified that they felt lonely at College was identified through the survey and the relevant Senior Tutor or Pastoral Director was informed to contact the student and offer support.

Staff Data

Based on the Staff Database from 31/07/22

Gender

Gender	Total	Teaching	Support	Management	Catering	Not Classified
Female	155	74	61	11	9	
Male	65	38	18	6	3	
Non-Binary	1	1				

Ethnicity

Ethnicity	Total	Teaching	Support	Management	Catering	Not Classified
Asian or Asian British - any other background	2	2				
Asian or Asian British - Chinese	1			1		
Asian or Asian British - Indian	5	2	3			
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	1		1			
Mixed - White and Asian	4	2	1	1		
Prefer Not to Say	3	1			2	
White - any other background	16	10	5		1	
White - British	179	91	67	15	6	
White - Irish	1	1				

The latest Office for National Statistics figure for Reigate & Banstead show that “white British” people make up 84.4% of the population, suggesting that staff are representative of the local area.

Age

Age Group	Total	Teaching	Support	Management	Catering	Not Classified
20 and under	1				1	
21 - 30	21	15	5		1	
31 - 40	51	32	13	6		
41 - 50	56	29	21	4	2	
51 - 60	71	32	28	6	5	
Over 60	21	5	12	1	3	

Religion and Belief

Religion	Total	Teaching	Support	Management	Catering	Not Classified
	5	1	2		2	
Any Other Religion	2	2				
Christian (all denominations)	82	39	30	8	5	
Hindu	4	1	2		1	
Jewish	1	1				
No Religion	77	40	31	4	2	
Prefer Not to Say	50	29	14	5	2	

Disability

Disability	Total	Teaching	Support	Management	Catering	Not Classified
No	197	100	73	15	9	
Prefer not to say	7	4	2		1	
Yes - learning difficulty	4	4				
Yes - physical impairment	6	3	2	1		
Yes - rather not say	2	1		1		

Pregnancy and Maternity

8 members of staff were affected by pregnancy/maternity.

Sexuality

Sexual Orientation	Total	Teaching	Support	Management	Catering	Not Classified
Bisexual	3	2	1			
Gay	1	1				
Heterosexual	184	93	69	15	7	
Lesbian	1	1				
Prefer Not to Say	26	14	8	2	2	
Unknown	2	1			1	

Marital Status	Total	Teaching	Support	Management	Catering	Not Classified
Co-Habiting	15	10	4	1		
Divorced	9	4	3		2	
Married/Civil Partnership	133	63	52	13	5	
Prefer Not to Say	26	12	9	3	2	
Single	33	23	9		1	
Widowed	1		1			

Gender Reassignment

No data available.

Governor Information

We do not hold data on the governors with regards to the 9 protected characteristics.

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.