

The Equality Act 2010 introduces a new Public Sector Equality Duty which will require organisations to:

- publish information
- to set and publish equality objectives

This annual report, produced by Godalming College, demonstrates the College's compliance with the Public Sector Equality Duty and underlines a whole college approach to Equality and Diversity. The report combines Equality Objectives set out in the Equality and Diversity SAR with data on staff and students related to protected characteristics and other relevant indicators along with actions taken to address any gaps.

We feel that equality is about making sure everyone is treated fairly and given the chance to achieve their potential. It is not about treating everyone the same but about recognising that all students and staff have different needs that are met in a variety of ways.

Godalming College has developed a Single Equality Scheme to achieve a number of objectives

- Meet legal requirements and set out plans to continuously improve provision for all students and staff from all groups within society
- Take into account the views of all groups of students and staff when we develop systems and procedures
- Monitor our provision for students and staff so it gets better with time

We are committed to

- Equality of treatment regardless of gender, age, religion or belief, sexual orientation or disability
- Creating a positive and inclusive atmosphere that is welcoming and supportive
- Zero tolerance of discrimination or harassment
- Making sure each individual's needs are met so all achieve to the best of their ability
- Improving what we do to enhance the opportunities we provide

David Adelman, Principal – January 2016

## **The College as an Employer**

The College seeks to recruit, retain and develop high quality staff. We recognise that this will be achieved by embracing equality of opportunity and promoting diversity within our staff group. We take seriously our responsibility to ensure clear processes for responding to instances of discrimination, harassment, bullying or other unacceptable behaviour, taking swift and decisive action where necessary.

We will monitor our progress in the following areas:

1. Staff profile and data on certain protected characteristics
2. Recruitment and Promotion
3. Retention
4. Staff Development
5. Grievances, Complaints and Harassment/Discrimination allegations - Analysis of the use of these procedures will be carried out annually. If necessary we will ensure that systems and support frameworks are in place to address any issues which may arise. During the past year there have been no instances of these procedures being used.

## **Equality and Diversity 2014-15 – An overview**

Equality and Diversity at Godalming College has been given more prominence across college and hopefully this permeates all aspects of college life without ever appearing tokenistic.

### **Making E&D more visible**

One of the key action points last year was to actively promote E and D through more engagement activities with students. Godalming Online has been used for this with online polls, quizzes and forums. These have been successful with over 300 students voting in some of these polls. Alongside this there was a targeted approach to the use of unacceptable language such as 'That's so gay' through tutorials and classroom posters. This has been enhanced with a 'Respect' tutorial which again specifically targeted the use of language whilst promoting a community of tolerance. A new Shaping Futures tutorial programme has seen delivery of lectures to all students along themes shown below. A gender neutral toilet facility was proposed by students, approved by SMT and the signage designed by Zoe Porter. We have ensured that gender neutral toilets will also be available in the newest building due for completion in Spring 2016.

Half Term	L6 Theme	U6 Theme
1 <sup>st</sup> Autumn	Making the best of yourself – values and respect (managing success, getting involved, respect for others, social conscience)	Finding your place – progression (UCAS & Art applications/employability skills workbooks)
2 <sup>nd</sup> Autumn	Making the best of yourself – life skills (driving skills, healthy lifestyle, resilience plus 1-1s)	Finding your place – rights and responsibilities (legal rights and responsibilities/freedom of speech plus 1-1s)
3 <sup>rd</sup> Spring	Becoming a good citizen (online presence, lessons from history, progression routes post college, revision skills)	Why bother about politics? (British political system/capitalism v socialism debate plus using Track, Student Finance and budgeting for independent living)
4 <sup>th</sup> Spring	Thinking outside the box (moral dilemmas, progression routes, 1-1s)	Going Global (Environmental issues and global awareness, plus 1-1s)
5 <sup>th</sup> Summer	Issues and debates (democratic values, 'big issue' debates, healthy living, progression routes)	Shaping your future (positive online presence/skills audit/progression conversations)
6 <sup>th</sup> Summer	Progression (UCAS registration, Personal Statements, 'big issue' debates)	

### **E&D Survey**

A cross-college survey for both staff and students asked if people had experienced or witnessed any discrimination or harassment and whether the college could do anything further to combat this. Results were carefully analysed and presented back to both staff and students and have fed into the action plan for this document.

