

Equality and Diversity Report 2016/17

October 2017

This report provides an overview of the Equality and Diversity work carried out in Bexhill College in 2016/17 and will address our key equality targets, any change to policies and key cross college and curriculum area Equality and Diversity initiatives. The report will also cover the analysis of enrolment and student achievement for the academic year. It builds on the on-going update received through the Equality Committee. The publication of report meets the requirements of the Equality Act 2010.

Both the policies listed below outline the College's overall policy with respect to Equality and Diversity generally, and its specific duties under the Equalities Act 2010.

- The Equality and Diversity Policy, incorporating a Transgender Statement, reviewed and approved by the Personnel Committee October 2015
- Single Equality Scheme, Updated August 2015
- Age Equality in Employment Policy, reviewed and approved by the Personnel Committee in February 2016, outline the College's overall policy with respect to Equality and Diversity generally, and its specific duties under the Equalities Act 2010.

Equality and Diversity across the College is led by the Student Services Manager with support from the Vice Principal and the Principal. The Equality and Diversity Committee meets termly and has steered Equality and Diversity development. This comprises the Student Services Manager, Principal; both Vice Principals; the Director of Human Resources; a Governor Representative; a Student Services Officer, a member of the teaching staff and a student member.

Equality and Diversity Action Plan/Single Equality Scheme

The Equality and Diversity Action Plan and the Single Equality Scheme are both tools for:

- Embedding the College Equality and Diversity values and policy within College life.
- Complying with key Equality and Diversity legislation.
- Setting actions to address issues identified through the College's monitoring and quality assurance processes and detailed in the annual report.
- Meeting actions and targets which link to those of key bodies such as the Local Education Authority.

Embedding E&D in 2016/17: An Overview

A number of actions have taken place including:

- Whole staff training on Promoting British Values
- Mental First Aid Training
- All new college staff were trained in Equality and Diversity issues during their induction programme.

Embedding of Equality and Diversity in the curriculum continues to be reviewed as part of the lesson observation process and was evidenced in an audit carried out by the Heads of Section during the course of the year.

Student Services and HR have continued to provide on-going support regarding Equality and Diversity issues to both staff and students.

The weekly tutorial PowerPoint, available to staff and students via the staff and student Portals, contains much useful Equality and Diversity information and hyperlinks to useful websites.

The on-going improvement to access to data for all staff continues to be significant across the College.

- Data systems are continually being developed and refined and all teaching staff are aware of and have been trained in the use of these systems. Each class has a spreadsheet of data that informs the planning of teaching and learning. Teaching staff use this data in their everyday roles to analyse and respond to any emerging trends and to address under performance. Equality and Diversity continues to be embedded in curriculum and subject SARs.
- Analysis of student achievement and retention, including analysis by gender, socio-economic group, ethnicity and disability, is a key feature of subject analysis and is translated by the curriculum teams into actions identified to address the underachievement of any group.

Equality and Diversity Issues and the support available to students has continued to be promoted through:

Induction

All years were shown the Student Services Prezi presentation: Equality and Diversity at Bexhill College: Respecting Others and encouraged to discuss the issues it raised.

The presentation focused on the following themes:

- Respecting Others
- The College's policies and attitudes towards equality, diversity and bullying and what is meant by these terms and how to deal with any problems should they occur.
- What the College expects of its students and what students should expect from the College.
- The promotion of an inclusive culture for all staff and students.
- Bullying and Cyberbullying and where to go for help with this.
- The use of unacceptable/derogatory language.

Equality and Diversity themes were visited throughout the year in both tutorials and presentations.

Tutorials themes included:

Celebrating Awareness Days:

- Jeans for Genes
- Black History Month
- Asexuality Awareness Week
- Remembrance Day
- Disability History Month
- Bystander Apathy
- Dyslexia Awareness Week

- Anti-bullying
- Stress Awareness Day (symptoms, causes and ways of dealing with stress)
- Female Genital Mutilation
- Holocaust Memorial Day
- LGBT
- Autism Awareness Month
- Fairtrade Fortnight
- Women's History Month
- International Day of Homophobia and Transphobia Awareness

Presentations with an Equality, Diversity and Inclusion theme to tutor groups included:

- Positive Voices – Terrence Higgins Trust – volunteers from all walks of life (gay and heterosexual) talking about how they contracted the HIV virus and how it has affected them.
- Steve Wright Routes Puppet Show on British Values delivered to all the Single Year students on Single Progression Day.

Prevent Work

In keeping with our statutory duty under the Counter Terrorism and Security Act 2015, we continued to promote fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs) through the tutorial programme.

