

BHASVIC

EQUALITY DUTY ANNUAL REPORT

EQUALITY DIVERSITY AND INCLUSION MEASURES (EDIMS)

2025-26





Brighton, Hove & Sussex VI College
Equality Duty Annual Report 2025-2026
Equality, Diversity & Inclusion Measures (EDIMS)

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Executive Summary

BHASVIC's 2025–2026 Equality Duty Annual Report demonstrates the college's continued commitment to fostering an inclusive, equitable and diverse community for students, staff and governors. Guided by the Single Equality Scheme and the Public Sector Equality Duty, the college has strengthened its strategic approach to embedding equality considerations across curriculum design, student support, staff development and organisational culture. As the report states, BHASVIC aims to ensure *"all students and staff are valued, respected, and able to thrive"*.

Student Population and Outcomes

The student body continues to grow, reaching 3,792 learners, with increasing diversity across key characteristics. The proportion of Black & Racially Minoritised (B&RM) students has risen over six years to 21.73%, exceeding the local population benchmark of 14.6%. The percentage of students from low-income backgrounds remains stable at 6.5–7.5%, while SEND representation has decreased to 29.01%, partly due to national policy changes affecting referrals.

Retention and attendance patterns show gaps for SEND and disadvantaged students, though some improvements are emerging. Female attendance remains lower than male across both A1 and A2. Achievement data indicates that female students slightly outperform males. The gap between B&RM, disadvantaged and SEND students is narrowing in vocational qualifications, however inconsistencies remain.

Staff Recruitment and Workforce Profile

Recruitment data shows increasing diversity among applicants, with higher proportions of candidates from ethnic minority backgrounds, disabled applicants, and LGBT+ applicants compared to previous years. Notably, 10% of successful candidates disclosed a disability, a significant increase compared to previous years.

However, representation gaps persist within the workforce. When excluding "not stated" responses, all ethnic minority groups remain underrepresented compared with local census data, and 89% of managers are white. A substantial proportion of staff (23–25%) do not disclose religion or sexual identity, suggesting the need to build greater confidence and inclusivity around disclosure.

Governance

Board diversity has improved, particularly in ethnicity and neurodiversity. 30% of governors identify as B&RM, exceeding local benchmarks. Gender balance, however, has not significantly improved over five years, and men continue to hold most committee chairing roles. Increasing diversity and improving data completeness remain priorities for 2026–2027.

Progress Against Equality Objectives

Across the four strategic objectives—belonging, accessibility, representation, and staff confidence — the college has made meaningful progress:

- Expanded EDI-focused events, student societies, and staff development.

- Improved digital and physical accessibility, including redesigned communications and enhanced support for neurodivergent staff and students.
- Increased diversity in applicant pools and strengthened student voice structures.
- Delivered targeted training on neurodiversity, anti-racism, inclusive teaching and community belonging.

Priorities for 2026–2027

Key actions for the coming year include:

- Deepening curriculum decolonisation with support from the B&RM Advocate.
- Enhancing accessibility across digital platforms and student services.
- Strengthening targeted careers and study skills support for ALS learners.
- Improving data completeness for staff protected characteristics.
- Introducing ethnicity and disability pay gap reporting.
- Expanding student voice mechanisms and EDI ambassador programmes.

Section 1: Introduction

BHASVIC is committed to fostering an environment where all students and staff are valued, respected, and able to thrive. Our dedication to equality, diversity and inclusion is rooted in both our organisational values and our statutory responsibilities under the Public Sector Equality Duty (PSED). This *Equality Duty Annual Report* outlines the progress we have made over the past year in strengthening our Equality, Diversity and Inclusion (EDI) Measures, reducing inequality, and ensuring that our policies and practices actively promote fairness and opportunity for every member of our community.

Central to this work is our Single Equality Scheme, which brings together our obligations across the protected characteristics defined in the Equality Act 2010 and provides a clear framework for promoting inclusion and eliminating discrimination. The Scheme guides our strategic approach and ensures that equality considerations are embedded in decision making, curriculum planning, student support, and staff development.

This report highlights the actions we have taken to advance equality, the data and evidence underpinning our progress, and the priorities we have identified for the coming year. Through transparency, accountability and continued collaboration, we remain committed to cultivating a college culture where diversity is celebrated and every learner has the support and opportunity to succeed.

We have an EDI Core Team and a cross-college EDI Working Party that meets half-termly. The team comprises of a Head of Faculty (Curriculum Intent and Embedding), SENDCo and Head of Additional Learning Support, HR Manager, Communications Manager, Events & Enrichment Assistant, Guidance Manager (EDI specialism) and Vice Principal (Student Services), and since September, our Advocate for Black and Racially Minoritised students. Each member of the EDI Core team leads on aspects of our *Single Equality Scheme Action Plan* and the team meets half-termly to review progress and set additional targets.

Data

In relation to students, BHASVIC gathers and analyses data on legal sex, ethnicity, disadvantage (pupil premium) and SEND/Learning support needs. Student data is drawn from application and enrolment forms, to align with Department for Education requirements.

We do not currently collect data on sexual orientation, gender or religious beliefs.

Staff data is generated from equality and monitoring recruitment forms.

Governor data has been taken from monitoring questionnaires which are then incorporated into the annual FE Workforce survey and returned to DfE.

Throughout the report, we have compared data from previous years and have used selected charts and graphs from the full data sets available.

Please note that full EDI data is available on request should you require it.

Definitions

- **Sex**

For accurate reporting, and to comply with funding requirements, when we refer to sex in this report we mean 'legal sex'. We recognise that people may not identify with their biological sex and that gender identity is wider than the binary approach of 'male' 'female.' We are aware that this data will therefore not fully represent the diversity that exists within our student population.

- **Ethnicity**

After research, and in consultation with students and with the local authority's [Anti-Racist Education Strategy 2021-2026](#) team, BHASVIC has adopted 'Black & Racially Minoritised' (B&RM) for this report, to represent all ethnic groups apart from White British, Irish, Gypsy or Irish Traveler and Other White Background.

We have also updated all graphs and charts to reflect [ethnic groups used within 2021 census data](#) (Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White; Other ethnic group). This enables comparisons with local population census data.

- **'Disadvantaged' & Closing the Gap**

According to the Department for Education (DfE) 'Disadvantaged students' are identified as those in receipt of Pupil Premium in school (i.e., those in receipt of free school meals, children in care, or children whose parents are in the forces).

The DfE position is that an institution's disadvantaged students should be benchmarked against the national average of all students, therefore the data provided for this analysis is the 'Disadvantaged' data as outlined by the DfE. The term 'Bursary' might also be used on some graphs to identify those in receipt of Pupil Premium.

BHASVIC, as part of our 'Closing the Gap' initiative, has decided to re-frame terminology around socio-economic disadvantage to refer to students from 'low-income backgrounds' rather than 'disadvantage' and therefore this additional term might also be referenced in this report.

- **SEND**

The support needs of students with Special Educational Needs and/or Disabilities are identified throughout the student journey. Most students communicate their additional needs through the admissions and enrolment processes. A significant proportion of students have their needs identified during their time at the college, either through medical diagnosis or through referrals by teachers. There is a wide array of additional needs, and, under the Equality Act's definitions of disability, the majority would normally be considered a disability. There are three broad categories of support:

- Study Support (extra educational guidance provided to the student by the college) and/or Exam Access Arrangements.
- Education, Health and Care Plans - a legally binding plan that sets out needs and the support required from education, health and social care to help them achieve agreed outcomes.
- High Needs – the additional funding and support provided for children and young people with more complex special educational needs or disabilities who require provision beyond what is normally available in mainstream settings.

Benchmarking

We continue to align reporting across student, staff and governor populations, mapped against previous years and the 2021 census data, where possible. This should provide a wider picture of our whole community, and various sub-sections, and enable comparison with local and national populations. The aim is to assist in monitoring progress with our EDI Strategic Plan targets in line with our Public Sector Equality Duty.

