

LONG ROAD SIXTH FORM
COLLEGE
CAMBRIDGE

Equality, Diversity & Inclusion

Annual Report 2021/22



Long Road achieved the RFA in February 2022

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Our College

Long Road Sixth Form College is a college on the outskirts of Cambridge, with more than 2,700 students enrolled drawn from over 110 schools from across six Local Authority regions: from Kings Lynn in the north to Stansted in the south, Newmarket in the east and St Neots in the west. Many students join the college from 14 local schools within the Cambridge Area Partnership. One of two Sixth Form Colleges in the city, the college is inclusive and comprehensive. Economically, the catchment area is within the Cambridgeshire and Peterborough Combined Authority, with a greater number of students coming from the south of the region.

Study Programmes are mostly at Level 3 (95%), with students able to take A Levels and/or Applied General courses. In addition, there are Access to Level 3 programmes that consist of Level 2 GCSE and Applied General courses designed to prepare students for ongoing study at Long Road at Level 3. There is also a growing cohort of Level 4 Foundation Art & Design students that consists of both students progressing from our L3 courses and students from other colleges across the area.

A relatively large number of students at Level 3 retake Maths and/or English GCSE in addition to their programme aim (8%).

30% of year 2 students were taking 3 or more A Levels, 25% taking 2 A Levels and 1 AGQ, 12% taking 2 AGQs and 1 A level, 10% taking an Extended Diploma AGQ, 10% taking a Diploma plus Extended Certificate AGQ, 8% taking 3 Extended Certificates, 3% taking a Diploma plus an A Level.

A small number are on reduced programmes for mental or physical health reasons, and are supported under our Fitness to Study framework.

As an inclusive college the average GCSE score on entry at LRSFC is lower than average for the sector for L3 courses (average GCSE score for all Year 2 L3 students was 5.3 in 21/22, compared to 6.2 for the sector).

94 students started on a one-year access programme of Level 2 subjects. Due to Teacher Assessed Grades (TAGs) being higher for GCSE than exam results in 2019, this was a drop from 137 student in 2020 but similar to 2021 (92 ILR).



Our Mission and Values

In 2022 we worked on reviewing our mission and values to ensure they reflect the college and our community, and support future ambitions identified in the new Strategic Plan 2022-2025. As part of this work, staff and students (and families) were consulted and invited to comment through surveys (June 2022). Following their input and feedback, the revised mission and values statement was agreed by the Board in July 2022.

Our Mission:

- To empower every student to fulfil their unique potential.

Our Vision:

- We strive to be an inspirational, supportive, and inclusive learning community that fosters creativity and independence, equipping every student to enjoy an enriching life and to make a positive difference in the world.

Our Values:

- **Always Learning:** We are a collaborative teaching and learning community that encourages each other to innovate, persevere and grow.
- **Diversity in people and ideas:** We are at our best when we can be ourselves in a safe, supportive environment where everyone is valued, and different perspectives are welcome.
- **Empathy:** We treat each other with kindness and respect, taking responsibility for our actions.
- **Integrity:** We keep our commitments and are honest, fair and trustworthy.
- **Sustainability:** We act to reduce our direct environmental impact and to create a sustainable future for everyone.

We also promote the following values:

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

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

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



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

College Strategic Priorities	
Strategic Priority	Description
1	Future Confident – to prepare our students to face and relish the opportunities and challenges ahead.
2	Enhance Further our quality of teaching and learning.
3	Talented team – to invest in and develop our talented teams and ensure Long Road is a fulfilling place to work.
4	Financial Resilience – to maintain a strong financial position to continue to support and enhance the delivery of the curriculum, sustain a vibrant and safe learning environment and invest for innovation and growth.