The Student Services Manager is a member of the East Sussex Channel Board and attended meetings twice a term throughout the year and contributed to the County's Prevent Action Plan.

Work has been delivered in tutorials to Promote Fundamental British Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith).

Whole staff training on Promoting Fundamental British Values was delivered at the end of the summer term by Dr Christine Rose.

The Student Services Manager developed and delivered appropriate Prevent Training to the staff of Glyne Gap Special School.

Student Mental Health

Student Mental Health issues, particularly low mood, depression and anxiety, were a key College focus in 2016/17.

Mental Health Training was delivered to 16 staff in the summer term by Youth Mental Health. This was a 1-day course. Participants were given a large folder of resources to use with both their students and their parents as necessary.

The Vice Principal responsible for Safeguarding, undertook an extensive training course with Mental Health First Aid to allow her to deliver 2-day Youth Mental First Aid training courses to staff in the college. She delivered the first day of training to 19 staff (academic and support) at the end of the

summer term and the second day at the beginning of the current academic year. Feedback from staff was highly positive. It gave a useful update to the participants on mental health conditions and strategies to support young people with these issues. The resources were extremely helpful as was the opportunity to discuss mental health issues with colleagues. Going forward, she is going to do the relevant training to deliver shorter half-day courses for College staff. This will allow the College to roll out the training to a greater number of staff.

With help from the Health Improvement grant of £10,000 we undertook the following activities:

Focus Area: Emotional Health, Wellbeing and Resilience - staff are confident about promoting resilience and support for the emotional wellbeing of the College community.

Activities included:

- Designing and producing tutorial activities to promote emotional health and wellbeing.
- Promotion of all the support services available (Mentoring, Counselling, Health Bus, Citizen's Advice drop-ins, Health drop-ins and Study Support).
- Continuing to promote our Fitness to Study policy to all staff and monitor and review its effectiveness.
- Sourcing appropriate self-help resources and promote them through tutorial and via the staff and student portals.
- Providing emotional health, wellbeing and resilience workshops on year group progression days.
- Accessing appropriate staff training.
- With the support of the Senior Students, finding a way forward to reducing High Sugar/Energy drinks in the College Refectory.

Focus Area: Physical Fitness and Healthy Eating

College staff and students have a greater awareness and understanding of the healthy food options in the College Refectory. Students to have greater awareness and understanding of the beneficial effects of healthy eating and exercise on the brain.

Activities included:

- Designing appropriate tutorial resources.

Promoting physical activity opportunities aimed at student groups with low take-up.

Focus Area: Working with Vulnerable/Targeted Learners - targeted students are aware of all the support networks and interventions to help improve their emotional health and wellbeing and resilience.

Activities included:

- Identifying students who need to be supported by the Fitness to Study scheme and ensure appropriate interventions are in place.
- Developing the Study Centre Ambassador programme and provide appropriate training for the student ambassadors.
- Identifying more opportunities for the Ambassadors to participate in activities to develop their self-esteem and resilience.
- Providing some targeted Prevent Sessions for vulnerable students – using Steve Wright's (Routes) Puppet show on Single Progression Day.

- Providing training resources for staff to better develop resilience and emotional well-being in vulnerable students.

Mengage

One of the Vice Principals delivered Mengage training during the Staff Training Carousel days at the end of the summer term. The participants looked at barriers to education facing young men and possible strategies for engaging them to improve their retention and achievement.

Success Rates by Ethnic Group

Whole College performance for 16-18 year olds in 2016/17

	Starts 16/17	Retention %			Pass rate %			Achievement %			*Achievement BM
		14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	
BME	825	94.7	93.2	95.2	88.6	95.8	95.2	83.9	89.3	90.5	Various
British/English	3934	92.7	81.9	92.6	91.3	94.8	95.5	84.8	87.4	88.5	88.0

Actual student numbers for most of the BME categories are small making it difficult to form anything more than impressions. BME students have increased their achievement rate by 1.34 % while British/English students have increased by a slightly smaller margin of 1.26%. Retention has increased in both cases: BME has increased by 2.1% and, with British/English students has increased significantly by 13.1%.

