



Birkenhead Sixth Form College

PUBLIC SECTOR EQUALITY DUTY REPORT

Approved by: Assistant Principal -
Staffing

Last reviewed on: _____
May 2026

Next review due by: May 2027

Approved by LGB: 9 June 2026

Next approval by LGB: June 2027

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1. Aims

Birkenhead Sixth Form College ('the College') aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- **Eliminate discrimination, harassment, victimisation** and other conduct that is prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
- **Foster good relations** across all characteristics – between people who share a protected characteristic and people who do not it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- [The Worker Protection \(Amendment of Equality Act 2010\) Act 2023](#), which requires employers to pro-actively take reasonable steps to prevent sexual harassment.
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The College will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated, including to staff, students, and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Assistant Principal.
- The Assistant Principal will also promote knowledge and understanding of the equality objectives among staff and students.

4. Eliminating discrimination and harassment

The College is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The College takes a zero-tolerance approach to sexual harassment and works actively to prevent it.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every academic year.

Governors are annually reminded of their responsibilities under the Equality Act.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the College aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities)

In fulfilling this aspect of the duty, the College will:

- Review attainment and retention data each academic year showing how students with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement.
- Implement targeted actions in response.

6. Fostering good relations

The College aims to foster good relations between those who share a protected characteristic and those who do not by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through a diverse pastoral and enrichment curriculum.
- Working with our local community. This includes inviting leaders of local faith groups to run clubs as part of our enrichment programme.
- Seeking feedback through student voice activities.
- Developing links with people and groups who have specialist knowledge about particular characteristics which helps inform and develop our approach.

7. Equality considerations in decision-making

The College ensures it has due regard to equality considerations whenever significant decisions are made, including curriculum planning and resource allocation.

The College always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the College considers whether the trip:

- Is accessible to students with disabilities.
- Has equivalent facilities for boys and girls.

8. Equality objectives

Objective 1

To monitor the attainment of students with protected characteristics; including students with learning difficulties and disabilities; students from minority ethnic groups and students on Free College Meals, to ensure any gaps are closed

Objective 2

To deliver up-dated equality and diversity staff training annually.

Objective 3

To monitor the recruitment and application process for staff and students to ensure any reasonable adjustments are made when required.

9. Monitoring arrangements

The Assistant Principal will update the equality information we publish at least every year. This document will be approved by the local governing board.

10. Compliance with PSED

The College's outcomes demonstrate compliance with the general duty and the equality objectives.

- Strong attainment outcomes across all student groups
- Positive value-added scores exceeding national benchmarks
- High participation in enrichment activities
- Annual staff training completion
- Monitoring of incidents and student feedback

The Sixth Sense Analytics Report for A-Level Exam outcomes in 2025, published by the Sixth Form Colleges Association, shows exceptional progress for students at the College, including all groups with protected characteristics.

The graphs in Appendix 1 below show the cohort breakdown and progress analysis, with a value added of 0.38. The author of the report, Nick Allen confirms that the College is one of only 3 colleges in the UK to score above 0.2 which is equal to 1 in 5 students getting a grade above what would be expected on the basis of their GCSE scores.

The detailed cohort breakdown analysis at Appendix 2 shows the extent to which groups with protected characteristics have made exceptional progress; notably:

- Ethnic students: 0.30
- Students from the bottom income quartile: 0.33
- FCM students: 0.29
- Students with learning difficulties or disabilities: 0.42

This data shows the College outperforming the national picture on every metric.

The Sixth Sense Analytics Report for BTEC outcomes in 2025, published by the Sixth Form Colleges Association, shows similar exceptional progress for students at the College studying the AGQs.

The graphs in Appendix 3 below shows the cohort breakdown and progress analysis in the BTEC Extended Certificate programme with a value added of 0.34.

The graphs in Appendix 4 below shows the cohort breakdown and progress analysis in the BTEC Diploma programme with a value added of 0.86.

Again, this data shows the College outperforming the national picture on every metric.