Duties under the 2010 Equality Act

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

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

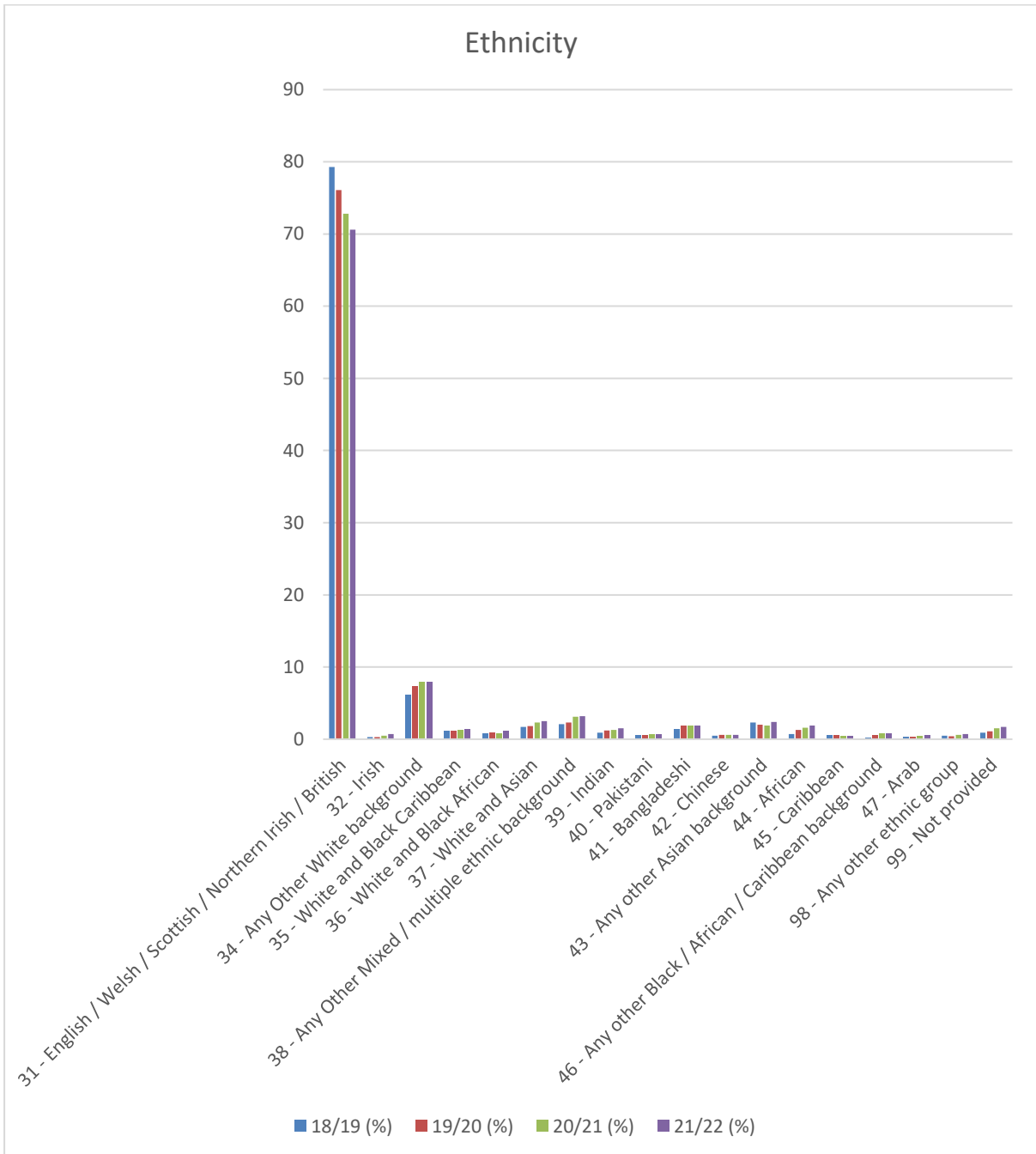
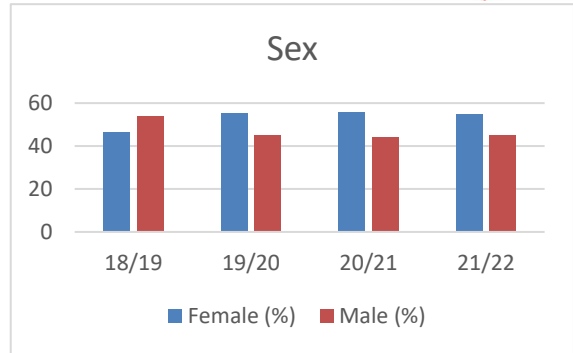
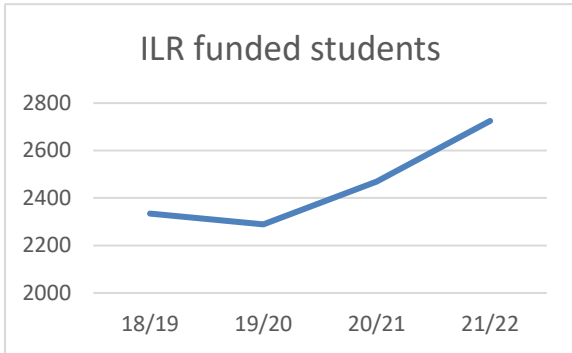
Long Road Sixth Form College is also required to meet the requirements of two specific duties, which are to:

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

To demonstrate fulfilment of these duties, this annual report covers the period Academic Year 2021/22, and monitors our progress in achieving these aims.