Recruitment profile	14/15 (%)	15/16(%)	16/17%	LMI (2011 census)	UK Profile (2011 census)
Recruitment of students from different groups compared to those declaring British/English (Rother)	13/87	15/85	17/83	5.9/94.1	19.5/80.5

Gender Success Rates

Overall 16-18

	Starts	Retention %			Pass rate %			Achievement %			*Achievement BM
	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	
Male	2232	93.4	91.9	93.6	89.3	94.4	95.7	83.6	86.9	89.7	86.6
Female	2514	92.8	92.4	92.6	92.8	95.5	95.3	86.2	88.7	88.3	88.9

Level 1: 16-18

	Starts	Retention %			Pass rate %			Achievement %			*Achievement BM
	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	
Male	64	86.7	86.8	92.2	88.4	96.9	100	76.7	86.5	92.2	86.6
Female	53	83.3	94.3	83.0	100	96.9	97.7	83.3	91.4	81.1	88.9

Level 2: 16-18

	Starts	Retention %			Pass rate %			Achievement %			*Achievement BM
	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	
Male	541	90.6	90.6	91.1	96.2	96.4	96.7	87.2	87.4	88.2	86.6
Female	497	89.1	89.2	88.3	95.4	95.0	96.6	85.2	85.0	85.3	88.9

Level 3: 16-18

	Starts	Retention %			Pass rate %			Achievement %			*Achievement BM
	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	
Male	1578	94.5	92.3	94.6	87.0	93.7	95.1	82.5	86.6	90.1	86.6
Female	1910	93.5	93.1	94.1	92.2	91.7	94.7	86.3	89.4	89.3	88.9

All Levels:

There remains a slight disparity (1.56%), in favour of male students, between the achievement rates of male and female students. The gap between the two has widened slightly and will need some discussion in curriculum teams. Achievement for female students fell by **0.45%** and achievement rates for males has increased over the previous year by **2.05%**; and continues to be a pleasing upward trend. Overall achievement of male students exceeds the national benchmark and female achievement is lower than the national benchmark by **0.6%**. The retention rate for female students has increased fractionally by **0.22%** and retention for male students has also increased by a higher percentage of **1.84%**. Although these are small increases, it is pleasing that we have retained more students than the year before.

Level 1: At this level, the achievement rate has improved for male students by **6.59%** but dropped for females by **11.30%**. Achievement for males exceeds the national benchmark by **6.07%** but achievement for females is lower than the national benchmark by **8.77%**. Retention for males has risen by **6.22%** but retention for females has dropped by **6.22%** over the previous year.

Level 2: Achievement rates for males increased by nearly **1%** this year and are nearly **2%** higher than the national benchmarks. Female achievement has fractionally risen by **0.35%** but is lower than the national benchmark by **4.05%**. Retention for males has slightly risen by **0.55%**, but retention for females has fractionally decreased by **1.01%**.

Level 3: At this level, achievement rates for males increased by 4.4% and the achievement for females dropped slightly by 0.11% over the previous year. Both achievement rates, however, were higher than the national benchmarks. Retention increased for both genders. Males increased by 2.49% and females by a slightly lower rate of 1.1%.

Achievement for Students with Learning Difficulties and Disability (16-18)

	14/15 %	15/16 %	16/17%	*Achievement BM
Learning Difficulty	80.8	85.0	95.2	85.9
None declared	85.3	88.9	90.6	88.6

Achievement for Other Groupings

	Starts	14/15 %	15/16 %	16/17%	*All student Achievement
Free Meals	126	85.3	84.2	88.5	88.9
High Needs	8	77.8	81.3	88.9	88.9
EHCP		-	70.0	92.3	88.9

There was an increase in achievement of 5.1% in the achievement of students in receipt of Free College Meals. Achievement rates for students declaring a learning difficulty or disability have risen this year by 12% and is very slightly below benchmark by less than 0.5%. This is very pleasing and reflects the additional level of support available to these students in both the curriculum areas and the support areas.

The High Needs students' achievement levels rose by 9.35% and matches national benchmarks. The percentage increase is also a pleasing reflection of the high quality level of support they receive in both the curriculum and support areas. Study Centre information gathering pre-entry for these students, the early provision of support and effective monitoring throughout the year has made a significant contribution to the achievement success of this group of students. It should be noted here that one of our High Needs students achieved A*A*A in his A Levels and has progressed onto undergraduate study at a Russell Group university.

Social & Educational Inclusion Targets

The chart below sets out targets the College has set itself for performance for 2017/18.

