



This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

**1) School Context – Pupil**

This section provides information on the composition of the pupil population at the school with respect to the ‘protected characteristics’ outlined in the Equality Act. The 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 protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender			
Male	488		
Female	483		
Other/Not Stated	N/A	<b>Total</b>	971

**Special Educational or Medical Needs and Disability**

- **Pupils with an EHCP:** 8 Pupils (0.83%)
- **Pupils requiring SEND support:** 80 Pupils (8.78%)

**Medical needs and disability:**

Year 7	Year 8	Year 9	Year 10	Year 11	All Years
3.35%	22.83%	13.41%	19.77%	19.46%	15.04%
8	42	24	35	36	145

## Ethnicity & Race

Ethnicity & Race	%
White English	39.65%
White European	0.93%
White Other	0.21%
Mixed / Dual Background	0.10%
Asian or Asian British	0.51%
Black or Black British	5.56%
Information not yet obtained	5.25%
Refused	1.44%
Any Other Ethnic Group	1%

## Religion & Belief

Religion & Belief	%	Number
Christian	%	
Muslim	%	
Jewish	%	
Hindu	%	
Sikh	%	
Buddhist	%	
Other	%	
No Religion	%	
Not stated	%	

## Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

### Pupils with English as an Additional Language

Year 7	Year 8	Year 9	Year 10	Year 11	All Years
3.35%	22.83%	13.41%	19.77%	19.46%	15.04%
8	42	24	35	36	145

## Pupils from low-income backgrounds

Year 7	Year 8	Year 9	Year 10	Year 11	All Years

## Number of Looked After Children:

Year 7	Year 8	Year 9	Year 10	Year 11	All Years
	1.63%	1.68%	1.69%	1.08%	1.14%
	3	3	3	2	11

## Information about our Employees (Taken from work force census July 2018)

We are required to publish information about the diversity of our workforce if we have more than 150 employees. This information provides a profile of our workforce, as well as our employment practices and achievements.

CORE Education Trust is committed to eliminating discrimination and encouraging diversity amongst our employees. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

The appointment and recruitment procedure must always be applied fairly and in accordance with employment law and the CORE Education Trust Equality & Diversity Policy.

Gender (%)			
Male	34 (34%)		
Female	66 (66%)		
Other/Not Stated	N/A	<b>Total</b>	100

## Disability

Number of staff identifying as disabled:0

## Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian		Other	
Islam		<b>No Religion</b>	
Jewish		Not stated	100
Hindu			

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## Ethnicity and Race

<b>Ethnicity and Race</b>	<b>Total</b>
White British	68
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	2
Gypsy / Roma	0
White and Black Caribbean	1
White and Black African	0
White and Asian	0
Any Other Mixed Background	2
Indian	7
Pakistani	1
Bangladeshi	4
Any Other Asian Background	0
Black Caribbean	11
Black – African	0
Chinese	0
Any Other Ethnic Group	0
Refused	0
Not obtained	1

## 2) Our Equality Objectives

**Equality Objective 1: To ensure that teaching takes full account of pupils' abilities and needs to ensure disadvantaged groups make progress.**

This will be achieved by ensuring:

- By ensuring that the progress of all disadvantaged groups is clearly tracked at a whole school level – class teacher, HOF/HOY/SLT level. This will then highlight underachievement and different levels of intervention needed.
- To ensure that funding is tracked and spent appropriately for Pupil Premium Students and LAC students to narrow the gap by ensuring funding is used appropriately to enable these groups of students to make academic progress.

**Review date and comments (July 2020):**

**Equality Objective 2: To ensure that lessons are planned and delivered to take account of those students who have Special Educational Needs and English as an additional Language**

This will be achieved by ensuring that:

- Ensuring that the SEND register is accurate and is a working document accessed by all staff.
- By ensuring that teachers provide high quality first teaching and lessons are differentiated lessons, based on the needs of individuals by using students personalised support plans to plan and create effective resources and tasks that allow SEND pupils to make progress.
- To ensure that teachers are confident in using the assess, plan, do, review cycle to determine whether specific classroom interventions have had an impact on progress.
- To ensure the accurate identification of EAL students through more effective and regular data collection.
- To create an induction programme for EAL students who speak little or no English when they join the school.

**Review date and comments (July 2020):**