Appendix 1:

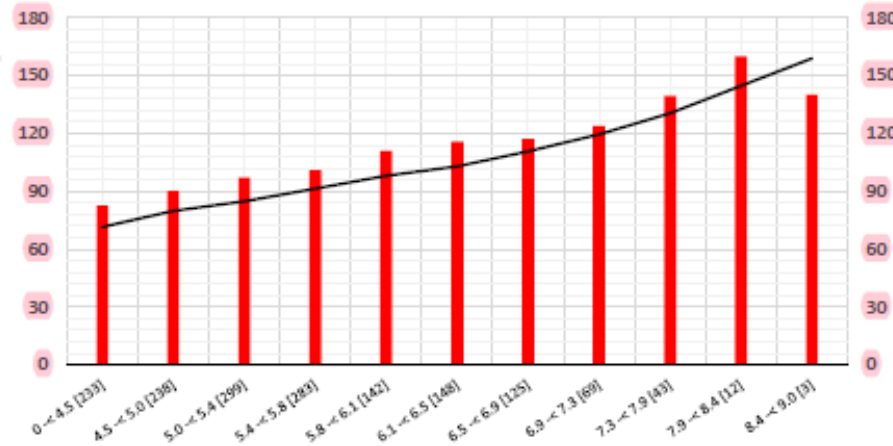
Sixth Sense: A level Report 2025 - Birkenhead Sixth Form College

A level - all subjects: 2025

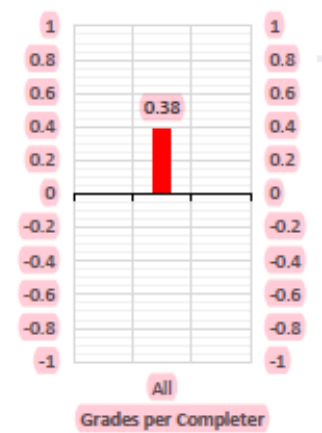
(1) Student Profile

	Gender			Ethnicity		Prior attainment			Ave GCSE	National Reference Data		
	All	Male	Female	White	EM	Below 5.4	5.4-6.9	6.9+		Number of Centres	Average cohort size	Average GCSE Score
Entries	1595	42	58	91	9	48	44	8	5.5	102	1648	6.3

