



King Edward VI School

Public Sector Equality Duty Equality information and objectives Review date: December 2019

King Edward VI School is committed to equality both as an employer and a service- provider:

Our vision is rooted in our core values of **respect**, **aspiration** and **creativity**. We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to thrive and be the best they can be, students achieve the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support staff. We will enable our staff to flourish in their roles.
- We will be a school where there is consistency in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the transition from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.
- We will be a school which nurtures partnerships with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.
- We will be a school which, through our close partnership with local primary schools as well as the new Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly outward-facing and forward looking, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available resources, and to create more, in order to deliver the best we can for those in our care.

Our strategic objectives for 2017-20 are:

- To inspire students, and equip them with the skills, confidence and qualifications required to thrive in a changing world
- To create a highly skilled and successful workforce by developing and nurturing skills and talents and fulfilling our potential
- To provide the best possible pastoral care
- To embed our vision, values and ethos in all of our systems and other aspects of our work to consistently develop leadership and management
- Further develop partnership working to aid teaching and improve outcomes
- To successfully manage our transition to an 11-16 school

To continue our work towards these objectives, our specific actions in academic year 2018/19 are:

- To put in place a series of measures to ensure Year 11 students meet or exceed their targets in Summer 2019
- To put in place a series of measures to ensure Year 13 students meet or exceed their targets in Summer 2019
- To develop parental engagement with the school
- To ensure that the experience of and outcomes for disadvantaged students are enhanced
- To complete our support staff review
- To enhance and develop the quality of teaching and learning
- To focus on the development of partnerships with external bodies which enhance learning and outcomes
- To develop character and cultural education in the school
- To ensure that our extra-curricular opportunities are further enhanced whilst being financially sustainable for the future
- To explore and develop our status as a C of E School
- To plan and deliver our transition to 11-16 education at King Edward VI School
- To develop the quality and effectiveness of leadership across the staff team and within the Governing Body

Our main equality challenges for 2018/19 are:

1. To put in place a series of measures to ensure Year 11 and Year 13 students meet or exceed their targets in Summer 2019
2. To develop parental engagement with the school
3. To ensure that the experience of and outcomes for disadvantaged students are enhanced
4. To enhance and develop the quality of teaching and learning
5. To develop character and cultural education in the school

We will seek to achieve these through:

1. Explore strategies, including use of the PiXL toolkit to further reduce the gap between disadvantaged and others, and between boys and girls
2. Plan specifically to engage more parents of disadvantaged students with the life of the school
3. Carry out a full review of outcomes for disadvantaged students in Summer 2018, focusing on subjects taken in the Open Bucket, the reasons behind the gender gap in Progress 8, and the differences in achievement of low, middle and high attaining students.
3. Develop, implement and evaluate a disadvantaged student strategy which improves attendance, literacy and numeracy and punctuality of disadvantaged students
3. Specific focus in Line Management curriculum conversations about how work is helping to close gaps
3. To ensure that PASS survey data is being used to identify students for early intervention
3. Explore and improve current uptake of extra-curricular activities
4. Design, implement and evaluate the Learning Policy (with specific focus on boys, low prior-attainers, disadvantaged students)
4. Develop and implement a clear strategy to support more able students in every classroom
5. Develop and implement a consistent and attractive system for recognising academic and pastoral achievement
5. Improve attendance by developing and embedding a strategic plan

Information on students by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics' which are:

- Age
- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

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

Students Special Education Needs (SEN) Provision	Number of students	Percentage of school population
No Special Education Need	1436	94
SEN Support	61	4
Education, Health and Care Plan	23	2
TOTAL	1520	

Ethnicity and Race

Ethnicity and race	Boys	Girls	Total
Bangladeshi	1	2	3
Indian	2	6	8
Any other Asian Background	7	5	12
Black African	4	5	9
Black Caribbean	2	0	2
Any other Black	1	0	1
White - British	637	652	1289
Any other White background	40	55	95
Gypsy / Roma	0	3	3
White and Black Caribbean	2	7	9
White and Black African	1	2	3
White and Asian	9	6	15
Any other Mixed Background	14	17	31
Information not obtained / refused	19	21	40
TOTAL	739	781	1520

Religion & belief

Muslim	18
Christian	839
Buddhist	2
No religion	560
Hindu	6
Sikh	12
Other	33
Refused	50
TOTAL	1520

We do not publish this information on our students regarding **gender identity or reassignment, sexual orientation or pregnancy.**

Information on staff by protected characteristics

As at 8 November 2018, the school employed 240 staff (of which 185 (151.56 FTE) are grouped as 'regular service'). Our staff are employed in the following main groups:

- Teaching staff
- Administrative staff
- Education Support staff
- Technical staff
- Catering staff
- Facilities staff

Gender	Total	% of All Staff
Female	168	70
Male	72	30

Disability	Number
Disabled	
Not Disabled	
Not Given/Known	185

Ethnicity and Race	Number	% of Staff
Asian or Asian British	2	1
Black or Black British	3	2
Mixed	1	0.5
Any Other Ethnic Group	1	0.5
White/Irish/any other white background	178	96
TOTAL	185	

We do not publish this information on our staff regarding **gender identity or reassignment, sexual orientation, pregnancy or maternity, religion or religious belief or age.**

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 any other conduct 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** between people who share a protected characteristic and people who do not share it

Eliminate discrimination, harassment and victimisation and other conduct that is 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 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other and links closely to our policy on Exclusions, Safeguarding, Attendance, Social Media and the use of mobile phones
- 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, religion and belief and sexual orientation
- We provide training to all staff in relation to dealing with bullying and harassment incidents
- We have a special educational needs and disabilities (SEND) policy that outlines the provision the school makes for students with special educational needs
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We pay due regard within our recruitment practices, to safeguarding and protecting our students
- We have procedures for addressing staff discipline and grievances
- We conduct risk assessments for individual incidences of pregnancy.

