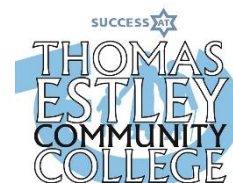


Equality Information 2023-24



Our school is committed to equality, both as an employer and as a service provider:

- ✓ We ensure that everyone is treated fairly and with respect.
- ✓ We make sure that our school is a safe, secure and stimulating place for everyone.
- ✓ We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ✓ We recognise that for some students or adults, extra support is needed to help them to achieve and be successful.
- ✓ We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students, staff and parents/carers through regular surveys.
- ✓ We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted Inspection Framework on the importance on narrowing gaps in achievement, which affect amongst others:

- ✓ Pupils from certain cultural and ethnic backgrounds
- ✓ Pupil who belong to low-income households and pupils known to be eligible for free school meals
- ✓ Pupils who are disabled
- ✓ Pupils who have special educational needs
- ✓ Boys in certain subjects, and girls in certain other subjects

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- ↗ **eliminate unlawful discrimination, harassment, victimisation** and other conduct prohibited by the Equality Act 2010;
- ↗ **advance equality of opportunity** between people who share a protected characteristic and those who do not share it; and
- ↗ **foster good relations** between people who share a protected characteristic and those who do not share it.

Information about the pupil population

Number of pupils on roll at the school: 907 (plus 18 in satellite Birkett House Special School KS3 base)

The Equality Act protects people from discrimination on the basis of “protected characteristics.” Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The table below shows how the school population is made up:

Year	Total	%boys	%girls	%FSM	%PP	%ME	%EAL	%SEND	%EHCP	%CLA
7	182	53	47	15	18	6	2	20	4	0
8	183	50	50	14	15	9	5	22	7	1
9	180	51	49	14	19	7	1	24	5	1
10	178	53	47	15	17	10	4	19	1	0
11	184	57	43	17	21	9	5	14	2	1

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial or long term adverse effect on that person’s ability to carry out normal day to day activities.”

There are pupils at our school with different types of disabilities and these include:

- ✓ Physical Disability
- ✓ Cognition and Learning Needs
- ✓ Social, Emotional and Mental Health Needs
- ✓ Speech, Language and Communication needs
- ✓ Asthma/ Allergies
- ✓ Other Medical Needs

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to **eliminate unlawful discrimination, harassment, victimisation** and other conduct prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it:

- ✓ We are aware of the requirements of the Equality Act and that it is unlawful to discriminate, treat some people less fairly, or put them at a disadvantage.
- ✓ Our policies make explicit that we aim to give careful consideration to equality issues and the policy review process takes account of the impact of our policies on different groups.
- ✓ We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.
- ✓ We have a school Positive and Negative Choices and Anti-Bullying Policy with a focus on mutual respect, positive relationships and an absence of prejudice related bullying, including discriminatory and offensive language.
- ✓ We deal promptly and effectively with all incidents and complaints of bullying and harassment, that may include cyber bullying and prejudice-based bullying, related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion or belief and sexual orientation. We keep a record of all such incidents and notify those affected of the action we have taken and monitor the impact of any provision made. We involve parents in these incidents.
- ✓ We provide training for staff in relation to dealing with bullying or harassment incidents and also in relation to promoting positive messages around diversity.
- ✓ We have a Special Educational Needs and Disability Policy that outlines the provision we make for pupils with Special educational Needs and disabilities.
- ✓ We have an Accessibility Plan which supports all members of our school community.
- ✓ We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- ✓ We have procedures for addressing staff discipline, conduct and grievances.

