

**LONG ROAD** SIXTH FORM COLLEGE CAMBRIDGE

# Equality, Diversity & Inclusion

Annual Report 2020/21



Long Road was awarded *College of the Year* in the inaugural Queer Student Awards in June 2021



## Contents

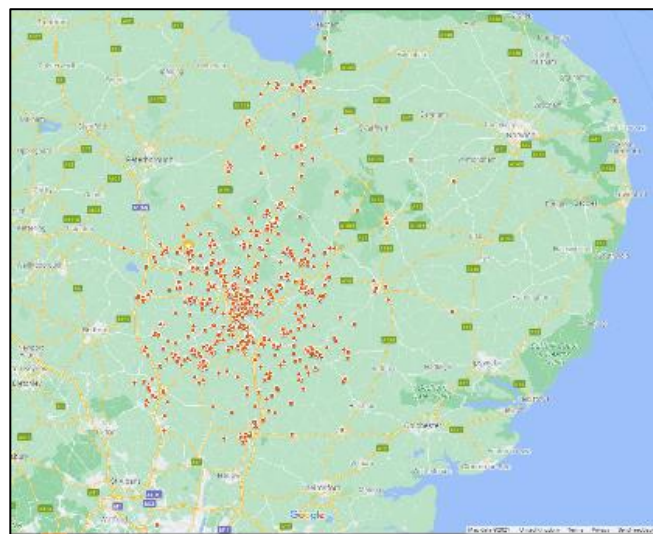
|   |    |
|---|----|
| The College.....  | 2  |
| The Long Road mission statement.....                            | 3  |
| Duties under the 2010 Equality Act.....                         | 4  |
| Our community: students .....                                   | 4  |
| Our community: staff .....                                      | 5  |
| Commentary on staff and student data.....                       | 9  |
| Equality Objectives 2019-2022 .....                             | 10 |
| Lockdown support for vulnerable students .....                  | 12 |
| Student Commission on Racial Justice .....                      | 12 |
| Long Road wins College of the Year in Queer Student Awards..... | 14 |
| College activities.....   | 15 |
| Outreach .....  | 16 |



## The College

**Long Road Sixth Form College** is a college of around 2,600 students on the outskirts of Cambridge. One of two Sixth Form Colleges in the city, the college is inclusive and comprehensive. Students come from a wide range of schools covering a large geographical area, from Kings Lynn in the north to Stansted in the south, Newmarket in the east and St Neots in the west. Economically, the catchment area is within the Cambridgeshire and Peterborough Combined Authority, with a greater number of students coming from the south of the region.

Study Programmes are mostly at Level 3, with students able to take A Levels and/or Applied General courses. In addition, there is a Level 2 GCSE and Applied General cohort for those not yet ready for Level 3, and a small cohort of Level 4 Foundation Art students enrolled as progression from L3 college courses. A relatively large number of students at Level 3 retake maths and/or English GCSE in addition to their programme aim. As an inclusive college the average GCSE score on entry at LRSFC is lower than average for the sector for L3 courses (average GCSE score for A Levels was 5.6 in 2020-21, compared to 6.2 for the sector). 137 students started on a one year access programme of Level 2 subjects in September 2020.





## The Long Road mission statement

*A high achieving and inclusive sixth form college which inspires, helps, and motivates you to become the best that you can be.*

Our Values:

Long Road is an open, accepting, and diverse community

- We share a passion for learning and its capacity to transform lives
- We aim to encourage and inspire each other to success - to be the best that we can be
- We act with integrity; we keep our commitments and are honest, fair, and trustworthy
- We show respect for ourselves, for others and for our environment

We want everyone to be able to be themselves and be free from discrimination including bullying, harassment, and victimisation. We will create an environment where everyone can achieve their potential, and no one will be disadvantaged because of their identity, disability, or personal circumstances. We will achieve our vision through collaborative, effective teamwork, both in college and with our community.

We also promote the following values:

**Democracy** by encouraging students to accept responsibility for their behaviour, show initiative, understand how they can contribute positively to the lives of those living and working in the locality and to society more widely, and enable students to acquire a general knowledge of and respect for public institutions and services. We encourage respect for democracy and support for participation in the democratic processes.