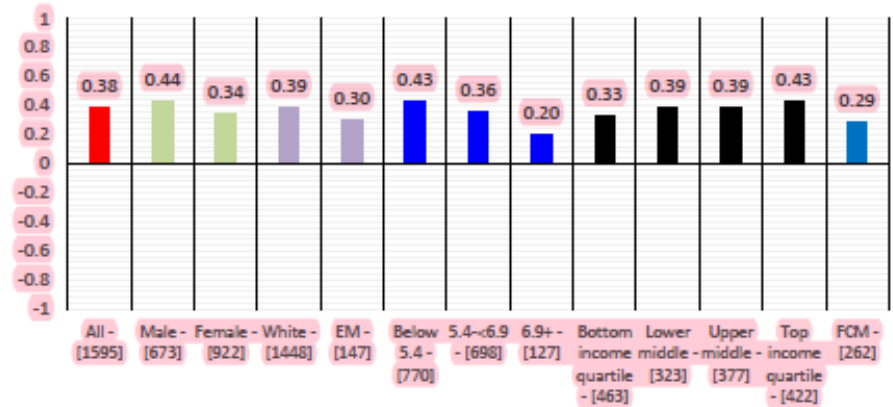
(2) Points Per Entry



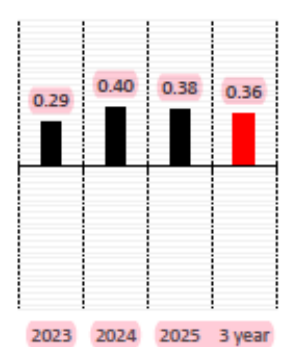
(3) VA Score



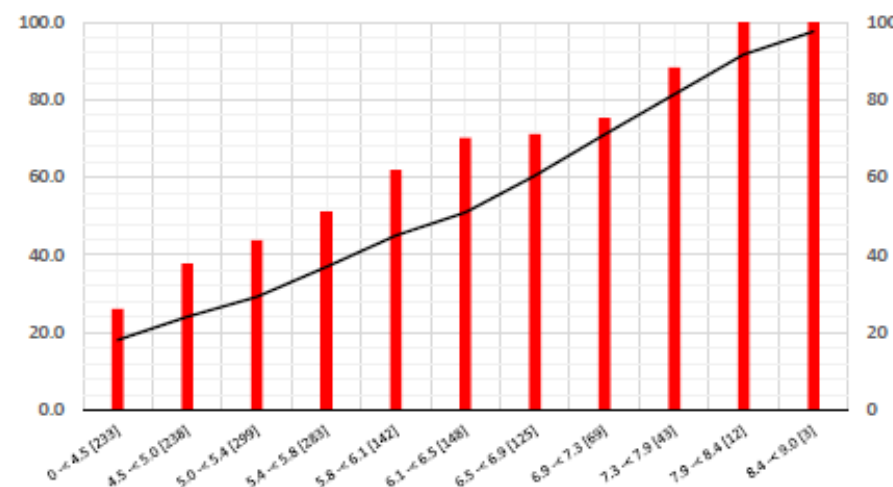
(4) Headline Justice, Equality, Diversity and Inclusion (JEDI) Analysis



