

Equality and Diversity Policy

Policy Statement

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.

What this Policy means to us

Some of the ways in which the College will seek to promote Equality and embrace Diversity are as follows:

- we will aim to eliminate discrimination, harassment and victimisation against anyone with protected characteristics;
- we will advance equality of opportunity and foster good relations between all members of the College and the communities we serve;
- we will promote awareness of Equality and Diversity issues through curriculum delivery;
- we will monitor all aspects of our provision with the aim of continuously improving equality of opportunity;
- we will actively challenge expressions of prejudice and take action to stop discriminatory practices or behaviour;
- we will provide appropriate learning support for all those students identified as being in need of it;
- we will continue to develop ways of encouraging students from protected groups to apply to the College;
- we will seek to appoint staff and governors to reflect the diversity of the community we live in;

- we will actively promote use of the Government's Bursary Funding to increase student representation from low-income households;
- we will review the Equality and Diversity Policy as part of the annual self-assessment process.

Equality Act 2010 and the Public Sector Equality Duty

The Equality Act 2010, and the accompanying Public Sector Equality Duty, set out the framework of duties for all colleges. This includes:

- the eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation. The duty also covers marriage and civil partnership in terms of equality of employment opportunities;
- providing information on the effect our policies and practices have had on people who share a protected characteristic.

Accordingly, the College will publish the analysis we have undertaken to establish whether our policies and practices further the general aims of the duty.

Summary of work already undertaken

The Sixth Form College Farnborough has worked on race, disability and gender equality issues for a number of years. The College has been judged to have 'outstanding' student support and careful attention is paid to meeting the different and varying needs of all students.

The Admissions Policy (revised by the Corporation in 2011) is explicit in welcoming applications from all students within a framework of equality and diversity, regardless of race, gender or disability. We have welcomed opportunities to give access to students with additional needs and disabilities.

In 2011, the Corporation identified a governor with specific responsibility for oversight of equality and diversity issues. Annually, the Corporation receive monitoring reports for both staff and students on gender, age, disability and ethnicity.

In support of the College commitment to Equality and Diversity, a senior manager was appointed to become the Equality and Diversity Co-ordinator. She is directly line managed by the Deputy Principal (Student Services). Regular training of all staff in aspects of Equality and Diversity has been organised and led by the Co-ordinator.

The Equality and Diversity Society is organised by the student body and supported by a Personal Tutor. In the spring term 2012, students will elect the first Student Association officer with specific responsibility for Equality and Diversity. There is an active Gay-Straight Alliance/LGBT support in College, led by the students and supported by the Health and Wellbeing Co-ordinator.

The weekly College news, circulated to all staff and students, celebrates diverse cultural events.

The Two Ticks accreditation was awarded to the College in June 2010 and was renewed in December 2011.

The College celebrates Dashain every year.

Staff training for completion of 'Disabled Go' certification was carried out in October 2011. The College has become a pilot College for trialling the new course on Equality and Diversity.

The College has impact assessed its Equality and Diversity provision and all departments have checked their policies, practices, plans and procedures.

Students who speak languages other than English are encouraged to take GCSEs in those languages when they are offered by exam boards.

The College and the local authority financed a fact finding trip to Nepal including members of the local police, the fire brigade and members of staff at the College. This project was designed to enable staff and students in the College to consider the largest ethnic minority and to assist their settlement into the area. It is also designed to bring together local partners to create links with the College and the community. The DVD which has been produced as a result has focused on health and the Local Health Trusts have been extremely helpful in furthering this venture, as has the Army, local Gurkhas and their wives.

Specific tutorials regarding Equality and Diversity are delivered to all students as part of the core tutorial programme. There are Equality and Diversity statements in all tutorial rooms.

Leadership and management

The Governing Body

The governors are responsible for:

- making sure the institution complies with its legal duties;
- nominating a governor to lead the Corporation on Equality and Diversity issues.

The Principal

The Principal is responsible for:

- promoting the Equality and Diversity Policy both inside and outside the institution;
- ensuring that the Equality and Diversity Policy and its procedures are followed.

The Deputy Principal (Student Services)

The Deputy Principal is responsible for:

- line management of the Equality and Diversity Co-ordinator
- oversight of the Policy and annual action plan.

Equality and Diversity Co-ordinator

The Equality and Diversity Co-ordinator is responsible for:

- overseeing the implementation of the Equality and Diversity Policy;
- writing an annual Equality and Diversity SAR which will inform the College strategic action plan;
- developing strategies to meet Equality and Diversity commitments;
- devising and implementing a system for monitoring Equality and Diversity practices across all College activities;
- making recommendations to develop the Equality and Diversity Policy and its implementation;
- holding regular meetings of the College's Equality and Diversity Group.