Our community: students

	18/19	19/20	20/21	21/22
ILR funded students	2334	2289	2470	2725
Female (%)	46.1	55.2	55.8	54.9
Male (%)	53.9	44.8	44.2	45.1
Entitled to free school meals (%)	4.2	2.8	3.9	3.7
Receiving a bursary (%)	9.4	8.0	9.6	8.3
EHCP (%)	0.9	0.9	0.9	1.3
Looked after children (%)	0.5	0	0	0





	18/19 (%)	19/20 (%)	20/21 (%)	21/22 (%)	Cambridgeshire and Peterborough	England
31 - English / Welsh / Scottish / Northern Irish / British	79.3	76.1	72.8	70.6	81.4	79.8
32 - Irish	0.3	0.3	0.5	0.7	0.8	1.0
34 - Any Other White background	6.1	7.3	7.9	7.9	7.9	4.6
35 - White and Black Caribbean	1.1	1.1	1.2	1.4	0.5	0.8
36 - White and Black African	0.8	0.9	0.7	1.1	0.3	0.3
37 - White and Asian	1.7	1.8	2.3	2.5	0.7	0.6
38 - Any Other Mixed / multiple ethnic background	2.1	2.3	3.1	3.2	0.6	0.5
39 - Indian	0.9	1.2	1.3	1.5	1.5	2.6
40 - Pakistani	0.5	0.5	0.6	0.6	1.8	2.1
41 - Bangladeshi	1.4	1.9	1.9	1.8	0.3	0.8
42 - Chinese	0.5	0.6	0.6	0.6	0.9	0.7
43 - Any other Asian background	2.3	2.0	1.9	2.4	1.3	1.5
44 - African	0.7	1.3	1.6	1.9	0.7	1.8
45 - Caribbean	0.5	0.5	0.4	0.4	0.4	1.1
46 - Any other Black / African / Caribbean background	0.2	0.5	0.7	0.8	0.2	0.5
47 - Arab	0.3	0.3	0.4	0.5	0.2	0.4
98 - Any other ethnic group	0.5	0.4	0.6	0.7	0.4	0.4
99 - Not provided	0.9	1.1	1.5	1.7	-	

Green: at or above the local population

Red: below the local population



Commentary

The proportion of students with financial disadvantage has fallen slightly, with 8.3% receiving the bursary.

There has been quite significant increase in students with ECH plans, rising from 0.6% to 1.3%.

Continuing the recent trend, the proportion of *English/Welsh/Scottish/Northern Irish/British* students has been on a steady decline and has become much lower than that in the whole of England, 70.6% of the student body (down 2.2 pp), and significantly lower than across the county (81.4%).

There continues to be a small rise in the % of students identifying as Irish; these are small numbers, but require further analysis in terms of progression rates as data shows they are less likely to progress to higher education.

The college continues to attract mixed race students and those with multiple ethnic backgrounds, and our student population is significantly higher than the local population.

The proportion of *African* people in the local population is much lower than the average for England; figures at Long Road show we have now surpassed the national level at 1.9% of the population. Figures for Black Caribbean are far lower than the national percentage. The proportion of Pakistani students continue to be lower than that of Cambridgeshire and Peterborough.