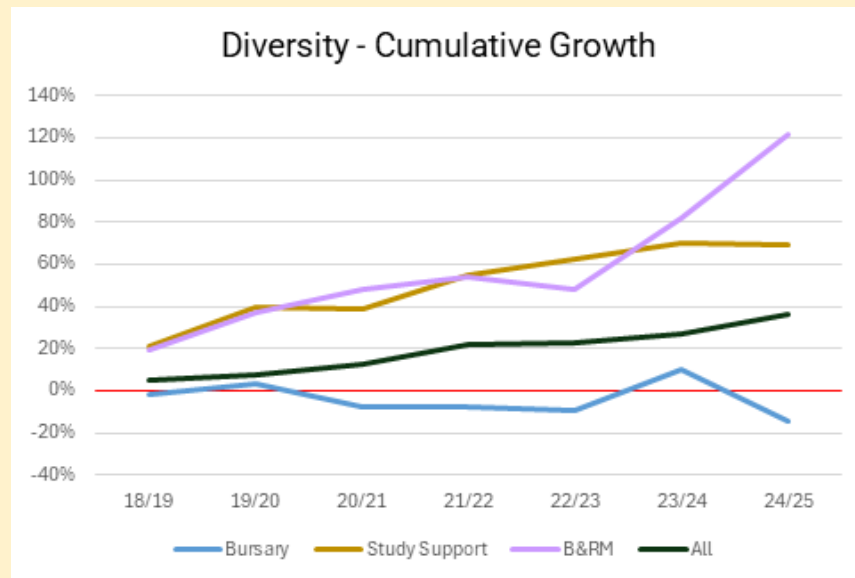
Section 2: About Our Students

Student data for Sex, Ethnicity, Special Educational Needs & Disabilities (SEND) and Disadvantage is generated internally as a condition of our DfE funding. We do not currently collect data on Sexual Orientation, Religion or Gender Identity.

Current Student Demographic Profile

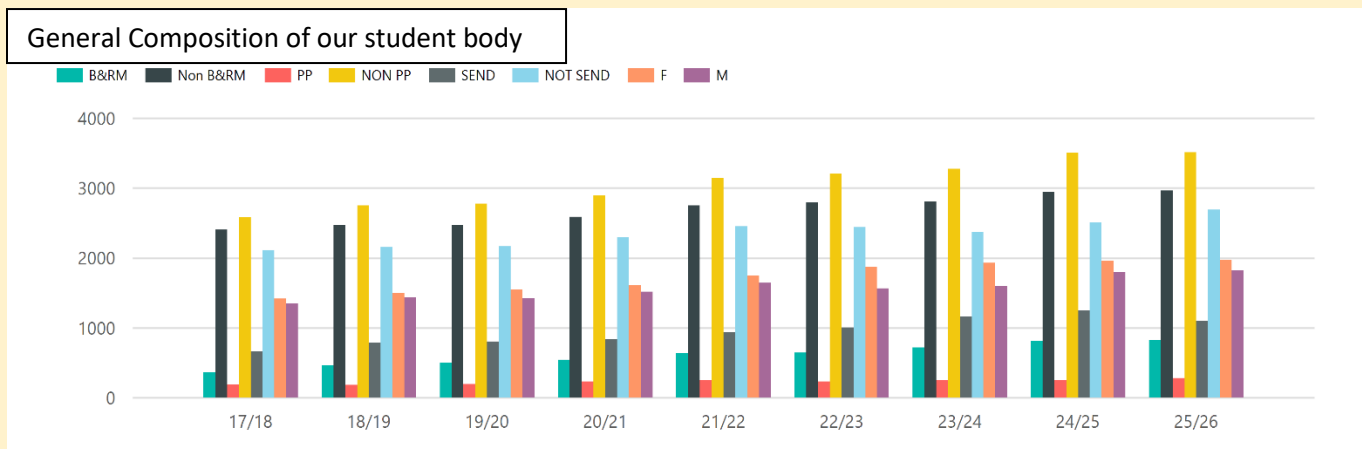
There has been a steady increase in student numbers at BHASVIC over the last 5 years. This year we have a total of 3792 students.

This graph details the cumulative growth in diversity at BHASVIC up to 2024/2025



Please note: 'Bursary' in this graph represents Pupil Premium Students.

Analysis of the current student population



Sex

- We continue to have a slightly higher percentage of female students than male students - 52.06% compared to 47.94%.
- The number of male students has increased over the past three years.

Ethnicity

- The number of B&RM students has increased by 11 students, which is +0.1%. There is a clear trend over the last six years that shows the cohort increasing steadily from 17.34% - 21.73%
- This is higher (according to the census data 2021) than the local population average of 14.6%

Disadvantage Indicators

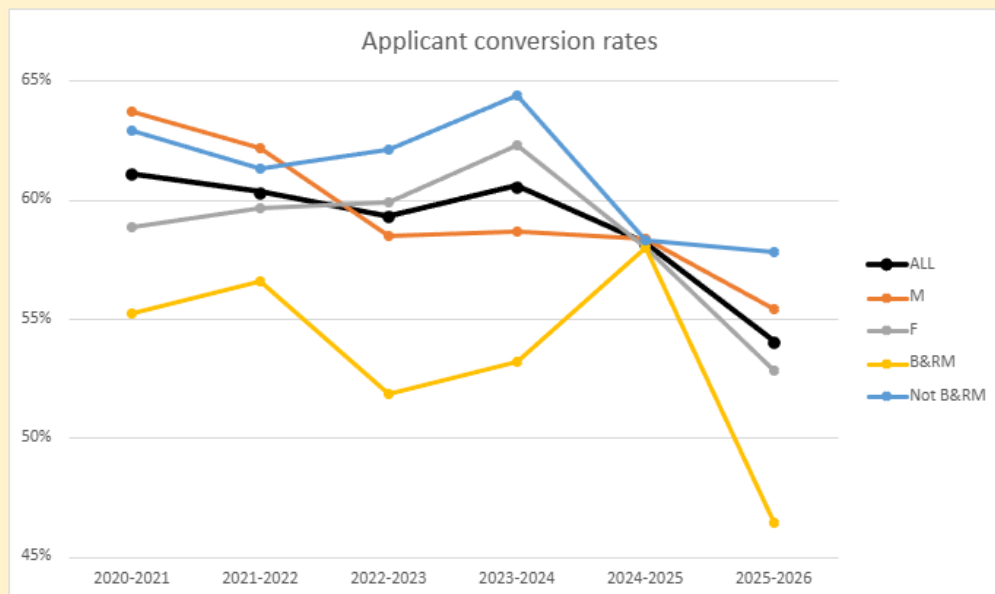
- There are slightly more 'Disadvantaged' students this year, an increase of 0.68% from 24/25
- Whilst there has been a small increase this year, the number over the past 5 years remains between 6.5% and 7.5%
- The number of Pupil Premium students that attend BHASVIC is still below average as a comparison to the local area, and we continue to work on strategies to make BHASVIC accessible to all.

Send

- The number of SEND students has decreased by 151 students this year dropping from 33.28% of the student population to 29.01%. There are a significant number of students who will continue to be referred during the remainder of the academic year, as well as students awaiting a diagnosis. Therefore, these figures for 2025/26 will continue to increase. It is also worth noting that the government has changed policy at the start of this academic year, with significantly more administrative requirements on teachers to refer students.

Applications, Enrolments & Conversion Rates

Note: this is data for A1 students only. We only confirm SEND and PP data at enrolment so this analysis is just for legal sex and ethnicity.

