



PROCEDURE TITLE: Public Sector Equality Duty Statement

STATUS: Statutory

DATE of REVIEW: July 2019

The Public Sector Equality Duty Statement applies to everyone within the college – students, governors and staff.

The Latimer Arts College exists to provide an outstanding education for all our students putting their progress at the heart of everything we do.

That means we will always pursue excellence and shall focus upon achieving outstanding results by:

- ensuring that the curriculum offered is wholly focused upon the needs and requirements of our students;
- regularly measuring student progress and achievement so that their learning experience may be adapted to their needs;
- making available high quality support to our staff so that they deliver good lessons for students.

These are consistent with the principles within the Equality Act 2010. The Governing Body of the College, mindful of its legal responsibilities but also its wish that every student within the college receives a high quality school experience, will ensure that our policies and practices are fair and do not discriminate in relation to:

- The way in which we provide education
- The way we offer access to benefits, facilities or services
- Admissions
- Exclusions

The Equality Act 2010 makes various behaviours unlawful where there is a protected characteristic. The protected characteristics for schools in relation to its students are: disability, ethnicity and race, gender, gender identity and transgender, pregnancy and maternity, religion and belief and sexual identity and orientation. As an employer, the protected characteristics also include age and marriage and civil partnership.

The unlawful behaviours are:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled people
- Discrimination arising from disability
- Discrimination because a person is thought to have a protected characteristic
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

For disabled students, schools have to make reasonable adjustments to prevent discrimination. This means:

- Where something a school does places a disabled student at a disadvantage compared to other students then a school must take reasonable steps to try and avoid that disadvantage
- Schools are expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students

The college acknowledges its public sector duty to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act
- Advance equality of opportunity
- Foster good relations

To meet this duty, the College will work to:

- Remove or minimise disadvantages connected with a relevant protected characteristic
- Take steps to meet the different needs of those sharing a relevant characteristic
- Encourage persons who share a protected characteristic to participate in public life or any other activity in which they are underrepresented
- Tackle prejudice such as bullying and promote understanding
- Consider the public sector duty as part of their decision making, including the development and review of policies and the delivery of services

College Context

In working to deliver equality the College shall have regard to the impact of the following data sets:

- Male/female student ratio
- Male/female staff ratio
- FSM students
- EAL students
- Disabled students
- Disabled staff
- Students from ethnic minorities
- Staff from ethnic minorities
- Physical adaptations, site design to show accessibility to buildings etc.

Key aspects for the College

The obligations under the Equality Act will affect many areas of school life and the College will need to comply accordingly. Set out below are some specific areas that are considered.

Curriculum

The content of a school curriculum is excluded from the Act. The College curriculum is broad and balanced. The delivery of the curriculum must comply with the Act. This relates to both how a particular subject or activity is taught and the availability of learning opportunities.

Uniform

The College has a uniform for students of compulsory school age and a dress code for post 16 students. The College will be sensitive to the needs of different groups and will act reasonable in accommodating them.

Single Sex Classes and Sport

Sometimes the College may decide to have single sex classes. This is allowed under the Act provided it does not result in the students having an unfair advantage or disadvantage when compared to students of the other sex in other classes. An example of discrimination would be catch up classes for one gender group but not the other.

The Act does give an exception in relation to single sex sports, meaning the College can have single sex approach in relation to the participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy. There are single sex sports teams within the College; however, the College is firmly committed to ensure boys and girls have equal opportunities to participate in comparable sporting activities

School Trips and Visits

The College is committed to providing students with a range of activities to support their learning and their development as young people. Having a protected characteristic should not prevent a student being able to access these opportunities. In the case of disabled students, the College will do their best to ensure they play as full a part as possible in school life in line with their obligations to make reasonable adjustments outlined above. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other students and would therefore not be reasonable.

Bullying

The College takes any form of bullying very seriously. All bullying incidents, including those related to protected characteristics are logged. The promotion of tolerance and respect is a key feature of learning programmes, including our Personal Development Programme within the College and includes external resources.

Accessibility for Disabled Students

The College will implement accessibility plans for disabled students which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum

- Improving the physical environment of our college to enable disadvantaged students to take better advantage of education, benefits, facilities and services provided and
- Improving the availability of accessible information to disabled students

Monitoring

The College will monitor and evaluate their practice and procedures. To ensure compliance with the Equality Act as well as the aim of securing the best outcomes for all students, this will include:

- Close monitoring of the performance of all groups, including those with protected characteristics
- Targeted intervention where necessary to help raise attainment
- Strong pastoral support
- Strong and effective action to counter bullying
- Creation and maintenance of strong parental/carer links
- Establishment of effective links with the wider community