College managers

Managers at all levels are responsible for implementing the Equality and Diversity Policy in full. In particular, Curriculum Managers will monitor and report the impact of the Policy in the areas for which they are responsible through the annual self-assessment reporting process.

All staff

All staff are responsible for:

- dealing with incidents relating to bias, discrimination or stereotyping on the basis of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation
- challenging any verbal or other discriminatory behaviour used in the classroom or in a learning context;
- making reasonable adjustments when providing a service to those with a disability and not treating these learners less favourably;
- promoting Equality and Diversity for all members of the College;
- showing sensitivity towards, and respect for, cultural diversity within the College community;
- taking appropriate opportunities to celebrate diversity issues both in and out of lessons.

Students

All students at the College must read and abide by the Student Code of Conduct. This requires students to show respect towards all members of the College community regardless of age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation.

Contractors and service providers

All contractors and service providers are responsible for following the College's Equality and Diversity Policy, and any related conditions in contracts or agreements. The Policy will be made available to all organisations bidding for a contract and will be provided by the Deputy Principal (Finance & Administration) to all successful contractors and service providers as part of the contract process.

Equality and Diversity Group

The Equality and Diversity Co-ordinator will hold regular meetings of the College Equality and Diversity Group, along with relevant senior management and members of staff and of students. The Equality and Diversity Policy and SAR will be discussed on an annual basis. At least one of the student members will be directly elected by the whole student body.

Staff Recruitment and Conditions of Service

Recruitment and appointment of staff will be carried out in accordance with legal requirements and equality and diversity practice.

This commitment will be stated in all external job details, and is part of the equality and diversity commitment referred to in the Staff Handbook.

Monitoring of all activities that relate to staff recruitment for posts at all levels of the organisation will take place.

Applicants with protected characteristics will be encouraged to apply for internal and external posts. Measures will be taken in an attempt to increase the proportion of staff from ethnic minorities and with disabilities applying for new posts, for example through the "Two Ticks" scheme (whilst always appointing the strongest candidate for the post).

Promoting Equality and an appreciation of Diversity issues will form part of the induction programme for all staff. Extra provision will be made for new and existing staff for the up-dating of skills and raising awareness where necessary.

Admissions and Induction

The College is significantly oversubscribed and management works closely with the Corporation to ensure that the admissions process is as fair and equal as possible. The Admissions Policy is reviewed annually and adjustments made as appropriate.

As an open access College, admissions are based on the suitability of the student for the courses we offer. The process is entirely transparent and can be accessed in detail on the College web-site. In cases of serious and unforeseen hardship or distress, extenuating circumstances will be taken into account when considering applications.

Students are assessed on entry into the College and any need for Learning Support is identified. A teacher or tutor may also identify a need for additional Learning Support at a later date. A student may receive a weekly timetabled lesson with Learning Support. Any student may use the services provided in Upgrade.

Students are informed about the Equality and Diversity Policy during induction; Equality and Diversity principles are reinforced throughout the Tutorial programme.

The Curriculum

Teaching materials should reflect the variety of lifestyles and cultures in Britain (when it is appropriate to the subject being taught), and aim to broaden students' knowledge and experience of world cultures.

Teachers are expected to challenge negative stereotypes based on age, disability, gender reassignment, pregnancy and maternity, religion or belief, race, sex and sexual orientation through their teaching. Where teachers have to use teaching and assessment materials which are discriminatory, the teacher should identify and challenge the prejudiced assumptions of these materials.

Teaching approaches used should value the differences between cultures and the diverse backgrounds of the students.

The Equality and Diversity practice of all Curriculum Areas will be reviewed annually through the SAR.

Complaints against the College or members of its community

Conduct related to any Equality or Diversity issue which is unreasonable or offensive to the recipient will be treated through the College disciplinary procedures.

Data Monitoring

Data relating to Equality and Diversity is collected and analysed on an annual basis. It includes data on staffing and students in relation to ethnicity, disability and gender.

Recruitment, retention and achievement data is analysed on an annual basis for students with a range of protected characteristics. Each curriculum area analyses results in their SARs and if appropriate will incorporate improvements into the Development Plans. Learning Support monitors and measures the level of improvement of those students with disabilities who receive learning support.

The data collected from monitoring and assessment of Equality and Diversity will be published on an annual basis.

Publication

The Equality and Diversity Policy can be accessed externally via the College website. A hard copy can be made available on request by writing to the Equality and Diversity Co-ordinator. The Equality and Diversity SAR and action plan will be published annually.

Consultation

The College will consult with people affected by the Equality and Diversity.