- We have a staff Code of Conduct which states clearly that discrimination or prejudice of any kind will not be tolerated.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with and without disabilities.		
Summary Information: <ul style="list-style-type: none"> · There are no significant inequalities with regard to access to learning and facilities. · Pupils with disabilities / education and health plans make similar progress to those without. · The school is sited across two buildings and two mobiles which are almost entirely accessible except for four classrooms accessed by internal steps without lifts (children who cannot access those classrooms are not timetabled there). · The college aims to be completely inclusive – we have a communications and interaction base for children with specialist communications and interaction plans, a satellite base of a local special school and a thriving and effective inclusion department. Relationships between all students and staff are strong. 		
How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>We set challenging targets to ensure that pupils with disabilities make good progress in line with their peers.</p> <p>We provide good quality training for all staff on inclusion, and when required we access external advice and support from a range of professionals.</p> <p>We promote positive links with parents including through termly structured conversations.</p> <p>We have a designated SEND Governor.</p> <p>We provide specific targeted support where appropriate, including through the hearing and visual impairment support services and external agencies.</p> <p>We resource to minimize physical disadvantage, including by providing two lifts, three disabled toilets, one hoist room, etc.</p> <p>We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.</p> <p>Our ethos and curriculum support all pupils to understand, respect and value difference and diversity.</p>	<p>We operate an admissions policy which welcomes all pupils.</p> <p>We liaise closely with both primary and post 16 settings so that transition is as smooth as possible and we communicate closely with parents and carers.</p> <p>We promote the social, moral, spiritual and cultural development of all our pupils through Thomas Estley Diversity focused assemblies, PSHE and RE lessons, a wide range of extra-curricular opportunities and an ethos which enables pupils to appreciate their own worth and that of others.</p> <p>Our curriculum, assemblies and external visits and visitors include opportunities for pupils to learn about the experiences of disabled people and how they may be treated unfairly.</p>	<p>Children experience a welcoming, accepting and positive start at our school.</p> <p>Parents are kept well informed</p> <p>Effective, positive relationships with parents, school and home are working in partnership to support the child.</p> <p>There is effective inclusion of children with disabilities.</p> <p>Children with additional needs are safe, secure and happy in our college and they make good progress.</p> <hr/> <p>Next steps:</p> <p>Ensure that resources, including videos and books, represent disability and pupils with varying needs.</p> <p>Provision values and celebrates difference including disabilities that we have in college. Continue to review and improve provision for a range of disabilities.</p>

Ethnicity and Race: We are committed to working for the equality of all ethnic groups		
Summary Information:		
<ul style="list-style-type: none"> · Pupils from different ethnic groups make similar progress to their peers and there are very few racist incidents · We encourage families from different ethnic and cultural backgrounds to participate fully in school activities 		
How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>Initial assessments on arrival inform learning plans.</p> <p>We identify appropriate provision and monitor its impact.</p> <p>We use a variety of strategies to support pupils new to the school.</p> <p>We set and monitor targets to track the progress of identified groups.</p> <p>We identify and address barriers to participation in learning and other activities.</p> <p>We involve parents and carers in initiatives and interventions to improve outcomes for their children.</p> <p>We organise special events including international weeks, celebrations, cultural visits and visitors.</p>	<p>Our ethos and curriculum support all pupils to understand, respect and value difference and diversity.</p> <p>We provide opportunities for all pupils to learn about the lifestyles, experiences and achievements of different cultures /communities.</p> <p>We ensure that the curriculum and behaviour related policies challenge racism and stereotypes.</p> <p>We are quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity or culture by educating students, using sanctions as necessary, informing parents, keeping records and reporting accordingly.</p>	<p>Children from all cultures experience a welcoming, accepting and positive start.</p> <p>The number of reported incidents of bullying or harassment based on race, culture or ethnicity is very low.</p> <p>There are positive relationships between children of all races and backgrounds.</p> <p>Next Steps: Monitor and evaluate participation levels of different ethnic groups in school activities.</p> <p>Ensure that resources, including videos and books, represent the range of different races and ethnicities.</p>

Gender: We are committed to working for the equality of all genders		
<p>Summary Information:</p> <ul style="list-style-type: none"> There are more boys than girls on roll. Boys perform better than girls in some cohorts and some subjects, and girls in others and the gender gap is not significantly large. Education around sexual harassment and discrimination is embedded in the curriculum and students and stakeholders are trained on how to recognize and report it. We recognize that it exists in all organisations. Where students identify non biologically, they receive targeted support to succeed and overcome any barriers including wellbeing support and a community/club and incidents of discrimination are very low. 		
How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>We monitor the attainment and progress of all our training by gender and set targets for identified groups.</p> <p>No gender-groups are treated as homogenous groups.</p> <p>Stakeholder voice and support groups ensure that all gender views are collected and tracked.</p> <p>Staff and children are trained in recognizing gender discrimination and reporting it, and in understanding why it is never right.</p> <p>We continually review our provision to identify and address any barriers to participation in activities, providing role models where possible.</p> <p>We challenge gender stereotyping through our curriculum, offering all activities to all gender groups.</p> <p>All parents and carers are encouraged to participate in the life of the school and contribute to their children's learning and progress.</p>	<p>We promote the spiritual, moral, social and cultural development of all our pupils through our curriculum, assemblies, PSHE, citizenship and RE lessons.</p> <p>We respond swiftly to any sexist bullying or sexual / gender harassment in line with school policies.</p> <p>We provide opportunities for pupils to develop their understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.</p> <p>We ensure the inclusion of positive, non-stereotypical images of all genders across the curriculum.</p>	<p>Gaps in attainment are not significantly large between gender groups.</p> <p>All genders are equally included in all aspects of school life.</p> <p>Incidents of gender related bullying are very rare but are monitored and tracked.</p> <p>Next Steps:</p> <p>Monitor and evaluate participation levels of different groups in school extracurricular activities.</p> <p>Continue to develop strategies to reduce the gap in attainment in identified cohorts and subjects.</p>