### **Gap Busting + Results Analysis**

We are a more ethnically diverse community at College when compared to our neighbourhood, although the small numbers of students from minority groups makes it hard to make any meaningful conclusions in results analysis both in terms of raw results and value added. However, students from a non-white British background seem to be underperforming at AS level in particular – both against national benchmarks and white-British students here. In terms of Gender, analysis of headline results shows that the gap between male and female high grade performance has shrunk at A Level from 14.7% difference (2012) to an 8.2% difference in 2013 perhaps in part thanks to a day workshop for underachieving males on motivation and study skills. Although raw results suggest that students with disability achieve less well than those without a disability, analysis of value added data suggests positive gains amongst this cohort.

As well as analysing data at a college wide level, a session at the management away day was focused on empowering HODs to analyse departmental data against gender, ethnicity and disability leaving them with a detailed analysis in each departmental inspection folder and an action plan to address achievement gaps in their area. This has led to more prominence of equality issues in SAR commentary at a department level.

**Staff Training**

Following on from a training session in Faculty groups during the summer INSET period, all staff received LGBT+ training in January 2016. This session raised awareness of the nature of LGBT+ issues in particular and E&D issues generally. Staff are encouraged to give further prominence to naturally occurring opportunities to raise E&D issues within lessons and lesson planning. Staff are also encouraged to challenge inappropriate language in the classroom and within college.

**Personalised learning**

We continue to provide individual learners with personalised experiences both within and outside the classroom that carefully matches their needs. Over 90% of students in the subject survey reported that staff are supportive, accessible and open.

**Lesson Planning**

Although differentiation is major feature of lesson planning, there is room to improve opportunities surrounding socio-political dimensions of E&D within the content of lessons. Lesson planning and feedback documents have been tweaked to include reflections on this where appropriate.

**Bursary Fund**

Last year the Bursary fund helped support a number of students whose household income was below £18k per year. £7.5k was used to help student's access trips and visits where cost was a prohibitive factor.

We continue to take E&D very seriously at Godalming College and work to ensure it permeates all aspects of what we do, who we encourage our students to become and that our community is one of respect and tolerance.

## Data Analysis: The College as an Educational Body

### 2014-15 Results Analysis against Protected Characteristics

	Applicants	Enrolled	A2 Level					AS Level					L3 BTEC					L2 BTEC				GCSE			
			Start	Suc%	Pass	A*-B	ALPS	Start	Suc%	Pass	A-B	ALPS	Start	Suc%	Pass	D*-D	ALPS	Start	Suc%	Pass	D*M	Start	Suc%	A-G	A-C
GC ALL	2216	1127	2019	97.0	99.3	60.3	4	3558	83.6	88.9	43.7	4		85.1	100	60.1	5	50	84.4	98.3	67.9	270	88.5	99.7	57.1
SFC Bench	-	-	-	96.1	98.4	50.5	-	-	82.9	88.9	43.7	-	-	82.8	94.9	-	-	-	-	-	-	-	87.7	97.8	13.7
Male		514	858	96.0	99.3	55.8	4	1366	80.5	86.5	35.0	-	183	66.1	99.2	43.4	-	33	90.6	100	24.1	190	88.9	100	57.4
Female		613	1224	96.2	99.2	61.4	3	1838	88.8	94.0	50.3	-	80	83.8	100	73.1	-	17	70.6	100	50.0	133	88.0	99.2	56.8
White British	1879		1806	97.4	99.4	62.1	4	3143	83.4	88.8	44.2	4	317	70.7	100	56.7	5		42.9	100	0.0	288	88.2	100	55.5
Other	337		214	94.4	98.5	45.4	2-8	418	84.7	89.6	41.0	1-7	34	73.5	100	52.0	3-7		66.7	100	0.0	35	91.4	97.0	69.7
No-Disability			1565	97.6	99.5	60.6	-	2975	84.0	89.0	44.3	-	221	74.2	100	51.2	-	33	57.6	100	5.3	212	90.1	100	59.2
Disability			455	95.2	98.6	55.6	-	586	81.6	88.0	41.4	-	113	73.5	100	56.0	-	17	64.7	91.7	25	111	85.6	99.0	53.1

