Equality and Diversity Report and Action Plan 2024-25

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 2023 Gender Pay Gap Report for Employees at The Sixth Form College Farnborough has been published on the Trust website.

- **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) **Update December 2024:** Progress: -We are preparing to launch ESS across the Trust. This would enable employees to volunteer information on the demographics mentioned in your action plan however at this

			point in time we do not collect this data at a mandatory level.
			-We are currently building a reporting functionality in our new HR & Payroll system that would enable us to provide this data on an agreed reporting cycle in the future. This could include a breakdown of all the staff demographics mentioned across gender, age, disability, and ethnicity. This would only be useful data once the collection is mandatory.
			-The data would be analysed by us (HR) to inform on any potential areas of inequality within the College's workforce.
			Next Steps:
			-We will be publishing our gender pay gap report for 2024 in the Spring term, continue to address gender pay gaps and take all reasonable steps to prevent work place sexual

			harassment and prevent third party harassment -We will respond to any updates or recommendations by the ED&I group **Challenges:** -Apart from gender, this data is only sourced on a volunteer basis currently. -We are not required to track the characteristics of the staff working in the Trust. Staff are therefore not obliged to provide the data.
Investigate the reasons behind the gender pay gap	Zoe and HR will discuss some questions raised by the Gender Pay Gap report	Zoe and HR	The final Steering Group meeting (second half of the summer term) -Update - October 2024 Zoe and HR have produced a document with answers and Victoria Keitel and the EDI coordinator have met to discuss these as well other ways we might

			explore the reasons behind the gender pay gap, such as a focus group.

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.
- Extracurricular 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). 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'.
- 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 LBGTQIA staff inset in July 2024)

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.	- Set a date for 'Culture Day. - Plan LGBTQ+ history month celebrations in February - Support the Nepali society to plan	The SA E&D representatives; GSA; Jackie Blackwood	The final Steering Group meeting (second half of the summer term) Update November 2024: Tihar celebration at College.

	Dashain and Tihar.		
Explore possibilities for cross-Trust collaborations.	Discuss the possibility of a cross- Trust activity or event for Refugee Week 2025.	EDI coordinators in the Trust	The final Steering Group meeting (second half of the summer term)
Investigate whether the reflection room meets students' needs	The SA E&D reps will investigate if the reflection room is fit for purpose and whether improvements can be made.	The SA E&D representatives	**February** -Update - October: The SA reps visited the reflection room and agreed that it requires improvement and also that it should be advertised as a multi-faith room. They are working on a questionnaire for students and exploring the practical ways it can be made more welcoming.
Support students from the Nepali community	-We will investigate the various ways we can support the needs of our large Nepali student community by getting in touch with alumni and current students. -We will look at Nepali students' achievement in 2024 and consider the issues raised.	EDI Coordinator and Andy Yarrow	**The final Steering Group meeting (second half of the summer term)** -Update - July 2025 Questionnaire sent to Nepali alumni. Many useful suggestions and offers of mentorship. -Update - September 2024 Focus group for Nepali students. They discussed the suggestions made by the alumni and agreed to form a Nepali society and celebrate important festivals. They were also open to the idea of mentorship from alumni. Questionnaire sent to Nepali students about their experience at College. Like the alumni questionnaire, the responses were very positive. -Update - October 2024 Nepali society is founded and preparations are

			underway for celebrating Tihar. Matt Smith has been contacted regarding the safeguarding aspects of alumni mentorship. -Update - December 2024 After we contacted the alumni again to find out the kind of support they can give their mentees, we have had responses from two of them.

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."

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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: a document was created where CMs shared what their departments were doing for Black History Month; departments also shared the events they were putting on to mark this event in College News. -Update December: Staff have been invited to join an EDI working group where they can share ideas.

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. 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.
- 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.

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)	The final Steering Group meeting (second half of the summer term) Update December 2024: **AQC Training** DfE guidance: All school governors and academy trustees must have safeguarding and child protection training, including online safety training. The DfE Governance Guides also recommend that induction training is provided and at least one governor/trustee should complete cyber security training. Minimum requirement: -Safeguarding for Governors – annually -Online Safety – Annually -Prevent – Bi annually

				In addition the following need to be completed annually: -GDPR / Data protection - Cyber security - EDI - Health & Safety

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).