Our community: staff

Total staff	17/18	18/19	19/20	20/21	21/22
		216	195	198	211

Teaching Staff headcount: 121 FTE: 107

Support Staff headcount: 69 FTE: 57

Hours	All staff	Teaching staff	Support staff
Full time	108	85	23
Part time	82	36	46
Total	190	121	69

Age	All staff	Teaching staff	Support staff
29 or younger	36	13	23
30-39	24	21	3
40-49	59	40	19
50-59	54	34	20
60-69	17	13	4
70 or older	0	0	0
Prefer not to say	0	0	0

Sex	All staff	Teaching staff	Support staff
Female	104	67	37
Male	86	54	32
Prefer not to say	0	0	0

Disability	All staff	Teaching staff	Support staff
Yes	11	9	2
No	76	48	28
Prefer not to say	28	23	5
Not stated	75	41	34

Sexuality	All staff	Teaching staff	Support staff
Not stated	75	42	33
Bisexual	5	3	2
Gay / Lesbian	1	1	0
Heterosexual	77	49	28
Prefer not to say	24	19	5
Unknown	8	7	1



Ethnicity	All staff	Teaching staff	Support staff
Not stated	96 (51%)	59	37
Any other Asian background	2 (1%)	1	1
Caribbean	1 (0.5%)	1	0
African	2 (1%)	1	1
Mixed white and black Caribbean	1 (0.5)	1	0
Mixed white and Asian	1 (0.5)	0	1
Any other mixed background	1 (1%)	1	1
Chinese	0 (0)	0	0
Any other ethnic group	1 (0.5%)	1	
White British	81 (43%)	54	27
White Irish	3 (2%)	3	0
White other European	4 (2%)	3	1
White non-European	2 (1%)	2	0

Green: at or above the local population

Red: below the local population

Governing body

Age	2020	2021	2022
19 or under	1	2	1
20-29	0	0	1
30-39	1	3	4
40-49	2	0	3
50-59	5	5	3
60-69	7	3	3
70 or above	3	3	0
Prefer not to say	0	0	0

Sex	2020	2021	2022
Female	9	10	9
Male	10	7	6



Gender Re-assignment	2020	2021	2022
Yes			
No	19	17	15
Prefer not to say			

Sexual Orientation	2020	2021	2022
Bisexual	Data not collected		
Gay man		1	1
Heterosexual		15	13
Lesbian		1	1
Prefer not to say/unspecified			

Disability

	2020	2021	2022
Yes			
<i>Learning difficulty</i>			
<i>Mental health condition</i>		1	
<i>Physical impairment (to include hearing or sight loss)</i>	1		1
<i>Other type of disability</i>			
No	18	16	14
Prefer not to say/unspecified			

Ethnicity	2020	2021	2022
A1 Asian: Indian			
A2 Asian: Pakistani		1	1
A3: Bangladeshi			
A9: Any other Asian background		1	
B1: Caribbean			
B2: African			
B9: Any other black background			
M1: Mixed white and black Caribbean			



M2: Mixed white and black African			
M3: Mixed white and Asian			
M9: Any other mixed background			
O1: Chinese			1
O9: Any other ethnic group			
W1: White British	16	13	13
W2: White Irish	1	1	
W3: White other European	2	1	
W4: White non-European			
Prefer not to say/not specified			

Marital status:

		2020	2021	2022
	Annulled marriage/civil partnership	Data not collected		
	Divorced/civil partnership dissolved			
	Married/civil partner		12	11
	Separated		1	
	Single		4	4
	Widowed/surviving civil partner			
	Prefer not to say/unspecified			

Religion or belief:

	2020	2021	2022		2020	2021	2022
Buddhist				Muslim		1	1
Christian	9	8	6	Sikh			
Hindu				Other			2
Jewish				Prefer not to say/no religion	10	8	6

Commentary

The total staff headcount has fallen since 2021, from 211 to 190, with 121 teaching staff and 69 support staff members. The total FTE for 2022, is 164 FTE. There have been significant challenges with recruitment, particularly for support staff on the lower end of the pay scales, and this reflects the local and national picture.



The majority of staff are Full Time; the higher proportion of support staff recorded as part time reflects in part the nature of contractual differences, where term-time only support staff are part time.

Most staff are female (55%) but a larger proportion of support staff are women (59%) compared to teachers (53%). Support staff are often younger than teaching staff.

Nearly 6% of staff declared a disability (9 in teaching staff, 2 in support), slightly higher than in 2021, much lower than the 19% stated in the [Family Resources Survey](#). 55% did not state either way.

3.2% identified as Bisexual, Gay or Lesbian, compared with 2.8% last year. 13% of staff preferred not to say.

Staff are not required to state their ethnicity, with 51% not declaring. Figures for those identifying as Black Caribbean

45% of staff did not state an ethnicity but of those that did the proportions are not too dissimilar to the local population, and numbers are so small that it is difficult to make conclusive comparisons. However, actions identified by the Student Commission on Racial Justice has highlighted the need to ensure support to recruit and retain BAME staff, and this will be part of that ongoing work.