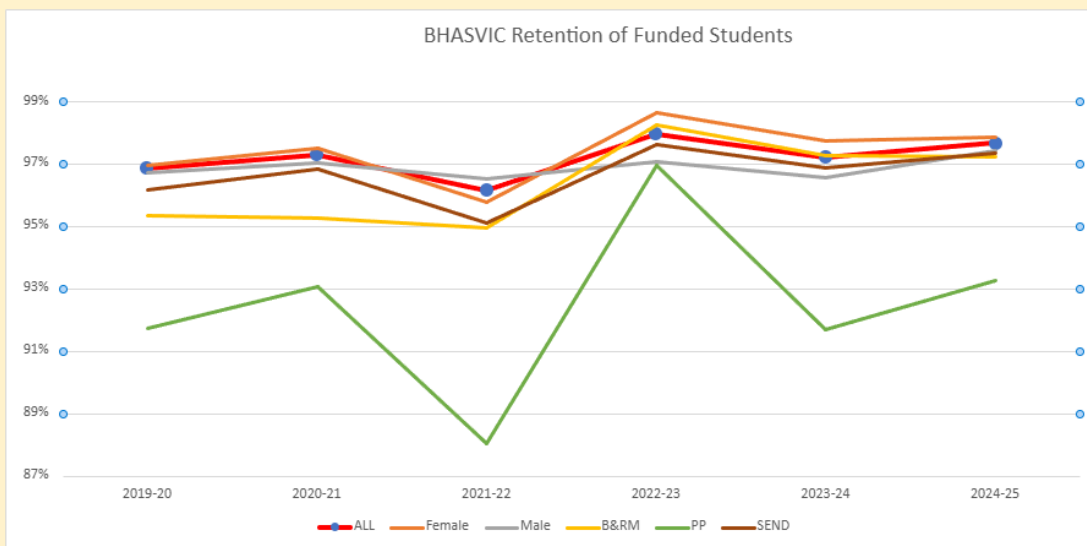


The graph shows the % of students who enrolled at BHASVIC following application

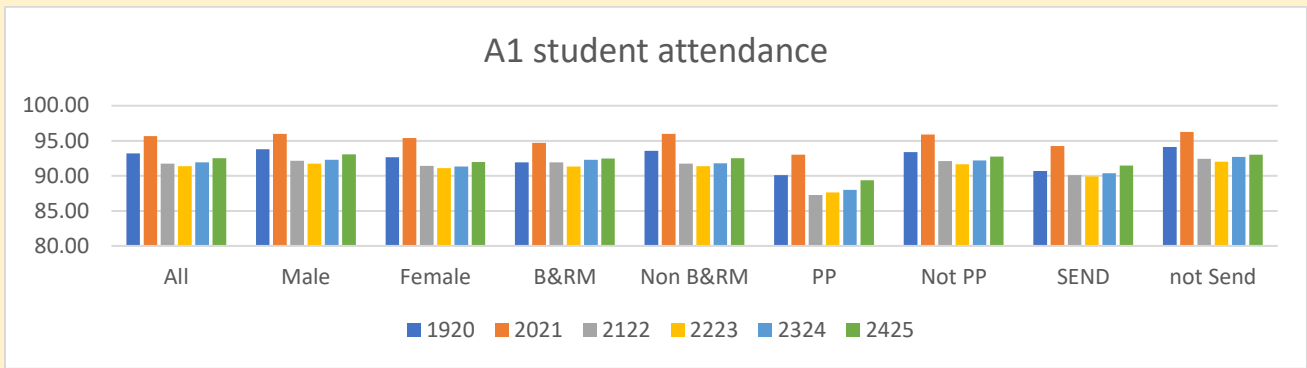
The applicant data suggests that:

- Gender balance is stable and there are no major imbalance concerns.
- There has been a strong growth in B&RM applicants in the last 5 years from 24%-33%. Applicants rose from 29% last year to 33% this year. Enrolments have also risen for B&RM students, although not by as much as applications. The conversion rate is therefore lower for B&RM students than for non B&RM students.

Retention and Attendance 2024/2025

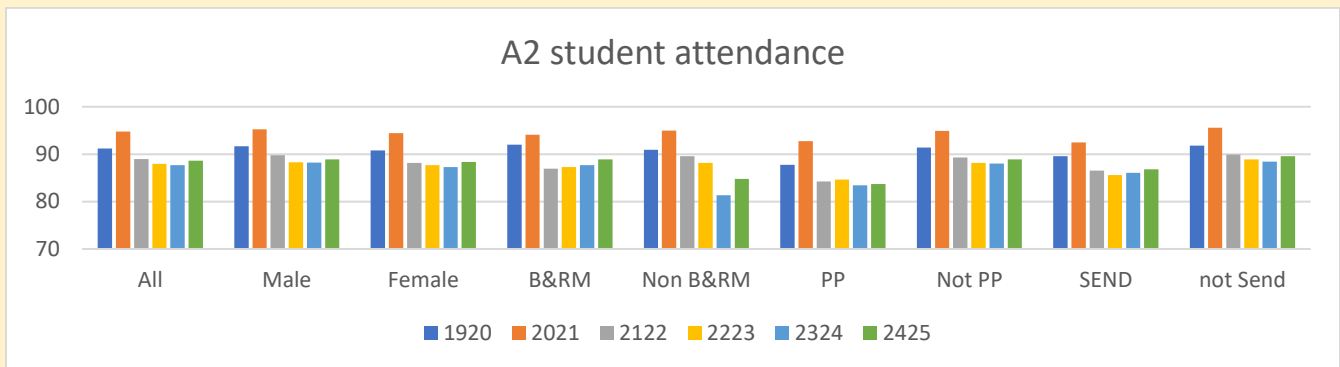


- Retention between male and female students is essentially equal – there is no meaningful gap
- There is a 0.8% difference between B&RM students and non – B&RM students. Even small gaps can widen with time and over the past three years the gap has increased.
- Although the gap between SEND and non-SEND students is 1.1%, which is small, this is important. Support for SEND learners is there, but we also know that SEND learners often face additional barriers.
- The most significant area of retention to improve is for those students from low-income backgrounds. We know that poverty and socio-economic disadvantages have the greatest negative impact on outcome. The college's 'Closing The Gap' strategy and actions are gaining in momentum and scope, but the narrowing of the gap for these students will be a continual challenge which will always need focus and attention. The positive retention trend is almost certainly down to a wide array of long-term projects.
- It is important to look at this retention data carefully to consider overlaps and intersectionality.



A1

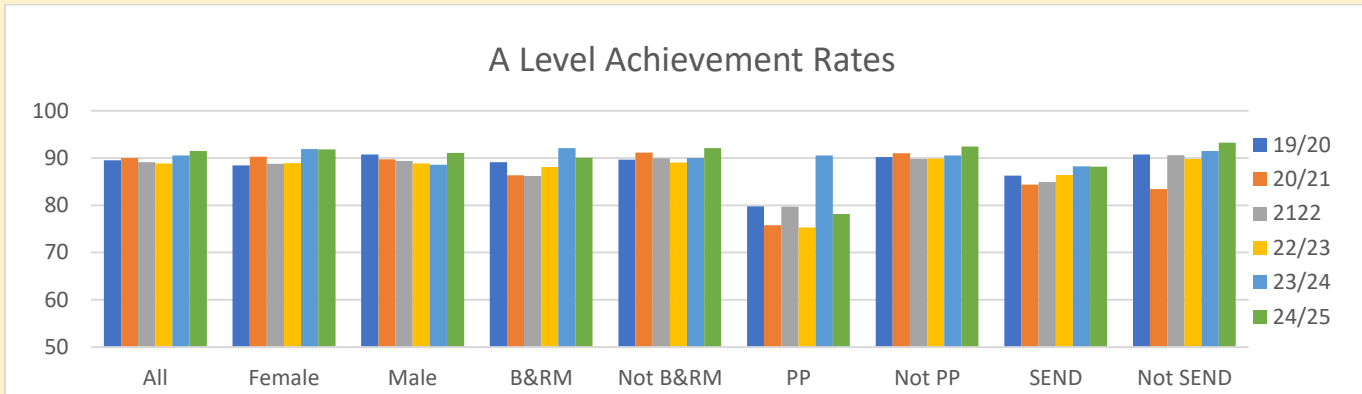
- In all cases attendance has improved over the past few years.
- In the last two years B&RM students attend as well or better than non-B&RM students.
- Female attendance is consistently lower than male attendance. Some further research into the cause of this would be useful.
- The gap in attendance measures for students from low-income backgrounds is closing although a gap remains. Whilst attendance is going up for PP (Pupil Premium) students, it is still 3.5-5% lower than their peers.
- SEND students are attending more in the last few years, however there is still a gap in attendance between SEND and non-SEND students.



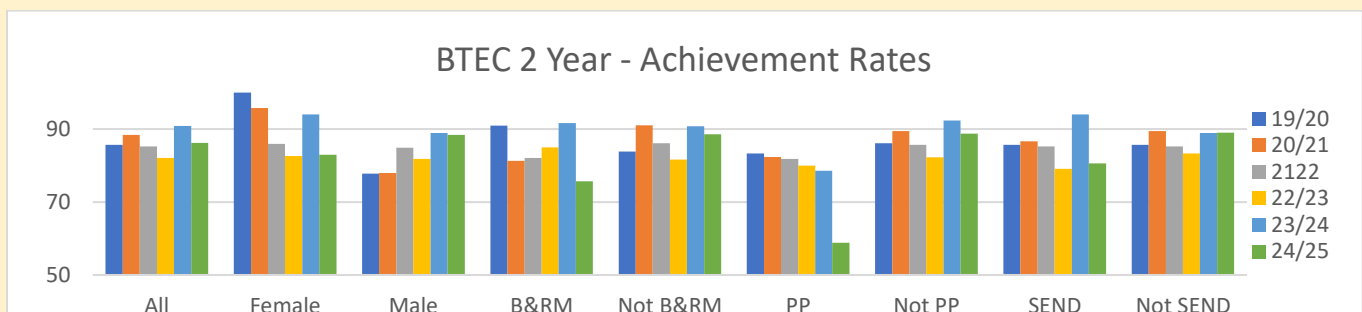
A2

- Female attendance is still significantly lower than male attendance. 91.96% to 93.08%
- Attendance for B&RM students continues to increase in the second year 92.45% compared to 92.52%
- 'Disadvantaged' students have a lower attendance than others 89.36% to 92.74%
- SEND students attend consistently less than their peers. This gap is stable and predictable and currently is 91.47% compared to 93.02%. This is an area to be monitored.