Gender Identity/Reassignment: We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing, or have undergone a process to reassign their sex are protected from discrimination and harassment.

Summary Information:

- Where students identify non biologically, they receive targeted support to succeed and overcome any barriers including wellbeing support and a community/club and incidents of discrimination are very low.
- We have around 1% of students who do not identify solely or at all in terms of biological gender.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>Ensure up-to-date training for all staff and inform all that need awareness of emerging gender identification.</p> <p>Ensure the use of a preferred name and pronouns for individuals.</p> <p>Ensure the PSHE and RSE curriculum respects and teaches understanding and respect for gender identification.</p> <p>We provide specific targeted support (wellbeing, peer support, community club, etc) to minimize barriers for students with non biological gender identification</p>	<p>We have an ethos in school where open discussion and resources promote respect and understanding for those with in all gender groups, including transgender individuals.</p> <p>We maintain confidentiality and an openness for parents and/or pupils to share information</p> <p>We adapt provision as required</p> <p>We respond swiftly to any sexist bullying or sexual harassment in line with school policies.</p> <p>We provide opportunities for pupils to develop their understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.</p> <p>We ensure the inclusion of positive, non-stereotypical images of men and women, girls and boys across the curriculum.</p>	<p>Next Steps:</p> <p>Monitor the provision described and ensure that resources reflect the different gender groups including pupils identifying as transgender.</p>

Pregnancy and Maternity: we are committed to ensuring that pupils and staff who are pregnant or who have recently had a baby are protected from discrimination and harassment.

Summary Information:

- Pregnancies within the student population are very rare (around one every two years) but when they occur, targeted support is in place to support good wellbeing, attendance and progress.
- School adopts and follows HR policies with regards to staff pregnancy and maternity.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>RSE curriculum fully implemented including awareness around the impact and the process of pregnancy and maternity.</p> <p>Maternity Policy for staff fully implemented</p> <p>Where students are pregnant, they receive targeted support to overcome associated barriers, to enable them to attend and participate successfully in learning.</p>	<p>Policy shared with stakeholders (staff and where appropriate students and parents)</p> <p>Staff are able to access all maternity provisions.</p> <p>Students who are pregnant access a keyworker and maternity/ pregnancy support and guidance</p>	<p>Staff and students who are pregnant benefit from risk assessments and targeted support so they are not disadvantaged.</p>

Religion and Belief: We are committed to working for equality for people based on their belief or non-belief.		
Summary Information: <ul style="list-style-type: none"> · We have representatives of a growing number of faiths in our school community, including Christian, Islam, Hindu and Sikh. · The school respects the religious beliefs and practices of all our staff and pupils and parents, and complies with reasonable requests regarding religious observance and practice. · There are good relations between pupils who share a religious faith or other belief and others. 		
How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>We support our pupils to build their sense of identity and belonging through our school values and curriculum</p> <p>We promote inclusion for all faith groups.</p> <p>Our curriculum, including RE and PSHE inputs, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.</p>	<p>We visit places of worship as part of our RE curriculum, and welcome visitors of different faiths, including the Gideons.</p> <p>We follow the Leicestershire Agreed Syllabus.</p> <p>We have positive links with our local church.</p> <p>We recognise, and celebrate where appropriate, significant religious events from different religions</p> <p>The curriculum enables pupils to develop respect for others, including people from different faiths or beliefs and helps to challenge prejudice and discrimination.</p> <p>We tackle bullying or harassment based on faith or belief, and prejudices relating to racism or xenophobia including those that are directed towards religious groups and communities, such as anti- Semitism and Islamophobia.</p>	<p>There are good relationships between all religious groups</p> <p>We have very few racist incidents</p> <p>We have a well-resourced RE curriculum which supports the children's knowledge and understanding of different religions.</p> <hr/> <p>Next steps: Continue to foster mutually respectful relationships, and promote tolerance and acceptance of other faiths.</p> <p>Ensure that through visits and visitors, pupils have a wide range of experiences and can relate to faiths that they have little experience of previously.</p>

