

Public Sector Equality Duty 2025

This report provides an overview of EDI data reporting for academic year 2023/24 and objectives for 2024/25 in compliance with the [Public sector equality duty \(2011\)](#). This annual report, produced by Godalming College, demonstrates the college's compliance with the Public Sector Equality Duty and underlines a whole college approach to Equality, Diversity & Inclusion. The report combines Equality Objectives set out in the Equality, Diversity & Inclusion SAR with data on staff and students related to protected characteristics and other relevant indicators along with actions taken to address any gaps. This is in compliance with our [Equality and Diversity Policy](#).

EDI Statement

At Godalming College, we are committed to fostering an inclusive and equitable environment for all students, staff, and visitors. In compliance with the Public Sector Equality Duty, we actively work to eliminate discrimination, advance equality of opportunity, and foster good relations among individuals with diverse backgrounds and protected characteristics. We strive to ensure that our policies, practices, and services reflect these values, promoting a culture of respect and fairness. By embracing diversity and inclusivity, we aim to create a supportive and enriching educational experience for everyone in our community. Equality, Diversity & Inclusion (EDI) at Godalming College continues to have a prominence across college and permeates all aspects of college life without ever appearing tokenistic.

Adding VALUE to LEARNING:

At Godalming College we consider that in order for students to reach their full potential, they need to **VALUE** their studies and **VALUE** each other.

Value – each person deserves to be valued on their contributions to the college.

Appreciation – appreciate the diversity of different student populations at the college learning from others' cultural traditions and consider why different groups of people have different wants and needs.

Liberation – ultimately, everybody should have the freedom to be who they are.

Understanding – through educating yourself about how different groups of people have been treated and the plight that many still have to face on a daily basis.

Esteem – respect others having learnt about their experiences; respect promotes positive mental health gained from a sense of self-worth.

We are committed to:

- Equality of treatment regardless of gender, gender identity, age, race, sex, religion or belief, sexual orientation or disability.
- Creating a positive and inclusive atmosphere that is welcoming and supportive.
- Zero tolerance of discrimination or harassment.
- Making sure each individual's needs are met so all achieve to the best of their ability.
- Improving what we do to enhance the opportunities we provide.

The College as an Employer

The College seeks to recruit, retain and develop high quality staff. We recognise that this will be achieved by embracing equality of opportunity and promoting diversity and inclusion within our staff group. We take seriously our responsibility to ensure clear processes for responding to instances of discrimination, harassment, bullying or other unacceptable behaviour, taking swift and decisive action where necessary.

We will monitor our progress in the following areas:

1. Staff profile and data on certain protected characteristics
2. Recruitment and Promotion
3. Retention
4. Staff Development
5. Grievances, Complaints and Harassment/Discrimination allegations - Analysis of the use of these procedures will be carried out annually.

2024/25 Objectives

Facilitating the support of Students of Colour

Impact:

To reduce socio-economic barriers to learning to create a more level playing field for male students of colour, creating a strong sense of aspiration and high expectations for their next steps.

Target:

Increase student attendance for male students of colour, currently at 87.4%

Increase student satisfaction for A level courses for disadvantaged students, currently at 91.5%

Impact:

To reduce socio-economic barriers to learning to create a more level playing field for students with financial difficulty, creating a strong sense of aspiration and high expectations for their next steps.

Target:

Increase achievement for students who receive Bursary or Free Meals, currently at 72.45% for students who receive a bursary and 66.75 for those on Free Meals (as opposed to other students who are at 89.6%)

Manage the concern for growing misogynistic trends in the media

Impact: Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative. Encouraging marginalised male students to feel supported, whilst challenging toxic ideas.

Target:

Maintain positive Student Voice responses for welcoming and inclusivity, currently at 96.6% for agree or strongly agree.

Where possible, increase the % of ethnic staff/role models

Impact: Utilise full range of college community to highlight positive role models and during recruitment processes, focus on skills and experience, reducing the possibility of unconscious bias in the process, leading to a more diverse, high-quality staff.

Target:

Increased diversity of staff from protected characteristic backgrounds and increase opportunities for students to interact with role models from protected characteristic backgrounds

Increase the opportunities for diverse voices to be heard

Impact:

Providing a direct contact with the ED&I team for all members of the Godalming community will encourage students and staff alike to incorporate ED&I into their own practices.

Target:

Increased diversity and representation at 'Roundtable' forum meetings. Increased satisfaction in Student Voice (currently at 92.1% for A level students)

Integrating EDI in the Pastoral System:

The EDI Officer works closely with the Senior Tutor team as well as with the Assistant Principal for Safeguarding and Support to ensure that the 'Shaping Futures' tutorial programme, delivered by personal tutors, provides opportunities for students to discuss and learn about EDI issues.

