

EMMANUEL COLLEGE

EQUALITY OBJECTIVES



Emmanuel College welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the Foundation's community including persons who share relevant protected characteristics and persons who do not.

Emmanuel College recognizes the need to guard against all kinds of direct and indirect discrimination. It also recognises the need to be pro-active in articulating equality objectives for the students in the College's care, alongside key measures of success and how these objectives are to be achieved.

Emmanuel College also recognises the need to have equality objectives that:

- eliminate discrimination, harassment, victimisation and any other prohibited conduct and/or;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and/or;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The following equality objectives take into account the specific context and circumstances of Emmanuel College, recognising that this context is different from other ESF schools, and also ensuring that the objectives meet the following principles, as articulated in the ESF Equalities Policy:

- We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.
- We will recognise and respect diversity.
- We will foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that may already exist
- We expect to provide all students with the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We expect students and staff to treat each other with respect and dignity at all times.
- We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone.

All equality objectives will be reviewed at the end of the academic year 2022-2023 to gauge how far they have been met and what more, if anything needs, to be done to meet and consolidate these objectives.

	Equality Objective	How the College will seek to achieve and measure this
1	To close the 'achievement gap' between some sub-groups of students in order to ensure that all students have the opportunity to achieve their personal best academically. This objective is mindful of the following figures from the 2019 GCSE results: <ul style="list-style-type: none">• Disadvantaged students' P8 estimate is +0.31 compared to +0.51 for the rest of the cohort.• SEND students' P8 estimate is -0.05.	<u>Disadvantaged students</u> The College is re-visiting PP (Pupil Premium) policy and procedures via a PP working group that seeks to revise policy and be more intentional about specific actions to support sub-groups of disadvantaged students using the new Student Support Service. Specific and tailored insets regarding helping close this attainment gap will also be utilised. This will be alongside previous actions to support disadvantaged students such as specific revision sessions targeted at this sub-group.

		<p><u>SEND & EAL students</u> the AVP (student support) in her role as SENCO will work with the Upper School team and key HODs following the analysis of GCSE 2019 data. Specific supports will be put in place for SEND students, and training for staff if necessary, in order to help them succeed in areas of the curriculum at Year 11 that are more difficult to access. The AVP (student support) will also look at key measures to ensure that LSA SEND support directly supports the academic achievement of such students. The work of Student Support Officers and the ALP could also be relevant here.</p> <p>Measurable outcome Relative and absolute GCSE results, measured by both grades and P8 (relative to the rest of the cohort) improve for these sub-groups in 2020.</p>
2	<p>To ensure that all students are <i>able</i> to and are <i>encouraged</i> to access the co-curricular and sporting activities offered by the College, and in particular encourage Emmanuel students from Newcastle to participate more.</p>	<ol style="list-style-type: none"> 1. The Upper School team will conduct a survey in the Autumn term 2019, in conjunction with other relevant departments, seeking to measure the participation rate of students from Newcastle in co-curricular activities and gauge what could be offered in terms of activity and transport support to encourage participation. 2. This survey will then result in a proposal paper by November 2019. 3. The paper will be reviewed by the Vice Principal and Principal and then put into action in the Spring term. <p>Measurable outcomes: by 2020, more students from Newcastle will be participating in co-curricular activities as measured in a repeat survey of the same groups of students.</p>
3	<p>To ensure the SMSC curriculum is yet more exemplary in how it promotes understanding and tolerance between different viewpoints on various issues, recognising a diverse student body and community including students with protected characteristics, and in doing so seeking to promote fundamental British values and to uphold the law. A key aspect of this will be to introduce key ways of assessing student understanding of the curriculum and making wider links between facets of the curriculum.</p> <p>There is also a recognition that KCSIE (2019) emphasises the importance of exemplary teaching of e-safety to students and it is worth, in this context, re-examining current e-safety provision to assess whether more needs to be done.</p>	<ol style="list-style-type: none"> 1. The Vice Principal and AVP (SMSC) will chair a working group of appropriate staff, to review the curriculum thus far in lessons, lectures and tutor reflections. 2. This working group will seek to map out the current curriculum, encourage and embed ways of assessing student understanding and identify any gaps in provision, especially in regards to online safety and the teaching about and recognition of student groups with protected characteristics. 3. By November 2019, the curriculum will be mapped out and new provision implemented. <p>Measurable outcomes: Emmanuel will seek to have an external audit of SMSC in the Spring term 2020 in order to gauge provision and the assessment of such provision.</p>

4	To encourage more girls to take up Engineering and Tech courses at A Level.	<ol style="list-style-type: none"> 1. In conjunction with the Emmanuel College 'Futures' provision, the Tech dept. will do a series of presentation to Year 10 and 11 students, emphasizing the career prospects and attraction of studying these subjects, with an emphasis on female role models. 2. The Tech dept. will have specific interviews with able female tech students to explore studying tech and/or engineering at A Level. 3. The Vice Principal will work with the staff responsible for careers ('Futures') in order to look at other programmes that can encourage greater participation. <p>Measurable outcomes: by 2020 and 2021, more girls are opting for these subjects, as a percentage of the whole cohort taking engineering or tech.</p>
5	To increase College support and provision for a growing group of students in the local area – refugees and/or Asylum seekers with little or no knowledge of English.	The new provision of the ALP and Student Support Officers will result in a tailored language induction programme for students new to English that aims to improve the immersion of students into Emmanuel in both their English learning and adaption to Emmanuel College.