- All student groups equal or exceed the national benchmarks for *achievement regardless of grouping or
- When a national benchmark is not available, all student groups equal or exceed the College 'all students' average

All student groups equal or exceed the national benchmarks for achievement regardless of grouping	14/15 (%)	15/16 (%)	16/17 (%)	NR
All students	84.7	87.7	88.9	n/a
Ethnicity	83.9	89.3	90.5	n/a
Males	83.6	86.9	89.7	86.6
Females	86.2	88.7	88.3	88.9
Learning difficulty	80.8	85.0	95.2	85.9
High Needs	77.8	81.3	88.9	n/a
Free meals	85.3	84.2	88.5	n/a
EHCP (26 starts; 24 retained and achieved)	-	70	92.3	n/a
Bursary students (355 starts; 97% retained)	86	96	92.3	n/a
LAC (20 students; 17 retained; 17 achieved)	72.7	92.3	85	n/a

*(Achievement = % achieved of those who left over year)

LAC students are closely monitored within the College. Personal Education Plan (PEP) meetings are held in the early stages of a LAC student joining the college with all the relevant parties and these continue on a regular basis throughout the academic year. In addition, there are bi-monthly virtual school meetings. This level of monitoring and support has led to increased successful experience at College for this group of students. **20** LAC students enrolled at the start of the academic year and **3** withdrew. **1** student went to Sussex Coast College to study on an Engineering programme; **1** had to leave because of a breakdown in her living arrangements leading to her relocation to another county; and **1** was withdrawn because on non-attendance. Pleasingly the 17 students who remained on their programmes all achieved. These students are our most vulnerable so, although there is a lower achievement rate of -7.9%, we are pleased that we have retained so many students who all achieved.

Curriculum Initiatives

The Section Heads each identified one of the Equality and Diversity initiatives that their section focused on in 2016/17 to give a flavour of Equality, Diversity and inclusion across the curriculum:

POLITICS, ECONOMICS, BUSINESS AND LAW:

Equality and Diversity Initiative:

Micro Tyco Challenge

Rationale:

To develop empathy amongst our students towards those less fortunate than ourselves (people living in poverty in the 'Least Developed Countries').

Activity:

The Business and Economics students participated in the 'Chocolate Bar Challenge'. This required them to sell a chocolate bar for a minimum of £10. To do this they had to convince the buyer of the benefits of this exchange. (The benefit being that the £10 would be donated to a charity named 'WildHearts' who distribute the funds as micro loans to aspiring entrepreneurs in LDCs.)

Impact:

Collectively, the students raised £670 as a result of the Chocolate Bar Challenge, and then through the funding of subsequent enterprise activities. In addition to raising awareness of economic inequality, a large number of the students were able to add something meaningful to their personal statements and CVs to help them to progress to their next destination.

SOCIAL SCIENCES:

Equality and Diversity Initiative:

Promoting British Values to students in the section.

Rationale:

To raise awareness of British Values.

Activity:

Age appropriate interactive resources produced by staff member to use in induction with new intake.

Impact:

Students within the section have a good awareness of what British Values are and why they are important.

CREATIVE AND MEDIA:

Equality and Diversity Initiative:

To support and accommodate more learners with mental health issues

Rationale:

More students were presenting difficulties in this area so the team felt they needed training to best support this.

Activity:

The HOS and DHOS attended the Mental Health 1-day training and fed back to the section. The HOS took on a major role in dealing with students and their parents when mental health issues were identified. Also liaised closely with the Student Services Manager and the Careers Officer to involve outside agencies to help support the most vulnerable students.

Impact:

Retention improved, especially in Level 2 Media. Individual students progressed to positive outcomes such as FE, HE and employment.

ENGLISH AND HUMANITIES:

Equality and Diversity Initiative:

To help male Archaeology and History students with their independent study skills and self-motivation.

Rationale:

To address the issue of male students struggling with independent study skills.

Activity:

Support sessions with a male TA to encourage students to work independently and engage in both History and Archaeology.

Impact:

This had a positive effect on male student engagement with independent study.

HEALTH AND SOCIAL CARE AND CHILDHOOD STUDIES:

Equality and Diversity Initiative:

Encourage work placements for all students in the section.

Rationale:

Because it is an important experience to aid both confidence and self-esteem. To help with good progression.

Activity:

All students in the section were offered a deaf awareness and sign language workshop to support them in placement and to understand and be able to communicate with people who are deaf. Placements were encouraged for every student in the section. Level 1 students went out for a variety of days depending on the individual student's needs.

Placements for all students were chosen to fit their career choice, interests and needs. Some students needed more support to go to their placement and this was provided by the work placement visitor or tutor.

Impact:

Student and placement feedback for the students who participated, demonstrated that the students were helped to develop useful personal and employability skills and students used these experiences to inform their progression: for example, Level 1 students used this to help decide which Level 2 courses to do.