Staff Training

The college promotes regular engagement with EDI in staff INSET and workshop sessions. Staff are encouraged to give further prominence to naturally occurring opportunities to raise EDI issues within lessons and lesson planning. Staff are also encouraged to challenge inappropriate language in the classroom and around the college site. New staff have an induction session with the EDI officer and/or the Assistant Principal for Safeguarding and Support. In 2023, all staff received training in unconscious bias through the Rise Training Group. Support Staff completed a follow up training session in 2024. A select group of staff volunteers attended training in January 2025 focusing on mentoring students of colour.

Personalised learning

We continue to provide individual learners with personalised experiences both within and outside the classroom that carefully matches their needs. Over 90% of students in the subject survey reported that staff are supportive, accessible and open.

Lesson Planning

Although differentiation is major feature of lesson planning, there is room to improve opportunities surrounding socio-political dimensions of EDI within the content of lessons. Lesson planning and feedback documents have been tweaked to include reflections on this where appropriate.

EDI Calendar



January - Poverty Awareness



February - LGBTQ+ History Month



March - Woman's History



April - Neurodiversity Awareness



May - Mental & Physical Health



June - Pride Month at Godalming College



October - Black History Month



November - Trans Awareness



December - Religious Tolerance

An outline of this year's Equality and Diversity content within the **Shaping Futures programme** is illustrated below:

Half Term	Tutorial Themes
1 st Autumn	<p>Introduction to EDI: EDI Officer delivers an introductory session to all students on VALUE (the mnemonic that covers the values associated with EDI at Godalming) and a session on unconscious bias.</p> <p>Prevent Duty: Establishing what the aim of Prevent is. Perceptions of different groups of people and how different groups of people are represented in the press and challenging far-right extremist views.</p> <p>Black History Month: Championing black heroes and positive stories. A video is delivered on a sense of culture and identity rather than being country based.</p> <p>Culture Day: A celebration of world cultures through experiences, clothing, food and inclusiveness where students create culture stalls to share with fellow students</p>
2 nd Autumn	<p>Healthy Relationships: Understanding what healthy relationships are including LGBTQ+ relationships. Within this is establishing the sense of 'Self' and the influence of others.</p> <p>Mental Health: Managing anxiety and mental health with information from the college's Mental Health Lead and in partnership with the Brainwaves Project.</p>
3 rd Spring	<p>LGBTQ+ History Month: Championing LGBTQ+ heroes and positive stories. Discussion of gender identity and language.</p> <p>Wellbeing & Resilience Week: Students are encouraged to reflect on their wellbeing and consider links with EDI.</p>
4 th Spring	<p>Women's History Month: Championing female heroes and sharing positive stories. Industry Insight talks from local and national businesses, culminating in a live panel of women role models speaking in the social study area.</p>
5 th Summer	<p>Neurodiversity: Championing neurodiverse heroes and positive stories. Posters are displayed around the college raising awareness of neurodiverse conditions that form part of a scavenger hunt to win a prize.</p> <p>Life Skills and Progression: Opportunities for all, discussing progression routes with a focus on aspiration and overcoming barriers to successfully progress from college into the wider world.</p>
6 th Summer	<p>Pride Month: Purpose of 'Pride' and how and why we celebrate the movement. The Student Union play a key role in organising this event, bringing a carnival feel to the college whilst celebrating diversity.</p>

Key Data

1. Equality and Diversity Indicators in Enrolment 2024/25

1a. Gender

Year	Female	Male	Not declared	Trans	Prefer not to say	Total
2022-23	1155	962	21	4	20	2164
2023-24	1215	1067	24	7	28	2342
2024-25	1306	1160	30	9	17	2522

The data for the year 2024-25 shows an overall increase in the number of students as an upward trend. Overall, the total number of students increased from 2164 in 2022-23 to 2522 in 2024-25, representing a percentage change of 7.69%. The number of female students increased from 1155 in 2022-23 to 1306 in 2024-25, representing a percentage change of 7.49%. Similarly, the number of male students increased from 962 in 2022-23 to 1160 in 2024-25, representing a percentage change of 8.72% making a slightly higher figure of growth, albeit with less overall male students than female. The number of Trans students has increased significantly albeit with still a very small percentage of overall students.

