



# Hills Road Sixth Form College Cambridge

## Equality and Diversity Development Plan September 2018 – July 2019 - Update June 2018

**INTENDED OUTCOME 1:** Increase the profile of Equality and Diversity amongst the staff, and equip them with the knowledge and skills they need to effectively embed the promotion of equality and celebration of diversity within their work.

No.	Actions	Timescales/ milestones	Responsibility for action	Review of actions
1.1	Respond to requests from staff about supporting transgender learners and staff by organising whole staff training.	2018 - 2019	Equality & Diversity Officer, Principal	Initial training planned for all staff in September 2019 to introduce the forthcoming transgender policy and practice for the College created during Summer 2018.
1.2	Organise a process for triage and allocation (time/staff) of equality impact assessments. Refresh the knowledge of key staff currently trained via PP.	September 2018	Equality & Diversity Officer, Principal	Equality Impact Assessment training delivered as part of the Equality Forum half day in June 2018 allowing a wider group of staff to be involved with this significant aspect of our equality checks.
1.3	Oversee the execution of EIA's.	September 2018- July 2019	Equality & Diversity Officer, Principal	This is still a work in progress. A schedule of outstanding EIAs is being completed in order to allow prioritisation of those still to complete where impact will be most significant.
1.4	To deliver introductory E&D training to all new staff as part of induction in September	September 2018	Equality & Diversity Officer, Principal	This has become an embedded part of staff induction and will feature on the planned induction video for staff to be created in Autumn 2018.
1.5	Run the Equality Forum	September 2018- July 2019	Equality & Diversity Officer, Principal	Equality Forum has been re-created and invigorated this year and the input from students has been particularly valuable in setting priorities and direction.

**IMPACT: REVIEW OF INTENDED OUTCOMES:** Feedback from the in-year survey issued to students and staff demonstrated positive responses to all questions regarding the awareness raising achieved during LGBT+ History month in February. A four year programme of diversity celebration has been created to allow increased forward planning and improved embedding within curriculum delivery for the next stage of the plan. A revised set of four year equality objectives has been created through the work of the Equality Forum this year that will drive the direction and strategic focus for our work on Equality and Diversity. More work needs to be done on the timely completion of EIAs, which will become a project focus within the subsequent plan.

**INTENDED OUTCOME 2:**

To take a formative approach to E&D data collection and analysis, allowing for earlier identification and investigation of underperforming students' personal barriers to learning, and ensuring staff have access to up to date information to act on.

No.	Actions	Timescales / milestones	Responsibility for action	Review of actions
2.1	Analyse survey results by E&D category, report and act on findings.	April 2018	Director of Quality	The Yr13 student survey was analysed by E&D category. Responses have been fed back to the relevant departments for action. In particular this Summer (2018), we have picked up some distinction in satisfaction levels reported by students from particular ethnic minority groups which we want to investigate and understand further. An initial focus group has been conducted which didn't indicate specific concerns, so we need to think how to pursue this further in the new plan.
2.2	Ensure all staff have up to date information on potentially disadvantages and vulnerable groups of students and that they know where to find this.	April 2019 June 2019	Director of Quality, Information Systems, Student Services	There has been a step change in the availability and profile of information about students belonging to potentially disadvantaged groups in 17-18. This has been as a result of the work of several teams, led by the Director of Quality around In Year Progress Monitoring which have meant we have a much more engaged view of the specific progress of students in these groups.
2.3	Share information about the progress and achievement of vulnerable students with Governors.	May 2019	Equality & Diversity Officer, Vulnerable Groups Officer, Director of Quality, GLT, Assistant Principal (Resources), Director of Business and Finance, Head of Enrichment	At each of the four progress points this academic year, information about the progress of vulnerable groups has been shared with CST and governors to keep an eye on their experience in relation to the cohort as a whole.  A specific role has been created to lead on the analysis and follow up of this data which, from September 2018, will be delivered together with the E&D responsibility.

**IMPACT: REVIEW OF INTENDED OUTCOMES.** At each progress point this academic year, Heads of Department have received a break down of all students in their departments for whom there is a known barrier to learning due to a particular disadvantage or SEN. This has allowed for a much more forensic consideration of the progress of these groups, for whom the recent Y12 exam suggested there is more we need to do particularly for those students whose economic circumstances provide a barrier to their progress. Outcomes for Y13 students in particular ethnic categories last year were below where we would want them to be and that is a pattern we are exploring with the current y12 cohort. Financial and ethnic barriers have been made part of the key objectives for the new E&D action plan which will come to Corporation in October.