

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 the need to liberate minority groups and recognise 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, gender identity, age, race, sex, 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

Adam Duce, Equality & Diversity Officer – April 2017

## **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 2016-17 – 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.

### **Integrating E & D in the Pastoral System:**

Due to a college restructuring, this academic year has seen the creation of the Student Engagement Team coordinated by the Student Engagement Coordinator who manages the Student Activities Officer, Students' Union Secretary and Equality & Diversity Officer. There is a team responsibility for creating content for the Shaping Futures pastoral programme for L6 & U6 students with the remit of the Equality & Diversity Officer to integrate appropriate content. An outline of this year's equality and diversity content within the Shaping Futures programme is illustrated below:

Half Term	L6 Theme	U6 Theme
1 <sup>st</sup> Autumn	<b>Orientation:</b> Tutors delivering <i>Respect</i> PowerPoint on equality and diversity issues. Mental health and wellbeing talk delivered by CAMHS representative.	<b>Application:</b> Black History Month celebration exploring different ethnic identities. RAG Week to support local charities.
2 <sup>nd</sup> Autumn	<b>Aspiration:</b> Students' Union officer elections including advertising of Equality & Diversity Officer. International Day of Disabled People, Autism talk delivered. Law and ethics – Social Media.	<b>Approbation:</b> Inter-faith week: debate in the Main Hall on whether the UK is a Christian society. International Human Rights Day.
3 <sup>rd</sup> Spring	<b>Participation:</b> Sexual Health talk (including LGBT+ representation). Holocaust Memorial Day.	<b>Democratisation:</b> World Religion Day exploring different beliefs/ideologies of religions. How language offends presentation to illustrate how loaded words are.
4 <sup>th</sup> Spring	<b>Liberation:</b> LGBT+ Review in tutor groups. Understanding background of drug users. Women's History Month.	<b>Dedication:</b> Young Carers presentation by former student. Women's History Month marked by presentation on women's efforts in WWII.
5 <sup>th</sup> Summer	<b>Motivation:</b> PREVENT strategy talk delivered in hall with appropriate awareness of cultural sensitivities. Mental Health Awareness Month. Understanding political parties' views on E & D issues.	<b>Preparation:</b> Opportunity for feedback from Learner Voice. Celebrating Mental Health Awareness Month linked to coping with assessments.
6 <sup>th</sup> Summer	<b>Application:</b> Reflection on Equality & Diversity provision at the college over the academic year. Opportunities to set up related societies.	

### **Analysing 2016 Results: Ethnicity**

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. In 2016, **10.8% of students enrolled from non-white British backgrounds.**

**AS** – White British students **4% higher than** 'Other' students passing

**A2** – White British students **1.6% higher than** 'Other' students passing

**L3 BTEC** – 'Other' students **0.1% higher than** White British students passing

**L2 BTEC** – White British students **4.6% higher than** 'Other' students passing

**GCSE** – 'Other' students **3.3% higher than** White British students passing

### **Analysing Results: Gender**

In 2016, **54% of students enrolled who were female** and **46% of students enrolled who were male.**

**AS** – Female students **4.2% higher than** Male students passing

**A2** – Female students **0.2% higher than** Male students passing

**L3 BTEC** – Female students **0.2% higher than** Male students passing

**L2 BTEC** – Female students **1.5% higher than** Male students passing

**GCSE** – Male students **1% higher than** Female students passing

### **Analysing Results: Disability**

Generally 2016 results show students with disabilities performing better than those without; however, it should be contextualised that the number of students with a disability remains low at the college and therefore statistics are representative of a small sample.

**AS** – Students with a disability **0.7% higher than** students without a disability passing

**A2** – No difference between pass rates

**L3 BTEC** – Students with a disability **0.2% higher than** students without a disability passing

**L2 BTEC** – Students with a disability **2.2% higher than** students without a disability passing

**GCSE** – Students without a disability **5.1% higher than** students with a disability passing

### **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. Over 2017, we have focussed on promoting mental health awareness. As part of our June 2017 INSET programme, the S7 conference has a large selection of relevant E & D seminars which staff have signed up to. Department SARs now have Equality and Diversity embedded within them.

