



Equality and Diversity Report and Action Plan 2025-26

The Sixth Form College Farnborough is committed to fulfilling its obligations under Equality and Diversity legislation.

Our **equality objectives** are as follows:

- As a community, we are committed to creating an environment in which all students can reach their potential.
- As a community we are actively developing and building upon practices and policies which provide equal opportunities for all members of the College, regardless of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation.
- We celebrate diversity and value the differences between individuals within the whole College community.
- We actively challenge expressions of prejudice, and seek to rectify any discriminatory practices or behaviour.

In seeking to progress towards achieving our stated aims, we will use the following 8 themes to monitor our progress and inform our action.

1. Equality performance data

If we are to uncover inequality we must collect accurate and appropriate data which can then be used to agree strategies for closing the inequality gaps

Achievements so far:

- The College employs a data analyst who is able to produce accurate statistics as required.
- Tutors receive data (e.g. disadvantage, ethnicity, vulnerability factors, protected characteristics) which enables them to work with students in raising aspirations – particularly with regard to future careers and university applications.
- Gender pay gap reports are published every year.
- The gender pay gap was analysed and discussed at the EDI working party and with SLT and HR.
- ESS has been launched and staff have access to their personal data held on the payroll system.

- **Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Produce annual reports monitoring gender, age, disability and ethnicity of staff. Publish equality monitoring data on the College website.	- Ethnicity and Disability pay gap may be introduced in 2027 but this has not been confirmed. We are considering asking all staff to provide the data , providing reassurance that it will be used for reporting (Further Education Workforce Data Collection (FEWDC)) but as this is not mandatory it	HR	November 2025 (Sexual Harassment Policy) Ethnicity and Disability pay gap (tbc - collecting the data continues to be a challenge)

	<p>may be challenged. However, there are valid concerns around the wording used for collecting disability so this needs to be explored further.</p> <p>- Sexual Harassment Policy will hopefully be launched in the first term, with ongoing awareness and support to ensure it is embedded within the academy's culture.</p>		
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2. Promoting the College's values

We must ensure that all members of the College community understand, share and promote our ethos of respect for others.

Achievements so far:

- The Principal re-iterates the College values and Mission Statement at the first staff meeting of the academic year.
- All first year students are introduced to the 'College Code of Conduct' and College policies during 'Getting Ready' and Induction.
- The weekly College News notes major religious and cultural festivals and highlights local events relating to Equality, Diversity and Inclusion. The LRC highlighted EDI related events every month, including Banned Books Week, LGBTQ+ History Month, Black History Month and International Women's day. The profile of these dates are raised through various media sent to all staff/students, poster displays around College, articles on the website and curriculum areas setting work specifically looking at these things.
- The student artwork around College celebrates the diversity of the college community.
- There are extracurricular student groups fostering a sense of community within minority groups and providing support; these include the GSA, Amnesty International, the Feminist Society, the Islamic Society, Nepalese, Filipino, African-Caribbean, Buddhist, Islamic Girls, and Ukrainian.
- In the main building, there is a 'Mother Language Display' celebrating all the languages that are spoken around College.