	Strengths/improvements	Areas for Development
1.	Introduction of Shaping Futures curriculum allows students to engage with important and relevant topics in a lecture setting with follow-up discussions and activities on Godalming Online. Acceptance   Tolerance   Respect are highlighted as key principles for our community – students are beginning to see E&D as values not rules (results of focus group 2015).	Some would argue we do not have a consistent enough approach to documenting E&D in lesson plans, observations, schemes of work, SARs, professional reviews etc. However we have never wanted a tick box approach and report by exception – particularly where there are missed opportunities in naturally occurring situations.
2.	94.6% of students agree that they have been treated fairly and with respect by staff and students. E&D has been added as an explicit discussion point into sample agendas for Learner Voice discussions at a department level. LGBT+/Gay-Straight Alliance had a strong year. Unisex toilets and signs added. No achievement gap between males and females in GCSE outcomes.	The biggest achievement gap continues to be between first year Male/Female outcomes despite interventions at a college and department level – this follows national trends and the difference is considerably less marked in year two outcomes.
3.	Staff are confident in how the key principles of equality and diversity apply to their work – 97.8% strongly agree / agree with 2.2% 'Not sure' (Staff satisfaction survey 2015).	Reduction of S7 E&D meetings due to lack of agenda items – have people got to grips with the Equality Act and Ofsted expectations now? This reduction has resulted in fewer agenda items in college E&D meetings.
4.	Meeting the needs of all students as individuals is embedded throughout all we do and documented at all levels.	Involve more students in college E&D meetings – not just SU representatives. SU is currently without an E&D officer as she left – elections to replace planned.
5.	Whilst we have left the 'two ticks' scheme, we are clear about the allowances we make for applicants with a disability and have updated and improved the Application monitoring form.	PSED document due for an overhaul in line with Christine Rose Associates and LSIS guidance.

## **Conversion from Application to Enrolment Data 2015- An Analysis of Equality and Diversity Indicators**

### **Gender**

As in previous years the student enrolments are slightly imbalanced with 54.2% female and 45.7% male, slightly widening the gap again on last year. The conversion rate shows a disparity in the sexes, females show a 48% conversion rate whilst 57.9% of males converted to enrolments, the exact same conversions as 2014.

The gender gap in conversion is significant in the Woking areas where males convert at 13% in GU22 and females convert at 42.6%, which is the absolute opposite of last year. Locally, in GU7 and GU8, the conversion rates are almost the same with only a 0.4% difference at around 76%.

### **Ethnicity**

128 of students enrolled at the College in 2015 stated that their ethnicity was something other than English/Welsh/Scottish/Northern Irish/British, this is 11.3% of the intake compared to 10.4% of the intake in 2014. 5 enrollers did not record their ethnicity.

The conversion rate for those stating that they are English/Welsh/Scottish/Northern Irish/British was 52.8%, therefore those who are not English/Welsh/Scottish/Northern Irish/British have a conversion of 47.2%

The recorded numbers of enrollers who stated they had a background other than British are represented in the table below.

ethnicity		Number of enrolments	Conversion 2015	Conversion
African	5	3	45.5%	23.1%
Any other	3	1	23.1%	20%
Any other Asian	6	9	37.5%	50%
Any other mixed/multiple ethnic background	13	10	52%	45.5%
Any other White background	28	33	32%	47.1%
Arab	0	1	0%	25%
Bangladeshi	4	3	50%	50%
Caribbean	1	2	50%	28.6%
Chinese	5	2	62.5%	25%
Gypsy or Irish traveller	1	0	100%	0%
Indian	5	6	35.7%	31.6%
Irish	6	8	46.9%	57.1%
Pakistani	7	9	25%	37.5%
White and Asian	14	16	45.2%	50%
White and Black African	7	10	36.8%	58.8%
White and Black Caribbean	16	10	61.5%	58.8%

There don't appear to be any trends for lower conversion rates other than the fact that the distribution is wide and it relies on individuals from different schools and postcodes. The lower conversion of Pakistani applicants appears to correlate to the low conversion in GU21 (Woking north) and is in fact more than the overall conversion for that area.

### **Other**

Other data such as religion, young parent, sexuality, transgender, disability is not recorded using the main datasets. Age in this case is a discriminatory factor as we are a sixth form college.

## University Applicant Characteristics – An Analysis of Equality and Diversity Indicators

### Gender Profile

The figure below shows that the gender profile of our U6 students and the gender profile of our UCAS applicants generally mirror the greater female numbers each year in the U6. However we cannot read too much into any comparison as the number of UCAS applicants includes ex-students as well as the current U6 for the year in question. Interestingly though, the UCAS figures for our applicants show a trend towards a more even ratio for the past three years. Our applicant gender ratio in 2014 was even more balanced than the UCAS national figure for applicants of 56.8% female to 43.2% male.