### **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.

## Data Analysis: The College as an Educational Body

2016-17 Results Analysis against Protected Characteristics

### Student Performance Data 2016

	Applicants	Enrolled	A2 Level (inc linear A level)					AS Level					L3 BTEC + other L3					L2 BTEC + other L2				GCSE			
	(new applicants)	(L+U)	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			2209	96.6	99.0	?		3108	83.9	89.6	?	?	946	90.6	99.9	?	?	239	68.6	98.2	?	343	79.9	99.3	49.3
SFC Bench	-	-	-	95.6	97.9	?	-	-	82.9	88.3	?	-	-	85.2	93.5	-	-	-	87.0	95.1	-	-	86.7	96.9	-
Male		918	941	96.5	98.9	53.7		1351	80.2	85.8	30.7	-	484	91.1	99.8	?	-	117	65.0	97.4	?	198	78.8	99.4	49.7
Female		1076	1268	96.8	99.1	?		1757	86.7	90.	?	-	462	90.0	100	?	-	122	72.0	98.9	?	145	81.4	99.2	48.7
White British	1897	1779	1951	96.9	99.2	?		2790	84.0	89.7	?	?	849	91.6	99.9	?	?	218	67.9	98.7	?	281	79.7	99.1	48.7
Other	292	215	258	93.8	97.6	?		318	83.0	93.7	?	?	99	81.8	100	?	?	21	76.2	94.1	?	62	80.6	100	52.0
No-Disability*			1802	96.9	99.0	?	-	2520	84.3	89.4	?	-	693	89.5	99.8	?	-	185	70.8	97.8	?	219	79.5	98.9	51.1
Disability			407	95.1	99.0	?	-	588	82.3	90.1	?	-	253	93.7	100	?	-	54	61.1	100	?	124	80.6	100	46

**DEVELOPMENT PLAN 2015-16: Review**

Target	Actions to be taken	By whom	Outcome	Review Sept 16
Hand over leadership of E&D to CXH	WJB to hand over management of E&D within college to CXH.	WJB/CXH	Smooth transition and re-focusing	Handover completed. E&D group re-formed and revitalised; Equality and Diversity Officer appointed as part of Student Engagement Team
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.	SMT/DOFs/HODs  All staff	E&D issues are appropriately documented without becoming tokenistic	Mixed outcome: this should be a target for 2016-17  Senior tutors keep log of incidents and issues of all types – none recorded for E&D.
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.	CXH  WJB/DOFs/HODs	Outcomes against protected characteristics are monitored and achievement gaps are reduced	College wide outcomes are very strong with 99.5% pass rate and 61.4% A*-B grade rate. No trends noted with regard to protected characteristics.
Involve more students in E&D meetings	CXH to invite a cross-section of students to E&D meetings	CXH with PJZ/JAR	More students involvement in E&D meetings	Student involvement has been good this year and set to increase with the Student Engagement Team now in place
Roll out Shaping Futures programme with engagement activities	Complete first cycle of lectures with GOL engagement activities – build on us being a community of	CXH et al	Successful programme of lectures with high levels of	completed

	acceptance, tolerance and respect that promotes discussion and understanding.		participation in engagement activities.	
Overhaul Public Sector Equality Duty (PSED) document	Ensure this document is complaint following advice from LSIS and Christine Rose Associates.	CXH	Revamped and compliant document	Done and published
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.	CXH/ SU Rep	LGBT+ / Gay-Straight Alliance meets with healthy attendance	ongoing

<b>DEVELOPMENT PLAN 2016-17</b>				
<b>Target</b>	<b>Actions to be taken</b>	<b>By whom</b>	<b>Outcome</b>	<b>Target date</b>
Send out Equality and Diversity calendar for academic year to all staff to incorporate into subject schemes of work.	AWD to send calendar to all staff.	AWD	Completed.	September/October 2016
Ensure that liberation history months and awareness days are well-publicised throughout the academic year.	AWD to liaise with CEH on creation of posters to include on screens around college and in paper copy (particularly when new Student Hub is launched). Use GoL to advertise.	AWD/CEH	CEH has created exemplar posters with an A-Z of equality and diversity terms.	June 2017
Focus on the theme of mental health this year by celebrating Mental Health Awareness Month (May) and also by focussing on this in staff INSET day.	AWD to liaise with CXH to structure January/June INSET day on mental health.  Liaise with JAR on celebrating Mental Health Awareness Month.	AWD/CXH/ JAR		June 2017
Adapt student's and staff's E&D form to include transgender (M-F, F-M) and non-binary as part of gender. Also ensure that emails/registers display preferred name only (if possible).	AWD to liaise with CAL/CXH for application/monitoring forms.  AWD to liaise with JXY for register/email names.	AWD/CXH/ JXY/CAL		ASAP
Hold monthly Equality and Diversity Commission meetings with students as a forum to hear student feedback and respond with appropriate policies/initiatives.	AWD to send out to student and staff contacts when Equality and Diversity Commission meetings are to be held.	AWD	First Equality and Diversity Commission meeting met 28 <sup>th</sup> September 2016. There have been monthly meetings since with student representation.	Ongoing