Achievement and Value Added 2024/2025

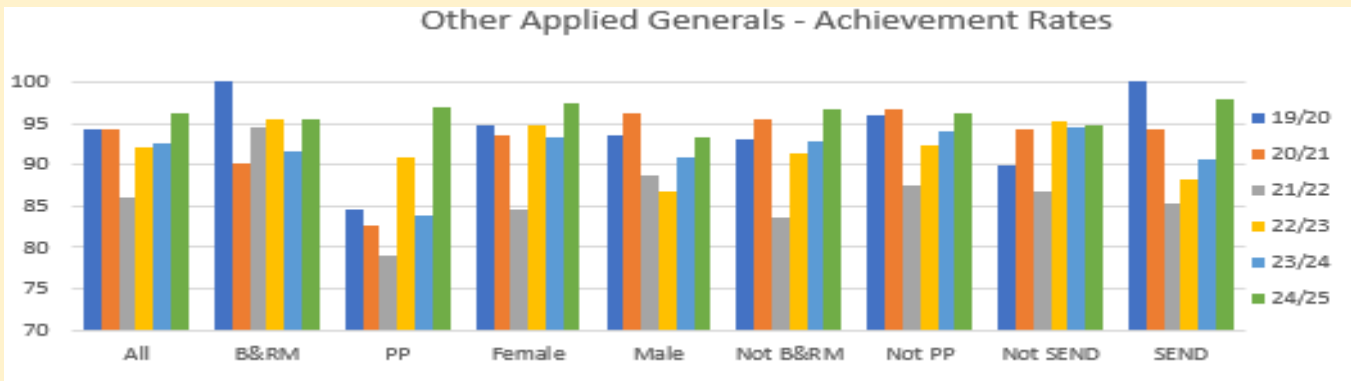


- Over the last three years female students have slightly outperformed male students in A level study, although the gap has closed in 24/25.
- Historically there is lower achievement for B&RM students compared to non- B&RM students. There has been some improvement in the last two years, but the inconsistency needs monitoring.
- Our disadvantaged students tend to achieve lower at A levels than our non-disadvantaged students. Only in 23/24 did that gap close. Continued sustained intervention is needed to support these students.
- SEND students consistently achieve lower than their non-SEND peers. Again, this has improved in recent years, but more work is needed in this area.
- In terms of Value Added:
 - Females 0.46 compared to 0.59 for males.
 - B&RM students 0.43 compared to 0.55 not- B&RM.
 - Disadvantage 0.49 compared to 0.52 not disadvantage.
 - ALS students 0.54 compared to 0.51 not-ALS students.



- Differences between male and female students are inconsistent suggesting cohort effects and smaller group sizes. The differences over the last 5 years are large enough to warrant further monitoring.
- In two out of the last three years, B&RM students have outperformed non-B&RM students, the sharp fall in B&RM achievement in 24/25 needs further investigation.
- Disadvantaged students (P) are underachieving in the second year of their BTEC courses. The 24/25 result is lower than 23/24 despite efforts to improve.

- Following a remarkable uplift in 23/24, SEND students achieved lower in 24/25 than their non-SEND peers. There is periodic strong performance but also a need to stabilise consistently good outcomes.
- In terms of Value Added:
 - Females 0.49 compared to 0.29 for males.
 - B&RM students 0.39 compared to 0.37 not- B&RM.
 - Disadvantage 0.10 compared to 0.39 not disadvantage.
 - ALS students 0.10 compared to 0.49 not-ALS students.



- Females are still outperforming males, creating a three-year trend.
- BR&M student achieved 1.07% lower in 24/25 than in 23/24 when compared to non-B&RM students, highlighting the inconsistency in achievement for this cohort of students.
- Disadvantaged students (PP) have made major gains in these qualifications, and the gap has been closed (96.97 vs 96.23). However, this will need to be sustained for it to be considered meaningful.
- SEND pupils outperformed non-SEND students in 24/25. Next year's results will tell us if sustained change has occurred.
- In terms of Value Added:
 - Females 1.15 compared to 0.47 for males.
 - B&RM students 1.00 compared to 0.95 not- B&RM.
 - Disadvantage 1.09 compared to 0.94 not disadvantage.
 - ALS students 0.90 compared to 1.03 not-ALS students.

Overall

- There has been a strong growth in B&RM applicants over the past 5 years 24%-36%. They increased from 29% last year to 36% this year. Enrolments have also risen for B&RM students although not by as much as applications. The conversion rate is lower for BRM students.
- 21.73% of students identify as Black, Racially Minoritised, or Mixed/Multiple Heritage, up from 21.63% in 2025 and up 4.5% since 2020. This is higher than the local population average of 14.6%.
- There are slightly more 'disadvantaged' students this year, an increase of 0.68% from 24/25. Whilst there has been a small increase this year, the percentage is static over the past 5 years – between 6.5% and 7.5%

- The number of students receiving additional learning support has decreased by 151 students this year dropping from 33.28% of the student population to 29.01%. There are a significant number of students awaiting a diagnosis and therefore it is likely that this will increase in year.
- Retention and attendance of 'disadvantaged' and SEND students continues to track below that of other cohorts, although some there has been some positive movement in recent years.
- In terms of achievement, females slightly outperform males across all programmes of study.
- The gap is closing for B&RM students, 'disadvantaged' students and SEND students in VRQs more than in A-level.

Section 3: About Our Staff

Recruitment of Staff

Note about data and analysis

We are reviewing recruitment data from 1 August 2024 to 31 July 2025. We started using an applicant tracking system (ATS) halfway through the year, so the analysis combines applications through the ATS and our previous process.

We received EDI data for a total of 238 job applicants. Of these, 30 were appointed, a conversion rate of 12.6%. The aim is for this conversion rate to be consistent across all protected characteristics.

We do not ask for EDI data from internal applicants, and we accepted CVs for the role of finance assistant and invigilator, so we did not receive any EDI data for applicants to these roles.

Shortlisting is completed by a minimum of 2 people, and all personal details are completely anonymised – candidates are identified by a numerical code for the shortlisting process. All EDI data is kept separate and reviewed on an anonymous basis by the HR team.

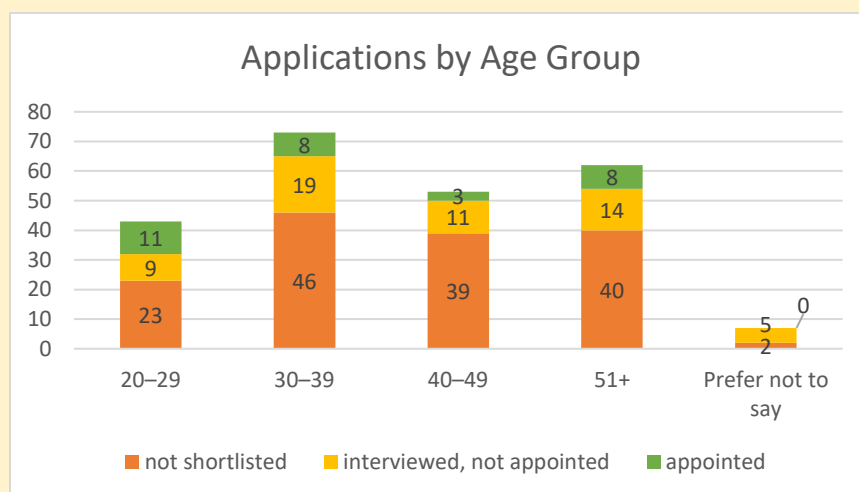
Ethnicity of job applicants

The table below shows the job applicants by ethnicity over the last 2 years, and the conversion rate of applications. Applications from all ethnic groups other than White British have increased compared to the previous year and the conversion rates for non-white groups have also increased across the board. This could be resulting from our re-branding of our 'Working for Us' page of the BHASVIC website which was done as part of the project introducing an ATS.

