

EDI Objectives and Action Plan 2021-2024

1.0 Introduction

Franklin Sixth Form College is committed to challenging discrimination, both face-to-face and online, in accordance with our duties under The Equality Act 2010, for groups who share a protected characteristic (race, age, sexual orientation, pregnancy and maternity, marriage or civil partnership, sex, disability, gender reassignment, religion or belief) and those who do not.

2.0 Summary of expectations:

Students will be expected to:

- not engage in or accept any bullying or harassment
- respect, recognise and acknowledge varying needs of all members of the College community
- be prepared to challenge and report inappropriate behaviour
- treat all staff, fellow students and visitors with courtesy and respect at all times, and without discrimination.
- uphold our core ASPIRE values and actively promote the fundamental British Values of mutual respect for, and tolerance of, difference.

Students can expect from College:

- inclusive learning practices, which acknowledge differences in students' learning styles and abilities
- learning materials free from bias, which celebrate diversity and challenge stereotyping
- all instances of bullying, harassment or discrimination to be taken seriously and fully investigated, with appropriate action taken.
- to be treated with respect and courtesy at all times
- a learning environment where differences are not only respected but are celebrated
- reasonable adjustments and support in helping meet learning aims.

Staff will be expected to:

- uphold our core ASPIRE values at all times
- challenge and report all instances of bullying, harassment and discrimination in the College community.
- lead by example in demonstrating understanding of, and respect for differences in diversity groups
- be courteous, respectful and treat without discrimination all members of the College community
- contribute to the development of a learning environment free from discrimination, victimisation and harassment.

Teaching Staff in addition will be expected to:

- promote and champion equality and diversity in the classroom

- Challenge bias and stereotypes through teaching and learning
- Ensure teaching and learning engages all students
- Ensure that teaching and learning meets the differing needs of individual students.

Staff can expect from College:

- all employees to have equal chances of staff development, career development and promotion opportunities
- appropriate induction training and subsequent staff development on equality and diversity issues where appropriate
- inappropriate behaviour from any member of the College community to be challenged, with appropriate disciplinary action taken
- to be treated fairly at all times, in an environment which respects individual differences and challenges discrimination
- all staff members to take responsibility for promoting a fair, inclusive and supportive environment, where discriminatory practices are challenged.

Leaders will be expected to:

- uphold our core ASPIRE values at all times
- ensure that an environment is created which supports equality, diversity and inclusion
- promote equality and diversity throughout the College and lead by example
- not engage in or accept any bullying or harassment
- deliver equality of opportunity to all staff including access to information, resources, training, support and the fair application of policies and procedures
- ensure the strategic plan includes a commitment to equality and diversity
- review the Equality and Diversity Policy and Equality Objectives at least every 3 years.

3.0 Achievements so far

- Principal re-iterates the College values and vision at the start of the academic year and frequently refers to these in whole College meetings and provides clarity of expectations
- all staff and students computer screen savers display the College values ASPIRE
- the daily staff briefing and digital screens around College note local events relating to Equality and Diversity. In the academic year 2021/22 these included: Holocaust Memorial Day, LGBTQ+ History Month, Black History Month, World Aids Day, Disability Awareness Week, Anti Bullying Week and International Women's Day
- raising the awareness of both Pride month and LGBTQ+ issues and events through various platforms sent to all staff and students and digital screens around College
- creation and development of LGBTQ+ student group, SWAG (So We Are Gay/Queer and Gender Non-conforming)
- raising the profile of Black History Month and Black Lives Matter through various platforms sent to all students and through poster displays around College, and embedded within curriculum areas such as History, Business and Politics. Food of black origin such as Caribbean food was available during this month
- all students have tutorial input on the unacceptability of peer on peer abuse, sexual harassment and violence and are made aware how to report such incidents and the zero-tolerance approach
- student voice is heard throughout the year via the SPOC survey and course level evaluations providing a forum for change

- student performance is tracked throughout the year and recorded on FIS. Managers and teachers can see the progress of their students by gender, ethnicity, disadvantage and any gaps are identified through curriculum and College QIP
- all students are regularly monitored for progress in their 1-to-1 meetings with their Progress Coach (and teachers). Progress Coaches and teachers are provided with detailed information about students such as specific learning difficulties, financial hardships, pronoun preference and wellbeing issues etc.
- all students participate in tutorials which challenge bias (conscious and unconscious) and encourage celebration of diversity and inclusion
- creation of a Student Union with executive remits focusing on: Equality, Faith, Inclusion, Wellbeing, Fundraising, Quality, Learning Environment, Environmental, Student Support, Marketing and Promotion to drive positive change and enhance student experience
- financial assistance through free meals now increased to £5 a day, subsidised resources and equipment through Bursary scheme. During exams, an additional amount is allocated for a breakfast
- laptops are available for bursary students to borrow free of charge. They assist a student who does not have access to a computer at home or to provide a student with specialist support software and seek to close the digital divide especially during the pandemic
- pronoun badges are available for students and staff for she/her, he/him, they/them and they/it
- gender neutral toilets are located around college with free sanitary products
- student voice was captured through a pastoral survey in November and suggestions /improvements were requested about equality, diversity and inclusion. 98.7% of students thought that the College respects and promotes equality, diversity and inclusion
- all staff are required to challenge stereotypes/negative language/comments and celebrate diversity and inclusion in their lessons
- all incidents of bullying, harassment and discrimination are logged on FIS and case studies collected to judge outcome and impact
- a series of tutorials and awareness raising around sexual harassment and bullying have been conducted and focus groups have followed to gauge understanding and experiences of students including LGBTQ+ and SEND students. The main message was about challenging '*normalised banter and behaviour*', not accepting this and feeling confident to report it within College
- Disability Awareness Week is celebrated and used as an opportunity for staff CPD about differing special educational needs and wellbeing concerns including ADHD, Autism, Dyslexia and Social Anxiety
- free sanitary products in all female and gender-neutral toilets to tackle period poverty. Free packs are available for students to collect including reusable sanitary products and moon cups
- the Therapy Dogs continue to support learners with anxiety on a regular basis. These popular canines have become constant feature of life at college during lunchtimes and proved very popular with students and staff alike
- a pastoral survey in November revealed that 99.2% of students feel safe in College
- appointment of a Wellbeing Officer who works with students with low level wellbeing support and reports to a dedicated Student Services Manager for Wellbeing
- the Thrive model for Wellbeing is the whole-College approach with differing levels of support and interventions to ensure support and signposting for students
- extensive external partnership links have been developed to offer services to students including Compass Go, Cudox Counselling, FREED