The diversity of the college's governing body has increased since the previous year and is evidence of the success of proactive recruitment.



Review of Equality Objectives 2019-2022

Key Objective Shared Values	Activities	Impact
<p>To better equip students from all groups to be confident, informed and articulate citizens able to contribute to local, national and global debates.</p>	<p>Tutorial content includes workshops on EDI, racial justice.</p> <p>All tutorial groups completed Student Commission on Racial Justice training on micro-aggressions</p> <p>New student societies set up to support diverse range of students, including Muslim Society, Chess Club.</p> <p>Peer Mentor programme continues to support incoming students and develop leadership in continuing students.</p> <p>Workshops focused on social skills for neuro-diverse students introduced.</p> <p>Student Ambassador programme provides opportunities for students to contribute to Long Road Life and promote the college (post-16 evenings, open evenings).</p> <p>EDI training for new staff.</p> <p>Academic Support provide workshops for teachers supporting ASD and other learning difficulties as part of department meetings.</p> <p>Positively You workshops introduced for Level 2 students</p>	<p>Link to Quality Improvement Plan (BAME and FSM student identified within college targets)</p> <p>Teams set up for each of the Student Societies to enable remote peer-to-peer and group contact.</p> <p>SCRJ 'Speak Truth to Power' workshops delivered to staff and students via tutorial programme.</p> <p>Students commissioners led student consultation on Student Code of Conduct, leading to revised policy.</p> <p>74% of L2s successfully completed 'Positively You' workshops.</p>



Key Objective	Activities	Impact
Proud to be Me		
<p>To ensure that we provide a safe, inclusive, supportive environment in which all members of the college can be themselves and express their identity and beliefs.</p>	<p>Portfolio submitted for recognition by the Kite Trust to achieve Rainbow Flag award status.</p> <p>Annual Wellbeing Fair successfully promoted.</p> <p>Black History Month marked by displays (with input from Black Peoples' Society)</p> <p>Pride Club continues to be well-attended.</p> <p>EDI content delivered in Tutorial Programme.</p> <p>Workshops on personal safety, confidence and resilience introduced in July 2022.</p> <p>EDI overview training held for all staff and for governors</p>	<p>Successfully achieved Rainbow Flag Award in 2022</p> <p>Feedback from SCRJ workshops fed into development of Student Code of Conduct and Disciplinary police. Policies agreed and published for new academic year.</p> <p>Formation of new student societies, including Muslim Society, Christian Society Chess Club, and Nerds of the Round Table. Attended by c. 100 students per week.</p>



Key Objective	Activities	Impact
<p>To remove barriers so that everyone has the opportunity and support to participate, aspire, and progress.</p>	<p>Level 2 Tutorial content reviewed and revised to further support positive outcomes and progression.</p> <p>L2 – L3 application process reviewed to identify barriers to learning and strengthen transition to Level 3 at Long Road.</p> <p>Employability skills workshops introduced for non-UCAS progression.</p> <p>Targeted careers IAG for students with EHC plans.</p> <p>Clear process in place to identify and support those at risk of becoming NEET with advice and progression support.</p> <p>College opened up for revision/work space during Easter and May half term holidays.</p> <p>Aim Higher programme introduced to broaden horizons and aspirations to HE and other higher destinations (including HND/HNC and higher apprenticeships).</p>	<p>68% of Level 2 applicants progressed to Level 3 at Long Road.</p> <p>Positive outcomes for students with EHC plans, with ALPS score 1; 3 for students with learning difficulty or disability.</p> <p>100% of students with EHC plans that applied to University secured places.</p> <p>42 'at risk' students completed 1:1 careers guidance interviews.</p> <p>4 students successfully achieved L6 degree apprenticeships.</p> <p>50% of male students progressed to HE; acceptance rate 88%.</p> <p>52% of female students progressed to HE, 85% acceptance rate.</p> <p>Acceptance rates for all ethnic groups higher than competitor group average.</p> <p>Over 100 students engaged with Aim Higher programme.</p>