1b. Ethnicity

Year	2022-23	2023-24	2024-25
African	6	10	20
Any other	15	12	14
Any other Asian background	19	21	20
Any other Black / African / Caribbean background	1	4	7
Any Other Mixed / multiple ethnic background	41	50	46
Any Other White background	136	153	153
Arab	4	6	3
Bangladeshi	3	2	4
Caribbean	3	1	2
Chinese	9	16	22
English / Welsh / Scottish / Northern Irish / British	1773	1905	2046
Indian	16	15	17
Irish	4	10	12
Pakistani	24	22	26
White and Asian	57	55	70
White and Black African	14	14	9
White and Black Caribbean	15	16	15

Overall, the data indicates a general increase in student numbers across most ethnic groups, with some exceptions such as the 'Arab' group which saw a decrease. Notably the number of African students doubled from 10 in 2023-24 to 20 in 2024-25. The overall number of students of colour has increased making for a more diverse student body, but the % of White British students has remained at 83% for each of the last three academic years.

1c. Disability

In the [Equality Act 2010](#), a disability means a physical or a mental condition which has a substantial and long-term impact on normal day to day activities. The college data most likely to reflect that definition are mental and physical health issues/conditions. SEND data refers to students with special educational needs and disabilities. EHCPs are an Education, Health and Care Plan (EHCP) which is a legally binding document outlining the special educational, health, and social care needs of children and young people up to age 25, who require additional support beyond what is available through standard SEND support.

	2024	2023	2022
Mental and Physical Health/Conditions	337	346	246

Enrolment of students with mental and physical conditions has remained relatively stable which refers to diagnosed and declared conditions within applications and through the enrolment process. Safeguarding data suggests that undiagnosed mental health concerns are growing significantly with the college holding, in many cases, high risk students due to capacity issues in healthcare organisations who struggle to diagnose and support conditions on the mass scale currently required for student mental health.

1d Learning Need

	2024	2023	2022
SEND	691	481	436
EHCP	25	17	17

The data shows a significant increase in both SEND and EHCP numbers from 2023 to 2024, with SEND rising by 30.39% and EHCPs by 32%. The college has responded to this increase with increase of staffing and resource in both Exam Access Arrangement and Learning Support areas.

1e. Economic/Financial

	2024	2023	2022
Bursary (Discretionary) (Vulnerable)	142	155	147
	135	151	142
	7	4	5
Free School Meals	81	81	60

Being economically disadvantaged refers to students who come from low-income households, which can impact their access to educational resources and opportunities. This economic disadvantage can manifest in several ways, including: Economic challenges that mean parents/carers are less able to provide academic support, such as helping with homework or affording tutoring services, higher absenteeism due to factors like lack of transportation, the need to work part-time jobs, or health issues and limited access to technology where students may not have access to the internet or devices that are increasingly important for learning.

Enrolment of students from disadvantaged backgrounds has remained relatively stable and in keeping with the local economic landscape. Student are encouraged to apply for the college bursary if they are from a low-income background with clear guidance issued through enrolment and induction. Students who were previously in receipt of free school meals at their prior school are also allocated free school meals at the college.

2. Student Achievement 2023-24

2a. Gender

A-Levels

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Male	6.08	55.5%	0.24	88.3%	91.7%	472
Female	6.45	66.9%	0.23	91.0%	89.2%	599
All Students	6.29	62%	0.23	89.8%	90.2%	1071

BTEC Single

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Male	5.01	53.3%	0.03	76.9%	88.8%	22
Female	5.27	74.8%	0.11	74.1%	87.2%	28
All Students	5.15	64.6%	0.07	75.5%	87.9%	225

BTEC Double

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Male	5.14	53.3%	-0.25	80.6%	88.3%	22
Female	5.30	74.1%	-0.17	72.5%	83.8%	28
All Students	5.20	68.7%	-0.22	77.6%	86.7%	107

Analysis

Female students generally perform better than male students across all three qualifications. In A-Levels, female students have an average GCSE score of 6.45 compared to 6.08 for males and a higher percentage of high grades (66.9% vs 55.5%). This is in line with [national data](#) where females outperform males in A-Levels. In BTEC qualifications, female students have a higher percentage of high grades (74.8% vs 53.3% - Single and 74.1% vs 53.3% - Double). However, male students tend to have higher attendance rates in A-Levels (91.7% vs 89.2%) and BTEC Double (88.3% vs 83.8%), while in BTEC Single qualifications the attendance rates are relatively close (88.8% for males vs 87.2% for females). Overall achievement is higher for female students in A-Levels (91% vs 88.3%) but slightly higher for male students in BTEC Single (76.9% vs 74.1%) and BTEC Double (80.6% vs 72.5%).

2b. Ethnicity

A-Levels

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Asian	5.82	43.1%	0.23	90.4	85.6%	19
Asian Mixed	6.77	69.6%	0.23	93.5%	89.2%	42
Chinese	7.06	70.6%	0.21	73.9%	90.0%	7
Black	5.39	14.3%	0.23	92.9%	87.4%	5
Black Mixed	6.03	60.8%	0.23	98.1%	87.6%	19
White British	6.29	63.3%	0.23	90.5%	90.7%	857
White Other	6.21	56.2%	0.24	87.5%	89.4%	101
All Students	6.29	62%	0.23	89.8%	90.2%	1071

A-Level Analysis

The data indicates that there are ethnicity gaps for the college to consider, especially high grades for black students, albeit with a small number of students. Attendance rates are relatively high across all groups with White British students having the highest attendance rate (90.7%). Chinese students came to the college with the highest average GCSE score (7.06) and the highest percentage of high grades (70.6%) at A-Level. Asian Mixed students also perform well with an average GCSE score of 6.77 and 69.6% high grades. White British students have by far the highest representation with 857 students and perform well with an average GCSE score of 6.29 and 63.3% high grades. In contrast, Black students have the lowest average GCSE score (5.39) and the lowest percentage of high grades (14.3%).

BTEC Single

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Asian	4.04	33.3%	0.14	100%	71.3%	3
Asian Mixed	5.51	50%	0.18	66.7%	82.0%	5
Black	5.14	0.0%	-0.53	100%	91.4%	1
Black Mixed	3.09	0.0%	-0.27	0.0%	91.5%	1
White British	5.24	70.8%	0.07	76.3%	88.2%	184
White Other	4.82	40.7%	0.12	81.3%	88.8%	31
All Students	5.15	64.6%	0.07	75.5%	87.9%	225

BTEC Double

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Asian Mixed	5.72	50%	0.19	50%	81.5%	3
Black Mixed	7.11	100%	0.29	100%	95.3%	1
White British	5.21	67.1%	-0.22	78.5%	86.7%	93
White Other	4.64	78.6%	-0.29	70.0%	85.3%	10
All Students	5.20	68.7%	-0.22	77.6%	86.7%	107

BTEC Analysis

In BTEC Single qualifications, White British students outperform other groups with an average GCSE score of 5.24 and 70.8% high grades, while Asian students lag behind with an average GCSE score of 4.04 and 33.3% high grades. Attendance rates also vary, with Black students achieving the highest rate at 91.4%, compared to the overall average of 87.9%. In BTEC Double qualifications, Black Mixed students excel with an impressive average GCSE score of 7.11 and 100% high grades, while White Other students also perform well with 78.6% high grades. However, Asian Mixed students show lower performance with 50% high grades. Attendance rates are notably high for Black Mixed students at 95.3%, surpassing the overall average of 86.7%. These findings highlight the need for targeted support to address the academic and attendance disparities among different ethnic groups in both BTEC Single and BTEC Double qualifications.

2c. Learning Needs

A-Levels

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
SEND	6.06	62.7%	0.23	83.0%	87.9%	220
EHCP	5.09	60.0%	0.13	66.7%	83.5%	9
All Students	6.29	62%	0.23	89.8%	90.2%	1071

BTEC Single

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
SEND	5.16	57.1%	0.09	59.3%	86.5%	49
EHCP	3.75	66.7%	0.09	50.0%	79.1%	4
All Students	5.15	64.6%	0.07	75.5%	87.9%	225

BTEC Double

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
SEND	5.51	82.4%	-0.05	70.8%	86.6%	24
EHCP	4.50	0.0%	-0.54	100%	96.5%	1
All Students	5.20	68.7%	-0.22	77.6%	86.7%	107

Analysis

In A-Levels and BTEC Double qualifications, SEND students had higher High Grades compared to all students suggesting that students with SEND are well supported at the college to achieve high grades. Both SEND and EHCP groups had lower attendance rates on all qualifications compared to all students and overall achievement is also lower for both groups compared to all students on A-Levels and Single BTEC Courses. The value added remains positive for all groups suggesting that students with learning needs progress better than expected against their GCSE scores.

2d. Medical Needs

A-Levels

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Physical Condition	6.45	67.3%	0.23	95.0%	90.2%	49
All Students	6.29	62%	0.23	89.8%	90.2%	1071

BTEC Single

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Physical Condition	5.53	100%	0.08	76.2%	88.4%	17
All Students	5.15	64.6%	0.07	75.5%	87.9%	225

BTEC Double

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Physical Condition	6.00	100%	-0.18	75.0%	79.9%	4
All Students	5.20	68.7%	-0.22	77.6%	86.7%	107

Analysis

Overall achievement is higher for students with physical conditions in A-Levels (95% vs 89.8%) but slightly lower in BTEC Single (76.2% vs 75.5%) and BTEC Double (75% vs 77.6%).

