

Equality Objectives 2020-21 Based on Self-Assessment Review

FLs

PL

All staff

Marketing

Intention	Action	Impact/Target Measures
<p>Increase the use of resources intended to improve E&D practice across the college and give advice to staff on their implementation to encourage discussions and engagement with E&D topics</p>	<p>Work with Faculty Leaders to create opportunities for sharing good practice from curriculum planning in schemes of work</p> <p>Continue to use staff briefings and calendar to highlight key E&D dates throughout the year; encourage staff to promote these events</p> <p>Staff input into E&D Awareness Days chosen for inclusion in our calendar and responsibility for planning</p> <p>To develop reflection and discussion in the Life Skills programme</p>	<p>Evidence of resource use in E&D section of SAR</p> <p>E&D Awareness Days calendar displayed visibly around college, and in online calendar.</p> <p>Set up an E&D section in the student Information Classroom</p> <p>Promoting tolerance, friendship and understanding of cultures and diversity</p>
<p>Organise college-wide events to celebrate E&D which are successfully advertised to attract a high number of students to participate</p>	<p>Work with the Student Union to continue to run college wide events, and improve use of social media and other advertising materials</p> <p>Have an E&D Officer as part of the Student</p>	<p>Increased numbers of students, and staff, at or aware of E&D events as measured by evaluation comments</p>

	Union to raise the profile	
Gather relevant and direct student feedback on E&D	Investigate the possibility of changing the questions in the student survey to include a specific E&D themed item	New E&D question in survey
Provide opportunities for students to hear from and speak to diverse role models who reflect their diversity	Reintroduce speaker events with diverse role models (see comment)	At least one speaker event per term that has a clear E&D element - such as celebrating International Women's Day
Ensure that the Reflection room is widely known about by the student body to have access to prayer / quiet space	Promotion of the room to students with clarity of its purpose	The space is appropriately used and respected by the students
To widely publicise the growing diversity of the S6C community	To promote through photographs and articles appropriate representation and celebration of the diverse ethnic groups in the college	Publicity and social media presents a true representation of the changing diversity of the college Publicity and social media presents a true representation of our inclusive and celebratory ethos.
To promote tolerance and respect to students, staff, parents and wider community.	Staff training regarding current issues and language relevant to our BAME community Promote tolerance and respect through Life Skills sessions, monitored through student feedback, which is then addressed as part of	Students and staff report an ethos of tolerance and respect within the college community Ethos of tolerance and respect is shared on Weekly Update and reflected in social media

	<p>ongoing dialogue.</p> <p>Life Skills material and resources inclusive and diverse - with some specifically discussing issues of tolerance and diversity</p> <p>Promote tolerance and respect by committing to the promotion of E&D Awareness Days such as Holocaust Memorial Day</p> <p>Promote tolerance and respect through messaging on the Student Information Classroom - eg variety of religious festivals celebrated</p> <p>Themes of tolerance, respect, equality and diversity to be threaded into curriculum planning and delivery and monitored by FLs</p>	
<p>To ensure all staff have appropriate training to support correct processes and language to understand gender identity, work with transgender students and the LGBTQ+ community.</p>	<p>Staff training to update about our current student needs and general issues</p> <p>Individual students are supported appropriately and treated with the respect</p> <p>Trans/non binary student support document provided for staff reference</p> <p>Input into material, training and education for staff & students by our S6C LGBTQ+</p>	<p>We support an inclusive community that values diversity</p> <p>We will confidently tackle discriminatory language and support students</p> <p>Student feedback from those in this group is positive</p>

	<p>student community</p>	
<p>Committed to supporting students mental health and well being</p>	<p>All staff (esp tutors) play an active role in checking and supporting student wellbeing , with appropriate training and resources from the Pastoral Lead</p> <p>Regular updates of high quality support in the Information Classroom</p> <p>Counselling service established to support more vulnerable students</p> <p>Increased communication to Parents to support guidance and help to families</p> <p>Pastoral support remains a key feature of safeguarding meetings</p> <p>Ongoing input into development of the new early intervention MHST as part of our role in the trailblazer for this programme</p>	<p>Students feel supported by college and have a tutor that is an active listener.</p> <p>Students can access information they may require</p> <p>Families are aware of the services available to support</p> <p>College is actively working to improve local and national support services</p>
<p>To track the progress of learners to ensure there are no distinct gaps between boys and girls progress, FSM students, SEN students and EAL students</p>	<p>Faculty leaders review progress data after data captures to monitor group progress</p> <p>Support and early interventions are put in place to close gaps</p> <p>Bursary students receive support of resources as required</p>	<p>There should be no large differences in group data, with disadvantaged students, SEN students and EAL students performing in line with all students.</p>

	<p>SENDSCO reviews termly the needs of all SEND learners</p> <p>S6C Aspire programme identifies and encourages those eligible for access schemes and projects to apply (eg Reading Scholars, Sutton Trust, Nuffield placements) FLs and teaching staff in support.</p> <p>Pastoral Lead identifies inspirational support resources and signposts these to students -eg She Who Dares, Speakers for Schools. FLs and teaching staff in support.</p> <p>Careers lead signposts gap-closing industry linked resources to all students. Signposted by FLs and teaching staff.</p>	
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Comment - To be arranged by Pastoral Lead but promoted by FLs. Timetabled lessons closed down to attend.