**The rule of law** enabling students to distinguish right from wrong and to respect the civil and criminal law We encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.

**Individual liberty**, promoting tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

**Mutual respect and tolerance of those with different faiths and beliefs** by enabling students to develop their self-knowledge, self-esteem and self-confidence and the importance of identifying and combatting discrimination.

| College Strategic Priorities |  |
|------------------------------|--|
| Strategic Objective          | Description  |
| 1                            | Proudly Long Road  |
| 2                            | Enhance Further our quality of teaching and learning   |
| 3                            | Future Confident – To prepare our students to face and relish the opportunities and challenges ahead |
| 4                            | Talented team – invest in, encourage and develop all colleagues                                      |
| 5                            | Financially Strong and sustainable   |



## Duties under the 2010 Equality Act

Long Road Sixth Form College has a statutory duty to give due regard to achieve the objectives set out under s149 Public Sector Equality Duty of the Equality Act 2010. These are to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Long Road Sixth Form College is also required to meet the requirements of two specific duties, which are to:

- a) Set and publish Equality Objectives that are specific and measurable, and reviewed and updated at least every four years;
- b) Publish equality information every year, demonstrating how the College is meeting the general duty and the progress that has been made in achieving our Equality Objectives.

To demonstrate fulfilment of these duties and as outlined in the College's Equality and Diversity Policy, this annual report covers the period Academic Year 2020/21, and monitors our progress in achieving these aims.

## Our community: students

|                                   | 18/19 | 19/20 | 20/21 |
|-----------------------------------|-------|-------|-------|
| ILR funded students               | 2334  | 2289  | 2470  |
| Female (%)                        | 46.1  | 55.2  | 55.8  |
| Male (%)                          | 53.9  | 44.8  | 44.2  |
| Entitled to free school meals (%) | 4.2   | 2.8   | 3.9   |
| Receiving a bursary (%)           | 9.4   | 8.0   | 9.6   |
| EHCP (%)                          | 0.9   | 0.9   | 0.9   |
| Looked after children             | 5     | 1     | 1     |



|  | 18/19 (%) | 19/20 (%) | 20/21 (%) | <a href="#">Cambridgeshire and Peterborough</a> | <a href="#">England</a> |
|--|-----------|-----------|-----------|---|-------------------------|
| 31 - English / Welsh / Scottish / Northern Irish / British | 79.3      | 76.1      | 72.8      | 81.4  | 79.8                    |
| 32 - Irish   | 0.3       | 0.3       | 0.5       | 0.8   | 1.0                     |
| 34 - Any Other White background                            | 6.1       | 7.3       | 7.9       | 7.9   | 4.6                     |
| 35 - White and Black Caribbean                             | 1.1       | 1.1       | 1.2       | 0.5   | 0.8                     |
| 36 - White and Black African                               | 0.8       | 0.9       | 0.7       | 0.3   | 0.3                     |
| 37 - White and Asian                                       | 1.7       | 1.8       | 2.3       | 0.7   | 0.6                     |
| 38 - Any Other Mixed / multiple ethnic background          | 2.1       | 2.3       | 3.1       | 0.6   | 0.5                     |
| 39 - Indian  | 0.9       | 1.2       | 1.3       | 1.5   | 2.6                     |
| 40 - Pakistani   | 0.5       | 0.5       | 0.6       | 1.8   | 2.1                     |
| 41 - Bangladeshi   | 1.4       | 1.9       | 1.9       | 0.3   | 0.8                     |
| 42 - Chinese   | 0.5       | 0.6       | 0.6       | 0.9   | 0.7                     |
| 43 - Any other Asian background                            | 2.3       | 2.0       | 1.9       | 1.3   | 1.5                     |
| 44 - African   | 0.7       | 1.3       | 1.6       | 0.7   | 1.8                     |
| 45 - Caribbean   | 0.5       | 0.5       | 0.4       | 0.4   | 1.1                     |
| 46 - Any other Black / African / Caribbean background      | 0.2       | 0.5       | 0.7       | 0.2   | 0.5                     |
| 47 - Arab  | 0.3       | 0.3       | 0.4       | 0.2   | 0.4                     |
| 98 - Any other ethnic group                                | 0.5       | 0.4       | 0.6       | 0.4   | 0.4                     |
| 99 - Not provided  | 0.9       | 1.1       | 1.5       | -   |                         |

