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## THE LATIMER ARTS COLLEGE EQUALITIES INFORMATION

DATE OF PUBLICATION: April 2017

**The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings :**

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our college has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the college of equality within policies and practice and identified gaps.
- Examined how our college engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

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Protected Characteristic:		Race																
EQUALITY INFORMATION	<p><b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• RAISE on line data shows ethnic minority groups consistently out-perform majority</li> <li>• Racist incident reporting</li> <li>• Take-up of enrichment activities data shows no variation</li> </ul> <p><b>Staff:</b></p> <table border="1"> <thead> <tr> <th></th> <th>whole staff</th> <th>recruited in last 2 years</th> </tr> </thead> <tbody> <tr> <td><b>Ethnicity</b></td> <td></td> <td></td> </tr> <tr> <td>Non White</td> <td>3%</td> <td>14%</td> </tr> <tr> <td>Not Obtained</td> <td>6%</td> <td>2%</td> </tr> <tr> <td>White</td> <td>91%</td> <td>83%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Proportion of staff from an ethnic minority exceeds pupil population (13% vs 7%)</li> <li>• Recruitment procedure ensures all candidates are both shortlisted and interviewed on the basis of suitability for the job</li> <li>• Use of score sheets for shortlisting and interviews</li> <li>• Adoption of Hirewire ensures no one involved in recruitment process has access to monitoring information</li> </ul>		whole staff	recruited in last 2 years	<b>Ethnicity</b>			Non White	3%	14%	Not Obtained	6%	2%	White	91%	83%	<p><b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b></p> <p>All relevant college policies have a statement about equality and are accessible to relevant stakeholders</p> <p><b>Students:</b></p> <p>Sub group analysed during Progress Tracking weeks and intervention initiated if required</p>	<p><b>How do we foster good relations between people who share a protected characteristic and those who do not?</b></p> <ul style="list-style-type: none"> <li>• Code of Conduct reflects values of equality and respect</li> <li>• Behaviour and Anti-Bullying Policy makes clear our expectations</li> <li>• As the college is predominantly white British (93%) and mono-cultural, links have been established with international schools in order to give students increased opportunities to engage with those from other backgrounds</li> <li>• All students have access to the full curriculum</li> <li>• The understanding of diversity is promoted through the RS syllabus, assemblies and extensive student involvement in charity work, locally, nationally and internationally</li> <li>• BSN (Bullying Stops Now) Anti-Bullying group</li> </ul>
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EQUALITY ENGAGEMENT	<p><b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b></p> <p>Student representation on Student Council</p>	<p><b>How have we engaged with the protected groups in order to advance equality of opportunity?</b></p> <p>Student representation on Student Council Constitution of Governing Body not ethnically diverse</p>	<p><b>How do we engage with protected groups in order to foster good relations?</b></p> <p>Student representation on Student Council</p>															
	EQUALITY ANALYSIS	<p><b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b></p> <p>Highly effective</p>	<p><b>How effective are we at advance equality of opportunity?</b></p> <p>Highly effective</p>	<p><b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b></p> <p>Effective</p>														