Key Objective	Activities	Impact
Raising Awareness		
<p>To extend the collection and analysis of data, to ensure that the concerns and progress of all groups are monitored in order to inform decision-making and practice.</p>	<p>ALPs regularly reviewed and those at risk of under-performing identified and support plans put in place</p> <p>EDI overview training held for all staff and for governors</p> <p>Destinations data collection improved, with 0% recorded 'unknown' (down from 8%).</p> <p>Analysis of destination 'gap' now underway following receipt of UCAS end of cycle report and reconciliation with destinations data.</p>	<p>Positive valued added and outcomes for students with ECH plans in 2022 achievement data.</p> <p>Positive progression with 100% UCAS acceptance rate for students with EHC plans.</p> <p>UCAS end of cycle data analysed to reveal acceptance rates above competitor average for Asian, Black and Mixed students.</p> <p>93% acceptance rate for students on combined A-Level and BTEC programmes (6pp higher than Long Road average).</p> <p>96% identified positive destination plans.</p>



Rainbow Flag Award



Long Road successfully achieved recognition by the Kite Trust and awarded the Rainbow Flag Award. This was in recognition that Long Road has demonstrated a whole school approach to the positive inclusion and visibility of LGBT+ people, (lesbian, gay, bisexual, trans, plus other LGBT related identities). The college also has a commitment to the eradication of LGBTphobic bullying, and has therefore been awarded

This was in recognition of strengths in 6 key areas:

- Effective Policies
- Inclusive Curriculum
- Student Voice
- Supportive Governors and Parents
- Pastoral Care
- Skilled Teachers

Particular strengths that were highlighted include:

Effective Policies: *"This is an excellent submission which I will recommend for the Rainbow Flag Award 'Best Practice' section of the website, thank you! Your policies are comprehensive, inclusive and well-written and you've evidenced how policies and procedures are shared with colleagues and kept current and on the agenda for everyone."*

Student Voice: *"This is a fantastic submission that really demonstrates the commitment Long Road has to the Rainbow Flag Award as well as its LGBTQ+ students. Your Pride club is active and thriving, creating a safe space for students to socialise and feel included. They have also been given the opportunity to have their voices heard in the development of College policy, and they have contributed hugely to your application for College of the Year. The students themselves have said how grateful they are to have the space provided for them, and have been able to celebrate events such as Pride Month and LGBT+ History Month openly around the College."*



Student Commission on Racial Justice

2022 saw the culmination of our engagement with the Leaders Unlocked Student Commission on Racial Justice.

This is a partnership of 10 colleges that worked together to hear the voices of over 2600 young adults with the aim of understanding their experiences of racial equality in the UK. In 2021, the group worked together on a workshop and animation to be delivered to staff and students. In its second year in 2022, the focus was on working together as a college community, delivering the 'Speaking Truth to Power' workshop, and working with college staff and senior management to identify college-specific actions.

Our commissioners worked with senior staff, the Vice Principal, Assistant Principals and HR Managers to identify a series of recommendations and help us develop an action plan in response.

On the 11th of January 2022, staff and students from Long Road Sixth Form College came together to reflect on recommendations made by the Student Commission on Racial Justice in their report 'Young People's Voices on Racial Justice'. Working in collaboration, groups developed actions for the college to take forward, to implement the Commission's recommendations and tackle racial injustice. Below is a record of the actions developed:

STUDENT COMMISSION ON RACIAL JUSTICE RECOMMENDATIONS	
<p>Clear procedures and policies for dealing with race-related incidents.</p> <p>Young people and staff should know that no form of racism will be tolerated in education settings. Equality Diversity and Inclusion (EDI) policies should be adhered to and understood by all staff and students. BAME students and staff could co-create these to ensure their lived experience is considered. Data on race-related incidents should be monitored to encourage racial justice in the education system. It should include the outcome, consequence and resolution of all reported incidents.</p>	<p>Workplaces must have clear and concise equality and diversity policies.</p> <p>All employers should have clear and accessible EDI policies which cover racial inequality in the workplace. The induction of new employees should cover this policy in depth, and regular anti-bias training should be required. This will support all employees to understand the organisations anti-racist stance. This will also inform BAME young people on how and where they can receive support and/or complain about racial inequality or abuse in the workplace. BAME employees should be involved in reviewing and updating these policies, to ensure that their experiences are considered.</p>
SUGGESTED COLLEGE ACTIONS	PROPOSED TIMESCALE?