PERFORMING ARTS:

Equality and Diversity Initiative:

Widen participation in Performing Arts for low income families

Rationale:

To widen participation in Performing Arts for low income families.

Activity:

Developed the Youth Theatre so that it allowed low cost training after school for local children considering Performing Arts.

Impact:

The Section has now had a few students enrol on full time courses in Performing Arts, here at the college, who started off in the Youth Theatre.

SCIENCE:

Equality and Diversity Initiative:

To encourage girls to consider careers in science.

Rationale:

To encourage girls to consider careers in science.

Activity:

Invited in a STEAM speaker, a female biology researcher, to give a talk to 1st Year girls.

Impact:

Raised awareness of females in science careers and the various possibilities.

MATHS AND IT:

Equality and Diversity Initiative:

Narrowing the Age Divide.

Rationale:

To encourage students to communicate with an older age group and develop both their social skills and self-esteem.

Activity:

Level 2 students were given the opportunity to tutor Bexhill over-55s in the use of iPads.

Impact:

Exposed the students to an older age group whilst helping them to develop their interpersonal skills and confidence levels.

SPORT SCIENCE AND PUBLIC SERVICES:

Equality and Diversity Initiative:

'This Girl Can'

Rationale:

Chosen by Sport England and us as part of tackling inactivity bid.

Activity:

Displayed Sport England inspirational posters outside the gym to promote more females using the gym and advertised the scheme in tutorials.

Impact:

Girls only gym on Tuesdays evening 4.30-5.30pm was really popular, up to 50 female students were regularly using gym during the 2016/17 academic year.

STUDENT SERVICES

Counselling:

The Counselling service is available to all students who may refer themselves or ask their tutor to refer them on their behalf. All students are entitled to a maximum of 5 sessions and the Counsellors are encouraged to refer them on to other agencies should it be apparent that further counselling is appropriate. In 2016/17, **156** counselling sessions took place. The Student Services Manager made 2 referrals to the Child and Adolescent Mental Health Service (CAMHS).

Mentoring:

Student Services mentored 3 students who faced significant home/family issues that affected their mental health, motivating and self-esteem. Students were entitled to 5 weeks mentoring which was then reviewed and extensions given, where necessary, in consultation with the Student Services Manager.

Higher Education Widening Participation:

Student Services continued to work with a range of universities to provide widening participation opportunities for our students. Opportunities included:

- Sussex First Generation Scholar Scheme – Sussex Study Experience, Student Ambassadors and Summer Schools
- Brighton University Compact scheme – Talks to students on 2nd Year Induction Day and Personal Statement workshops.
- Trip to the UCAS HE Convention in Brighton (54 students participated)
- 3 Oxbridge Trips and help with Personal Statements and interview techniques.
- Parent HE forums
- Student Finance workshops
- University Widening Participation talks during 2nd Year induction.
- Mini HE Fair on 23/6/17.

Number of Magdalen & Lasher Educational Foundation Bursary awards in 2016/17 was **9**. The Magdalen and Lasher Educational Foundation was established in 1906. The aim of the Foundation is to support educational institutions and individuals in Hastings. The Foundation awards bursaries of up to £1,000 each to students who have undergraduate places at universities.

Bursary

385 students were in receipt of the 16-17 Bursary in 2015/16.

19 students were in receipt of the Guaranteed Bursary.

115 students qualified for Free College Meals.

STUDY CENTRE

Looked After (LAC) students:

The College has an excellent working relationship with the Virtual School and the Study Centre Co-ordinator attends the bi-termly Virtual School meetings. The College continues to host termly PEPs and LAC reviews for its LAC students. Our LAC students benefit from strong pastoral care and extra study support to keep them on course.