Green: at or above the local population

Red: below the local population

## Our community: staff

| Total staff | 17/18 | 18/19 | 19/20 | 20/21 |
|-------------|-------|-------|-------|-------|
|             | 216   | 195   | 198   | 211   |

| Hours     | All staff | Teaching staff | Support staff |
|-----------|-----------|----------------|---------------|
| Full time | 117       | 83             | 34            |
| Part time | 94        | 38             | 56            |
| Total     | 211       | 121 (57%)      | 90 (43%)      |



| Age               | All staff | Teaching staff | Support staff |
|-------------------|-----------|----------------|---------------|
| 29 or younger     | 36        | 9              | 27            |
| 30-39             | 29        | 19             | 10            |
| 40-49             | 65        | 46             | 19            |
| 50-59             | 58        | 34             | 24            |
| 60-69             | 22        | 13             | 9             |
| 70 or older       | 1         | 0              | 1             |
| Prefer not to say | 0         | 0              | 0             |

| Sex               | All staff | Teaching staff | Support staff |
|-------------------|-----------|----------------|---------------|
| Female            | 117       | 64             | 53            |
| Male              | 94        | 57             | 37            |
| Prefer not to say | 0         | 0              | 0             |

| Disability        | All staff | Teaching staff | Support staff |
|-------------------|-----------|----------------|---------------|
| Yes               | 11        | 8              | 3             |
| No                | 89        | 48             | 41            |
| Prefer not to say | 32        | 24             | 8             |
| Not stated        | 79        | 41             | 38            |

| Sexuality         | All staff | Teaching staff | Support staff |
|-------------------|-----------|----------------|---------------|
| Not stated        | 81        | 42             | 39            |
| Bisexual          | 5         | 2              | 3             |
| Gay / Lesbian     | 1         | 1              | 0             |
| Heterosexual      | 94        | 53             | 41            |
| Prefer not to say | 26        | 20             | 6             |
| Unknown           | 4         | 3              | 1             |



| Ethnicity                       | All staff | Teaching staff | Support staff |
|---------------------------------|-----------|----------------|---------------|
| Not stated                      | 95 (45%)  | 54             | 41            |
| Any other Asian background      | 1 (0.5%)  | 0              | 1             |
| Caribbean                       | 1 (0.5%)  | 1              | 0             |
| African                         | 2 (1%)    | 1              | 1             |
| Mixed white and black Caribbean | 1 (0.5)   | 1              | 0             |
| Mixed white and Asian           | 1 (0.5)   | 0              | 1             |
| Any other mixed background      | 1 (0.5%)  | 1              | 0             |
| Chinese                         | 1 (0.5%)  | 0              | 1             |
| Any other ethnic group          | 2 (1%)    | 2              | 0             |
| White British                   | 94 (45%)  | 53             | 41            |
| White Irish                     | 4 (2%)    | 4              | 0             |
| White other European            | 6 (3%)    | 3              | 3             |
| White non-European              | 2 (1%)    | 1              | 1             |

Green: at or above the local population

Red: below the local population

## Governing body

| Age         | 2020 | 2021 |                   | 2020 | 2021 |
|-------------|------|------|-------------------|------|------|
| 19 or under | 1    | 2    | 50-59             | 5    | 5    |
| 20-29       |      |      | 60-69             | 7    | 3    |
| 30-39       | 1    | 3    | 70 or above       | 3    | 3    |
| 40-49       | 2    |      | Prefer not to say |      |      |

| Sex    | 2020 | 2021 |
|--------|------|------|
| Female | 9    | 10   |
| Male   | 10   | 7    |

| Sexuality                     | 2020               | 2021 |
|-------------------------------|--------------------|------|
| Bisexual                      | Data not collected |      |
| Gay man                       |                    | 1    |
| Heterosexual                  |                    | 15   |
| Lesbian                       |                    | 1    |
| Prefer not to say/unspecified |                    |      |