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Protected Characteristic:		Race																
EQUALITY INFORMATION	<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p> <p>Students:</p> <ul style="list-style-type: none"> ASP data shows ethnic minority groups consistently out-perform majority Racist incident reporting <p>Staff:</p> <table border="1"> <thead> <tr> <th></th> <th>whole staff</th> <th>recruited in last 2 years</th> </tr> </thead> <tbody> <tr> <td>Ethnicity</td> <td></td> <td></td> </tr> <tr> <td>Non White</td> <td>3%</td> <td>4%</td> </tr> <tr> <td>#</td> <td>#</td> <td>#</td> </tr> <tr> <td>White</td> <td>97%</td> <td>96%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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 Adoption of procedures that seek to ensure that no one involved in recruitment process has access to monitoring information 		whole staff	recruited in last 2 years	Ethnicity			Non White	3%	4%	#	#	#	White	97%	96%	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p> <p>All relevant college policies have a statement about equality and are accessible to relevant stakeholders</p> <p>Students:</p> <p>Sub group analysed during Progress Tracking weeks and intervention initiated if required</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p> <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 As the college is predominantly white British (93%), links have been established with international schools in order to give students increased opportunities to engage with those from other backgrounds All students have access to the full curriculum The understanding of diversity is promoted through the Personal Development Programme (PDP), RS and Cultural Studies syllabus, assemblies and student involvement in charity work, locally, nationally and internationally
		whole staff	recruited in last 2 years															
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EQUALITY ENGAGEMENT	<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p> <p>Student representation on Student Council</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p> <p>Student representation on Student Council</p>	<p>How do we engage with protected groups in order to foster good relations?</p> <p>Student representation on Student Council</p>															
	<p>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</p> <p>Highly effective</p>	<p>How effective are we at advance equality of opportunity?</p> <p>Highly effective</p>	<p>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</p> <p>Highly effective</p>															

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Protected Characteristic:		Disability	
EQUALITY INFORMATION	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation? Students: <ul style="list-style-type: none"> • Progress 8 is above average for SEN students with a EHCP • Analysis of anti-bullying data shows incidents are rare • High take up of enrichment activities Staff: no data held	How do we advance equality of opportunity between people who share a protected characteristic and those who do not? All relevant college policies have a statement about equality and are accessible to relevant stakeholders Students: <ul style="list-style-type: none"> • Sub group analysed during Progress Tracking weeks and intervention initiated if required 	How do we foster good relations between people who share a protected characteristic and those who do not? <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 • The understanding of diversity is promoted through the Personal Development Programme (PDP), RS and Cultural Studies syllabus, assemblies and student involvement in charity work, locally, nationally and internationally • Physically impaired students are fully integrated into college life with many examples of excellent relationships between PI and non PI students
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation? Student representation on Student Council	How have we engaged with the protected groups in order to advance equality of opportunity? Student representation on Student Council Representation on Governing Body Use of specialist services Individual meetings at transition times	How do we engage with protected groups in order to foster good relations? Student representation on Student Council
EQUALITY ANALYSIS	How effective are we at eliminating unlawful discrimination, harassment and victimisation? Highly effective	How effective are we at advance equality of opportunity? Highly effective	How effective are we at fostering good relations between people who share a protected characteristic and those who do not? Highly effective

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Protected Characteristic:		Sex										
EQUALITY INFORMATION	<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p> <p>Students:</p> <ul style="list-style-type: none"> ASP data shows significant under achievement of boys relative to girls, particularly in English. However, our boys compare favourably to the national progress of boys. Exclusion rates for boys higher than girls, although matches the national picture <p>Staff:</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>whole staff</th> <th>recruited in last 2 years</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>72%</td> <td>64%</td> </tr> <tr> <td>M</td> <td>28%</td> <td>32%</td> </tr> </tbody> </table>	Gender	whole staff	recruited in last 2 years	F	72%	64%	M	28%	32%	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p> <p>All relevant college policies have a statement about equality and are accessible to relevant stakeholders</p> <p>Students:</p> <ul style="list-style-type: none"> Raising Boys' achievement is a significant part of the college improvement plan 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 	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p> <ul style="list-style-type: none"> Vertical Tutoring system to raise expectations / increase motivation and aspirations Raising Aspirations Programme to increase motivation and aspirations
	Gender	whole staff	recruited in last 2 years									
F	72%	64%										
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EQUALITY ENGAGEMENT	<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p> <p>Student representation on Student Council</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p> <p>Student representation on Student Council Student Voice during Departmental Review process</p>	<p>How do we engage with protected groups in order to foster good relations?</p> <p>Student representation on Student Council</p>									
	EQUALITY ANALYSIS	<p>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</p> <p>Good but needs further improvement</p>	<p>How effective are we at advance equality of opportunity?</p> <p>Good strategies in place</p>	<p>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</p> <p>Good but needs further improvement</p>								

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Protected Characteristic:		Age																			
EQUALITY INFORMATION	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?																		
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EQUALITY ANALYSIS	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?																		
	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
- As a predominantly white British (93%) we have taken steps to improve all students understanding of other cultures, through our RS and PDP programmes.

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 in-school achievement of boys is below that of girls, although not dissimilar to 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 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**

- 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 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

EQUALITIES OBJECTIVES: July 2019

Equality Objectives:

To reduce the achievement gap between the genders we need to raise the achievement of boys

To improve cultural awareness that promotes other beliefs in addition to Christianity:

- Create a Personal Development Programme that is delivered in tutor time where different groups of learners will collaborate and learn about many cultures and the world around us.

To increase all students' understanding and tolerance of cultures other than their own by:

- Ensuring that all students participate in at least one community event annually

Action Planning

All objectives appear within the College Improvement Plan, with relevant action points identified.

Monitoring and Evaluation

Objectives will be reviewed annually

The College Improvement Plan is reviewed 3 times a year by the Governing Body and updated annually.

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