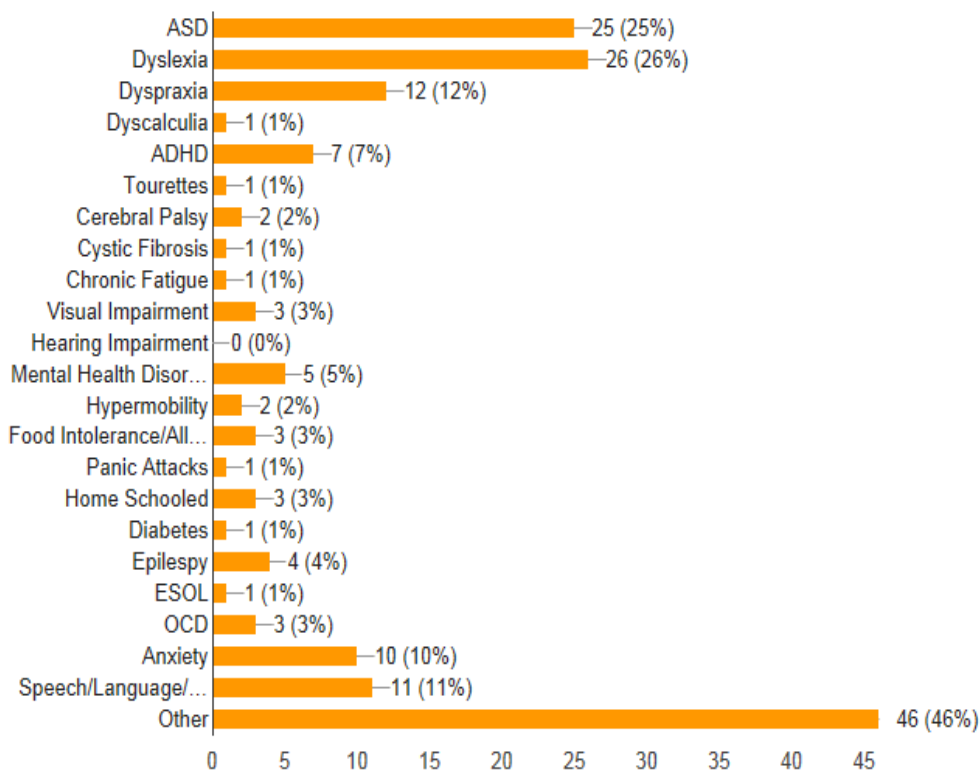
Frewen Link

In 2016/17, Bexhill College continued to work in partnership with Frewen College to deliver Levels 1, 2 and 3 mainstream curriculum to 19 students who had a range of learning support needs, including ASD and severe dyslexia and dyscalculia. The link continued to be very successful and the students clearly benefited both from studying in a larger College and receiving more intensive support for English and Maths at Frewen College. Regular meetings/phone discussions took place between the Student Services Manager and the Head of Sixth at Frewen College. Many Frewen parents attended the College's own Parents' Evenings.

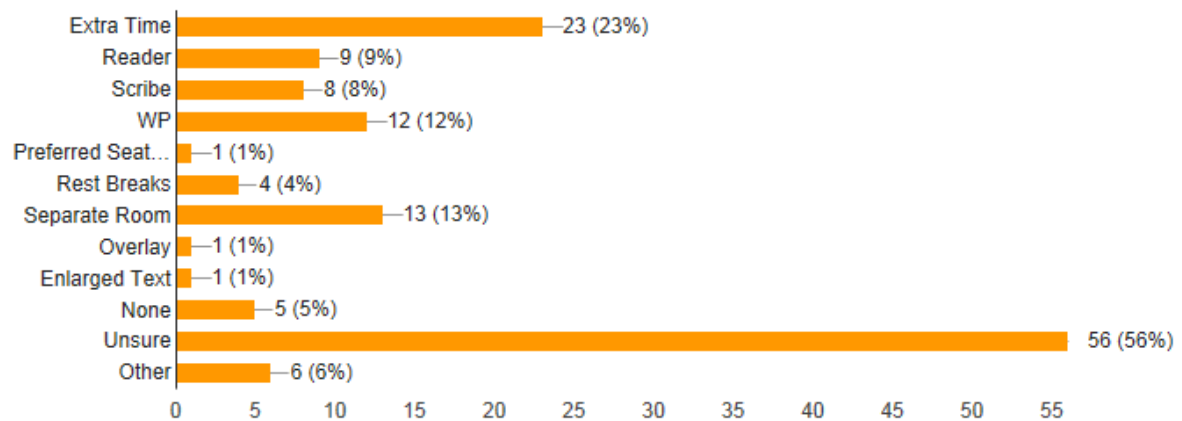
ALS Students:

- 215 ALS Students for 2016-2017
- 200 Screening Referrals Processed
- 81 Medical Concession Referrals Processed

ALS Needs in 2016/17:



Exam Concessions reported during the interview/enrolment process in 2016/17:



High Needs Students:

11 High Needs students enrolled in September. These students have complex medical and/or learning needs and usually require 1-1 support. Extra funding to meet the high support costs of these students is awarded by County. Due to complicated family circumstances, one of the students left the county to live with her boyfriend in another county. All the High Needs students achieved success in their qualifications and have progressed appropriately on to the second/third year of their courses, a higher level course or employment. Study Centre information gathering pre-entry for these students, the early provision of support and effective monitoring throughout the year made a significant contribution to the success of this group of students. Excellent information gathering both prior to the initial advisory interview via information sharing with SENs, helped with the planning of