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Protected Characteristic:		Disability	
EQUALITY INFORMATION	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b> <b>Students:</b> <ul style="list-style-type: none"> <li>• VA is significantly above average for SEN students with a statement</li> <li>• The number of students with a statement who made 3 levels of progress in English is significantly above the national average</li> <li>• The number of students with a statement who made 3 levels of progress in Maths is significantly above with the national average:</li> <li>• DSP students make good progress</li> <li>• Analysis of anti-bullying data shows incidents are rare</li> <li>• High take up of enrichment activities</li> </ul> <b>Staff:</b> no data held	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b> All relevant college policies have a statement about equality and are accessible to relevant stakeholders  <b>Students:</b> <ul style="list-style-type: none"> <li>• Sub group analysed during Progress Tracking weeks and intervention initiated if required</li> <li>• Use of specialists in hearing impairment and strong support from Mentoring Support Team and LSU teams</li> <li>• Sub group analysed during Progress Tracking weeks and intervention initiated if required</li> </ul>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b> <ul style="list-style-type: none"> <li>• Code of Conduct reflects values of equality and respect</li> <li>• Behaviour and Anti-Bullying Policy makes clear our expectations</li> <li>• The understanding of diversity is promoted through the RS syllabus, assemblies and extensive student involvement in charity work, locally, nationally and internationally</li> <li>• BSN (Bullying Stops Now) Anti-Bullying group</li> <li>• Physically impaired students are fully integrated into college life with many examples of excellent relationships between PI and non PI students</li> </ul>
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b> Student representation on Student Council	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b> Student representation on Student Council Representation on Governing Body Use of specialist services Individual meetings at transition times	<b>How do we engage with protected groups in order to foster good relations?</b> Student representation on Student Council
EQUALITY ANALYSIS	<b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b> Highly effective	<b>How effective are we at advance equality of opportunity?</b> Highly effective	<b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b> Highly effective

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Protected Characteristic:		Sex										
EQUALITY INFORMATION	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b> <b>Students:</b> <ul style="list-style-type: none"> <li>RAISE on line data shows significant under achievement of boys relative to girls, particularly in English</li> <li>Exclusion rates for boys higher than girls, although matches the national picture</li> </ul> <b>Staff:</b> <table border="1" data-bbox="235 534 667 702"> <thead> <tr> <th>Gender</th> <th>whole staff</th> <th>recruited in last 2 years</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>M</td> <td>30%</td> <td>40%</td> </tr> </tbody> </table>	Gender	whole staff	recruited in last 2 years	F	70%	60%	M	30%	40%	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b> All relevant college policies have a statement about equality and are accessible to relevant stakeholders <b>Students:</b> <ul style="list-style-type: none"> <li>Raising Boys' achievement is a significant part of the college improvement plan</li> <li>Year 10 boys only group in English</li> <li>Introduction of reward system in English</li> <li>Sub group analysed during Progress Tracking weeks and intervention initiated if required</li> <li>Adopting an early entry policy to reduce disengagement</li> <li>Providing a broad and balanced curriculum with 3 Pathways</li> </ul>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b> <ul style="list-style-type: none"> <li>Reading Buddies mentoring scheme</li> <li>VT to be introduced to raise expectations / increase motivation and aspirations</li> </ul>
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EQUALITY ENGAGEMENT	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b> Student representation on Student Council	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b> Student representation on Student Council Student Voice during Departmental Review process and specifically in English	<b>How do we engage with protected groups in order to foster good relations?</b> Student representation on Student Council									
	EQUALITY ANALYSIS	<b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b> Emerging: needs further improvement	<b>How effective are we at advance equality of opportunity?</b> Good strategies in place	<b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b> Emerging: need more specific strategies								

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Protected Characteristic:		Age																		
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	Highly effective	Highly effective	Not applicable																	

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## 1. SUMMARY

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

- Students from ethnic backgrounds have higher achievement levels than those from a white British background
- The proportion of staff from an ethnic minority exceeds the pupil population (13% vs 7%)
- As a predominantly white British (93%) and mono-cultural, we have recently taken steps to improve all students understanding of other cultures, especially through establishing links with international schools

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

- To ensure that all students are involved in activities in the wider community

- **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

**This is an area in which we are highly effective**

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

- The achievement of boys, especially in English, at GCSE is below that of girls
- Although it matches the national picture, the exclusion rate for boys is significantly higher than for girls.
- There is no apparent difference between boys and girls in the take-up of enrichment activities
- More female staff are employed than male staff and more females hold leadership responsibilities than males

**This is an area where we have implemented improvements and to develop further we need to:**

- **Narrow the gap in achievement between girls and boys**

- **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 and for a male member of staff to aid child care arrangements
- Our procedures in this area are robust

**This is an area in which we are highly effective**

- **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 the majority of staff fall into the 30-49 age bracket

**This is an area in which we are highly effective**

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

- 93% 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 increase 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**