Sexual Orientation: We are committed to providing a safe environment for all our pupils. We aim to tackle any discrimination faced by pupils or staff who are lesbian, gay or bi-sexual

Summary Information:

- We tackle prejudice-based bullying and the use of inappropriate language through assemblies and PSHE lessons.
- Our school ethos includes celebrating difference and diversity as a way of developing tolerance, understanding and respect for one another.

How we advance Equality of Opportunity	How we foster good relations	Impact and Next Steps
<p>Diversity and inclusion are embedded throughout the curriculum with the use of appropriate resources.</p> <p>We challenge prejudice-based stereotyping and the use of inappropriate language through our curriculum and behaviour policy.</p> <p>Parents and carers of any sexual orientation are encouraged to participate in the life of the school and contribute to their children’s learning and progress.</p>	<p>We promote the spiritual, moral, social and cultural development of all our pupils.</p> <p>We support pupils to be confident learners and accept on another’s lifestyles and beliefs through our PSHE and SRE curriculum.</p> <p>All children are given opportunities to speak, share ideas, feel included and know that difference is valued.</p> <p>Incidents of homophobic bullying or language are addressed promptly.</p>	<p>Relationships between all groups of pupils are very good.</p> <p>Incidents of homophobic bullying/use of language are rare but monitored in their own category.</p> <hr/> <p>Next steps: Continue to resource our curriculum in order to ensure the positive role models of sexual orientation are embedded in a positive and constructive way to ensure all pupils understand and respect difference and diversity and can discuss this in terms of the school and wider world.</p>

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so that we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- ✓ Regular online surveys: pupils, parents, staff.
- ✓ Parent Engagement evenings and forums
- ✓ Newsletters/ texts/ emails
- ✓ Staff Wellbeing Group and pastoral meetings/ CPL
- ✓ Student Ambassador Meetings including feedback from tutor groups
- ✓ Student and Staff Interviews

Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Objective	Planned Actions	Progress
Ensure that all student groups including vulnerable students make strong progress, attend well and access wellbeing support.	<ul style="list-style-type: none"> - Systematic analysis of cohort data at each assessment point with targeted interventions - Additional pastoral and mentoring support in place for vulnerable students - Inclusive classrooms to be monitored and teaching and learning focus on research-based training which is shown to have impact on vulnerable learners and all groups of pupils - Close tracking of progress and additional provision for identified pupils over time. 	Gaps closing – gender, gender identification, EHCP – improving trend over last three years.
To develop pupil knowledge of equality and diversity by weaving it through our school ethos and practice.	<ul style="list-style-type: none"> - CPD for all staff with specialist trainers in equality and diversity including SSAT audit. - Specific planned assemblies to promote British Values, diversity and equality. - RSE curriculum and PSHE curriculum to deliver planned lessons to promote equality. - Audit and enhance the quality of the wider curriculum and parents understanding of the diversity offered throughout the curriculum. 	Thomas Estley Diversity assemblies events and awareness raising activities Curriculum amendments made and continuing
To ensure that resources, books and materials across the curriculum are of high quality and represent all areas of the Equality Act in a positive and real-life context.	<ul style="list-style-type: none"> - Ensure that students have exposure to a view of the real world by ensuring that we audit the books we have in school, and those that are accessible in the library, to buy new materials that reflect all the groups and areas exemplified in the equality act. - To ensure that resources used, including texts, word-problems, assembly presentations, displays etc. represent different groups and show positive role models in school. - Votes for School tutor inputs support development of awareness. 	New resources purchased and audited. Designated areas in library and texts in English lessons. Thomas Estley diversity inputs (What3Pics, etc) Images and displays (eg ADT corridor) audited and plans in place to continue improvement