Our applications for management roles were 77% White British. This is not representative of roles overall so there is further work to do in promoting management roles to a diverse audience.

	2023-2024		2024-2025	
	Applicants (as a % of total)	Conversion rate	Applicants (as a % of total)	Conversion rate
Asian, Asian British, or Asian Welsh	2 (0.94%)	6.67%	12 (5.04%)	8.33%
Black, Black British, Black Welsh, Caribbean or African	0	-	4 (1.68%)	25.00%
Mixed or Multiple ethnic groups	3 (1.42%)	16.67%	11 (4.62%)	18.18%
Not Stated	3 (1.42%)	0.00%	9 (3.78%)	0.00%
White British	179 (84.43%)	16.94%	159 (66.81%)	13.84%
Other White	24 (11.32%)	41.00%	41 (17.23%)	9.76%
Other ethnic group	1 (0.47%)	0.00%	2 (0.84%)	0.00%

Age Group of job applicants



The applications by age group do not show any areas for concern, and the shortlist rate is within a reasonable range for all age groups. It is great to see such a low number of 'prefer not to say' responses. The age 40-49 age group had less appointments than all other groups. However, this was not an area of concern in last year's data, so no action is needed at this point. We will monitor to ensure this does not become a trend.

Religion

	% of Applicants 2023-2024	% of Applicants 2024-2025	% Appointments 2024-2025	Census
Buddhist	2.80%	3%	3%	0.9%
Christian	17.45%	20%	13%	30.9%
Hindu	0.94%	1%	0%	0.8%
Jewish	0.47%	0%	0%	0.9%
Muslim	0.47%	2%	0%	3.1%
No religion	67.45%	60%	63%	55.2%
Other	2.83%	2%	3%	1.0%
Not stated	10.38%	13%	17%	7.1%
Sikh	0.00%	0.4%	0%	0.1%

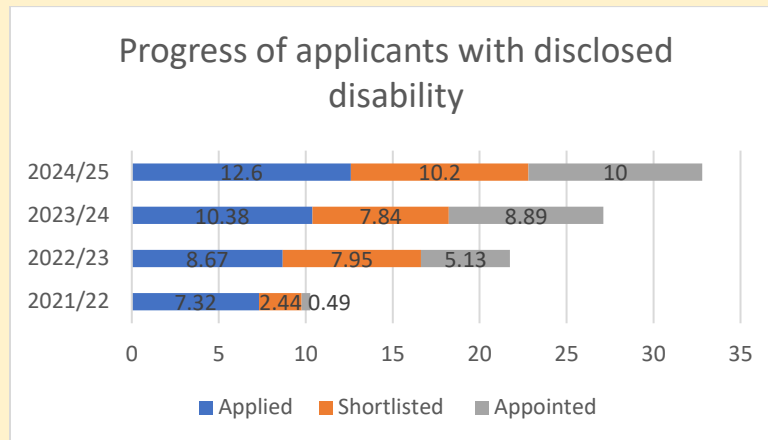
This year we have seen a slight increase in numbers of applicants from diverse religious backgrounds compared to the previous year. Our applicants are becoming more representative of the Brighton and Hove population. We also still have a high number who choose not to state their religion. We will continue to work on this and will make this part of our action plan for this year.

Gender

	% Applicants	% Appointments	Conversion rate	Management role conversion
Female	61%	57%	12%	4%
Male	36%	37%	13%	12%
Non binary	0%	0%	0%	0
Transgender	0%	0%	0%	0
Not stated	3%	7%	33%	0

There is an even split of male/female applicants and they both are in line with the overall conversion rate when we look at all staff. However, when we look at management roles, the conversion rate for female staff is significantly lower than male. This was also identified last year. It is not a major concern at this point as for our current staff, female staff are fully represented at all levels. However, we need to keep this in mind when recruiting for management posts, and continue to monitor.

Disability



The graph above shows those with a disability as a % of the total at each stage of the application process over 4 years. This is an area we have been working hard on to make our application and interview process more inclusive, and we can see the positive impact of this work in the data. 10% of successful candidates disclosed a disability, which is an improvement on previous years and much higher than our % of current staff who disclose a disability.

Sexual Identity

	% Applicants	% Appointments	Conversion rate
Heterosexual	73%	67%	12%
LGBT+	16%	23%	19%
Prefer not to say	12%	10%	11%

The % of applicants who identify as Lesbian, Gay, Bisexual, or 'other' remained the same as last year. However last year this group made up only 11% of appointments, compared to 23% this year.

Overall

- Applications from all ethnic groups other than White British have increased compared to last year and the conversion rates for non-white groups have also increased across the board.
- Our applications for management roles were 77% White British. This is an improvement on last year but is not representative of roles overall so there is further work to do in promoting management roles to a diverse audience.
- The applications by age group do not show any areas for concern, and the shortlist rate is within a reasonable range for all age groups.
- This year we have seen a slight increase in religious diversity of applicants compared to the previous year. Our applicants are becoming more representative of the Brighton and Hove population.
- There is an even split of male/female applicants and they both are in line with the overall conversion rate when we look at all staff. However, when we look at management roles, the conversion rate for female staff is significantly lower than male.
- 10% of successful candidates disclosed a disability, which is an improvement on previous years and much higher than our % of current staff who disclose a disability.

- The % of applicants who identify as Lesbian, Gay, Bisexual, or 'other' remained the same as last year. However last year this group made up only 11% of appointments, compared to 23% this year

Current Staff Data

Notes about analysis

This year we have changed data we use for current staff to bring it in line with student data and give a more accurate comparison of staff to students. Therefore, we have used a snapshot date of 1st September 2025 (the current academic year) rather than using data from the previous academic year. This also ensures that we are looking at the most up-to-date information when assessing the impact of any EDI initiatives.

- Where a staff member has two roles their substantive post has been used.
- This does not include casual staff such as invigilators.
- It does include anyone who was absent due to maternity/shared parental leave and anyone who was on sabbatical.
- 'Manager' includes any member of staff who has line management responsibility for others. We previously also included anyone who had additional responsibility which attracts an allowance or anyone who had 'manager' in their job title, even if they did not have line management responsibility. However, the number of these types of roles has increased significantly and therefore, we are no longer including all of them.

Ethnicity of current staff

Ethnicity	% All staff	% If 'not stated' removed
Asian, Asian British, or Asian Welsh	2.07%	2.32%
Black, Black British, Black Welsh, Caribbean or African	1.20%	1.32%
Mixed or Multiple ethnic groups	3.25%	3.64%
Not stated	10.7%	n/a
White	82.8%	92.72%
Other ethnic group	0	0

The percentage of staff who identify as White is slightly lower than Brighton and Hove census figure of 85.4%. However, 10% of our staff have not stated their ethnicity. When we remove these from the analysis and look at only staff we hold data for, it shows that all groups other than white staff are underrepresented compared to the census data. We need to further reduce the number of staff who we do not hold this data for, and this will remain an action for next year.

89% Staff in management roles identify as White. We are going to introduce ethnicity pay gap reporting which will lead to an action plan to increase diversity in management roles.

Religion profile of staff

	All staff	Managers
Buddhist	0.59%	0.00%
Christian	13.91%	14.06%
Hindu	0.30%	0.00%
Jewish	0.59%	0.00%
Muslim	0.59%	1.56%
None	57.69%	56.25%
Other	2.07%	3.13%
Sikh	0.59%	0.00%
Not stated	23.67%	25.00%

Our religion profile of staff remains the same as in previous years, including many who have not given this information. This could indicate that staff do not feel comfortable disclosing their religion. Creating a more inclusive environment for different faiths and beliefs will form part of our action plan.

Gender of current staff

	Male	Female
All staff	37%	63%
Teaching Staff	37%	63%
Support Staff	36%	64%
Managers	37%	63%

The male/female ratio of staff is consistent across all roles, including management positions.

We referred in last year's report to the problem with our HR system only enabling staff to select either 'male' or 'female' as their gender. The aim was to resolve this using a new HR system by the time we looked at this year's data. However, this project was delayed for reasons outside of our control. It is now in progress and will be updated for next year's report.