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 students. Summary details of our student outcomes is below.

Key Stage 4	2016	2017	2018
Cohort Info			
No. of students at end of KS4	323	306	308
No. of students who are non-mobile	317	299	302
% non-mobile	98	98	98
No of disadvantaged students	55	58	48
% disadvantaged students	17	19	16
Low Prior Attainment - number	50	53	41

Low Prior Attainment - %	15	19	14
Middle Prior Attainment - number	166	114	132
Middle Prior Attainment - %	51	40	45
High Prior Attainment - number	107	119	121
High Prior Attainment - %	34	42	41
No of students who are EAL	12	14	7
% EAL	4	5	2
Number of students with SEN with Statements or EHC Plan	3	6	2
% students with SEN with Statements or EHC Plan	1	2	1
Number of students with SEN without Statements or EHC Plan	9	6	18
% students with SEN without Statements or EHC Plan	3	2	6

Outcomes		2016	2017	2018
ALL	% 4+ EM	68	68	75
	% 5+ EM		43	47
	- Low PA	11	2	7
	- Mid PA	58	22	30
	- High PA	98	82	88
	% 7+ EM	10	8	13
	Attainment 8	51	46.2	50
	- Low PA	33	24.6	29
	- Mid PA	48	40.9	45
	- High PA	62	60	65
	Progress 8	-0.09	-0.06	0.3
	- Low PA	-0.12	-0.05	0.26
	- Mid PA	-0.09	-0.07	0.33
	- High PA	-0.08	-0.04	0.26
DISADVANTAGED	% 4+ EM	41	48	59
	% 5+ EM		22	35
	- Low PA	5	0	0
	- Mid PA	39	12	20
	- High PA	100	71	85
	% 7+ EM	2	0	4.3
	Attainment 8	42 (58 students)	35 (58 students)	42 (46 students)
	- Low PA	28	20.2 (17)	21
	- Mid PA	44	32.6 (26)	41
	- High PA	62	57.3 (14)	59
	Progress 8	-0.41	-0.49	-0.11
	- Low PA	-0.64	-0.44	-0.47
	- Mid PA	-0.43	-0.68	0.08
	- High PA	-0.01	-0.20	-0.16

Key Stage 5			
	2016	2017	2018
ALL			
Number of students at the end of 16-18 studies	194	200	211
Number of students at the end of 16-18 studies (academic entry)	192	198	207
Average point score per academic entry (as a grade)	C	C+	C

Average point score per academic entry	31.32	32.74	30.79
No of students in AAB measure	162	162	173
% achieving at least AAB with two in facilitating subjects	11	14.8	8.7
Number of students included in the best three A Levels measure	162	162	173
Average points per entry in best 3 A Levels expressed as a grade	C+	B-	C+
Average point score per entry in best 3 A Level entries	34.84	36.91	34.59
% grades A*-B	53	58	54
% grades A*-C	81.4	84	80
Overall L3 VA		0.14	
DISADVANTAGED			
No of disadvantaged students at end of 16-18 study with A Level entry	N*	17	19
Average point score per academic entry (as a grade)	N*	C-	C-
Average point score per academic entry	N*	28.00	28.04

*No data available

We are committed to working for the equality of people with and without disabilities. We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's Learning Support Department works closely with students, their parents/carers and staff in order to provide a high quality learning environment in order to eliminate inequality. We comply with Access Arrangements for students with disabilities and special needs so that all students have the opportunity to achieve their potential.

We have policies in place to promote and assist in delivering equality of opportunity including SEND Policy, Whistleblowing Policy, Child Protection and Safeguarding Policy and Accessibility Plan. We have designated safeguarding lead staff and staff receive training in Child Protection including Preventing Radicalisation.

We work to **foster good relations** by:

- All members of the school staff modelling appropriate behaviour which promotes positive relations with students, colleagues and parents
- All members of staff constructively challenge unacceptable behaviour using guidelines written in the Behaviour Policy
- Promote positive behaviour at all times, using Merits and 'postcards' home to support this
- Celebrate and rewards student achievements through College assemblies and an annual Awards Evening
- Continually developing the curriculum that helps all students to understand, respect and value difference and diversity. The use of outside speakers, IAG, extended tutor time and an extensive PSHE programme helps support delivery through subject areas
- Encourage students to deliver assemblies that encourage all to better understand and respect diversity and equality
- Use parental questionnaires to better understand views and hold Parent Forums during the year to seek views on particular issues e.g. a potential change in school uniform and the impact that may have.