Year	U6 Female	U6 Male	Godalming UCAS Applicants Female	Godalming UCAS Applicants Male
2011 - 12	477 (57.5%)	352 (42.5%)	372 (57.7%)	273 (42.3%)
2012 – 13	374 (50.1%)	372 (49.9%)	345 (55.3%)	279 (44.7%)
2013 - 14	460 (56.2%)	359 (43.8%)	349 (52.7%)	313 (47.3%)

The gender profiles seem consistent across years, even when compared with gender data for the relevant Upper Sixth year group. The majority of students in the Upper Sixth are female, and more female students apply for university.

### Ethnicity Profile

	U6 Students 2012 – 2013	Godalming College Applicants 2012 - 2013	U6 Students 2013 -2014	Godalming College UCAS Applicants 2013 - 2014
Asian	22 (2.9%)	24 (3.8%)	15 (1.8%)	13 (2%)
Black	5 (0.7%)	6 (0.9%)	1 (0.1%)	0
Mixed	30 (4%)	22 (3.5%)	16 (2%)	16 (2.4%)
Other	4 (0.5%)	3 (0.5%)	2 (0.2%)	2 (0.3%)
Unknown	41 (5.5%)	5 (0.8%)	20 (2.44%)	6 (0.9%)
White	644 (86%)	564 (90.3%)	765 (93.4%)	625 (94.4%)

The table above shows the ethnicity profile (collected from College application forms) for the U6 student cohort in 2012/13 and 2013/14 and compares it with the ethnicity profile of our Godalming College UCAS applicants (which includes ex-students) for the relevant year. The two profiles do seem to mirror each other quite closely apart from the Unknown category: in both years more of our students described their ethnicity as 'unknown' on their College application forms, than did so on their UCAS application forms.

	Godalming College Upper Sixth Students 2011 -12	Godalming College UCAS Applicants 2011-12 (includes Ex-students)
Asian	2.1%	3.3%
Black	0.1%	0.1%
Mixed	2%	2.8%
Other	0.7%	0.5%
Unknown	8.9%	0.5%
White	86%	92.8%

UCAS also provides us with data relating to ethnicity and how many applicants achieve university places (the accepts figure). The table below displays this data. There is no evidence in these figures of any apparent disadvantage to our applicants in achieving university places, based on their ethnicity.

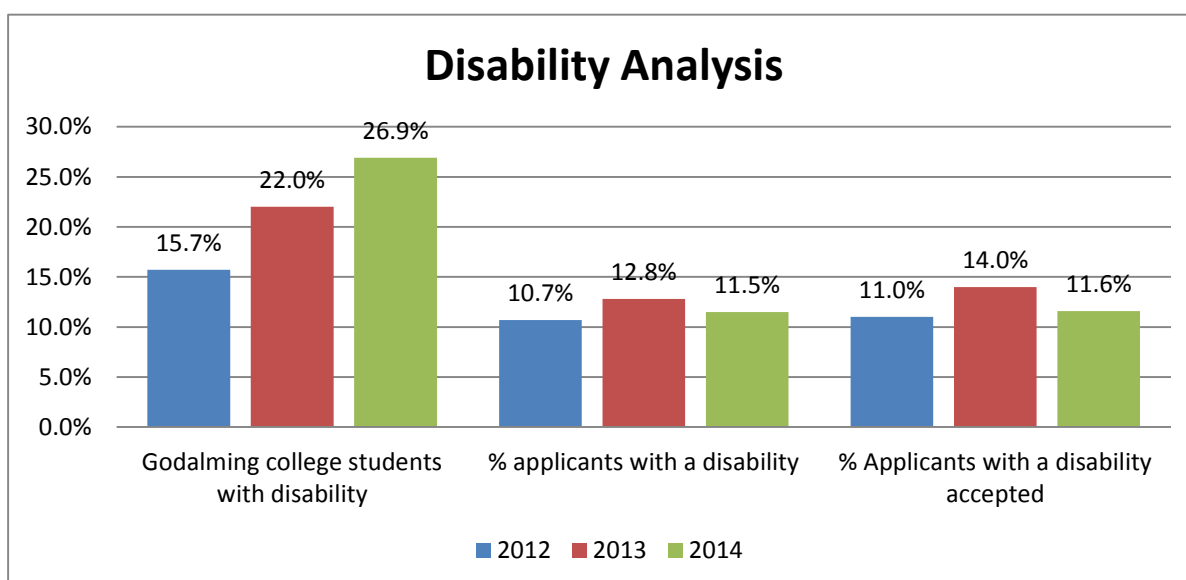
ethnicity	Godalming College					
	2013			2014		
	applicants	accepts	% accepted	applicants	accepts	% accepted
Asian	24	20	3.8%	13	11	2.0%
Black	6	6	1.2%	0	0	0.0%
Mixed	22	18	3.5%	16	14	2.5%
Other	3	2	0.4%	2	2	0.4%
Unknown	5	3	0.6%	6	6	1.1%
White	564	472	90.6%	625	526	94.1%

