

1. Aims

The College aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the college, including to staff, students and parents and carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

4. Eliminating discrimination

The college is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the college aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the college will:

- Analyse attainment data each academic year showing how students with different characteristics are performing and implement actions in response to this
- Analyse behaviour records to identify and implement any improvements that are made for specific groups
- Take into account stakeholder voice and feedback, especially from those who have protected characteristics

6. Fostering good relations

The college aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, respect and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Relationships and Sex Education, our Personal Development Programme and the curriculum more widely
- Holding assemblies dealing with relevant issues
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the college should they arise

7. Equality considerations in decision-making

The college ensures it has due regard to equality considerations whenever significant decisions are made.

The college always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the college considers whether the trip:

- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls
- Cuts across any religious holidays

8. Equality objectives

In analysing the data that the college has available, it has set the following objectives:

1) To raise staff awareness of the Equalities Duty and the part that each of member of staff plays by:

- Ensuring that training opportunities are provided for staff in relation to the Equality Act 2010
- Ensuring that explicit consideration is given to the Equality Act 2010 in key decision making about the curriculum and wider curriculum

2) To improve cultural awareness that promotes other beliefs and cultures in addition to Christianity:

- Continuing to review the curriculum content to ensure that it is culturally diverse
- Providing a wider curriculum opportunity for each year group that will provide students with an opportunity to experience another culture

3) To raise the achievement of boys so that it is above the national and narrows the gap on the progress made by girls, particularly in English by:

- Considering curriculum content to ensure that it is engaging for the boys
- Implementing strategies to improve disciplinary literacy, particularly in vocabulary acquisition and writing skills

9. Monitoring and Evaluation

The college will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

Equality Information			
Protected Characteristic	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<ul style="list-style-type: none"> • We do not monitor achievement data by race • Observed behaviour in the college shows respect and tolerance for people of all races is shown amongst students - this is modelled by all adults • Procedures are in place to monitor and deal with prejudice related incidents • Prejudice related incidents are recorded and reported in line with local authority and college requirements • Parents/carers are notified of actions and next steps where the victim is a student in the college 	<ul style="list-style-type: none"> • All students have access to the full curriculum • Sub group analysed during Progress Tracking weeks and intervention initiated if required 	<ul style="list-style-type: none"> • All relevant college policies have a statement about equality and are accessible to relevant stakeholders • Our college values emphasise the importance of respect • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning, including Anti-Bullying Policy makes clear our expectations • Challenge It. Report It. Change It. initiative • As the college is predominantly white British (86%), the content of the college curriculum in all subject areas reflects diversity • Recognising, respecting and celebrating diversity is promoted through the Personal Development Programme (PDP), RS and Cultural Studies syllabus and assemblies
Disability	<ul style="list-style-type: none"> • 1% of the College population have an EHCP plan • 1% of students have any type of disability, with 0.5% having a physical disability. • Progress 8 is above average for SEN students with a EHCP • Physically impaired students are fully integrated into college life with many examples of excellent relationships between PI and non-PI students • Students with a disability can attend part time if this is deemed appropriate to their needs • Allowances are made for hospital visits etc. • Analysis of bullying data shows incidents are rare 	<ul style="list-style-type: none"> • All students have access to the full curriculum • Students with physical disabilities take part in class activities and effectively differentiated learning opportunities • All students have opportunities to join extra-curricular clubs and to go on all school trips. • The progress and attainment of students with significant SEND are monitored through the Annual Review process and IEPs. • An Accessibility Plan is reviewed regularly to maintain the site in order to enable access for disabled students, staff and visitors • Clear signage, disabled parking bays, ramps and other measures make good provision for disabled students, staff and visitors. • Provision is made for students who require medication or access to toilet facilities • Specialist equipment is provided according to needs 	<ul style="list-style-type: none"> • All relevant college policies have a statement about equality and are accessible to relevant stakeholders • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning including Anti-Bullying Policy makes clear our expectations • The college has a Special Educational Needs Information Report • Recognising, respecting and celebrating diversity is promoted through the Personal Development Programme (PDP), RS and Cultural Studies syllabus and assemblies