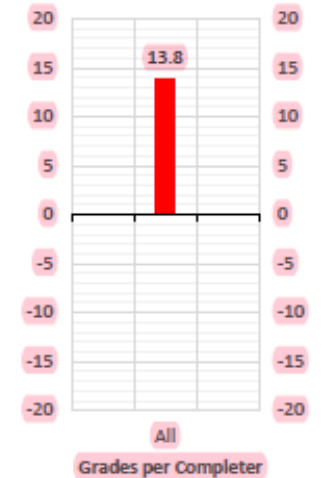
(5) Time Series Data



(6) High Grades Analysis



(7) High Grades Score

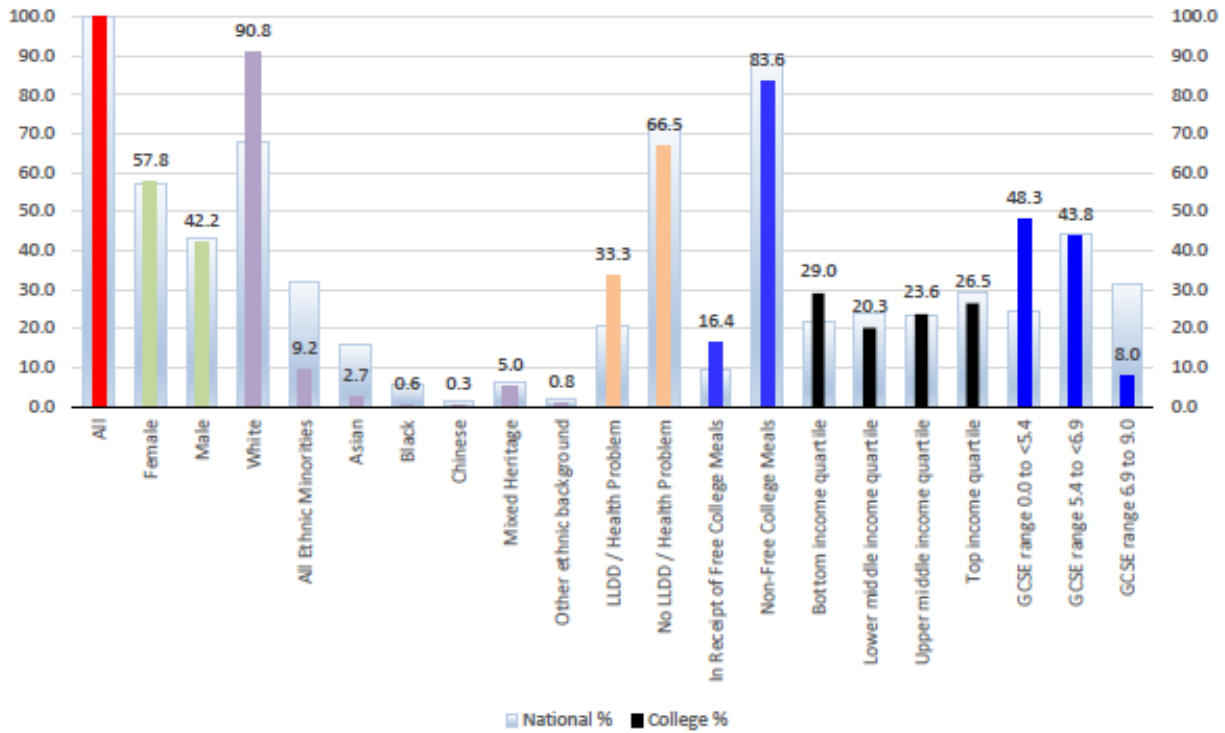


Appendix 2:

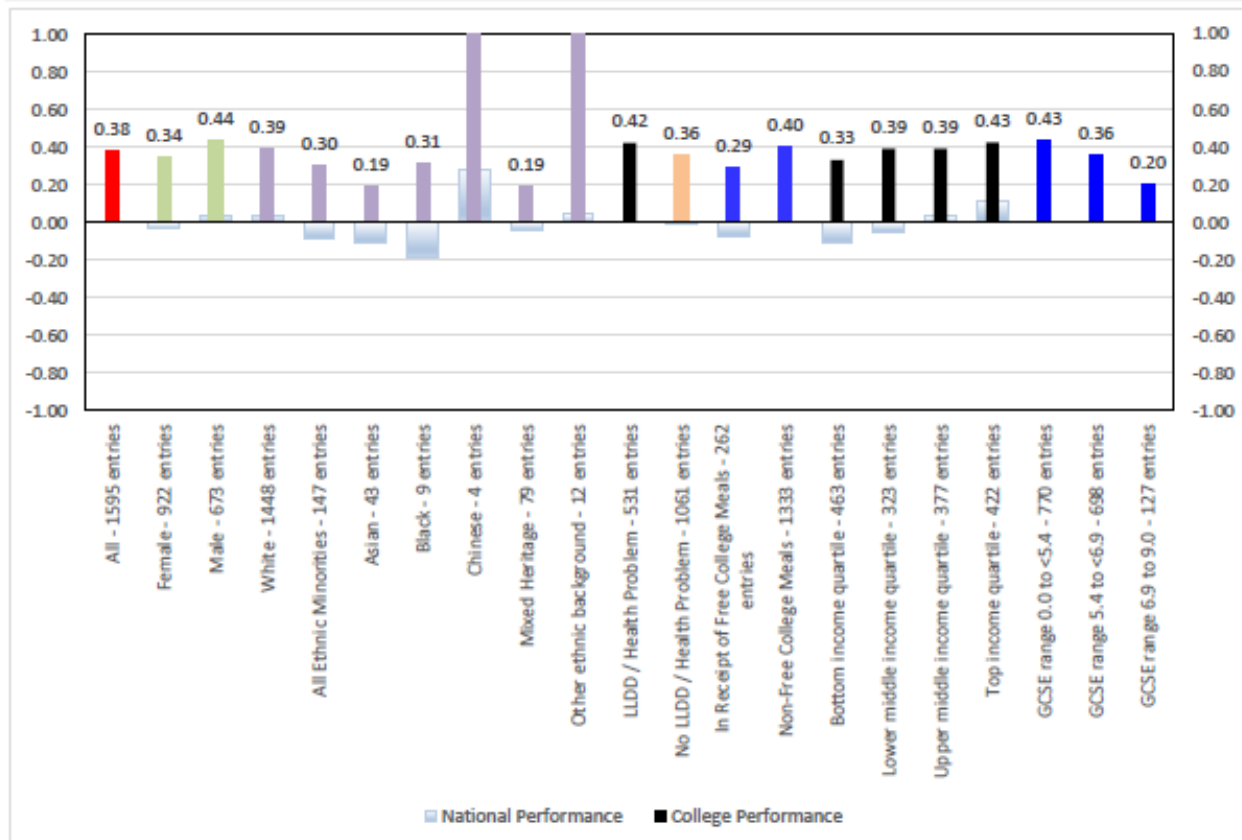
Sixth Sense: A level Report 2025 - Birkenhead Sixth Form College