Study Centre provision and ensured the most appropriate resources were in place to support the needs of the ALS and High Needs students from the start of the academic year. This, coupled with continued close monitoring and our innovative termly reviews, ensured that issues and barriers were identified in a timely fashion and additional interventions were put in place (extra support, action planning meetings, close monitoring) to contribute significantly to the successful transition and progress of this group of learners. There was high awareness of the importance of preparing our SEND students for adulthood and, to this end, a key focus of the TAs support work was providing stretch and challenge and instilling determination and resilience in the students they supported. The Study Centre team is very passionate about engaging parents and working in partnership with them to ensure positive outcomes and choices for progression for their young people. The relationship begins at pre advisory interview and continues throughout the time the learner is with us via the termly review meetings. This partnership had a very positive impact on the learners' transition experience and subsequent time at College in 2016/17.

Study Centre Student Ambassadors:

Our Ambassadors have continued to contribute much to the ethos and provision of the Study Centre and the scheme provides them with opportunities to develop both their self-esteem and employability skills. The Ambassadors identify themselves to other students by wearing a yellow lanyard when on duty. They help to welcome new students, supervise laptop use at lunchtime and help out at mini-transition day by leading icebreaking activities in small groups and accompanying the vulnerable students on tours around the college. Student Ambassadors also deliver the presentation on 'The Difference between School and College' on one of the Mini Transition Days.

Termly Reviews

All High Needs students attend termly Study Centre progress reviews with their parents, personal tutors, and, where appropriate, our Careers Officer, social workers and key workers. Key issues are identified and discussed and targets set. As 'Preparing for Adulthood' is a key focus in the SEND reforms, discussion and actions for progression are also discussed and recorded.

Mini-transition Day

The Study Centre held 2 Mini Transition Days attended by 26 vulnerable students. The first day focused on getting to know the College and the Study Centre staff. One of our autistic Study Centre Ambassadors delivered an excellent presentation and group work session on the difference between school and college. During the second day, the students took part in a variety of study skills activities and ended with a parent/carer information session. The days were well attended and served a useful purpose preparing the participants for the larger Transition Days. They also proved very useful for the Study Centre staff as they were able to assess both the social skills and anxiety levels of the participants; all very helpful for planning the necessary support and the preparation of pen portraits for subject staff.

Having trialed optional 1:1 Study Support taster sessions with vulnerable prospective students last year at the end of the Summer Term to help them acclimatise to the college environment prior to starting in September, we have decided to offer the same provision this year as the experiment was deemed very helpful by both the young people and our TAs. This year, 9 students took up the offer and were positive about the experience.

Earlier in this report, Curriculum Area Equality and Diversity Initiatives were highlighted. As all our staff contribute to ensuring that all Bexhill College is an inclusive environment and that equality and

diversity is celebrated, a flavour of how Equality, Diversity and Inclusion was celebrated in 2016-17 in the support areas is highlighted below.

EXAMS

In close liaison with the Study Centre, exams processed 281 exams concession applications. 200 of these were identified during interview or referred by their tutors for screening. 81 were applications based on medical/mental health grounds (e.g. broken wrist, anxiety, ASD). Apart from extra time awards for students with dyslexic tendencies and slow processing speeds, concessions have included rest breaks and separate rooms; scribes; readers and use of word processors. Students were assessed for dyslexic tendencies and processing difficulties using the on-line 'Lucid' programme, in the Autumn and Spring terms. Students requiring exam concessions for mental health issues, e.g. anxiety, have to produce current medical or CAMHS documentation.

HUMAN RESOURCES

As reporting on Gender Pay Gap was introduced as a statutory duty for all organisations employing more than 250 employees in April 2017. As the College employs less than 250 staff, we are not required to publish this information.

COVER SUPERVISORS

The Cover Supervisors ensured that any E&D embedded in the curriculum and tutorials was fully addressed in cover lessons. Student behaviour and inappropriate language continued to be challenged to ensure students felt comfortable in the classroom environment.

RECEPTION

The Reception staff played a key role in supporting our High Needs students by monitoring the taxi pick-up service and intervening when problems arose. They often dealt with anxious students and parents, identifying other sources of support for them in the College as the needs arose.