- The College has a 'Reflection Room' which is open to all members of the College community. It is equipped with washing facilities and moveable partitions to suit the requirements of different faith groups.
- All first-year students have tutorial input on the unacceptability of bullying and are made aware of College action taken in the past.
- All staff are directed to Google Drive where College Policies are located. "British Values" are explicitly promoted in Tutorials and lessons. All disabled applicants who meet our minimum criteria will be invited to interview.
- The Trust and Academy Quality Council has identified members with specific responsibility for oversight of equality and diversity issues. There are also two Student Association representatives with responsibility for EDI.
- We have an EDI working party intended to promote awareness and stimulate discussion.
- 'Culture Day' has become an annual event, celebrating the ethnically diverse college community (catwalk, traditional dancing, singing, food stalls). Last year, the SU also organised a bake sale for LGBT+ History Month.
- Cross-Trust collaboration - in 2022, we arranged a poetry translation workshop celebrating Ukrainian literature led by the poet Cheryl Moskowitz; it was attended by Farnborough students as well as Tomlinscote gifted and talented pupils; an article about this event appeared on the College website in conjunction with 'Refugee Week'. In July 2025, we again collaborated with Tomlinscote School for Refugee Awareness Week. Pupils from the school attended a poetry workshop at the college, run by a professional poet. The poems created were posted on the college website alongside those by our own students.
- We exchange ideas with other Wessex group colleges about how to promote EDI.
- Tutorial and Tutorial + sessions promote EDI values (for example through inclusive sex education, EDI training, sessions tailored to the EDI calendar such as information about Black History Month).
- Clubs and societies are encouraged to host sessions celebrating important dates in the EDI calendar and promoting their values to the wider student population. For example, during Black History Month, the Feminist Society held a session focusing on important black feminists and the Social Analysis society held a session on the Black Panther movement.
- Focus on the well-being of staff and the 'invisible barriers' (training sessions, inset day in December 2023 about 'invisible barriers', James Rampton's LBGQTQIA staff inset in July 2024 and July 2025).
- An Accessibility survey was sent to all staff and students in the summer term of 2025. The actions arising from this were discussed by SLT and will be shared with staff at an upcoming meeting.
- A new working party for staff with SEND was established in 2025. Its recommendations have since been discussed and actioned by the SLT and the EDI coordinator.

Focus on the Nepalese community (2025)

- A focus group for current Nepalese students and an alumni questionnaire were conducted to gather feedback on experiences and suggestions. All respondents reported having very positive experiences, feeling supported and respected. The findings were presented at an All Staff meeting.
- We held a productive discussion with a Nepalese member of staff and a Nepalese member of the local business community about specific issues and support mechanisms.
- A Nepalese society was formed and they organised the College's first Tihar celebration.

Areas for improvement:

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Continue to celebrate the diverse college community through a series of events.	<ul style="list-style-type: none"> ● Support the African-Caribbean, Nepalese and Filipino society with the events they are planning. ● Set a date for 'Culture Day. ● Plan LGBTQ+ history month celebrations in February 	The SA EDI representatives; GSA; Jackie Blackwood; EDI coordinator	July 2026

Support students from the Nepalese community and students from military families	There will be two new staff roles designed to focus on the needs of these communities and monitor their performance.	Staff members with responsibility for Nepalese students and students from military backgrounds	July 2026
Action the issues raised by the Accessibility survey.	Link to key findings and possible actions	SLT, EDI Coordinator, Health and Safety Manager, Estates Manager	July 2026 <u>October 2025 update</u> - questionnaire sent to staff asking if they wanted to be sent PowerPoints used in all staff meetings beforehand - a review of the physical and sensory barriers around the site will be carried out by the Health and Safety Manager and Estates Manager. They will also send out a questionnaire to staff asking them to alert them to any issues. - anyone who said they wanted to discuss the issues they raised in the Accessibility survey were invited to a private discussion with a member of SLT

3. Embedding Equality and Diversity in Teaching, Learning and Assessment

The principles of Equality and Diversity must be firmly embedded in all we do and good practice must be evident and visible.

Achievements so far:

- There is a folder of EDI resources on Shared Drives with lesson ideas, posters and information.
- A document with suggestions for implementing EDI in the tutorial programme has been shared with the Lead Tutor for the Tutorial Programme.
- Wall displays in curriculum areas are thoughtfully planned to present positive role models and celebrate diversity.
- Diversity calendar gives a framework for departmental displays, Instagram and Twitter posts (both by College, departments and the SA).
- All new teaching staff are given training on the support of students with additional needs and on College procedures for the referral of students causing concern.
- Learning walk reports and lesson observation forms indicate that there is a positive awareness of equality and diversity in curriculum areas.
- Ofsted inspection (October 2021) highlighted good practice in the College: “Students improve their knowledge of equality of opportunity and the diversity of society during their time at college. For example, performing arts students discuss choreography that depicts racism and racial segregation. They explore topics such as stereotyping with sensitivity and in detail. Students studying A level English evaluate the changing use of the spoken and written word through the study of representation and the gendered use of language.”
- College-wide focus on adaptive teaching; training has been delivered to staff in after-college meetings and as part of inset (2025) about how they can support students with different needs.