Headline JEDI Analysis: Value Added - 2025

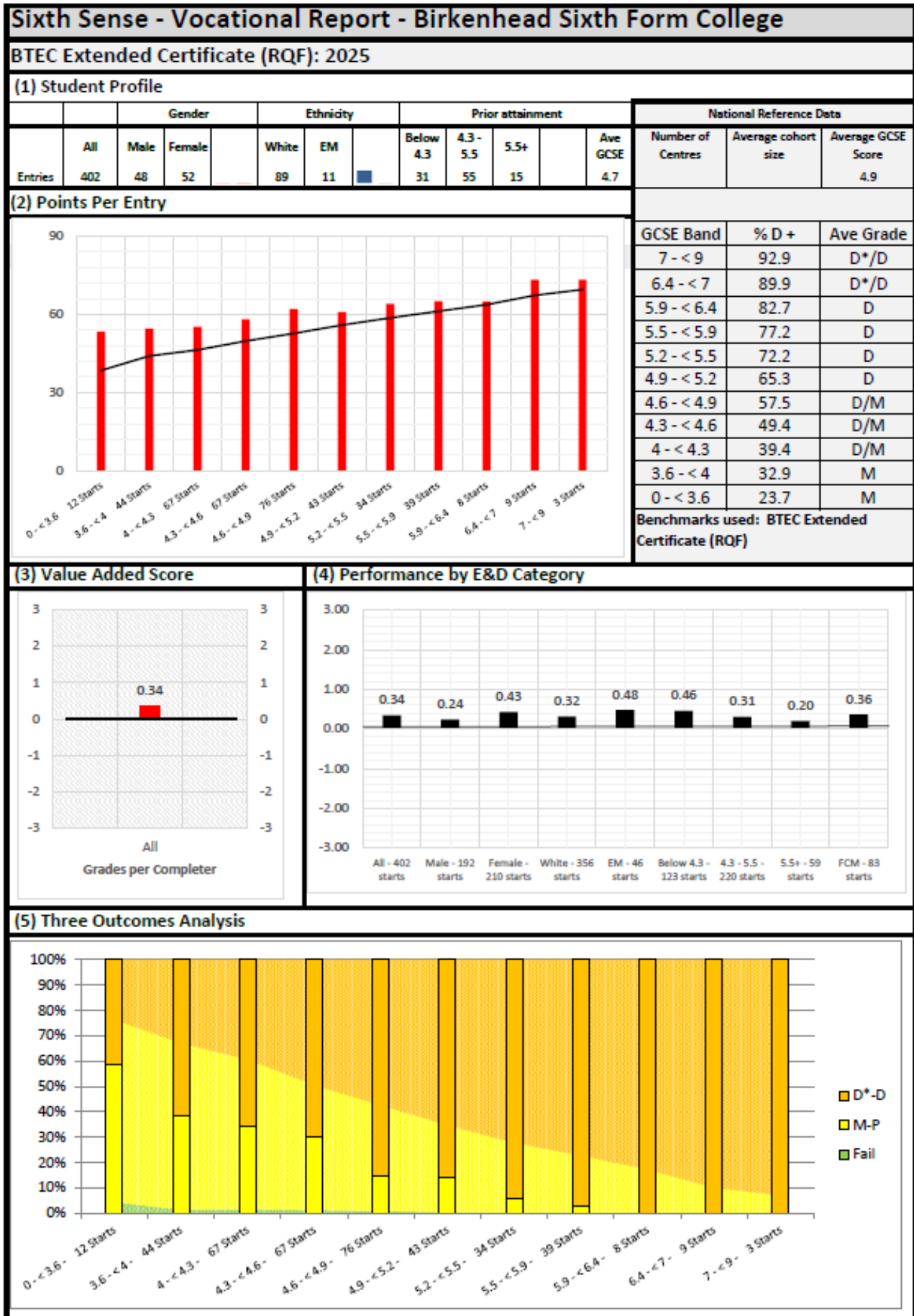
(1) Student Profile



(2) Progress Analysis



Appendix 3:



Appendix 4:

