



## King Edward VI School

Public Sector Equality Duty  
Equality information and objectives  
Review date: December 2023

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

**Below are our three *core* values. These are the things we hold most dear;**

### ***Respect***

As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.

### ***Aspiration***

In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.

### ***Creativity***

We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.

**The Key Objectives for the School Development Plan 2022/23 are:**

1	Improve behaviour for learning
2	Establish a more effective Inclusion support department
3	Successfully deliver high impact and ambitious literacy plan
4	Review of whole school curriculum structure
5	Improvement in assessment quality and communication across the school
6	Developing high performing teams
7	Establish computing across KS4 subjects
8	Rebuild and deliver a great extra-curricular offer
9	Develop values and vision
10	Place KEVI at the heart of multiple local partnerships
11	Integrated Financial and Curriculum planning model used for review and SDP development
12	Successful marketing of school

**Our main equality challenges for 2022/23 are:**

- To ensure that boys English and literacy levels are as good as girls
- To educate our students, and wider community, about the negative impact of misogynistic and sexist language

### 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 2022 census data.

Students Special Education Needs (SEN) Provision	Number of students	Percentage of school population
No Special Education Need	945	78
SEN Support	213	18
Education, Health and Care Plan	43	4
<b>TOTAL</b>	<b>1201</b>	

### Ethnicity and Race

Ethnicity and race	Boys	Girls	Total
Bangladeshi	0	2	2
Indian	0	2	2
Any other Asian Background	13	7	20
Black African	4	4	8
Black Caribbean	2	3	5
White - British	473	443	912
Any other White background	36	49	85
White and Black Caribbean	6	6	12
White and Black African	4	5	9
White and Asian	6	8	14
Any other Mixed Background	38	27	65
Information not obtained / refused	32	31	63
<b>TOTAL</b>	<b>614</b>	<b>587</b>	<b>1201</b>

## Religion & belief

Muslim	17
Christian	383
Buddhist	2
No religion	480
Hindu	1
Jewish	2
Other	22
Refused	53
Unsought	241
<b>TOTAL</b>	<b>1201</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 4 November 2022 had a total of 200 open staff records of which 152 were contracted in regular service (118.24 FTE). Our staff are employed in the following main groups:

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

<b>Gender</b>	<b>Total</b>	<b>% of All Staff</b>
Female	133	66.5
Male	67	33.5

<b>Ethnicity and Race</b>	<b>Number</b>	<b>% of Staff</b>
Asian or Asian British	3	1.5
Black or Black British	2	1
Any Other Ethnic Group	1	0.5
White/Irish/any other white background	194	97
<b>TOTAL</b>	<b>200</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>2020</b>	<b>2021</b>	<b>2022</b>
<b>Cohort Info</b>				
No. of students at end of KS4		217	221	237
No of disadvantaged students		42	45	57
% disadvantaged students		19	20	24
Low Prior Attainment - number		67	24	68
Low Prior Attainment - %		31	11	29
Middle Prior Attainment - number		69	129	124
Middle Prior Attainment - %		32	58	53
High Prior Attainment - number		62	48	40
High Prior Attainment - %		29	22	17
No of students who are EAL		21	22	17
% EAL		10	10	7
Number of students with SEN with Statements or EHC Plan		2	5	13
% students with SEN with Statements or EHC Plan		1	2	6
<b>Outcomes</b>				
		<b>2020</b>	<b>2021</b>	<b>2022</b>
ALL	% 4+ EM	75	67	74
	% 5+ EM	50	47	49
	- Low PA	12	0	12
	- Mid PA	55	36	56
	- High PA	90	94	95
	Progress 8	0.4	0.4	0.22
	- Low PA	0.5	0.3	0.02
	- Mid PA	0.5	0.4	0.35
	- High PA	0.3	0.5	0.17
DISADVANTAGED	% 4+ EM	67	38	44
	% 5+ EM	43	16	25
	Progress 8	-0.1	-0.5	-0.51

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. installation of CCTV in student washroom areas