

EMMANUEL COLLEGE

EQUALITY OBJECTIVES



The Public Sector Equality Duty and Protected Characteristics

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 recognises 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.

Our approach

Our school is a place where everyone is welcome and safe and where all students have equality of opportunity and effective support. This is particularly important for those students who have one or more protected characteristics. Our starting point for achieving this is our belief that all people are made equally in the image of God, and all deserve respect, love, and dignity. We express this practically by teaching about protected characteristics, ensuring that abusive and discriminatory behaviour is always challenged effectively and by seeking to celebrate the success and strength of people who represent a range of protected characteristics. A survey conducted in summer 2021 indicated that 88% of students felt valued by the College and 90% felt valued by their peers. The ESF Ethos survey in January 2022 indicated that 89% of students 'value and respect people with different views' and that 87% of students believe those of different ethnic backgrounds are valued and respected.

The ESF Equality and Diversity Policy outlines the approach of the Multi Academy Trust (MAT) in relation to our staff. Our equality objectives in relation to students as detailed below, consider 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.
- Our admissions arrangements are fair, transparent and do not discriminate on any of the protected characteristics.
- We recognise, respect and celebrate the diversity in our community.
- We proactively support individuals to be proud of their identity and to participate fully in College life.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. Our Student Welfare officer (Cross-Cultural Engagement) supports and strengthens relationships across our diverse community.
- We aim to reduce and remove inequalities and barriers that may already exist.
- We make any reasonable adjustments for students with disabilities to avoid any disadvantage they face in comparison to non-disabled peers.
- 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 monitor the achievement, behaviour, attendance and destinations of pupil groups and use the data to support initiatives to close any gaps.
- We review each year the curriculum to ensure it meets the needs of all pupils.
- We expect students and staff to treat each other with respect and dignity at all times.
- All staff are trained to recognise and tackle any instance of discrimination, harassment, victimisation or bullying and this is supported through procedures detailed in our Child on Child Abuse Policy, Child Protection Policy and Behaviour and Discipline Policy.
- We challenge bullying, stereotypes and discrimination and create a safe environment which promotes respect for all. Any instances are reported, investigated, recorded and monitored. We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone. We deliver training to staff on the protected characteristics and students learn about these along with wider considerations of equality and diversity through both the taught curriculum and daily College assemblies. We encourage students to discuss and reflect on instances where discrimination has taken place and about those who have stood up to injustice, as well as developing their understanding of a range of religions and cultures. Students in Years 7-13 are taught about the Equalities Act (2010) and understand the importance of their obligations under it in an age-appropriate way through the personal development curriculum.
- Students are taught about same-sex relationships in RSE and prominent figures within the LGBT+ community are featured on GME, in College Celebration and through the personal development curriculum.

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	<p>To close the 'achievement gap' between 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:</p> <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. 	<p><u>Disadvantaged students</u></p> <p>The College is re-visiting the PP (Pupil Premium) policy and procedures via a PP working group that seeks to revise the policy and be more intentional about specific actions to support sub-groups of disadvantaged students using the new Student Support Service. Specific and tailored INSET 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> <p><u>SEND & EAL students</u></p> <p>The AVP (student support) in her role as SENCO will work with Heads of Year and key Heads of Departments.. 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 SEND teachers will also be relevant here.</p> <p>Measurable outcome</p> <p>The gap in relative and absolute GCSE results, measured by both grades and progress 8 (relative to the rest of the cohort) improve for these sub-groups in 2023.</p> <p>Demonstrable implementation of appropriate initiatives and reasonable adjustments to provide</p>

		support, stretch and challenge to student sub-groups, as assessed through lesson observations.
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>	<p>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. This survey will then result in a proposal paper by November 2019. The paper will be reviewed by the Vice Principal and Principal and then put into action in the spring term.</p> <p>The co-curriculum offer will also be reviewed to ensure it provides opportunity for students from all subgroups to participate.</p> <p>Measurable outcomes: By 2023 more students from Newcastle will be participating in co-curricular activities as measured in a repeat survey of the same groups of students. There will additionally be an increase in the breadth of co-curricular activities offered to our students and an increase in the participation by a greater range of students from different sub-groups.</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> <p>The successful delivery of teaching in relation to protected characteristics and British values as evidenced through curriculum topics, lectures, assemblies, visiting speakers and enrichment activities.</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.

		<p>2. The Tech dept. will have specific interviews with able female tech students to explore studying tech and/or engineering at A Level.</p> <p>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> <p>Measurable outcomes: by 2023, more girls are opting for these subjects, as a percentage of the whole cohort taking engineering or tech.</p>
5	<p>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.</p>	<p>The new provision of SEND teachers 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.Measurable outcomes: successful implementation of the programme and evidence of its impact through improvement in students' reading ages and academic grades.</p>