



Curiosity | Care | Courage | Creativity

# King Edward VI School

## Public Sector Equality Duty

### Equality information and objectives

#### December 2023

Our Vision:

*To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.*

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<b>Drawn up by:</b>	Headteacher
<b>Reviewed by:</b>	Headteacher
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<b>Review cycle:</b>	Annual
<b>Date of next Review:</b>	December 2024

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

**Below are our four core values.**

***Curiosity***  
***Care***  
***Courage***  
***Creativity***

**The Key Objectives for the School Development Plan 2023/24 are:**

1	All students in school and positive about their education
2	Good start to the day for every learner
3	Fully inclusive classrooms across the school
4	Excellent levels for achievement for Year 11

**Our main equality objectives are:**

- Increase awareness on issues of gender, racism, LGBT and ableism across the school
- Every classroom has explicit literacy teaching and is dyslexia-friendly, and every lesson is structured to support ADHD
- Closing the gap in boy achievement across the school

### **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.' Based on October 2023 census data.

<b>Students Special Education Needs (SEN) Provision</b>	<b>Number of students</b>	<b>Percentage of school population</b>
No Special Education Need	940	78
SEN Support	215	18
Education, Health and Care Plan	51	4
<b>TOTAL</b>	<b>1206</b>	

## Ethnicity and Race

<b>Ethnicity and race</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Bangladeshi	0	2	2
Indian	2	1	3
Any other Asian Background	17	2	19
Black African	6	7	13
Black Caribbean	2	4	6
White - British	503	441	944
Any other White background	52	48	100
White and Black Caribbean	8	6	14
White and Black African	4	8	12
White and Asian	8	7	15
Any other Mixed Background	6	23	29
Information not obtained / refused	22	27	49
<b>TOTAL</b>	<b>630</b>	<b>576</b>	<b>1206</b>

## Religion & belief

Muslim	11
Christian	386
Buddhist	2
No religion	534
Jewish	2
Other	24
Refused	42
Unsought	205
<b>TOTAL</b>	<b>1206</b>

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 3 November 2023 had a total of 193 open staff records of which 149 were contracted in regular service (120.35 FTE). 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	126	65
Male	67	35

Ethnicity and Race	Number	% of Staff
Asian or Asian British	2	1
Black or Black British	2	1
Any Other Ethnic Group	1	0.5
White/Irish/any other white background	188	97.5
<b>TOTAL</b>	<b>193</b>	

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**. There are no staff with registered disabilities.

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.

<b>Key Stage 4</b>		<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Cohort Info</b>				
No. of students at end of KS4		221	237	237
No of disadvantaged students		45	57	60
% disadvantaged students		20	24	25
Low Prior Attainment - number		24	68	64
*Low Prior Attainment - %		11	29	28.6
Middle Prior Attainment - number		129	124	104
*Middle Prior Attainment - %		58	53	46.4
High Prior Attainment - number		48	40	56
*High Prior Attainment - %		22	17	25
No of students who are EAL		22	17	14
% EAL		10	7	6
Number of students with SEN with Statements or EHC Plan		5	13	5
% students with SEN with Statements or EHC Plan		2	6	2
* of students with Prior Attainment information = 224 students (2023 only)				
<b>Outcomes</b>		<b>2021</b>	<b>2022</b>	<b>2023</b>
ALL	% 4+ EM	67	74	63
	% 5+ EM	47	49	42
	- Low PA	0	12	3
	- Mid PA	36	56	38.5
	- High PA	94	95	93
	Progress 8	0.4	0.22	+0.1
	- Low PA	0.3	0.02	0
	- Mid PA	0.4	0.35	0
	- High PA	0.5	0.17	+0.3
DISADVANTAGED	% 4+ EM	38	44	37
	% 5+ EM	16	25	11
	Progress 8	-0.5	-0.51	+0.07

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 staff and all 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, 'postcards' home and award letters e.g 'Grafter' to support this
- Celebrate and rewards student achievements through assemblies
- 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 to seek views on particular issues e.g. recent consultation on vision and values.