4. Training

All staff, students and councillors must receive adequate training to ensure that they can fulfil their obligations in accordance with the College’s equality and diversity policy.

Achievements so far:

- All first year students participate in a tutorial focusing on fundamental British values, Black History Month and Prevent. Second year students completed *refresher exercises* on Prevent and participated in a tutorial focusing on valuing difference and diversity, incorporating BLM, LGBT and College values. All second years also have to complete EDI training for Tutorial +.

- All teaching staff, support staff managers and councillors have completed *Prevent* online training.
- All staff and councillors receive annual update training on safeguarding.
- Staff are given opportunities to attend training that helps them support those with protected characteristics. For example, in 2022, 'Mermaids' delivered two online training sessions about supporting trans people. Staff were also given the opportunity to attend courses in 'British Sign Language', 'Neurodiversity in Adults', 'Everyday Racism' and 'Supporting Black Students'. All staff also attended courses about ADHD, autism and trauma. In 2025, all staff attended Conscious Inclusion training CPD led by 'Rise'. This was followed by departmental discussion time, with ideas collated in a Google document.
- Study Support has created resources training staff on what it means to make reasonable adjustments to students with disabilities (protected characteristics). A successful autism and behaviour training day was provided to staff in July. Study Support have also met with curriculum areas to explain what it means to make reasonable adjustments.
- The Equality and Diversity coordinator and the Lead Tutor for Disadvantaged Students share information that leads to the promotion of equal opportunities for all students.
- AQC members are completing their Online Safety and Safeguarding for Governors training. Both Trustees and AQC members are currently completing training on EDI, Cyber, GDPR, H&S.

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Continue training on 'Conscious Inclusion'	We plan to engage with 'Rise' further to look more deeply into the student experience and the practical actions we can take regarding 'conscious inclusion'. Budget permitting, we aim to deliver a student-focused workshop followed by the long-term planning workshop with staff.	SLT	Update - October 2025 We will run both workshops on the 5th of January.

5. Equality and Quality Improvement

Principles of equality must be integral to the quality improvement and self-assessment processes.

Achievements so far:

- College SAR analyses student outcomes by gender, ethnicity, disadvantage, etc. Any achievement gaps are identified as actions in the College QIP.
- Learner voice is heard throughout the year via the subject rep system.
- November and summer student satisfaction surveys - results published and considered by student services and curriculum areas. Curriculum areas publish 'You said-we did' statements.
- Staff and parent voice gathered annually via questionnaire.
- Student performance is tracked throughout the year and recorded on CristalWeb. Managers and teachers can see the progress of their students on CristalWeb Data.
- Student Association members appointed with specific responsibility for Equality and Diversity.

6. Leadership & Management

There must be a clear vision and strategic action plan which drives forward and genuinely advances Equality and Diversity within the College.

Achievements so far:

- Practical subjects subsidise materials and equipment for students who have financial challenges
- Free school meals payments, bursary scheme.
- Laptops are available for bursary students to borrow free of charge. They may be to assist a student who does not have

access to a computer at home or to provide a student with specialist support software. Teachers add to the Academic Support Log which details action taken to support student success. Support is arranged as appropriate (e.g. financial support via the Health and Well-being coordinator, Study Support or ESOL in Study Support)