### Disability Profile

disability	Godalming College					
	2011			2012		
	applicants	accepts	% accepted	applicants	accepts	% accepted
Disability	62	54	9.6%	69	59	11.0%
No disability	606	506	90.4%	575	479	89.0%

Internal College data shows that the percentage of students across all years who have identified themselves as having a disability is increasing. This increase has not been mirrored in applications to university in 2014.

What is encouraging to note in the UCAS Apply 2014 figures is that there is little difference between the percentage of our applicants with a disability (11.5%) and the percentage of our successfully placed students with a disability (11.6%).



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## Relevant Data: Staff

### Gender Staff Distribution

	Male		Female		Total
	Number	% of Group	Number	% of Group	
Teachers	46	37%	79	63%	125
Support	24	34%	47	66%	71
<b>College</b>	<b>70</b>	<b>36%</b>	<b>126</b>	<b>64%</b>	<b>196</b>

### Gender Pay Gap

The College's gender pay gap calculated as the difference between the median hourly earnings of male and female staff was 4.5% in September 2014. The average gender pay gap for all employees in the UK is 19.1%

### Analysis of working time

Staff	Full Time Females		Part Time Females	
	Number	% of Grp	Number	% of Group
Teachers	28	22%	51	41%
Support	4	6%	43	61%
<b>Total</b>	<b>32</b>	<b>16%</b>	<b>94</b>	<b>48%</b>

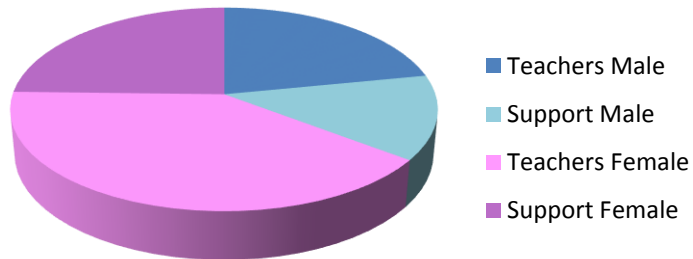
  

Staff	Full Time Males		Part Time Males	
	Number	% of Group	Number	% of Group
Teachers	36	29%	10	8%
Support	11	15%	13	18%
<b>Total</b>	<b>47</b>	<b>24%</b>	<b>23</b>	<b>12%</b>

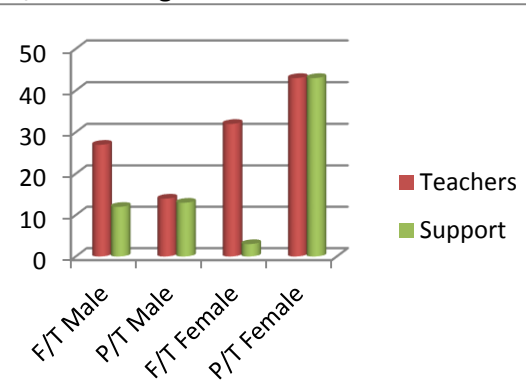
### Age Distribution Analysis

	Age Band						Total
	18-25	26-34	35-44	45-54	55-64	65+	
Teachers	1	27	37	32	27	1	125
Support	3	10	11	15	29	3	71
<b>College Total</b>	<b>4</b>	<b>37</b>	<b>48</b>	<b>47</b>	<b>56</b>	<b>4</b>	<b>196</b>