## Disability

| Yes   | 2020 | 2021 |
|---|------|------|
| <i>If yes, please tick the appropriate box. If you experience more than one type of disability please tick all that apply. If your disability does not fit any of these types, please tick 'other'.</i> |      |      |
| <i>Learning difficulty</i>  |      |      |
| <i>Mental health condition</i>  |      | 1    |
| <i>Physical impairment (to include hearing or sight loss)</i>   | 1    |      |
| <i>Other type of disability</i>   |      |      |
| No  | 18   | 16   |
| Prefer not to say/unspecified   |      |      |

| Ethnicity                           | 2020 | 2021 |
|-------------------------------------|------|------|
| A1 Asian: Indian                    |      |      |
| A2 Asian: Pakistani                 |      | 1    |
| A3: Bangladeshi                     |      |      |
| A9: Any other Asian background      |      | 1    |
| B1: Caribbean                       |      |      |
| B2: African                         |      |      |
| B9: Any other black background      |      |      |
| M1: Mixed white and black Caribbean |      |      |
| M2: Mixed white and black African   |      |      |
| M3: Mixed white and Asian           |      |      |
| M9: Any other mixed background      |      |      |
| O1: Chinese                         |      |      |
| O9: Any other ethnic group          |      |      |
| W1: White British                   | 16   | 13   |
| W2: White Irish                     | 1    | 1    |
| W3: White other European            | 2    | 1    |
| W4: White non-European              |      |      |
| Prefer not to say/not specified     |      |      |

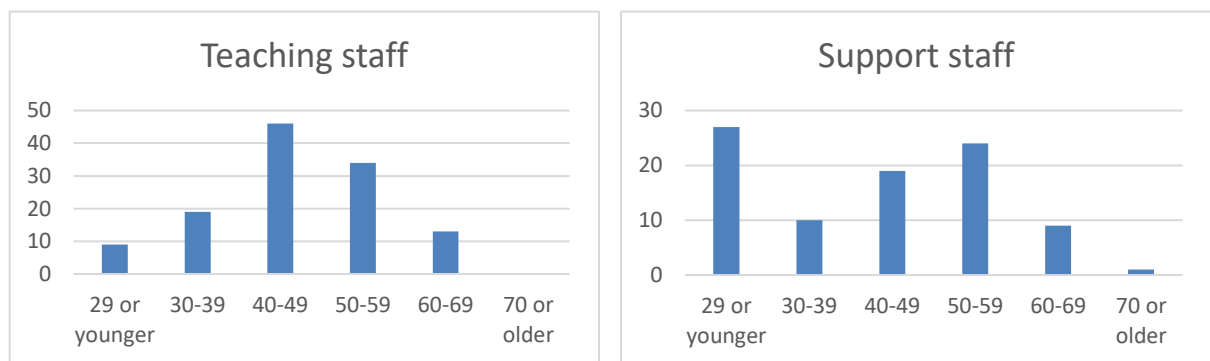


## Commentary on staff and student data

The student cohort increased by almost 200 from the previous year, with the ratio of female to male students remaining consistent at 1:0.8. The proportion of students with financial disadvantage rose, after last year's dip.

The proportion of *English/Welsh/Scottish/Northern Irish/British* students has been on a steady decline and has become much lower than that in the whole of England. Conversely, the proportions of mixed race students and those with multiple ethnic backgrounds have continued to rise and are much higher than the local population. The proportion of *African* people in the local population is much lower than the average for England and figures for Long Road have almost reached the national level whereas the proportion of Pakistani students continue to be lower than that of Cambridgeshire and Peterborough.

The number of teaching staff is higher than that of support staff (1:0.7) and most staff are full time (55%). The majority of support staff are part time (62%), as opposed to just 31% of teaching staff but some of this is due to contractual differences: teachers are term-time only and still full time but term-time only support staff are part time. Most staff are female (55%) but a larger proportion of support staff are women (59%) compared to teachers (53%). Support staff are often younger, see below, with 30% being younger than 29.



2.8% of staff identified as LGB, higher than the [2% ONS estimate](#) and 5% said they had a disability, which is much lower than the 19% stated in the [Family Resources Survey](#). 53% of staff did not declare for each question.