Our gender pay gap report can be found here: [Gender Pay Gap Report March 2025](#)

Age group of current staff

	<30	31-40	41-50	51-60	61+
All staff	9%	21%	25%	32%	12%
Teaching Staff	7%	19%	30%	35%	9%
Support Staff	16%	21%	19%	27%	17%
Managers	3%	28%	23%	33%	12%

Sexual Identity of current staff

	Percentage of staff
Bisexual	3%
Gay	2%
Heterosexual	69%
Lesbian	1%
Not stated	25%

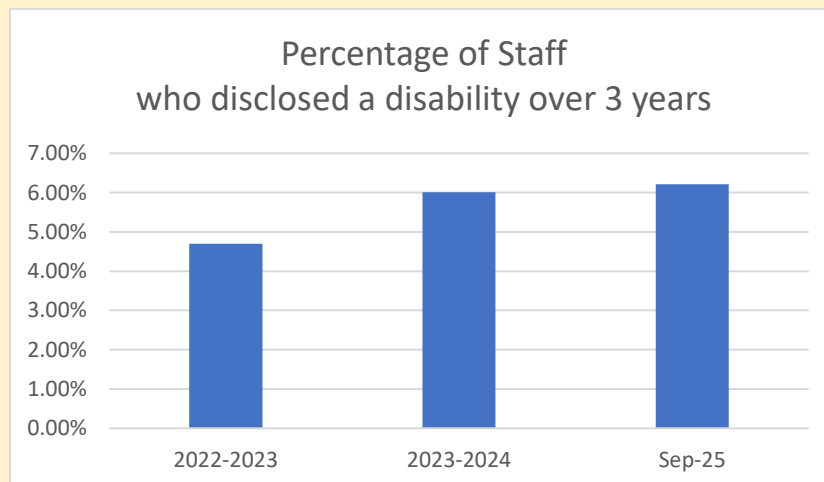
There was an action in last year's report about updating the terminology around sexual identity. This is tied to the implementation of our new HR system and has therefore been delayed as mentioned above. This action will be completed for next year's data. We should hopefully then be able to reduce the percentage of staff who have not answered this question. The statistics remain very similar this year to last year with 6% of staff identifying as Lesbian, Gay or Bisexual, and 25% not stated. The 2021 Census revealed that in the local area over 10% of population identify as LGBTQ+.

Disability

This year there was a very slight increase in % of staff who disclosed a disability, which continues the trend we have seen in recent years; see below for the previous 3 years. We still have 15% of our staff who have not stated their disability status, so the real number may be higher, but this remains a long way off being representative of the 18% people in the Brighton and Hove census who disclosed a disability. Although it should be noted that this figure is used for context, rather than as a target, as this 18% would also include people who are not able to work.

We are continuing to work closely with staff and managers to create a culture where people feel comfortable disclosing a disability and feel able to seek support and adjustments, and this is a key focus of our 2025 Managers' Away Day.

We included an action last year about updating the terminology we use around disability to empower our staff and encourage disclosure in a supportive way. However, this action is also tied to the implementation of our new HR system, it will therefore be carried forward to next year. We hope that we can encourage disclosure.

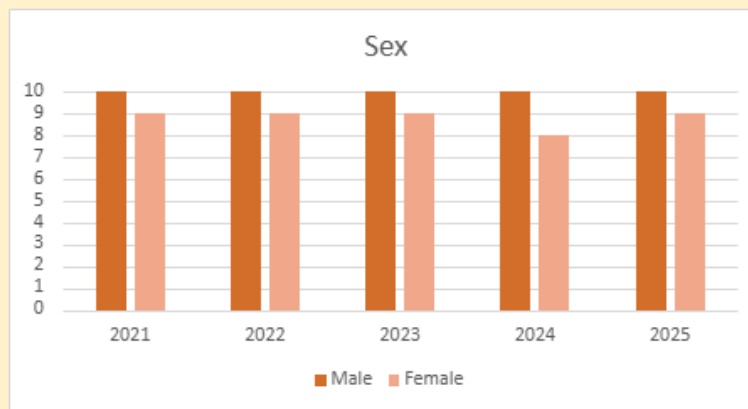


Overall

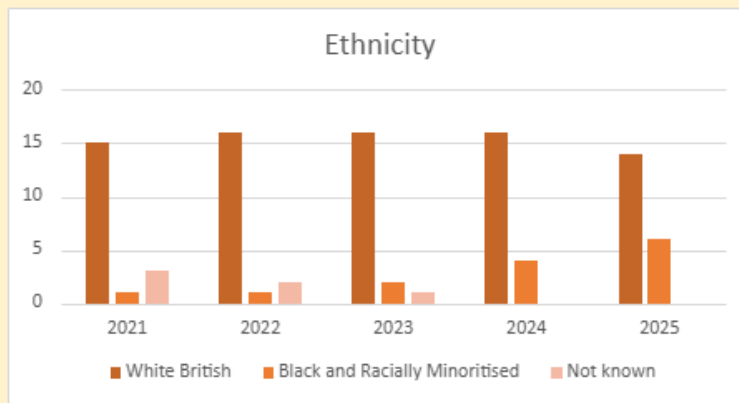
- Looking at only staff that we hold data for; it shows that all groups other than those who identify as White are underrepresented compared to the census data.
- The male/female ratio of staff is consistent across all roles, including management positions.
- Most teaching and support staff and managers are in the age range 51-60.
- The statistics remain very similar this year to last year with 6% of staff identifying as Lesbian, Gay or Bisexual, and 25% not stated. The 2021 Census revealed that in the local area over 10% of population identify as LGBTQ+.
- This year there was a very slight increase in % of staff who disclosed a disability, which continues the trend we have seen in recent years.
- The implementation of a new HR system will enable more accurate reporting in the future

Section 4: About Our Governors

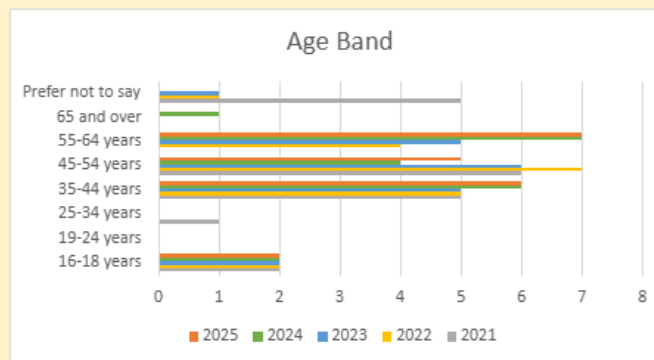
Data has been collected for the last five years as part of the FE Workforce survey. The current monitoring form only captures age, ethnicity, gender and disability, but the College is making good progress in increasing overall Board diversity, particularly in terms of ethnicity and neurodiversity.



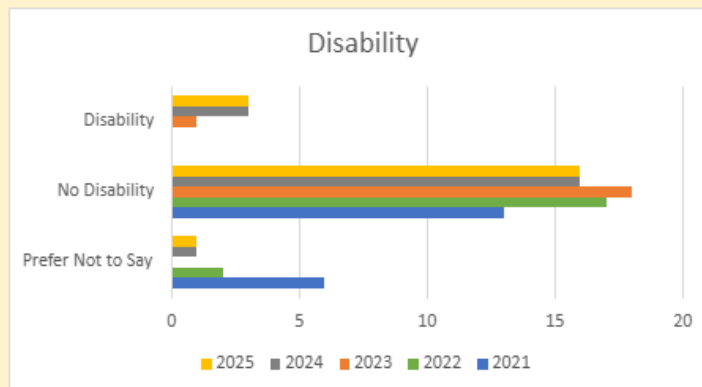
- Over the last 5 years the balance between male and female Governors has not improved very much
- In 2021 47% of Governors were female. Now only 45% are, although this has improved since last year when only 40% were.
- Overall, a higher proportion of males also retain chairing responsibilities of committees (5 out of 7 - 71%) although the overall Chair of Corporation is shared evenly with one male and one female.



- The Board's profile of Black & Racially Minoritised members increased to 30% in 2025, higher than last year and above the 2021 census data for Brighton & Hove and East & West Sussex.



- This year most governors are in the age range 55-64, with 30% of Governors in the 35-44 category which is the same as last year.



- 15% of Governors have now disclosed some form of disability (3 compared to 1 in 2023) which is the same as last year.

Continued targets for 2026-2027

- The Board of Governors to reasonably reflect the diversity of the student population and local community. Greater diversity will strengthen the Board in areas such as decision making.
- To have the right amount of data to make informed recruitment decisions to help improve Board diversity.

Section 5: BHASVIC Single Equality Scheme Objectives and Actions 2024-2027

- This Action Plan is for 3 years from 2024-2027.
- All key objectives to be monitored annually by Corporation and the EDI Core team. The EDI Core Team is a cross – college Steering group which monitors EDI themes and priorities throughout the year. The team comprises a Head of Faculty responsible for Curriculum Intent, Head of Additional Learning Support, HR Manager, Communications Manager, Events & Enrichment Assistant, Guidance Manager (EDI) and Vice Principal (Student Services) and in 2026 the Advocate for B&RM Students.
- Each member of the EDI Core team leads on aspects of the EDI ‘Single Equality Scheme Action Plan and the team meets half-termly to review progress.
- Updates and future actions can be found below.
- A range of distributed actions linked to EDI will also be embedded in other departmental Self-Assessment Reports & Action Plans (SARAPS) and the College Self-Assessment Report.

Objective	Action	Leader	Performance Indicators
1. Celebrate equality, diversity and inclusion, fostering a culture of mutual respect and belonging	<ul style="list-style-type: none"> • Create an inclusive college environment where mutual respect prevails among different groups • Organise events and displays throughout the academic year that celebrate equality, diversity and inclusion (eg. Culture Day – students; EDI INSET day – staff) • Focus on belonging as part of staff and student induction (eg. Core values of the College Contract). • Continue to develop profile as College of Sanctuary, putting ESOL at the heart of the college and collaborating across the city on provision for refugees, asylum seekers and other disadvantaged groups • Promote and facilitate diverse student societies (eg. FemSoc, Islamic Society, Hypatia Soc, LGBTQ+ soc etc.) and staff support groups (eg. Menopause group) 	SLT / EDI Link Governor All staff Tutors / Teachers / Managers ESOL/SLT Student Union / HR	Staff surveys – improving metrics on EDI focused questions linked to community & belonging Student surveys – improving metrics on EDI focused questions linked to community & belonging Parent/Carers and wider stakeholder surveys (eg. link employers/Governors) - improving metrics on EDI focused questions linked to community & belonging Maintain College of Sanctuary award SAWFE & internal reporting metrics – minimal or no EDI bullying,

Updates 2025/2026

Curriculum: EDI INSET Day session on Beginning, Belonging and Behaviours (skills-based induction). Staff highlighted areas in schemes of work where skills such as initiative, teamwork and communication (taken from B&H employability standards) could be further embedded. The aim of the session was to encourage staff to consider how they can make induction inclusive, and ensure it promotes belonging, through focusing on the skills and habits that students need to develop to excel in their subject.

HoDs have been asked to go to their teams to encourage them to consider delivering an ESOL session. Some have already been delivered this academic year, with success (e.g. sessions on Ethics, Brighton and Hove Albion.)

EDI Working Party: Student societies have been invited twice to share their experiences of EDI issues in the college, and to suggest and discuss ways forward. The Student Union EDI reps are also attending, to talk about how staff could be more involved and support with upcoming Cultures Week.

Marketing & Comms: Continuing to make conscious decisions to represent students of different cultures and ethnic minorities in imagery on channels such as the website or in school assembly slide decks. Particularly with school outreach, it is a regular item that we promote the diverse student body at BHASVIC, along with the inclusivity that comes with this.

Guidance: collaborating with Events to source keynote speakers for student conference with a specific EDI focus. Work collaboratively with the SU EDI officers to increase the number of broader EDI ambassadors at college, looping in relevant societies as part of this (LGBTQ+ / Amnesty International).

Experience: EDI Awareness Calendar – highlighting awareness days by running events and activities in collaboration with Student Union and EDI Ambassadors to celebrate and promote the student community (Black History Month, LGBTQ+ History Month, Women’s History Month).

Student Conferences delivered for A1 and A2 students, including EDI and personal development workshops accessible for all students. 71% of A2 students attended the conference. The first A1 Student Conference will run in 2025/26 (cancelled last year due to staff strikes). Workshop options include ‘Anti-Racism in Action, Migration and Seeking Safety in the UK, Coercive Control – Spotting the Signs and Speaking Up, and Practical - and Actually Enjoyable - Coping Strategies for Young Women, Including LGBTQIA+’. Keynotes have included Consent, and OCD/Mental Health resilience.

BHASVIC continued to march in Pride with over 30 students and staff taking part in August 2025. This was organised via the LGBTQ+ society but open to all staff and students to participate.

A diverse range of 48 student led societies and clubs including Feminist Society, LGBTQ+ Society, Amnesty International Society as well as clubs such as Biscuits & Books, Knitting & Crochet, and Quiz club that provide a welcoming and inclusive space for students to meet.

First-year tutorial now operates under the banner of 'Community Pathway' to give identity to the programme and relevance to students. Induction sessions focus on community and personal values, motivation and belonging.

HR: Formalised role of Staff Wellbeing Coordinator – menopause, Introduction of Black and Racially Minoritised Student Advocate role

ALS: The college must implement a range of additional processes for students receiving Exam Access Arrangements (in particular, extra time in exams). We need to track the impact of these new requirements, as we are seeing a drop in referrals from teachers, with fewer students gaining this support. Ultimately, a drop in students with EAA is the objective of the government's new policies, but this does mean that we will need to ensure that students are not disadvantaged by this and those who do need the additional support are not falling foul of the new, more stringent requirements.

Objective	Action	Leader	Performance Indicators
2. Enhance and promote accessibility for all in both physical and digital environments	<ul style="list-style-type: none"> • Improve physical and digital accessibility across the college. • Maintain and review regular accessibility audits (at least annually) of the college premises and digital platforms, including external marketing, websites etc. • Implement necessary changes based on the audit findings. • Staff training on accessibility issues and removing barriers by making reasonable adjustments. 	SLT/ EDI Link Governor Estates/HR/ALS IT/CIS/Marketing/All staff/HR/ALS	Completion of accessibility audits and implementation of recommendations. Positive feedback from students, staff and external stakeholders on improved accessibility. Positive staff INSET evaluations

Updates 2025/2026

Marketing & Comms: Working with ALS to update the Parent/Carer Newsletter email templates to make it more accessible for those who struggle to read the content. Using methods such as alt tags on images for screen readers, adjusting the email body colour to an off-white which provides a contrast easier for those with dyslexia (visual stress) etc. This will be rolled out to all other email communications soon. This has also prompted us to review the brand and identify any areas for improving consistency with materials available to staff.

Experience: Student comms is being streamlined with the development of the Tutorial Hub as a single point of access for all the information students need. Video content is regularly created to cover key processes and updates. This is presented in short accessible videos with subtitles and available to students/parents/carers/staff online.

Admissions: We have introduced a more effective and accessible way for young people or their parents/carers to identify if they have a disability when booking a taster day with us. A new form has been created that cuts out a step for the end user, making it easier for them to disclose information to us. This is essential when putting in support at this event, particularly for those with mobility issues.

Staff Recruitment: Implemented new Applicant Tracking System to improve candidate experience of recruitment. More inclusive application forms, communication from HR and revised disability status question encouraging candidates to disclose disability and ask for adjustment at interview when needed.

Guidelines on supporting an inclusive recruitment process (written by HR, review by Disability and Neurodiversity Working Party, will form part of policy review this year).

HR: Continued work with Disability and Neurodiversity Working Party, gaining insights into potential barriers and discussing ways to remove these. One recent area of success was the development work on outlook calendars to mirror the college timetabled blocks following feedback from Neurodivergent colleagues.

HR have experienced an unprecedented increase in staff disclosing neurodivergent conditions and seeking support and reasonable adjustments. We have engaged with external agencies for advice and to conduct Workplace Needs Assessments where appropriate. We have secured funding for one member of HR to become a qualified Workplace Need Assessor.

Curriculum: continuing to encourage staff to make resources accessible, following the Essential for Some model. SharePoint sites - Phase 1 ensures they are more user friendly, unified, and students can find what they need more easily. Continued encouragement to use Teams for all homework, and to calendarise homework to support students and promote organisation skills.