2e. Socio-economic

A-Levels

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Bursary	5.72	49.0%	0.23	75.3%	82.1%	83
Free School Meals	5.69	51.9%	0.21	65.4%	77.9%	42
All Students	6.29	62%	0.23	89.8%	90.2%	1071

BTEC Single

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Bursary	4.50%	52.9%	-0.01	45.7%	82.5%	28
Free School Meals	4.47	40.0%	0.00	40.9%	81.2%	17
All Students	5.15	64.6%	0.07	75.5%	87.9%	225

BTEC Double

	Av GCSE	High Grades	6d VA	Achievement	Attendance	No. of students
Bursary	5.86	81.3%	-0.16	88.9%	84.5%	9
Free School Meals	5.52	56.3%	-0.28	100%	77.3%	8
All Students	5.20	68.7%	-0.22	77.6%	86.7%	107

Analysis

In A-Levels, students receiving bursaries have an average GCSE score of 5.72 and 49% high grades, while students on free school meals have an average GCSE score of 5.69 and 51.9% high grades. Both groups have lower attendance rates (82.1% for bursary students and 77.9% for free school meal students) compared to all students (90.2%). Overall achievement is also lower for both groups (75.3% for bursary students and 65.4% for free school meal students) compared to all students (89.8%).

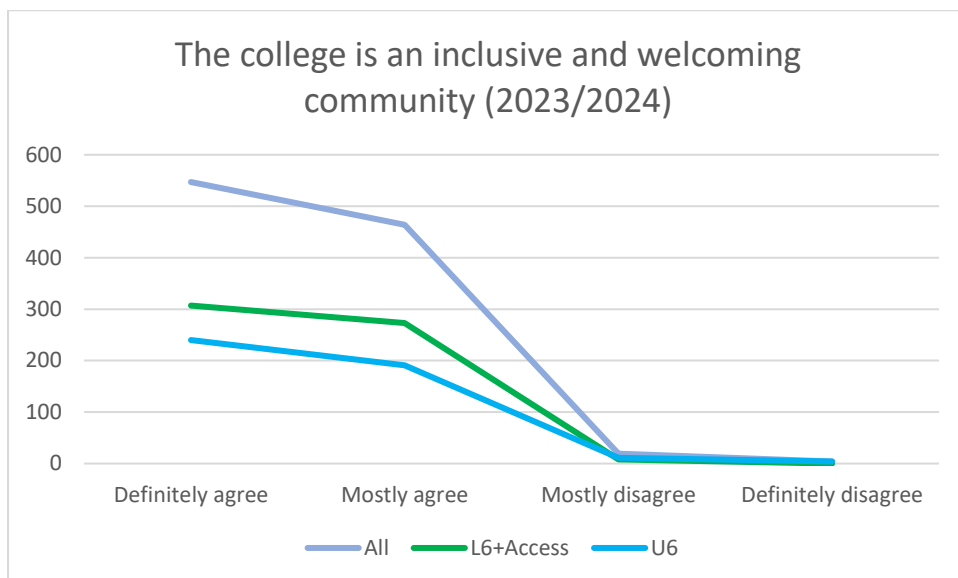
In BTEC Single attendance rates are lower for both groups (82.5% for bursary students and 81.2% for free school meal students) compared to all students (87.9%). Overall achievement is significantly lower for both groups (45.7% for bursary students and 40.9% for free school meal students) compared to all students (75.5%).

However, In BTEC Double qualifications, overall achievement is higher for both groups (88.9% for bursary students and 100% for free school meal students) compared to all students (77.6%).

Overall, the data indicates that students receiving bursaries and those on free school meals generally have lower academic performance and attendance rates compared to all students, with some exceptions in BTEC Double qualifications where their achievement rates are higher.

2f. Student Voice

	Definitely agree	Mostly agree	Mostly disagree	Definitely disagree	Total	% of Agree
The college is an inclusive and welcoming community	547	464	19	4	1034	97.80%



The vast majority of students feel positively about the college being an inclusive and welcoming community. With 547 people definitely agreeing and 464 mostly agreeing, a total of 1,011 out of 1,034 respondents agree, resulting in a high agreement rate of 97.8%. This suggests that the college is largely perceived as a supportive and inclusive environment.

