

A. Rationale

Colyton Grammar School is an inclusive organisation with a clear focus on promoting the well-being and progress of every student and where all members of the school community are of equal worth

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships.

B. Statutory Framework

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** (PSED) or “General Duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The PSED covers the nine “protected characteristics” (as defined in the Equality Act 2010) i.e. disability, gender reassignment, pregnancy/maternity, race, religion or belief, sex (gender), sexual orientation, age and marriage/civil partnership status. Within school, age and marriage/civil partnership status are relevant characteristics in relation to the school’s employer duties but not in relation to students.

Two “**Specific Duties**”

This requires all public organisations, including schools to

- Publish information to show compliance with the Equality Duty at least annually
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties, taking into account Department for Education (DfE) guidance in relation to the Act.

C. Aims

- To comply with the statutory requirement for a Equality Scheme
- To integrate consideration of equality and good relations into the day-to-day business of the school
- To provide a clear framework for assessing key areas of the school’s activities and taking appropriate action to ensure equality

D. Key Principles

In fulfilling our duties on the Equality Act, the school is guided by the following key principles:

Principle 1: All students are of equal value

We see all students and potential students, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity or orientation

Principle 2: We recognise and respect difference

Treating people equally (see Principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability – so that reasonable adjustments are made
- ethnicity – so that cultural backgrounds and experiences of prejudice are recognised
- gender – so that the different needs and experiences of girls and boys, and men and women, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between individuals and groups different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic/lesbian harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees in terms of recruitment, induction, promotion, performance management/development and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity or orientation
- with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We ensure that our policies, procedures and activities avoid or minimise any possible negative impacts and we also aim to take appropriate action to reduce inequalities that already exist between groups that differ from each other.

Principle 6: We consult and involve to ensure that views are heard

We aim to ensure that the views of groups or individuals who are affected by a policy or activity are taken into account:

- Students - through School Forum and the Sixth Form Forum
- Parents – through governors and specific consultations
- Staff - through internal decision making structures

Where necessary, we will consult more widely with specific groups.

Principle 7: We aim to foster community cohesion

We ensure that our policies, procedures, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

Principle 8: We base our practices on sound evidence

We publish information annually to demonstrate our compliance with the Public Sector Equality Duty. Our current Equality Information can be found in Appendix A to this policy.

E. Specific Duties

1. To publish information to show compliance with the Equality Duty at least annually

The school will publish the following data annually, analysed according to the relevant protected characteristics:

- Students on Roll
- Admissions
- Examination Results
- Prejudice Related Incidents

Our current Equality Information can be found in Appendix A to this policy.

2. Publish Equality Objectives at least every 4 years which are specific and measurable

Our equality objectives are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality.

The objectives represent our school priorities, and take into national and local priorities and issues.

Our current Equality Objectives can be found in Appendix B to this policy.

F. Responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

The governors' Staffing Committee will receive an annual report on the Equality Duty, including the annual publication of Equality Information.

The Headteacher is responsible for:

- implementing this policy
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination

All staff are expected to:

- promote an inclusive and collaborative ethos in the classroom and in the workplace
- deal appropriately with any prejudice-related incidents that may occur
- keep up-to-date with equalities legislation relevant to their work

Teaching staff are expected to plan and deliver lessons that reflect the four Key Principles above.

This policy will be reviewed by the Staffing Committee on at least a three yearly basis.

G. Other Related Policies

The school has in place the following policies which support the Equality Duty:

- Admissions Arrangements
- Anti-Bullying Policy
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- Careers Education and Guidance
- Child Protection Policy
- Children in Care Policy
- Citizenship Policy Statement
- Collective Worship
- Complaints Policy
- Curriculum Policy and Statement
- Data Protection Policy
- Discipline Policy – Students
- Employment Protection Policy
- Equal Opportunities Policy
- Exclusion Policy
- Fair Assessment Policy
- Freedom of Information Act
- Grievance Policy
- Homework Policy
- International Awareness Policy
- Matching Curriculum To Ability Policy
- Monitoring and Supporting Students
- Monitoring Diversity Policy
- Performance Management Policies (Teaching and Support Staff)
- Race Equality Policy
- Recruitment and Selection of Staff Policy
- Sanctions Policy
- Safeguarding Children Policy
- School Aims
- School Ethos
- SEND School Information Report
- Sex Education Policy and Statement
- Special Educational Needs
- Spiritual, Moral, Social and Cultural Education Policy
- Staff Disciplinary Procedures
- Vexatious Complaints and Harassment Policy
- Whistleblowing Policy

Appendix A – Equality Duty Information (as at April 2015)

