

A RACE EQUALITY POLICY FOR BOLTON SIXTH FORM COLLEGE

Forward

As set out in its equal opportunities policy, its strategic plan and mission statement the College is fully committed to achieving race equality and to celebrating cultural diversity. The College has embraced the definition of institutional racism as set out in the MacPherson report into the murder of Stephen Lawrence and is fully committed to the eradication of direct and indirect discrimination of ethnic minority staff and students. The College was delighted to accept the Association of Colleges Beacon Award for Promoting Race Equality in 2006/07.

As per its responsibilities under the Race Relations (Amendment) Act 2000, the College will pay due regard to the need to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups when performing its functions. This has been underlined in staff training events, assemblies, lessons and tutorials and through the activities of the Equal Opportunities Standing Committee.

1.0 Requirements of staff

It is incumbent upon staff to work towards this commitment through their professional duties. All staff will be expected to:

- Promote equality of opportunity
- Celebrate cultural diversity
- Challenge stereotypes
- Educate students for life and work in a multi-ethnic society, via initiatives such as 'British Day'

This will be shown most obviously by teaching staff through the lessons and tutorials delivered and in the schemes of work that are produced. Initial guidance was set out for staff in a training session in October 2001 and is detailed in the Quality Learning Experience (QLE) document subsequently produced. This includes exemplar race and equality focuses for all subjects and advice on inclusiveness in the classroom. This will be followed with annual Equal Opportunities training, one aspect of which will be training in how staff will be expected to meet the responsibilities highlighted in the policy. Future staff will receive this training as part of their induction.

Specific responsibilities apply to management staff, such as Heads of Department, Student Managers and all staff employed in recruitment and selection of candidates, who will be expected to monitor the workings of the policy via relevant performance indicators.

The policy is significant for all staff, teaching and non-teaching. All employees are asked to consider the significance of race in the context of their work and to avoid unwitting prejudice, ignorance, thoughtless comments and stereotyping.

2.0 Monitoring of the policy

2.1 Students

It should be noted that race equality is already monitored as part of the College's Equal Opportunities Policy.

Through existing reporting mechanisms, middle and senior management staff will be expected to monitor the workings of the policy by producing the relevant performance indicators via their Self Assessment Report (SAR). Any 'equality gaps' should be highlighted and an action plan produced. Such action might include attracting more Pakistani applicants onto specific AS courses, strategies to raise the attainment of white males or encouraging more Black males to apply for places at university. The Assistant Principals (Student Services/Teaching and Learning) will be responsible for collecting submissions from college managers and will produce a comprehensive report on an annual basis, using benchmarks set for previous years at the college and on a national level where available.

Observation of teaching and learning has a focus on equality and inclusiveness, with staff receiving written and oral feedback in their lesson review. All departments will receive guidance from the Assistant Principals (Student Services/Teaching and Learning) about how best to include race issues in lessons and schemes of work.

Lesson and tutorial observation reviews will be sent to the Assistant Principal (Teaching and Learning) who will review and set out any necessary action in the annual review.

The existing tutorial scheme of work includes activities that seek to highlight race equality issues and to celebrate diversity. Students have also been responsible for the production of a booklet celebrating the diversity of the staff and student body. This is issued to all staff and students.

The college will keep a record of all potential 'racist incidents' using the definition recommended in the MacPherson Report. Feedback from students will be received via the online satisfaction surveys, student manager and tutor records and by issues brought to the attention of the Assistant Principal (Student Services) and the Standing Committee.

2.2 Staffing

This will remain the responsibility of the Principal and Personnel who will collect and report using the performance indicators listed at the end of the policy. This is already a requirement of the College's Equal Opportunities policy and is published in the annual review.

3.0 Publication of the policy and annual review

This policy will be issued to staff and followed up in a training day, to students (via the Equal Opportunities Standing Committee and in tutorial activities) and made available to external bodies (via the Assistant Principals (Student Services/Teaching and Learning)). The annual review will be available to the same parties and presented to the Senior Management Team and to the Governing Corporation.

4.0 Failure to follow the implications of the policy

In the event that the policy is not followed, the usual disciplinary procedures will apply to both staff and students. Any evidence of racist behaviour, attitudes and language will be dealt with severely.

5.0 Performance indicators

The College will continue to collect the following data, already included in its review of the Equal Opportunities Policy, to ensure effective monitoring of race equality. Such information will be collected and aggregated using the ethnicity codes adopted by the LSC and held on the College's database.

5.1 the following indicators are reviewed annually by disability, ethnicity and gender:

Principal

Exit interviews
Complaints procedure
Use of the staff discipline system

Vice Principal (Curriculum)

Student satisfaction survey
Induction survey
Quality benchmarks
Observation of classroom teaching and tutorials
Appraisal reviews

Vice Principal (Marketing and Admissions)

Applications and Enrolments
School and LEA liaison re applicants with a disability

Vice/Assistant Principal (Student Services)

Student Council representation
Timetable
Complaints procedure
Focus group Surveys
Production of annual review
Students receiving study/learning support
Destinations of students
Work experience

Librarian

Library stock and access

Child Protection
Counselling
Careers

Curriculum areas

SAR analysis, including attainment, success and retention rates
Recruitment onto courses
Visits and trips

CIS Staff

Change of course
Discipline System
Retention
Receipt of EMA
Attendance
Subject choice

Course change

Exams Assistant

Achievement by course and programme area

Premises and Estates

Access to rooms

Maintenance and access

Personnel

Job advertisements/method of recruitment

Job descriptions

Sickness procedure

Staff training arrangements

Grievance procedure

Applications for training

Contractual status

Staff Turnover