3. Staff

3a – Staff by Ethnicity

	Godalming College		Waverley Local Authority		South East region	
	count	%	count	%	count	%
All staff	281	100	121,572	100	8,634,750	100
White	257	91.4	116,717	96	7,827,820	90.7
English/ Welsh/Scottish/Northern Irish/British	232	82.6	110,190	90.6	7,358,998	85.2
Irish	5	1.8	1,032	0.8	73,571	0.9
Gypsy or Irish Traveller	0	0	167	0.1	14,542	0.2
Other White	20	7.1	5,328	4.4	380,709	4.4
Mixed/Multiple ethnic groups	5	1.8	1,623	1.3	167,764	1.9
White and Black Caribbean	1	0.4	332	0.3	45,980	0.5
White and Black African	0	0	168	0.1	22,825	0.3
White and Asian	1	0.4	746	0.6	58,764	0.7
Other Mixed	3	1.1	377	0.3	40,195	0.5
Asian/Asian British	5	2.1	2,283	1.9	452,042	5.2
Indian	1	0.4	533	0.4	152,132	1.8
Pakistani	1	0.4	246	0.2	99,246	1.1
Bangladeshi	0	0.4	169	0.1	27,951	0.3
Chinese	1	0.4	623	0.5	53,061	0.6
Other Asian	2	0.7	712	0.6	119,652	1.4
Black/African/Caribbean/Black British	7	2.5	538	0.4	136,013	1.6
African	3	1.1	353	0.3	87,345	1
Caribbean	3	1.1	147	0.1	34,225	0.4
Other Black	1	0.4	38	0	141,443	0.2
Other Ethnic Group	1	0.4	411	0.3	51,111	0.6
Arab	0	0	162	0.1	19,363	0.2
Any other ethnic group	1	0.4	249	0.2	31,748	0.4

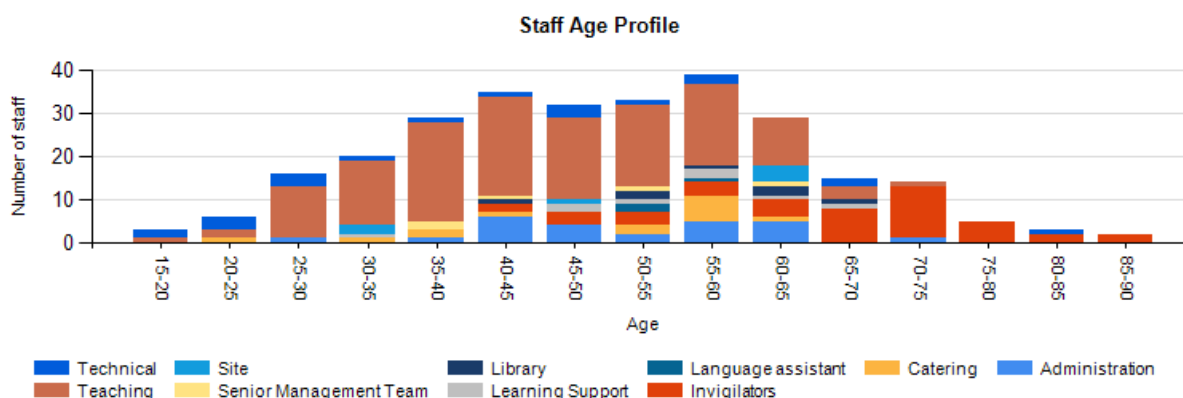
The majority of college staff are categorised as White – English/Welsh/Northern Irish/ British. The census data shows that this reflects the local community that we serve. Reviewing each ethnicity category in more detail shows that the ethnic profile of our staff broadly reflects regional data, with the exception of Asian/Asian British. Overall, our staff profile is slightly more diverse than our immediate local area/authority.

3b Staff by Gender

Gender	Casual	Full Time	Part Time	Total
Male	14	40	35	89
Female	30	76	77	183
Prefer not to say/not provided	1	5	3	9
Total	45	121	115	281

The data demonstrates that the College has a high percentage of female staff at 65%. This is comparable to data collected by the SFCA (Workforce Survey 21/22) which shows that across 68 sixth form Colleges nationally 62% of teachers and 72% of Support Staff are female. Across the SFCA 60% of teachers are employed on a full-time basis. 53% of full-time teachers were female. 76% of part-time teachers were female. Godalming has fewer teachers employed on a full-time basis, 44.5% and a smaller % of our full-time teachers are female, 43%. 79% of part-time teachers are female.

