



## **Equality and Diversity Report and Action Plan 2023-24**

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

As a community, it is 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.
- The 2022 Gender Pay Gap Report for Employees at The Sixth Form College Farnborough has been published on the Trust website: <https://www.theprospecttrust.org.uk/search/default.asp?pid=0>

### 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.	HR to produce the information, which will be shared with the Steering Group.	The Prospect Trust HR Business Partner	The final Steering Group meeting (second half of the summer term)

## 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. In addition, Tuesday staff briefings frequently highlight good practice in staff and student promotion of College values.
- 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 and Diversity. 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.
- Extra curricular student groups such as the GSA, Amnesty International, the Feminist Society, the Islamic Society, etc..
- 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 and EDI chatroom 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).
- 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'.
- 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).

**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"> <li>• 'Culture Day' will take place again this year on 30th April.</li> <li>• LGBTQ+ history month celebrations in February</li> </ul>	The SA E&D representatives; GSA; Jackie Blackwood	July
Engage clubs and societies in celebrating important dates in the EDI calendar and promoting their values to the wider student population.	<ul style="list-style-type: none"> <li>• The EDI calendar has been shared with clubs and societies leaders.</li> <li>• E&amp;D coordinator will contact clubs and societies leaders before important dates (eg. Black History Month, LGBTQ+ History Month) to encourage them to plan sessions relating to these events. These events will be publicised in College News.</li> </ul>	E&D coordinator; Clubs and societies leaders	July  Update in October: the Book Club and Feminist societies delivered sessions relating to Black History Month

<p>Promote empathy between colleagues who are neurodiverse or have experienced issues with their mental or physical health</p>	<p>Zoe explained that the last day of this term on 15th Dec will see the first event bringing teaching and support staff together to talk about hidden issues they might be facing (e.g. menopause - the Trust's menopause policy will be launched on this day, neurodiversity, male mental health, hidden illness and disability). The aim is to raise awareness and consider how we can better support our colleagues.</p>	<p>Zoe</p>	<p>December 15th</p> <p>Update: Links to some of the videos sent to staff following the meeting: <a href="#">Menopause Policy</a> <a href="#">Menopause Questionnaire feedback</a> film <a href="#">Wellbeing at Christmas</a> presentation <a href="#">Neurodiversity - Surviving Christmas</a> film <a href="#">Hidden Disabilities and Illnesses</a> f</p>
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### 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.”

**Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
-make more visible the work done by departments in connection to E&D issues	-encourage departments to share ideas through meetings, articles on the website and the E&D chatroom.	E&D Coordinator; SLT	Ongoing (Update October 2023: during Black History Month, the Maths department organised a screening of ‘Hidden Lives’ about the achievements of African-American mathematicians)

## 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 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. A 'Sign Language' course and 'Neurodiversity in Adults' course offered to staff; all staff attended a course about ADHD; since 2022, there is a new focus group for staff with SEND.
- 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.
- The Equality and Diversity coordinator attends Wessex group E&D meetings.

### Areas for improvement:

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
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<p>Offer training that enables staff to support students with particular protected characteristics or courses relating to their own protected characteristics.</p>	<ul style="list-style-type: none"> <li>● Follow up on the suggestions raised by staff regarding areas they need training on and find courses to address those needs.</li> <li>● Alert staff to other courses that are being offered by various organisations during the year.</li> </ul>	<p>Equality and Diversity Coordinator</p>	<p>ongoing</p>
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## 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 member appointed with specific responsibility for Equality and Diversity (2 have been appointed for 2022/23).



- All trustees and Councillors are asked to complete AccessAble (DisabledGo) training.

**Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Find out if councillors are required by law to complete any particular training.	Anna will research this	Anna Finch (HR)	July

## 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)

**Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
<p>Create and share a ‘flexible working policy’ with staff, so that employees understand how to make a statutory application, and how the College/Trust will deal with such requests.</p>	<p>HR to create a policy and share with all staff.</p>	<p>The Prospect Trust HR Business Partner  SLT</p>	<p>July</p> <p>Update: at the steering group meeting in November it was agreed that SLT will write a statement that can be sent out to staff reminding them about flexible working in the College.</p> <p>A Trust menopause policy has been written and will be shared</p>

			with staff this term.
Include information about any new EDI policies and developments related to staff in the information given to new members of staff (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).	Add this information to new staff sessions.	HR	October 2024  Update: it was agreed at the steering group meeting in November that <b>Anna Finch will include information in the new staff induction handbook.</b>

## 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
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- Leavers' survey, May 2023 (1714) responses):
  - "I felt safe from bullying and discrimination whilst at College." 97% strongly agree or agree.
  - "Equal opportunities are respected in the College." 97% strong 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.
- In 2021/2022, we took several actions in response to improve the wellbeing of trans students. We enabled students and staff to record their preferred pronouns on Cristalweb, provide preferred pronouns badges for those who wish to wear them and created a document with helpful information for trans students joining the College.
- menopause working party was formed which helped HR gather ideas about the needs of menopausal women, and influenced the creation of the Trust's first menopause policy.
- In 2022, we reviewed the advice given to students who have English as a second language about whether or not they should do the IELTS course.
- In 2022, we welcomed Ukrainian students to College and ensured that they settled in well.

**Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Respond to the needs of women going on/returning from maternity leave. (TARGET FROM LAST YEAR)	Claire Hayward (History) has created a document with suggestions, based on her experiences, and this document has been shared with HR. The plan is to create a document approved by HR with information for women going on maternity leave and returning to work, as well as their managers, about ways in which the College can make this experience as smooth as possible for them. It was suggested that training for managers would be useful - for example, managers need to understand how KIT days work, and how to support people when they return from maternity leave.	-HR	July Update: following the steering group meeting in November, it was agreed that HR will provide relevant information to affected managers.

**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.

**Areas for improvement:**

Objective/area for improvement	How we aim to do this	Who will lead?	By when?
Engage with companies offering apprenticeships with the aim of obtaining information about the process of selection so that students from all backgrounds are equally equipped to succeed.	- We will contact companies offering apprenticeships and ask them to give us an overview of the selection process and tips on what they are looking for in successful	Prospects; E&D Coordinator; Adam Slade (Inspire group leader and Lead Tutor with responsibility for disadvantaged students).	July  Update: Gabi has obtained information from Prospects about how students are prepared for

	<p>candidates.</p> <ul style="list-style-type: none"> <li>- We will make this information available to students in Careers News.</li> </ul>		<p>apprenticeship applications to ensure that everyone has the same support and opportunities for success. At the steering group meeting in November we discussed how this is a significant focus for the Inspire group (disadvantaged learners), and the way that the tutorial programme has been developed to help students prepare for assessment centre activities.</p>
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## Gender Pay Gap Extract Report



Snapshot Date : 31/03/2020  
 Description: GPG 31 March 2020 Take 2

Payrolls: Farnborough, Tomlinscote

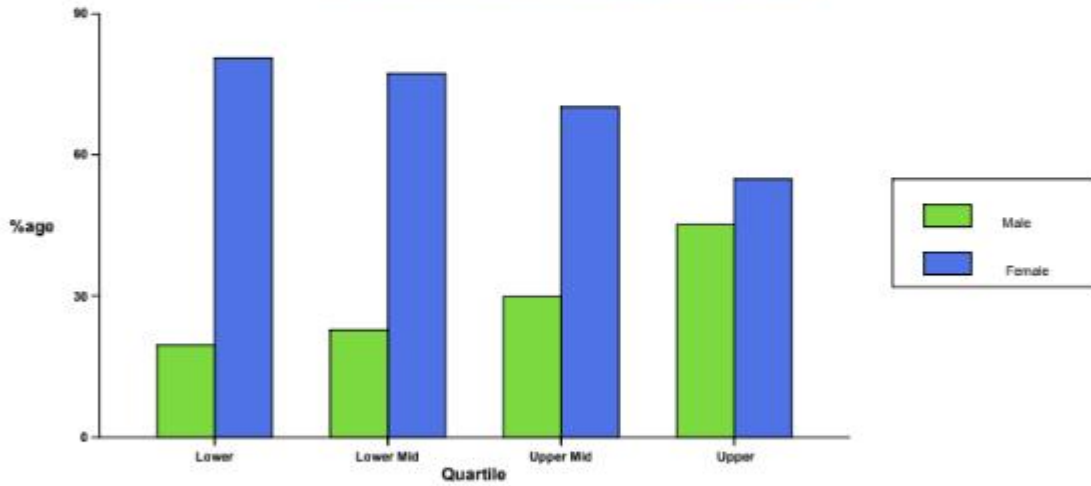
### Hourly Rate Gaps

	Male	Female	Percentage Difference
Mean	21.13	17.60	16.71%
Median	23.09	17.17	25.64%

### Hourly Rate Quartiles

Gender	Lower (123)		Lower Middle (123)		Upper Middle (124)		Upper (124)	
Male	24	19.51%	28	22.76%	37	29.84%	56	45.16%
Female	99	80.49%	95	77.24%	87	70.16%	68	54.84%

Proportion of male and female employees per quartile



### Bonus Gaps

	Male	Female	Percentage Difference
Mean	0.00	0.00	0.00%
Median	0.00	0.00	0.00%

### Bonus Proportions

Number of Males receiving bonus:	0 / 145
Proportion of Males receiving bonus:	0.00%
Number of Females receiving bonus:	0 / 349
Proportion of Females receiving bonus:	0.00%