Appendix 1 (a) - Equalities Data - All Currently Attending Staff

Teaching Staff

GENDER	Principalship	Director	SCM/CM/Tutor	Subject Leader	Teacher	Total
Female	2	3	42	14	73	134
Male	6	3	37	10	26	82
Total	8	6	79	24	99	216
AGE	Principalship	Director	SCM/CM/Tutor	Subject Leader	Teacher	Total
under 30	0	0	2	4	21	27
30 or over but under 40	0	3	28	14	34	79
40 or over but under 50	2	1	24	6	20	53
50 or over but under 60	6	2	20	0	15	43
60 or over	0	0	5	0	9	14
Total	8	6	79	24	99	216
ETHNICITY	Principalship	Director	SCM/CM/Tutor	Subject Leader	Teacher	Total
Asian/Asian British	0	0	1	0	3	4
Black/Black British	0	0	0	1	1	2
White	8	6	78	22	92	206
Other/Not Known	0	0	0	1	3	4
Total	8	6	79	24	99	216
DISABILITY	Principalship	Director	SCM/CM/Tutor	Subject Leader	Teacher	Total
No	8	6	71	23	96	204
Yes	0	0	8	1	3	12
Total	8	6	79	24	99	216

Support Staff

GENDER	Support Manager	Admin/Technical	Premises/Cleaning	Invigilator	Total
Female	8	48	32	35	123
Male	1	24	15	27	67
Total	9	72	47	62	190
AGE	Support Manager	Admin/Technical	Premises/Cleaning	Invigilator	Total
under 30	1	25	3	2	31
30 or over but under 40	0	8	9	2	19
40 or over but under 50	2	19	20	9	50
50 or over but under 60	4	13	8	9	34
60 or over	2	7	7	40	56
Total	9	72	47	62	190
ETHNICITY	Support Manager	Admin/Technical	Premises/Cleaning	Invigilator	Total
Asian/Asian British	0	2	25	1	28
Black/Black British	0	0	1	0	1
White	9	69	21	59	158
Other/Not Known	0	1	0	2	3
Total	9	72	47	62	190
DISABILITY	Support Manager	Admin/Technical	Premises/Cleaning	Invigilator	Total
No	9	71	47	62	189
Yes	0	1	0	0	1
Total	9	72	47	62	190

Appendix 1 (b) - Equalities Data - Current Students

GENDER	1st Year (1-Year)	1st Year	2nd Year	Total
Female	9	873	866	1748
Male	33	768	717	1518
Total	42	1641	1583	3266

ETHNICITY	1st Year (1-Year)	1st Year	2nd Year	Total
Asian/Asian British	13	116	105	234
Black/Black British	3	12	11	26
Other/Not Known	4	100	94	198
White	22	1413	1373	2808
Total	42	1641	1583	3266

DISABILITY	1st Year (1-Year)	1st Year	2nd Year	Total
Aspergers syndrome	0	0	1	1
Emotional / behavioural difficulties	0	4	1	5
Hearing impairment	0	4	6	10
Medical condition (eg epilepsy, asthma, diabetes)	3	193	172	368
Mental health difficulty	0	3	1	4
Multiple disabilities	0	0	1	1
None	39	1406	1357	2802
Other physical disability	0	12	24	36
Visual impairment	0	19	20	39
Total	42	1641	1583	3266

Appendix 2 - Equalities Data - Success Rates 2010/11

Gender

	Starters	Retention	Achievement	Success Rate
Female	8900	96.6%	93.1%	90.0%
Male	7460	95.7%	89.7%	85.9%
	16360			

Ethnicity

	Starters	Retention	Achievement	Success Rate
Asian/Asian British	1102	98.2%	87.8%	86.2%
Black/Black British	132	97.7%	86.8%	84.8%
White	14280	96.0%	92.0%	88.3%
Other/Not Known	846	96.6%	91.1%	87.9%
	16360			

Disability

	Starters	Retention	Achievement	Success Rate
Visual/Visual Impairment	201	95.0%	91.1%	86.6%
Hearing/Hearing Impairment	53	98.1%	92.3%	90.6%
Physical/Physical Disability	200	96.0%	92.7%	89.0%
Medical Condition	1866	95.5%	93.0%	88.9%
Emotional Behaviour	44	93.2%	87.8%	81.8%
Mental Ill Health	25	56.0%	92.9%	52.0%
Aspergers Syndrome	5	100.0%	100.0%	100.0%
Multi-Sensory	4	100.0%	75.0%	75.0%
Other	10	90.0%	66.7%	60.0%
None	13952	96.4%	91.4%	88.1%
	16360			

'Starters' is the number of qualifications started