3c Staff by Age

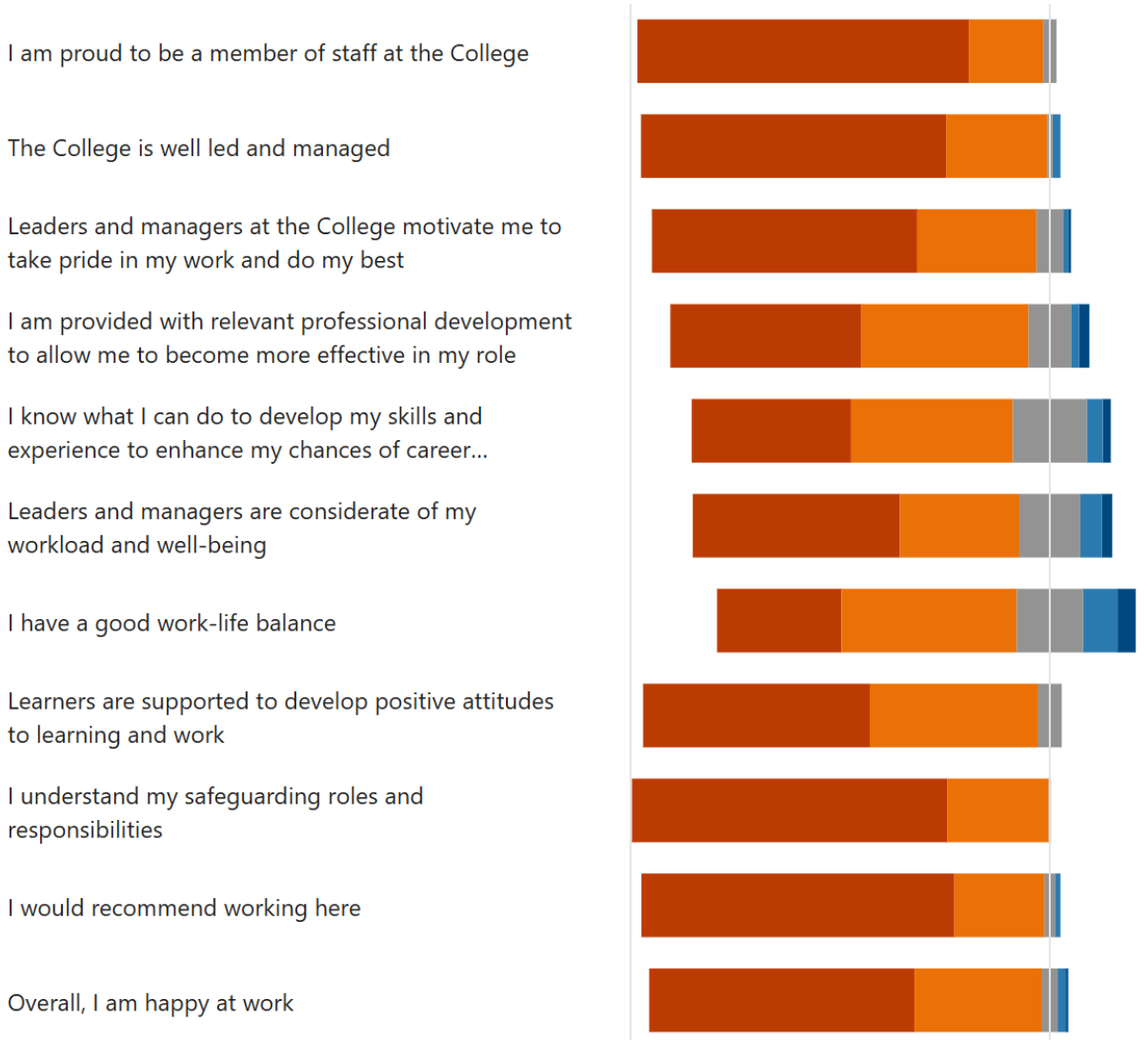


The majority of our staff are between 25 and 65, with the outliers being comprised of our trainee roles aimed at College leavers and our invigilators(Casual) who are largely retirees. The majority of teachers retire by 65.

The stability index of the College is good. (Feb 23 92% Teachers and 73.4% Support Staff –exc. Catering). Average length of service indicates job satisfaction and ability to progress professionally for the majority of roles.

3d Staff Voice

■ Strongly Agree
 ■ Agree
 ■ Neither Agree or Disagree
 ■ Disagree
 ■ Strongly Disagree



The staff survey data above suggests that staff feel very positive about their working environment. There is particular clarity in staff voice suggesting that the students have positive attitudes, and that staff understand their safeguarding roles. Staff who are happy at work, significantly contribute to a happy, safe and inclusive environment for the students to thrive in.