Sex	<ul style="list-style-type: none">• We have proportionately more boys than girls 55% male and 45% female• Progress data shows that girls make significantly better progress than boys (approx. 0.5). However, our boys make progress that is in line with what is expected, and this is above the national progress for boys.• Exclusion rates for boys is higher than girls, although matches the national picture• The college improvement plan seeks to address any gender issues identified.• All recruitment adheres to equal opportunity legislation and all roles are open to both sexes. <p>Staff: We have 139 members of staff. The gender profile is:</p> <table><tr><td>Female</td><td>100</td><td>72.47%</td></tr><tr><td>Male</td><td>38</td><td>27.53%</td></tr></table>	Female	100	72.47%	Male	38	27.53%	<ul style="list-style-type: none">• Sub group analysed during Progress Tracking weeks and intervention initiated if required• Providing a broad and balanced curriculum with personalised pathways and curriculum content specifically selected to engage boys• Enrichment activities are open to both sexes, although PE activities may be gender specific	<ul style="list-style-type: none">• All relevant college policies have a statement about equality and are accessible to relevant stakeholders• Our House system is designed to promote team work and ambition• A carefully planned careers programme, integrated into our Personal Development Programme is aimed at raising aspirations• Policies and procedures are in place and are regularly reviewed for Relationships and Sex Education.• All progress and attainment data is analysed to look at difference between genders and improvement actions implemented accordingly									
Female	100	72.47%																
Male	38	27.53%																
Gender Reassignment	<ul style="list-style-type: none">• We have no date held on gender reassignment• Recruitment procedures comply with equal opportunities legislation.• Incidents of homophobic, bi-phobic and transphobic (HBT) bullying are logged by members of staff and addressed accordingly	<ul style="list-style-type: none">• All students, regardless of gender, are able to participate in all aspects of school life	<ul style="list-style-type: none">• All relevant college policies have a statement about equality and are accessible to relevant stakeholders• Staff Code of Conduct reflects values of equality and respect• Behaviour for Learning and Anti-Bullying Policy makes clear our expectations• Cultural Studies and Relationships and Sex Education curriculum raise student awareness of issues• Staff training on 'language' so that incidents of HBT can be addressed															
Pregnancy and Maternity	<ul style="list-style-type: none">• No relevant student data• 100% of staff who have recently been on maternity leave have returned to work at the college• Requested paternity leave has been granted• Shared maternity leave had been requested by two staff and has been granted• Specific Health and Safety risk assessments are carried out for staff who are pregnant.	<ul style="list-style-type: none">• All staff are subject to the same terms and conditions and performance management according to their role• Amendments to roles are made for pregnant staff according to need	<ul style="list-style-type: none">• Staff on maternity leave are invited to all staff social functions and are welcome at training days.• Keeping In Touch (KIT) days are arranged to ensure they are up to date with what is going on in school.• Flexible working arrangements have been granted to staff returning from maternity leave															
Age	<p>Staff: We have 139 members of staff. The age profile is:</p> <table><tr><td>Under 30</td><td>11</td><td>7.97%</td></tr><tr><td>30-39</td><td>35</td><td>25.36%</td></tr><tr><td>40-49</td><td>42</td><td>30.43%</td></tr><tr><td>50-59</td><td>37</td><td>26.81%</td></tr><tr><td>60+</td><td>13</td><td>9.42%</td></tr></table>	Under 30	11	7.97%	30-39	35	25.36%	40-49	42	30.43%	50-59	37	26.81%	60+	13	9.42%	<ul style="list-style-type: none">• Staff are recruited according to the requirement of the role	<ul style="list-style-type: none">• All staff are treated equally, regardless of age
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	<ul style="list-style-type: none"> • Our age profile shows that we have a spread of staff across the age ranges, including 2 staff who are over the normal retirement age. • Adoption of procedures that seek to ensure that no one involved in recruitment process has access to monitoring information • Recruitment procedure ensures all candidates are both shortlisted and interviewed on the basis of suitability for the job • Use of score sheets for shortlisting and interviews 		
Religion and Belief	<ul style="list-style-type: none"> • Data is held but progress is not analysed by religious background. • 94% of student population is Christian or no religion • The college's values promote respect for all regardless of their beliefs • Absence for religious observance is authorised • There are no reported incidents of bullying in relation to religion or belief 	<ul style="list-style-type: none"> • All students have the opportunity to be withdrawn from RE lessons • Students cover the RE Agreed Syllabus at KS 3, 4 and 5 and learn about Christianity, other world religions and world views 	<ul style="list-style-type: none"> • All relevant college policies have a statement about equality and are accessible to relevant stakeholders • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning and Anti-Bullying Policy makes clear our expectations • All students and staff are given equal value independent of their personal belief or religion. • All staff have been trained in the understanding of Fundamental British Values and dealing with issues of religious intolerance, including individual on-line 'Prevent' training • The understanding of religion and belief is promoted through the whole curriculum and particularly in the RS syllabus, Cultural Studies lessons and assemblies. Opportunities are offered for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions. • Due regard and mention is given to different religious celebration days and events • Where religious beliefs can be supported in the college they are
Sexual Orientation	<ul style="list-style-type: none"> • No data held • Recruitment procedures comply with equal opportunities legislation. • Homophobic, bi-phobic and transphobic language/bullying incidents are recorded • Parents/carers are notified of actions and next steps where 	<ul style="list-style-type: none"> • College policies lay out expectations of dealing with homophobic, bi-phobic and transphobic (HBT) bullying and sets out the expectations with dealing with it. 	<ul style="list-style-type: none"> • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning and Anti-Bullying Policy makes clear our expectations • Students are taught the differences between the sexes and that some people are of different sexual orientations others