ALS: ESOL students are now invited to visit 411 to help them feel more comfortable in the space. We have built three small rooms within 411 to provide spaces for confidential conversations. One room is a sensory-friendly space that students can access if/when feeling overwhelmed. We have added more carrels in 411 for students who feel more comfortable working individually rather than on a group table. We are refining our offer to increase resources and support for the students with the greatest levels of need. We need to implement a range of additional administrative systems for the college, centrally, but also for teachers on the ground, and we will need to evaluate whether this means there has been a drop in Exam Access Arrangements levels for students who would normally be identified as needing additional support by their teachers at BHASVIC.

Objective	Action	Leader	Performance Indicators
3. Increase representation, engagement and participation for under-represented groups	<ul style="list-style-type: none"> • Increase representation of underrepresented groups in different areas of college activity and leadership roles (staff and students) • Continue to use EDIMS report annually to scrutinise representation of those with protected characteristics across different areas of college activity (eg. SU Executive, manager groups, subject choice, Corporation etc.) • Use data to inform actions eg. a targeted recruitment strategy to attract diverse candidates, as appropriate. • Provide leadership training and mentorship opportunities for staff from underrepresented groups (eg. women’s leadership network, designated persons of colour). • Work with Student Union EDI Officers to form ‘student voice’ sub-groups to advise on college activity • Maintain and develop staff support groups / colleague networks (eg. EDI working party, menopause group) and connect with local support (eg. Brighton & Hove educators of colour) 	SLT/ EDI Link Governor EDI Core team HR/ Admissions & Marketing SU / EDI core team HR/ EDI core team	EDIMS data to show improving trends in diversity and representation, relative to local census or other sector comparisons. Maintain and improve the diversity of staff and students with protected characteristics in key targeted roles. Positive feedback from staff and students on diversity and inclusion initiatives and networks.

Updates 2025/2026

Staff Recruitment: Following a review of ‘Working for us’ area of our website to be more inclusive, diversity of applicants has improved for ethnicity and religion, moving towards better representation of local community. There has been an increase in applicants and appointments who disclosed a disability, over the past four years.

Experience: EDI Officers leading the EDI Ambassador Programme to further implement actions and activities as well as representing the voice from across the student body. EDI Officers and Ambassadors collaborated with ESOL students and teachers to feedback and promote the cohort into the wider student body. Assessed the inclusion of sex education in sixth form with groups of female and male-identified students.

Trips: Introduction of 'Pay it forward' scheme (parents consenting to contingency fund going to bursary fund if not used, opt out rather than opt in).

Guidance: Working to boost number of EDI ambassadors across the college, and working with Events to broaden this reach to include societies such as LGBTQ+ and Amnesty International Soc. Organising charity stalls alongside the Experience team during A1 welcome week.

EDI Working Party: see section one – SU involvement in staff EDI Working Party to advise on college activity.

Working Groups: Closing the Gap, Neurodiversity, Menopause, Digital, Essential for Some, Brighton and Hove Educators of Colour

Curriculum: Engagement and participation hopefully strengthened through Skills initiative – students can achieve here because of their skills, and so we promote and enhance these skills, rather than focusing on prior background, natural aptitude, fixed mindset, etc.

ALS: Yearly survey to ALS students to gather their feedback and ideas.

Objective	Action	Leader	Performance Indicators
<p>4. Maintain and develop staff awareness, understanding and confidence in supporting equality objectives</p>	<ul style="list-style-type: none"> • Enhance staff confidence in handling EDI-related matters. • All staff training (eg. annual EDI INSET day to support linked cross-college strategies: social mobility, anti-racism, sustainability, neurodiversity etc.) • Targeted training for frontline support staff (eg. Catering, Reception, Student Services) on supporting members of the community with protected characteristics and unconscious bias. • Curriculum SARAP discussions and targeted actions to embed EDI strategies effectively and maintain an inclusive curriculum. • Continued training on inclusive teaching & learning, leadership & management practices. 	<p>SLT/ EDI Link Governor/ All Staff /Support Staff/ Teachers / Tutors College Managers / HR</p>	<p>Positive staff INSET evaluations</p> <p>Student feedback / learner voice focus groups are positive about staff knowledge and understanding of EDI and inclusive practice (eg. SAWFE – above local sector averages)</p> <p>Annual EDI audit of SARAPs shows embedding of EDI strategies</p>

Updates 2025/26

HR:

- November 2025 Neurodiversity Awareness Training for Managers (will repeat in INSET and next EDI day).
- Management training for neurodiversity - focus of Managers Away Day.
- Appointment and development of the BRM Student Advocate role.

Experience: Tutor Teams Meetings have been developed in include more professional development and discussion forums with speakers from a range of areas including Additional Learning Support, Young Carers, and Citizens UK.

Guidance: shared and presented on DEMOS report on 'Inside the mind of a 16-year-old'.

EDI Staff Survey: 2026 Survey (teaching and support staff) launched in January – awaiting results.

Curriculum: Continued to promote the Dimensions of Diversity.

All staff training (see above on Skills and Belonging). All staff meeting September – keynote from Sara Bragg on moving beyond toxic masculinities, plus presentation from BHASVIC staff on 'Adolescence' the 'Manosphere' and Boys' Student Voice. Closing the Gap and anti-racism within a number of departments' SARAPs.

Actions 2026/2027

Curriculum

- Gather and analyse results from the EDI survey (teaching and support staff).
- Use these to set targets for the next three years.
- Work with B&RM Advocate to help decolonise curriculum. Alongside this, draw upon the help and expertise of external sources (e.g. council, anti-racism group).
- Include students in our discussions and decision-making by inviting society leads and SU members to our working party.
- Ensure EDI-related targets /issues are shared and advocated for throughout the academic year (Bitesize, INSET, Staff meetings, student events).

B&RM Advocate

- Establish role in Tutorial to increase support of B&RM students.
- Work closely with ESOL students to provide support.
- Launch meaningful student voice to understand the experience of B&RM students and provide linked support.
- Work with curriculum teams on decolonising the curriculum.

Additional Learning Support

- To continue to work closely with the Events and Enrichment team to ensure accessibility for all.
- To continue to develop 'Essential for some...' and to begin to measure impact through student voice.
- Work with the Marketing and Communications Manager to improve website information.
- Liaise with Digital to ensure all communications and platforms are accessible in format.
- Develop study skills resources and Skills Hub.
- Liaise with careers to provide more targeted careers support for more ALS learners.
- Work with Student Services to adapt processes and resources more specifically for learners with SEND.

Guidance and Student Experience

- Continue to develop 'Community Pathway' for first-years to foster belonging, respect and understanding of BHASVIC's community values.
- Continue to refine Scheme of Work and resource in 'Community Pathway' to consider student feedback and reflect the key values and identities of our community.
- Better monitor and audit attendance and engagement with student-led clubs and societies.
- Develop Student Forum and Student Ambassadors/Tutor reps to improve student voice and engagement on key issues and celebration.
- Work with EDI Ambassadors to ensure student communications are accessible and appropriate.
- Analysis of the SSAWS Survey completed by over 2000 of our students.

HR

- As part of implementing new HR system, update terminology for gender, sexual identity and disability to make these questions more accessible – easier for staff to answer in a way that accurately reflects them.
- As a result of this, reduce the number of staff who we do not hold data for in these areas.
- Following the HR system update, review number of staff who have not disclosed religion/belief. Consider if people do not feel comfortable disclosing and create plan for how to improve inclusivity for different religions.
- Introduce neurodivergence and menopause guidelines.
- Introduce ethnicity and disability pay gap reporting.
- Update the 'Working for Us' page to encourage applications from all faiths/beliefs and better advertise flexibility for religious observances.
- Train internal neurodiversity Workplace Needs Assessor within HR team.

Communications, Admissions & Marketing

- Continue to illustrate the diversity of staff and students by celebrating and representing the BHASVIC community on various channels in both digital and print media.
- To continue to update and improve resources (both digital and physical mediums) making them accessible to as many people as possible. Champion accessibility with the BHASVIC brand (internal and external) and integrating this into internal materials, templates and guidance.
- Trial and develop special invitation-only events that target under-represented groups, giving an opportunity to visit BHASVIC where it might not have been possible. Continue to support with events such as Pride and promoting opportunities for under-represented groups to join the BHASVIC community.
- Continue to attend and engage with EDI training and CPD sessions, maintaining a team that are aware and using best practices to support equality objectives.

Please note that there will be additional EDI related actions and developments in departmental action plans.