Development Plan for 2024-25

	INTENT What is the intended outcome/impact on the students/department?	IMPLEMENTATION What specific actions will you be taking to achieve this?	IMPACT How might the success of this be measured?
Quality of Education	Develop opportunities for departments to share good practice – identified by EQR	<p>The EQR identified the Humanities dept as leading in ED&I good practice and the STEM depts as requiring additional work.</p> <p>NMS will continue to generate tutor led sessions to fit into Shaping Futures.</p>	<p>Impact: Strong awareness and focus of achievement and retention rate for protected characteristics by Subject departments</p> <p>Target: Increase in retention rates from next year's data, specifically for the retention of Black male students, who are currently achieving a retention rate of 77%, well below the 88.8% retention of White male students and 91.7% retention of Asian male students.</p>
	Investigate the possibility of running an ED&I enrichment course, possibly linked to the idea of Podcasting linked to the ED&I calendar	Establish if there are skilled teachers who could lead a podcasting enrichment course, focusing on producing student led ED&I discussions (linked to the calendar).	<p>Impact: Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative.</p> <p>Target: Student Voice enrichment responses to be measured for ED&I Podcasting.</p>
Behaviour and Attitudes	Facilitating the support of Students of Colour	We will ask for staff to volunteer to be trained in the different facilitated workshops prior to them being asked to support students of colour. (Based on data, this would focus on Chinese and Pakistani students). Following this training, we will ask for students to be recommended by their teachers / tutors for support.	<p>Impact: To reduce socio-economic barriers to learning to create a more level playing field for male students of colour, creating a strong sense of aspiration and high expectations for their next steps.</p> <p>Target: Increase student attendance for male students of colour, currently at 87.4% Increase student satisfaction for A level courses for disadvantaged students, currently at 91.5%</p>

	Supporting Disadvantaged Students	<p>We will tackle this in a number of ways:</p> <ol style="list-style-type: none"> 1. Talk to other S7 colleges about ideas that have been impactful in their colleges 2. Ask for ideas in the RoundTable to generate best practice initiatives and identify the students who required support better 3. Hold a Poverty Awareness month in January to highlight the unseen challenges facing our disadvantaged students 	<p>Impact: To reduce socio-economic barriers to learning to create a more level playing field for students with financial difficulty, creating a strong sense of aspiration and high expectations for their next steps.</p> <p>Target: Increase achievement for students who receive Bursary or Free Meals, currently at 72.45% for students who receive a bursary and 66.75 for those on Free Meals (as opposed to other students who are at 89.6%)</p>
	Challenge behaviour and manage the concern for growing misogynistic trends in the media – concentrate on how men are affected as well as women	During Women’s History Month, we will focus on including how men are affected by toxic male representation as well as how women are affected by misogyny.	<p>Impact: Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative. Encouraging marginalised male students to feel supported, whilst challenging toxic ideas.</p> <p>Target: Student Voice enrichment responses to be measured for welcoming and inclusivity increase for upper sixth students, currently at 96.6% for agree or strongly agree.</p>
Personal Development	Facilitate easier anonymous feedback on ED&I related content	Create forms on ED&I portal to allow staff and students to feedback any comments, concerns or issues relating to ED&I at Godalming College	<p>Impact: Foster an environment where learners consistently demonstrate high levels of respect for others, value and nurture diversity, and understand that their voices are important.</p> <p>Target: Monitor usage of the ED&I anonymous forms.</p>
Leadership and Management	RoundTable & continue with ED&I induction for new staff	<p>Once a half term, there will be a RoundTable discussion where staff and students will be invited to discuss current and future ED&I initiatives around Godalming College</p> <p>ED&I induction for new staff will continue.</p>	<p>Impact: Providing a direct contact with the ED&I team for all members of the Godalming community will encourage students and staff alike to incorporate ED&I into their own practices. The community will be supported by ED&I and encouraged to participate in future activities and preparation of educational material.</p> <p>Target: Increased satisfaction in Student Voice (currently at 92.1% for A level students)</p>

	<p>Inclusive Language training</p>	<p>The portal will be updated with inclusive language for the LGBTQ+ community, to educate our staff and students as to the appropriate vernacular</p>	<p>Impact: Positive experiences for all members of the Godalming College community, where differences are celebrated and supported with inclusive language.</p> <p>Target: Positive feedback from staff and student surveys</p>
	<p>Investigate the possibility of removing personal details prior to staff applicants being shortlisted.</p>	<p>Remove personal details for staff applicants and monitor to see if that impacts our HR process</p>	<p>Impact: Focus on skills and experience, reducing the possibility of unconscious bias in the process, leading to a more diverse, high-quality staff.</p> <p>Target: Increased diversity of staff from protected characteristic backgrounds</p>