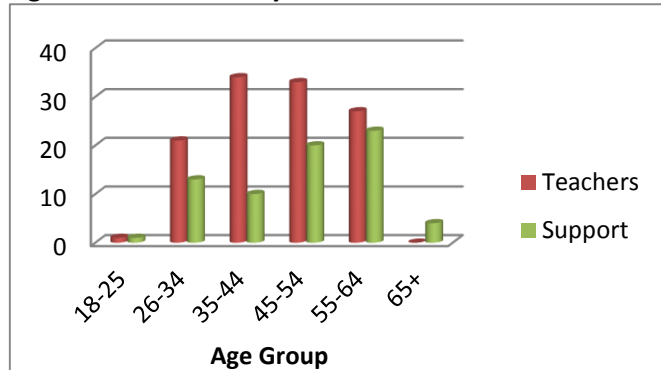
### Gender distribution by staff group



### FT/PT working distribution of staff



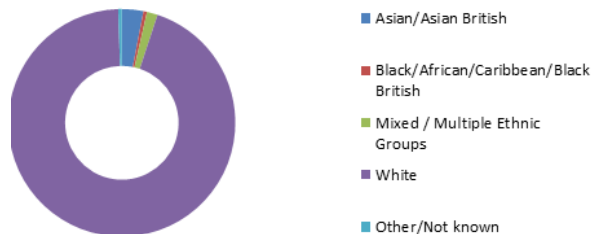
### Age Distribution Analysis of staff



### Disability Analysis

Staff declaring themselves as having a disability	<b>8</b>
Staff declaring no disabilities	<b>184</b>
Not known / don't wish to say	<b>4</b>
<b>Total</b>	<b>196</b>

### Ethnicity Distribution



### Ethnicity Analysis

Ethnicity	Number of staff
Asian/Asian British	6
Black/Black	1
British/African/Caribbean	3
Mixed/Multiple Ethnic Groups	3
White	185
Other/Not known	1
<b>Total</b>	<b>196</b>



## Equality Targets to address issues arising: 2014-15 review

Target	Actions to be taken	Outcome
Reduce gap between some very good college-wide provision for E&D and how this filters down and is documented in all areas, departments and lessons.	Clarify expectations of what should be documented; lesson plans, SOWs, SARs, IQRs – provide good examples. Include E&D as specific agenda item in department and LV meetings.	Exemplar lesson plans provided. E&D included as standing agenda items in LV and department meetings. New specifications highlighted as a good place to re-engage schemes of work with E&D.
Explore the impact that our E&D provision is having more consistently.	Have E&D as a standing item in learner voice / class rep meetings. Impact assess key developments.	Whilst we discuss the impact we feel our provision has, we do not formally document this consistently.
Update E&D policy and overhaul application monitoring form.	Update E&D policy; approval from Governors. Overhaul application monitoring form.	Completed.
Include a socio-economic measurement of student success – perhaps through those in receipt of FSM.	Discuss with CIS team ease of tracking outcomes for those in receipt of FSM and including analysis of this in the E&D metrics for 2015.	Still a work-in-progress.
Raise the profile of events further – link successful GOL engagement activities to departments and college services.	Continue to have GOL engagement activities but try and link them to departments for more ‘ownership’ E.g. DCT and ‘Ally coalition’.	A particularly robust online debate after Charlie Hebdo attacks. Shaping Futures programme launched with departmental input and ownership.
Consider appointing an E&D coordinator to help manage this important area.	Discussion within SMT to ensure that there is capacity to manage E&D.	E&D moving from Will Baldwin to Carol Horlock – SMT management of the area is retained, but concern that there is the capacity to give it the time it needs.
Continue to provide Staff Development opportunities and consider if we want to introduce student training	Consider E&D INSET needs for staff and consult SU on ‘student training’.	SU provided with training at S7 event. Staff training continues on a needs basis.

## Equality Targets to address issues arising: 2015-16 targets

Area for Improvement	Objective for Action Plan	Outcome
Hand over leadership of E&D to CXH	WJB to hand over management of E&D within college to CXH.	
Documenting issues associated with E&D	Ensure that staff continue to report issues associated with E&D in lesson observation feedback, Schemes of work, SARs, professional reviews, etc. where there are naturally occurring opportunities, where opportunities have been missed and without it becoming tokenistic.	
Continue to monitor and address achievement gaps	Ensure that outcomes against protected characteristics are monitored and that any gaps do not increase, particularly in light of curriculum reforms.	
Involve more students in E&D meetings	Invite a cross-section of students to E&D meetings	
Roll out Shaping Futures programme with engagement activities	Complete first cycle of lectures with GOL engagement activities – build on being a community of acceptance, tolerance and respect that promotes discussion and understanding.	
Overhaul Public Sector Equality Duty (PSED) document	Ensure this document is complaint following advice from LSIS and Christine Rose Associates.	
Ensure LGBT+ / Gay Straight Alliance continues to remain healthy	Encourage key students to step up to leadership of this group after the departure of some last year.	