	the victim is a student in the college		and that that is acceptable in our society <ul style="list-style-type: none"> • Staff are trained in dealing with discrimination and homophobia.
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SUMMARY

- **In relation to RACE, the evidence we hold tells us:**

- As the college has a predominantly white British student profile we have taken steps to improve all students understanding of other cultures, through our curriculum as a whole and in particular our RS, Cultural Studies and PDP programmes.

This is an area in which we are effective but an improvement to make is:

- To ensure that our curriculum is diverse and promotes racial equality

- **In relation to DISABILITY, the evidence we hold tells us:**

- Students with a disability make good progress
- The college does extensive work to promote equality of opportunity for those who we know have a disability
- The college site has good accessibility for all, allowing for equality of access
- Our physically impaired students can access all lessons and wider curriculum opportunities

This is an area in which we are highly effective

- **In relation to SEX, the evidence we hold tells us:**

- The in-school achievement of boys is below that of girls, although higher than the national picture
- Although it matches the national picture, the exclusion rate for boys is significantly higher than for girls
- More female staff are employed than male staff and more females hold leadership responsibilities than males

This is an area where we have implemented strategies for improvement, prioritising:

- Narrowing the gap in achievement between girls and boys, particularly in English

- **In relation to GENDER REASSIGNMENT, the evidence we hold tells us:**

- We hold no relevant data on this and, as and when data does exist we need to monitor closely

- **In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:**

- 100% of staff who have recently been on maternity leave have returned to work at the college
- Requested paternity leave has been granted
- Flexible working arrangements have been granted to staff returning from maternity leave

This is an area in which we are highly effective however, we have identified the following area for improvement:

- To improve the return to work process for those returning from maternity leave, mirroring the new staff induction programme

- **In relation to AGE, the evidence we hold tells us:**

- Recruitment procedure ensures all candidates are both shortlisted and interviewed on the basis of suitability for the job
- No one involved in recruitment process has access to monitoring information
- The age profile of staff shows that there is an even distribution of staff across the age bands, with the exception of under 3 and over 60.

This is an area in which we are highly effective

- **In relation to RELIGION AND BELIEF, the evidence we hold tells us**

- 96% of student population is Christian or no religion
- Student data is held but achievement is not currently analysed by religious background

This is an area where there is no evidence to suggest that we need to make improvements but one for which we will continue our monitoring

- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**

- We hold no relevant data on this and, as and when data does exist we need to monitor closely