- All students are regularly monitored for progress in their 1 to1 meetings with their Personal Tutor (and teachers). Tutors and teachers are provided with detailed information about students such as specific learning difficulties, financial hardships etc.
- There is a Councillor on the AQC with specific responsibility for oversight of equality and diversity issues.
- Student Association Equality and Diversity Officers are members of the College Equality and Diversity Working Party. A report from the Student Association Equality and Diversity Officer is a standing agenda item for the Equality and Diversity steering group meetings.
- Tutors and subject teachers automatically receive notification on CristalWeb when one of their student's Support Record is updated (notifications remain 'live' for one week after updating).
- Our new flexible working policy provides staff with greater autonomy in balancing work with personal responsibilities. This particularly benefits teachers with protected characteristics, such as those with disabilities, parents, carers etc.

Areas for improvement:

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Ensure that all our policies can be easily accessed by staff	Include information about any new EDI policies and developments related to staff in the information on the staff intranet (eg. menopause policy, David Bekker as a point of contact for staff with SEND, maternity/returning to work helpsheets and flexible working policies, when these are finalised).	HR	February 2025

7. Protecting from discrimination/harassment/victimisation

There must be effective and appropriate procedures for challenging inappropriate actions/discrimination/bullying and harassment.

Achievements so far:

- All students participate in Tutorials which challenge bias (conscious and unconscious) and encourage celebration of diversity
- There are appropriate policies for: Harassment/bullying, Bursary Scheme, Child Protection, Study Support, Careers Education and Guidance, Counselling, Support for Students for whom English is a Second Language. All students are made aware of these during Induction.
- All staff are required to challenge stereotypes/negative language/comments
- A database is maintained by Lead Tutors which logs incidents of bullying and discrimination
- Leavers' survey, May 2025 responses:
 - "I felt safe from bullying and discrimination whilst at College." 97% strongly agree or agree.
 - "Equal opportunities are respected in the College." 96% strongly agree or agree.
- The Ofsted inspection (October 2021) reported the following:
 - "Students, including those with high needs, feel very safe at college. They know how to report any concerns they have."
- Following the Ofsted report into sexual harassment and bullying in schools and colleges, the College have already begun to act on some of its recommendations. The Ofsted inspection (October 2021) noted that "Safeguarding staff question groups of students carefully to find out about their concerns regarding sexual harassment and abuse. They ask students about the most appropriate ways of covering these topics to ensure that students will benefit from increased knowledge of these subjects."
- In their first tutorial new students are reminded of unacceptable behaviours and practices - for example discrimination and bullying. In addition, sources of support and advice are signposted.
- Log of staff grievances/discipline etc. (including informally resolved issues) is maintained by the HR department.
- Students and staff can record their preferred pronouns on Cristalweb. We have created a document with helpful information for trans students joining the College.

- A menopause working party helped HR gather ideas about the needs of menopausal women, and influenced the creation of the Trust's first menopause policy.

8. Engagement with the wider community

There must be engagement with the wider community to ensure that principles of Equality and Diversity are fostered and upheld in all external relationships. In addition the College must be perceived as an institution which values and promotes Equality and Diversity

Achievements so far:

- The Student Admissions Policy is explicit in welcoming applications from all students within a framework of equality and diversity, regardless of race, gender or disability.
- All staff post advertisements state that the College is an equal opportunities employer and all disabled applicants who meet our minimum criteria are invited to interview.
- Various areas around the College (such as Prospects, Study Support, individual subject areas) have invited people with protected characteristics to talk to the students about their careers or their life experiences.
- The Prospects team ensure that work experience placements are offered openly and equally to all, however they report that some companies will have particular requests such as women in engineering or people from a BAME background. Prospects promote these in their newsletters in order to reach the right students. The team also work closely with Adam Slade and support his work with students from a disadvantaged background and companies that offer mentoring and work experience to these students.
- Zurich Insurance gives mentorship to our financially disadvantaged students.
- As we have a large Nepalese student population, we have engaged with alumni and other members of the community who have given us some useful ideas about how we can ensure that these students feel well-supported.

[2025 Gender Pay Statement](#)