Clearly outline the procedure for students reporting discriminatory behaviour. This is different from bullying. There needs to be clear recording and monitoring of such incidents by the college.	June 22, to be in place for Sept
Define micro-aggression in tutorials. Make it clear to students what the consequences are if they are involved in discriminatory behaviour, including restorative justice. Ensure these are engaging discussions by asking students how they might learn from this behaviour?	Sept-Oct 22, for new Y1 and Level 2 students
Provide regular anti-bias training for staff. Students' experience indicate that groups of black students feel that they are treated differently to groups of white students.	June 22 initial training and then plan ongoing training Unconscious Bias training delivered to support staff as part of CPD, Jan 2023

STUDENT COMMISSION ON RACIAL JUSTICE RECOMMENDATIONS	
Teachers should be knowledgeable about the rich racial and cultural diversity of the country. This should be addressed during initial teacher training and with continued professional development. We believe that diversity and unconscious bias training should be mandatory and yearly. This training should be designed and delivered in collaboration with BAME students to ensure it involves their ideas, opinions and experiences of what works and future improvements.	The curriculum should be adapted to account for the cultural diversity of the country and BAME students should be involved in this adaptation. The study of BAME authors and artists could be embedded in the national curriculum and promoted from nursery to university. The celebration of Black history should not be reserved for one month and could focus on Black UK history. Anti-racist allyship should be prioritised and taught from primary school – prevention is better than cure!
SUGGESTED COLLEGE ACTIONS	IF YES WHAT IS THE PROPOSED TIMESCALE?
Provide staff with training and guidance, especially around the 'course team review' documents. Ensure assessment results are reviewed by ethnicity with comparison to prior achievement.	June 22, as part of the end-of-year training so that this can be included in August results analysis
Get feedback from BAME students and include them when reviewing curriculum choices. Where there are options e.g. which case studies or books to use in teaching, invite BAME students to work with staff to review and select them. This will help the curriculum to be more representative and fair from the beginning.	June 22, to look at 22/23 course content and 23/24 curriculum offer



STUDENT COMMISSION ON RACIAL JUSTICE RECOMMENDATIONS	
<p>Ensure BAME representation at the most senior levels of organisations. Progression routes should be clear and transparent to all staff and there should be greater BAME representation at management levels. BAME young people should feel that all routes are open to them. Aspirations should not be limited by race or ethnicity. Employers should collaborate with youth experts to design experiences of work which are valuable and highlight the journeys of BAME staff within the organisation. These experiences could result in extra support e.g. mentors for BAME young people.</p>	
SUGGESTED COLLEGE ACTIONS	IF YES WHAT IS THE PROPOSED TIMESCALE?
Actively involve and directly approach underrepresented student groups, inviting them to be involved in student panels when hiring staff, especially at more senior levels.	May 22 and ongoing. Embedded as part of student panel process.
Ensure HR are supporting and providing extra guidance for BAME staff in terms of positive action and progression. Proactively work with BAME staff and support their progression to more senior positions.	June 22 for appropriate systems to be in place

Student commissioners also contributed to wider national activities, including the AoC Safer Students Conference in March, and were highlighted in FE Week.

Black History Month



The Black People's Society lead discussion on our observation of Black History Month in October 2021, and activities included displays in the college public Reception area, and in the LRC.

Lectures

We were pleased to welcome Professor Stephen Whittle to speak to students and staff. Professor Whittle OBE (Professor of Equalities Law: the Manchester Law School, Manchester Metropolitan University; Vice President, Head of Leg al Services: Press For Change) delivered a virtual lecture about his experiences as an activist, as well as insight into his personal experiences. A co-founder of Press For Change (PFC www.pfc.org.uk) the UK's transgender lobby group, Stephen has been the organisation's Head of Legal Services Equality, Diversity & Inclusion Annual Report 2021/22



for over 25 years, running and training a team of volunteers providing free legal advice to transgender people and those who work with them.

Clubs and Societies

Pride Club

Pride Club continues to be popular and well-attended at Long Road, and is a welcoming and inclusive space for students to meet new friends and undertake positive activities and discussions. This year, as well as coordinating activities for the annual Rainbow Day, the group were able to engage in a workshop on Queer Sexual Health delivered by The Kite Trust





Nerds of the Round Table



To add to our clubs and societies such as Connect Club and Chess Club—just some of our groups focused on promoting inclusivity and providing welcoming spaces for students to make new friends and explore their interests—we welcomed our newest student led group: Nerds of the Round Table.