45% of staff did not state an ethnicity but of those that did the proportions are not too dissimilar to the local population. The numbers are so small that it is difficult to make significant comparisons. The Student Commission on Racial Justice has highlighted the need for BAME representation among staff, especially at a senior level and this will be part of that ongoing work. The diversity of the college's governing body has increased since the previous year and is evidence of the success of proactive recruitment.



## Equality Objectives 2019-2022

| Key Objective   | Activities  | Impact  |
|---|---|---|
| <b>Shared Values</b>  |   |   |
| To better equip students from all groups to be confident, informed and articulate citizens able to contribute to local, national and global debates.              | <p>Tutorial content includes workshops on EDI, racial justice.</p> <p>Student Societies</p> <p>International activities</p> <p>Peer Mentor programme</p> <p>Student Ambassadors</p> <p>Talks/invited speakers</p> <p>LRC initiatives</p> <p>Student Commission on Racial Justice (SCRJ)</p> <p>EDI overview training held for all staff and for governors</p> | <p>Link to Quality Improvement Plan (BAME and FSM student identified within college targets)</p> <p>EDI Team staff channel for sharing resources and good practice.</p> <p>Teams set up for each of the Student Societies to enable remote peer-to-peer and group contact.</p> <p>Four students successfully applied to become Commissioners for the SCRJ. SCRJ workshops were delivered to over 500 students.</p> <p>Continued visibility of EDI activities, even through lockdowns.</p> |
| <b>Proud to be Me</b>   |   |   |
| To ensure that we provide a safe, inclusive, supportive environment in which all members of the college can be themselves and express their identity and beliefs. | <p>Work toward The Rainbow Flag Award with The Kite Trust</p> <p>Wellbeing fair</p> <p>Black History month</p> <p>Tutorial content</p> <p>Student Societies</p> <p>EDI overview training held for all staff and for governors</p>   | <p>Student, parent and staff involvement in evidence collection for The Rainbow Flag Award.</p> <p>303 students responded to the SCRJ research survey and their feedback was overwhelmingly positive.</p> <p>Formation of additional Student Societies, including Feminist, Filipino and Latin-American &amp; Hispanic Societies.</p> <p>The EDI students groups were attended by approximately 80 students per week.</p>   |



| Key Objective   | Activities   | Impact  |
|---|--|---|
| <p><b>Broadening horizons</b></p> <p>To remove barriers so that everyone has the opportunity and support to participate, aspire, and progress.</p>  | <p>Supporting vulnerable students in pandemic/lockdown e.g. working in LRC</p> <p>Level 2 progression support</p> <p>Careers events for non-UCAS e.g. employability events hosted by Form the Future</p>   | <p>A total of £1680 per week was distributed to students in receipt of FSM during lockdowns and £1440 per week during college holidays.</p> <p>92% of Level 2 applicants were offered a place on a Level 3 programme – attendance was not a criterion for progression.</p> <p>Over 60 students were supported to study on site throughout lockdowns.</p> <p>71 students were loaned laptops to enable them to engage with remote learning.</p> <p>Students in EDI groups have formed peer support networks. Staff who work with these groups are role models or allies and are a point of contact for the students. Many other staff identify themselves as allies, for example by wearing rainbow stickers on their ID. Students in these groups have also had the opportunity to feedback on college process.</p> |
| <p><b>Raising Awareness</b></p> <p>To extend the collection and analysis of data, to ensure that the concerns and progress of all groups are monitored in order to inform decision-making and practice.</p> | <p>ALPs regularly reviewed and those at risk of under-performing identified and support plans put in place</p> <p>NEACO data circulated and target students identified for progression support</p> <p>EDI overview training held for all staff and for governors</p> | <p>Course Teams and Guidance Team analyse performance and attendance data with respect to vulnerable groups.</p> <p>Course Teams record actions and outcomes as part of the Quality Assurance cycle through the Course Team Review process.</p> <p>All staff and governors aware of EDI context and activities through training delivered to everyone.</p>  |



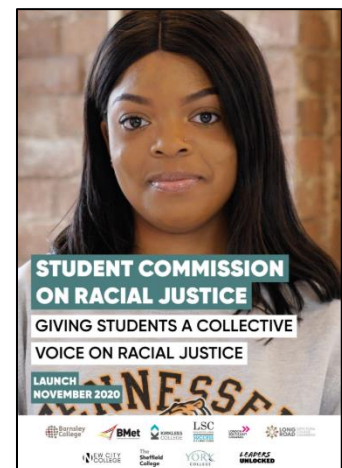
## Lockdown support for vulnerable students

During the lock down at the start of 2021 the college remained open for the most vulnerable students. A supervised study space was provided, with access to technology for those who could not work at home. Students who were in receipt of Free School Meals received £17.50 paid into their bank account for each week the college was operating remotely. Cambridge Council provided a further £15 per week for these students during college holidays and this was administered by Long Road. Students who did not have IT access at home and who did not want to come in to work in college were loaned a college laptop, as we had done in the previous academic year.

In June 2020 the risks related to Covid and isolation for both staff and students were assessed by each of the nine protected characteristics for those returning in September and reasonable adjustments were identified in the *Equality & Diversity Impact Assessment (EDIA)*. In addition to the protected characteristics, the risks to those in rural isolation and financial deprivation were also considered. The EDIA was revisited and revised in September 2020.

## Student Commission on Racial Justice

At the start of the 20-21 academic year Long Road joined nine other colleges to work with Leaders Unlocked to create the Student Commission on Racial Justice. Long Road students Anthonia Minnott, Monica Bugain, Jade Cross and Olivia Gomes joined the Commission. The 40 student Commissioners conducted a range of research, via questionnaires and interviews, to produce a series of recommendations on each of the four areas to be address: Education, Health, Employment and Policing & Justice. The Commissioners also produced a student workshop, including *It all adds up*, a bespoke [animation](#). They ran a “train the trainer” event on 29<sup>th</sup> April, where they trained our Guidance Team to deliver the workshop as part of our tutorial programme, when the workshop was delivered 40 times. The final report is available on the college [website](#).



The online survey received 2474 responses, 303 of which were from students at Long Road. The Key findings for Long Road are below.

### Education

- Students generally felt they **could be themselves** in school.
- However, some students told us that **racially charged language and slurs had been used** and this was rarely taken seriously, often undermined or ignored.
- Many students told us they **hadn't witnessed any race-related incidents at college**, either directly or indirectly.
- Most students feel **that teachers have high aspirations for students** regardless of their race or ethnicity.
- Some students feel they can be **stereotyped and treated differently** e.g. Black students being sent out of class for being loud or the assumption that certain ethnic groups are more intelligent than others.



## Employment

- Most students **can be themselves in the workplace**, however they commented that stereotyping still exists.
- They can feel **judged and treated unfairly** for having an accent or having English as a second language.
- Non-white staff can stick together and sometimes make racists remarks which are **minimised as being 'banter'**.
- Many students who are employed have experienced **racism from customers**.
- They don't feel that they can complain about the racism they experience due to **fear of being disciplined** or even losing their job.

## Health

- The majority of students agree and strongly agree that they are **treated equally** by health care services.
- Where students commented on inequalities with healthcare services, they mentioned language barriers and **not being taken seriously** by professionals.
- Only 6 students felt that they were **more at risk from Covid-19** because of their ethnicity or race.

## Policing

- Most Students, have had **little or no direct experiences with the police**.
- Although they hadn't directly been affected, they were **aware of race related incidents** happening mainly **seeing it online** e.g. the death of George Floyd and Stephen Lawrence.
- BAME students told us they feel **disproportionally targeted** by the police e.g. by being stopped, questioned or searched.
- White students also commented on receiving **preferential treatment** compared to their BAME peers.

The project has been high profile in the FE sector and on social media and has further enhanced Long Road's reputation as a leader in social action. The college has committed to year two of the project, when staff and students will work with Leaders Unlocked to produce and implement an action plan. **Introduction to the final report**

The Student Commission on Racial Justice is a student-led initiative which aims to generate insights and solutions to challenge racial injustice in England. Leaders Unlocked collaborated with 10 leading colleges from across the country. They are Barnsley College, Birmingham Metropolitan College, Kirklees College, Lambeth College, Leyton Sixth Form College, London South East Colleges, Long Road Sixth Form College, New City College, The Sheffield College and York College.





The project aimed to:

- Provide a platform for students to work collectively to tackle racial injustice through social action.
- Explore young people's experiences across four key areas: education, employment, health, policing and justice.
- Develop recommendations to challenge racial injustice and disseminate these in a final report and showcase event.
- Engage the wider college community in open conversations about racial justice and allyship.

The project has taken a youth-led approach at every stage. Student 'Commissioners' have co-designed the peer research, analysed the data, decided the project's findings and recommendations, and presented the results to stakeholders. They have also created an animation and education package to engage the wider student community.

The Student Commission on Racial Justice is delivered by social enterprise Leaders Unlocked. Leaders Unlocked enables young people to have a stronger voice on the issues that affect them. For more information, please see [www.leaders-unlocked.org](http://www.leaders-unlocked.org)

## Long Road wins College of the Year in Queer Student Awards

Long Road won College of the Year at the inaugural Queer Student Awards in June 2021 due to our active Pride Club, annual LGBT History Month events and links with both The Kite Trust and Courageous Leaders. Our use of pronouns on registers and consistent use of preferred names for all students was particularly praised. Staff have also been invited to support and participate in the production of next year's awards. The award recognises Long Road's commitment to nurturing a community that respects and embraces difference.

We also furthered our application for the Rainbow Flag Award with the aim of completing this quality mark in 2022.

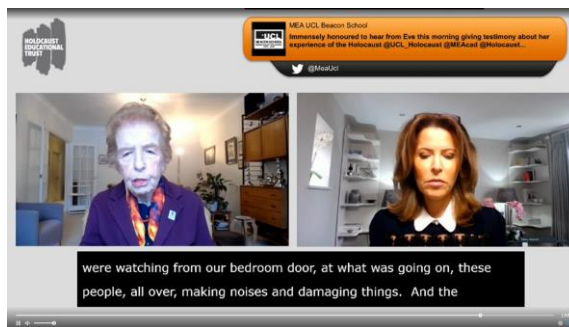




## College activities

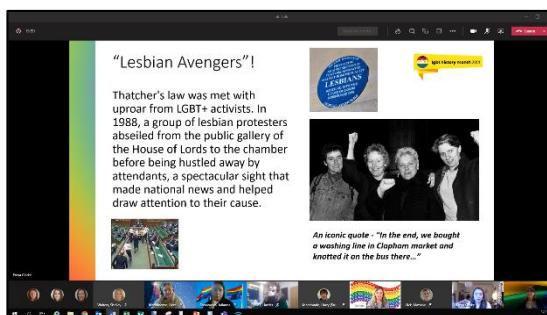
### Holocaust Memorial Day

Holocaust Memorial Day is a day when all pause to remember the lives lost during the Holocaust of the Second World War and subsequent genocides in Cambodia, Rowanda and Bosnia. This year it fell during a Covid lockdown and so all events were online. Staff and students attended the talk Eve Kugler BEM, year hosted by Natasha Kaplinsky.



### LGBT History Month

Also occurring during lockdown, LGBT History Month was also virtual and included a talk on LGBT+ homelessness form akt. Instead of our annual Rainbow Day, staff and students were encouraged to use rainbow-themed backgrounds on Teams throughout the month. A special edition of the Long Road newsletter was also released to mark the month.



### International Women's Day

In addition to marking the day on social media, Long Road started its first Feminist Society, a student group that is run by students for students. Students from the group have participated in college marketing events, teaching others about different types of feminism.





## Outreach

The LGBT+ teacher leadership and management programme, [Courageous Leaders](#), continued online. The DfE closed the existing teaching schools and so the programme was defunded. It was run on minimal costs with staff time being provided by Long Road, Hearts Academy Trust and Anglia Ruskin University.

Niamh McNabb delivered online training for post-graduate Social Workers at the University of Toronto and for teaching staff at Bedford College and Villiers School in Ealing.

This outreach work, coupled with our QSA award, mark Long Road as a centre of excellence for working with LGBT+ students.