Areas for improvement:

Objective/area for improvement	How we aim to do this	Who will lead?	By when?

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?
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	February 2025 **Update December 2024:** - We are working on a full list of all the policies, and their location ie Trust website / College drive. -Aim to add a policy section to the college intranet , signposting staff to their location -Following feedback, new staff receive mandatory policies only so they are not overwhelmed -Sexual Harassment, policy, training is planned for next term

			-Current focus on updating employment policies Family Leave Policy is planned (timeframe TBC) -leave & pay for : Adoption , maternity , paternity, parental Flexible Working Requests -The Trust follows statutory guidance -We will create a fact sheet explaining rights and process Flexible Working Policy planned (timeframe TBC) -Local flexible working arrangements are in place Maternity

			-Fact sheets & maternity pay options will be added to the shared google drive / Staff Policies and Procedures , before the end of term To do: Policy signposting (by end of February 2025) Sexual Harassment policy (end of Spring term)

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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- <u>Leavers' survey, May 2024 responses:</u>
  - "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.
- 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.	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	The final Steering Group meeting (second half of the summer term) Update December 2024: Going on maternity leave -We provide a named case manager in HR -HR meet with the individual to go through the process, including what to expect when on maternity leave & options While on Maternity Leave -KIT days managed by HR / Line manager

			-Return to work discussions arranged and followed up Return to work -Supported by HR -Disconnect with Line managers and their understanding **To do:** 1.Going on maternity leave process (by end of February 2025) 2.While on maternity leave process (by end of February 2025) 3.Returning from maternity leave process (by end of February 2025) Phased RTW Expectations on day 1 Non teaching day

			KIT days
			Use 1 days for mandatory training and familiarisation with current / new working practices
			FAQ's for line manager
			Reasonable adjustments required to support return to work
			Department meetings and expectations
			Change in hours and implications

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 Nepali 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.

Areas for improvement:

Objective/area for improvement	How we aim to do this	Who will lead?	By when?

Gender Pay Gap Extract Report

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

Payrolls: Farnborough, Tomlinscote

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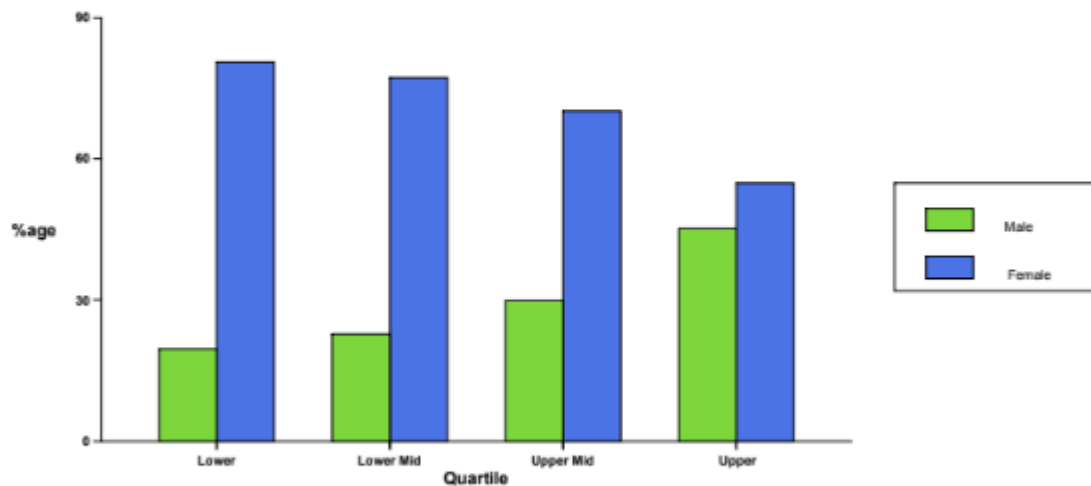
	Male	Female	Percentage Difference
Mean	21.13	17.60	16.71%
Median	23.09	17.17	25.64%

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%

Equality and Diversity Report and Action Plan (December 2024)