- The Debating Club has been an active forum for students to discuss a wide range of equality, diversity and inclusion topics including homophobia, racism, trans rights, anti-Semitism, gender pay gaps and disability awareness and rights
- development of a home-schooled transition programme to ensure seamless orientation into College, improve retention and support for both home-schooled students and parents
- closer links with the local authority to ensure a smooth transition for Looked After Children (LAC) into College and ensuring effective support
- all College buses are compliant with the Public Service Vehicle Accessibility Regulations 2000, meaning all students can access our transport, free Wi-Fi is also available on the buses to aid students' education
- the college website and marketing materials are reviewed regularly to ensure a diverse representation of students and staff
- creation of a Wellbeing Strategy and approval by the Corporation for a whole-College approach to staff wellbeing
- establishment of a Staff Wellbeing Group who have oversight of the strategy and the College's wellbeing priorities. The group regularly to look at positive and preventative ways to promote wellbeing in staff and be the source of initiatives and events
- the College recruitment process considers appropriate wording to ensure accessibility for all applicants
- the College is committed to fair and safe recruitment practices
- the College is due to recruit an external recruitment analyst to review the current recruitment process to ensure it meets the College and candidate expectations to ensure a skilled and balanced workforce is recruited and maintained
- Wellbeing is a standing agenda item on all College meetings
- new HR system purchased, to go live in April 2022. The system will enable data to be collected effectively including EDI-related data for analysis and impact assessment
- at Corporation, subsequent committee and Leadership meetings, EDI is a standing agenda item and the topic is actively challenged.

4.0 Action plan for areas for development

Objective for improvement	How we aim to do this	Who is responsible?	By when?
Gender pay gap analysis	HR to produce report and identify gap analysis	HR	June 2022
Review the make-up of staff to ensure the positive representation across the protected characteristics in the local community and a diverse workforce	HR to analysis employee protected characteristics to identify any under representation and look at positive discrimination in some roles	HR	June 2022
Ensure policies and policy decisions are reviewed and impact on equality and diversity issues identified	Timely review of policies to foster fairness, prevent discrimination and ensure the College community is not disadvantaged	College Leadership Team	Annually
Create a questionnaire for staff to glean suggestions to further promote equality and diversity	Creation of a Google Form to all staff in the daily briefing	College Leadership Team and HR	Annually
Re-establish and redefine an EDI Committee	Gauge interest from student and staff body and set up initial meeting for terms of reference and focus	College Leadership Team and HR	July 2022
Appoint an EDI Champion to promote and celebrate EDI across College	Advertise a defined role and honorarium and explore key themes and events across the academic year	HR	May 2022
Continue to ensure a broad representation of student involvement as Student Ambassadors and Student Union	Recruit students from a diverse background and a range of protected characteristics to represent student voice and positive change	AP Pastoral and Student Services Managers	Ongoing
Curriculum audit of how EDI is embedded into all	All curriculum areas to complete an audit via	AP Pastoral and AP TLA	April 2022

subjects for an inclusive approach	GForm and share good practice across college		
Improve staff understanding of the needs of LGBTQ+ community	Source suitable training from external provider as part of staff CPDL	AP Pastoral	July 2022
Create collaborative links with other colleges on EDI initiatives and events	Use ACT Colleges and NORVIC to form positive relationships and share best practice	College Leadership Team	Ongoing
Ensure all areas of the College are accessible for disabled students	Consult with disabled members of the College community about accessibility and to inform planning decisions for expansion plans	Vice Principal and Estates Team	Ongoing
Respond to needs and support of women going through the menopause.	Creation of a Menopause group for staff and consideration of future policy inclusion	AP Pastoral and Wellbeing Group	June 2022
Establish a male mental health group	Creation of a group of male staff to discuss mental health and physical wellbeing	Wellbeing Group	Feb 2022
Improve the variety of food options for protected characteristics	Use the Student Union Executives to inform planning and conversations with Catering Manager about vegan, halal food options and clear labelling for allergies	Student Union and Catering Team	June 2022
Engage with the local community who have protected characteristics to share lived experiences and educate students and staff.	Organise events and guest speakers from the local community to share their experiences or career choices	AP Pastoral, Student Services Managers, CLT Associate for Employability	Ongoing
Celebrate and promote religious celebrations and festivals	Actively promote other religious celebrations such as EID, Diwali and Hanukkah to include the diverse College community	Student Union and Marketing	Ongoing