<p>Ensure that equality and diversity issues are regularly included as part of the pastoral Shaping Futures programme for L6 + U6 students.</p>	<p>AWD to liaise with ZLM and AJK at Student Engagement meetings to address content within Shaping Futures programme.</p>	<p>AWD/ZLM/ AJK</p>	<p>Respect presentation (previously delivered by AWD) rolled out to all L6 tutors.</p> <p>Black History Month video to U6.</p> <p>Planned debate on secularisation of UK.</p>	<p>October 2016</p>
<p>Encourage students to develop E&amp;D-based clubs/societies such as LGBT+.</p>	<p>AWD to liaise with SU Equality &amp; Diversity Officer.</p>	<p>AWD/ SU E&amp;D Officer</p>	<p>Christian Union and Secular Soc. have continued from last academic year. LGBT+ Soc. created by student.</p>	<p>Ongoing</p>
<p><b><u>Comment and signature from Manager</u></b></p>			<p><b>Signature and date from relevant line manager</b></p>	



## Conversion from Application to Enrolment Data 2016-17- An Analysis of Equality and Diversity Indicators

### Gender

Gender	Applications	Enrolments Funded
Female	1313	685
Male	974	553

### Ethnicity

Ethnicity	Applications	Enrolments Funded
African	14	5
Any other	14	4
Any other Asian background	33	21
Any other Black/African/Caribbean background	10	3
Any other Mixed/Multiple Ethnic background	29	20
Arab	1	1
Bangladeshi	6	3
Caribbean	5	1
Chinese	9	3
English/Welsh/Scottish/N. Irish/British	1920	1059
Indian	15	3
Irish	9	3
Not known/not provided	7	3
Pakistani	42	10
White and Asian	52	25
White and Black African	13	6
White and Black Caribbean	18	10

### 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

### Sex Profile

The figure below shows that the sex profile of our U6 students and the sex 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.

#### Acceptance Rates by Sex:

Year	Men	Women	All
2014	85.9%	83.1%	84.4%
2015	86.0%	84.5%	85.1%
2016	86.5%	90.2%	88.5%

#### Offer Rates by Sex:

Year	Men	Women	All
2014	97.1%	95.4%	96.2%
2015	97.4%	95.5%	96.3%
2016	97.8%	96.6%	97.2%

The majority of students in the Upper Sixth are female, and more female students apply for university.

#### Acceptance Rates by Ethnic Group:

	2014	2015	2016
Asian	81.8%	76.5%	82.4%
Black	0%	100%	85.7%
Chinese	100%	100%	100%
Mixed	87.5%	92.9%	92.3%
Other	100%	80%	100%
Unknown	100%	100%	75%
White	84.2%	84.9%	88.6%
All	84.4%	85.1%	88.5%

**Offer Rates by Ethnic Group:**

	2014	2015	2016
Asian	100%	100%	94.1%
Black	0%	100%	85.7%
Chinese	100%	100%	100%
Mixed	100%	100%	96%
Other	100%	80%	100%
Unknown	100%	100%	100%
White	96%	96.2%	97.4%
All	96.2%	96.3%	97.2%

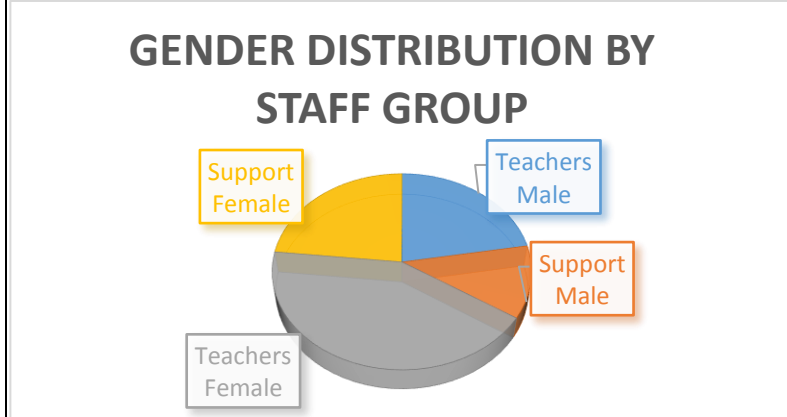
There is no information provided by UCAS on the progression of students with disabilities.