Students On Roll

Characteristic	Number of Students	% of Students
Total number of students	820	
Characteristic		
<i>Gender</i>		
Boys	451	55.0%
Girls	369	45.0%
<i>Special Educational Need</i>		
School Action	4	0.5%
School Action Plus	0	0.0%
Education, Health and Care Plan	0	0.0%
Statemented	3	0.4%
SEN Support	25	3.0%
No Special Educational Needs	788	96.1%
<i>SEN Need</i>		
Specific Learning Difficulty	0	0.0%
Moderate Learning Difficulty	1	0.1%
Severe Learning Difficulty	0	0.0%
Profound and Multiple Learning Difficulty	0	0.0%
Social, Emotional and Mental Health	1	0.1%
Speech, Language and Communication Needs	1	0.1%
Multi-Sensory Impairment	1	0.1%
Hearing Impairment	5	0.6%
Visual Impairment	4	0.5%
Physical Disability	6	0.7%
Autistic Spectrum Disorder	1	0.1%
SEN Support But No Specialist Assessment	0	0.0%
Other Difficulty/Disability	8	1.0%
<i>Race/Ethnicity</i>		
<i>White</i>		
British	726	88.5%
Irish	1	0.1%
Traveller of Irish heritage	0	0.0%
Gypsy/Roma	0	0.0%
Greek/Greek Cypriot	2	0.2%
White Eastern European	3	0.4%
White Western European	6	0.7%
White Other	2	0.2%
<i>Mixed</i>		
White and Black Caribbean	2	0.2%

Characteristic	Number of Students	% of Students
White and Black African	2	0.2%
White and Asian	18	2.2%
Any other mixed background	16	2.0%
<i>Asian or Asian British</i>		
Indian	6	0.7%
Pakistani	2	0.2%
Bangladeshi	0	0.0%
Any other Asian background	1	0.1%
<i>Chinese</i>		
Hong Kong Chinese	8	1.0%
Other Chinese	13	1.6%
<i>Black or Black British</i>		
Caribbean	0	0.0%
African	1	0.1%
Any other Black background	0	0.0%
<i>Any other ethnic background</i>		
Afghan	0	0.0%
Arab	0	0.0%
Filipino	0	0.0%
Iranian	1	0.1%
Japanese	0	0.0%
Malay	0	0.0%
Thai	0	0.0%
Any other ethnic group	0	0.0%
<i>Refused to Say</i>	10	1.2%
Language		
English	795	97.0%
Other	25	3.0%
Eligible for Free School Meals	22	2.7%

Admissions

(for admission in September 2015)

	Total	Boys		Girls	
		No	%	No	%
Applications	448	233	52.0%	215	48.0%
Accepted	120	64	53.3%	56	46.7%
Appeals Submitted					
Appeals Upheld					
Appeals Rejected					

Examination Results

Summer 2014

Key Stage 4

	Total		Boys		Girls	
	No	%	No	%	No	%
Number of students at end of KS4	120	100%	59	49.17%	61	50.83%
Expected level of progress in English between KS2 and KS4	119	100%	59	100%	60	100%
Expected level of progress in Maths between KS2 and KS4	113	100%	58	100%	55	100%
Students attaining 5+ A*-C (or equivalent) including English and Maths	118	98.33%	59	100%	59	96.72%
Average Point Score (Best 8)	458.2		459.53		456.57	

Key Stage 5

	Total		Boys		Girls	
	No	%	No	%	No	%
Number of students at end of KS5	108	100%	58	53.70%	50	46.30%
Average Point Score per A Level Student	1438.96		1428.76		1450.84	
Average Point Score per A Level entry	238.35		234.31		243.17	
A Level students achieving at least 3 A*-E	107	99.07%	57	98.28%	50	100%
A Level students achieving at least 2 A*-E	108	100%	58	100%	50	100%
Average Point Score (Best 8)	458.2		459.53		456.57	

Prejudice Related Incidents

There have been no prejudice related incidents over the current reporting period (1 April 2014 to 31 March 2015)

Appendix B – Equality Objectives

We recognise our duty in setting specific, measurable objectives and have identified the following four objectives from April 2015:

1. To undertake a review of the new admissions arrangements to ensure that testing and other arrangements provide for equal access on the basis of the relevant protected characteristics.
2. To review the tutor/PSHE programme to ensure that equality issues are addressed appropriately.
3. To review examination results at Key Stage 4 and 5 to ensure that changes in national examination specifications and arrangements are implemented within school in such a way as to minimise any inequalities in performance.
4. To review arrangements for Careers Information and Guidance (CEAG) and Work Experience to ensure equal access.