STUDENT ACTIVITIES

Student Activities organised the following:

- Jeans for Genes Day
- Black History Month
 - Nigerian Independence (student-led)
 - African drumming session
- Wear it Pink for Breast Cancer
- Diwali themed food
- Poppy Appeal
- Anti-Bullying Week – Kickboxing demonstration
- Children in Need
- World Aids Day ribbon selling
- Beat Blue Monday (for Mental Health Awareness) – Magician and freebie giving
- Yellow Week for St. Michael's Hospice
- Fairtrade Fortnight stalls

- Comic Relief “Bexhill College’s Got Talent”

SPORTS MAKER

The Sports Maker encouraged female participation in physical activity this year by facilitating women-only gym sessions. This saw participation in gym sessions, by our female students, quadrupling. He also established girls’ basketball and football teams which both proved as popular as the boys’ teams. To encourage exercise and self-esteem in the lower ability students, targeted activities were made available.

INTERNATIONAL

STUDENTS

Our international students continued to contribute much to the life of the College and enhanced the cultural environment for our home students. They were represented well on the Student Board and were involved in a range of marketing and media activities. They also established a successful volley-ball team which led to additional social interactions with our non-international students.

LRC

The LRC staff enthusiastically supported many of the Equality & Diversity Awareness Days throughout the year with relevant book and resources displays including:

- Black History Month
- LGBT History Month
- Fairtrade Fortnight (displays produced by the World Development A Level students)
- Autism Awareness
- Women’s History Month
- Autism Awareness Day
- World Book Day

The LRC staff also produced book displays on Mental Health themes with titles on a range of mental health issues.

- The LRC bought additional books and DVDs on the themes of black history, mental health and LGBT. It also purchased books about successful and inspirational people, the Civil Rights movement and slavery, guides for young people and books on feminism.
- There were displays in the LRC for Black History Month, LGBT History Month, International Women’s Day and Holocaust Memorial Day.
- The LRC gave out 40 free copies of *Persepolis* and *Lies We Tell Ourselves* for World Book Night.

ILT

- Video resources added to ClickView Library included programmes on understanding difference and challenging discrimination e.g. *Horizon on ADHD*, *What British Muslims Really Think?* and *Suffragettes*.
- Many ClickView videos included the subtitle facility.

- There was a specific Student Services ClickView category for videos supporting equality and diversity, including the Tutorial programme.
- Accessibility equipment was available for staff and students.
- Individual ILT support for staff and students was provided based on individual needs.
- Resources were made available off-site for students such as classroom resources (Moodle), video (ClickView Online) and personal documents (Foldr).

DATA ANALYST

The data analyst continued to support the work of Equality and Diversity in the College throughout the academic year by, for example:

- Making reports available for staff to identify E&D issues including any gender or disability gaps.
- Continuing to maintain the Bursary and Counselling apps and providing technical support to the relevant Student Services Officers.
- Maintaining the eILP process that allows students to request support and tutors to keep overall track of their tutees' progress and any support requirements.

ADMISSIONS

Admissions continued to operate an open and transparent admissions system to give every prospective student the chance of applying to the College and being given a place. Separate interview arrangements were made available to students with ALS, SEND or medical needs, where necessary.

Information about SEND, ALS and medical needs was passed to Student Services and the Study Centre to allow them to plan for support needs more effectively.

MIS

The MIS department continued to:

- Make returns to the funding body (ESFA) to ensure appropriate funding was available for all students, including SEN.
- Upload data to Aspire to allow for identification of and planning for NEET students.

MARKETING

All marketing publications in 2016-17 have reflected the diverse range of students and staff at Bexhill College and avoided stereotyping.

IT

The IT department were proactive in filtering all web traffic and emails to pick up any issues of concern which were then flagged up to either the Child Protection officers or the PREVENT officer. They also ensured that computers/laptops were well maintained to ensure good access for all students.

The staff recommend suitable laptops for our High Needs students, order them for the Study Centre and upload any necessary accessibility software to make them fit for use.

PROPERTY

The property team played an integral role in supporting Equality and Disability and accessibility for disabled students including:

- Providing work experience for an IVS student.
- Maintaining the disabled toilets and hoist.
- Meeting with the Study Centre staff to discuss and review the needs of the students in terms of accessibility and acquiring appropriate equipment.
- Producing risk assessments for students who need them.
- Meeting with different agencies to prepare new student arrivals.
- Developing plans to improve access and sourcing funding if improvements needed to be made.
- Making sure that equipment was provided and maintained for students who needed it.
- Maintaining the Faith Room.
- Ensuring that planned projects were DDA approved as much as possible and where practical.

FINANCE

The Finance team continued to support the payment of bursary students and administer the bursary food card payment scheme. They also provided support to the Study Centre regarding the invoicing of County for High Needs costs.