**Relevant Data: Staff (2016-17)**

Gender Staff Distribution			
Male		Female	
Number	% of Group	Number	% of Group
43	34%	82	66%
23	34%	45	66%
<b>66</b>	<b>34%</b>	<b>127</b>	<b>66%</b>

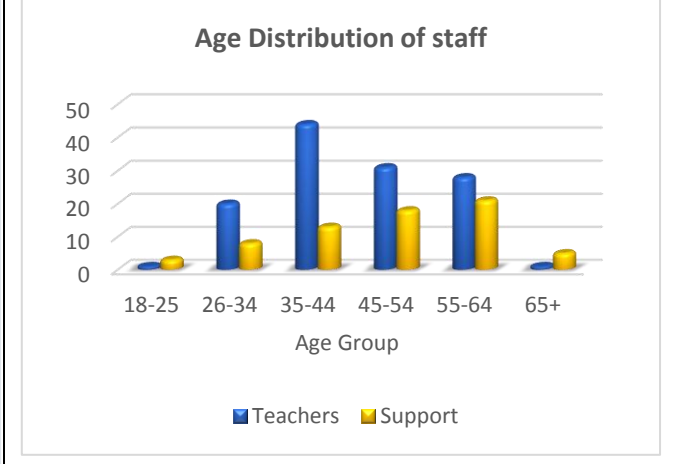
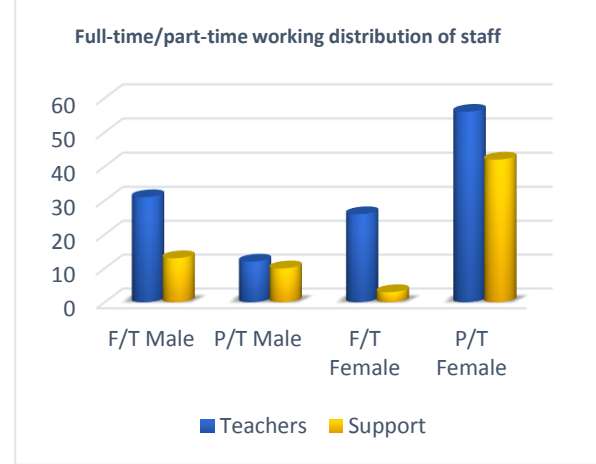
**Gender Pay Gap**

The College's gender pay gap calculated as the difference between the median hourly earnings of male and female staff was 2.9% in September 2016. 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	26	21%	56	45%
Support	3	4%	42	62%
<b>Total</b>	<b>29</b>	<b>15%</b>	<b>94</b>	<b>51%</b>
Staff	Full Time Males		Part Time Males	
	Number	% of Group	Number	% of Group
Teachers	31	25%	12	10%
Support	13	19%	10	15%
<b>Total</b>	<b>44</b>	<b>23%</b>	<b>22</b>	<b>11%</b>

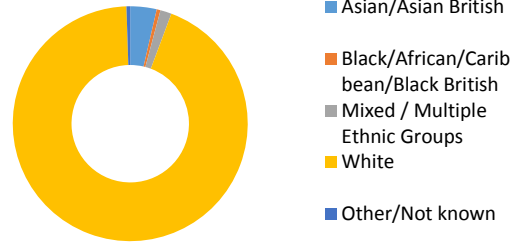
Age Distribution Analysis							
	Age Band						Total
	18-25	26-34	35-44	45-54	55-64	65+	
Teachers	1	20	44	31	28	1	125
Support	3	8	13	18	21	5	68
<b>College Total</b>	<b>4</b>	<b>28</b>	<b>57</b>	<b>49</b>	<b>49</b>	<b>6</b>	<b>193</b>



### Disability Analysis

Staff declaring themselves as having a disability	<b>6</b>
Staff declaring no disabilities	<b>185</b>
Not known / don't wish to say	<b>2</b>
<b>Total</b>	<b>193</b>

### Ethnicity Distribution



### Ethnicity Analysis

Ethnicity	Number of staff
Asian/Asian British	7
Black/Black	1
British/African/Caribbean	3
Mixed/Multiple Ethnic Groups	3
White	181
Other/Not known	1
<b>Total</b>	<b>193</b>

