

EMMANUEL COLLEGE

Equality Objectives 2025-6



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 GME. 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, Friday Review, in College Celebration and through the personal development curriculum.
- Our taught Personal Development curriculum explicitly teaches awareness of the Protected Characteristics and through the curriculum and GME, an understanding of Fundamental British Values (FBV) is clearly promoted. FBV are featured on Select Screen graphics throughout the school and are referenced on GME when the newspapers are discussed daily.

All equality objectives will be reviewed at the end of the appropriate review period 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 continue to ensure that the 'achievement gap' between sub-groups of students is closed 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 2025 GCSE results and the current Year 11 cohort: <table border="1"> <thead> <tr> <th></th><th>Dis 2025</th><th>Whole Cohort 2025</th></tr> </thead> <tbody> <tr> <td>9-5 Basics inc English and Maths</td><td>46.8%</td><td>74.3%</td></tr> <tr> <td>9-4 Basics inc English and Maths</td><td>70.2%</td><td>88.4%</td></tr> </tbody> </table>		Dis 2025	Whole Cohort 2025	9-5 Basics inc English and Maths	46.8%	74.3%	9-4 Basics inc English and Maths	70.2%	88.4%	<u>Disadvantaged students</u> The College is continually re-visiting the PP (Pupil Premium) policy and procedures that seeks to revise the policy and be more intentional about specific actions to support sub-groups of disadvantaged students. This includes: Sharing information with staff - All class teachers are aware of disadvantaged students and this information is highlighted on seating plans and in teaching files. - Disadvantaged students are prioritised in all appropriate department and whole school intervention. - Regular whole school CPD regarding intervention and support strategies for disadvantaged students. - Disadvantaged students are a focus in all quality assurance activities, including lesson visits, work scrutinies, student voice. - Whole staff training on SISRA Analytics so that staff are able to analyse and interpret their class data effectively.
	Dis 2025	Whole Cohort 2025									
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Rigorous monitoring and analysis of data, which leads to action

- Use of SISRA Analytics and training for all staff to analyse data on Pupil Progress and plan for effective interventions.
- Head of Department Exam Analysis for Year 10 to 13 prioritises disadvantaged progress and requires teacher reflection and action plans for students making less than expected progress.
- Weekly Year 11 RAG meetings to inform carefully structured programme of academic intervention and support, with a particular focus on disadvantaged students.
- Year 11 Bridging the Gap after school interventions, as well as morning breakfast session for English and maths, prioritises the inclusion of disadvantaged students.
- Steplab coaching provides a clear focus for all staff to develop

SEND & EAL students

The AVP (student support) in her role as SENDCO continues to work with Heads of Year and key Heads of Departments. Specific supports have been 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. Other measures include:

- Curriculum reviews to ensure that SEND students are able to successfully access the curriculum.
- Supported study on every night with LSAs.
- Sparks maths club – targeted at SEND students.
- Drop-in observations from the Student Support team to support with key students.
- Insets and targeted CPD on adaptive teaching, led by the SENDCO and the newly appointed AVP

All staff have a 'blue folder', which contains details of all disadvantaged and SEND students, as well as any specific plans that need to be adhered to. The termly ESF teaching reviews (observations) focus observations specifically on all aspects of practice, including adaptive teaching. This is supported by a bi-

		annual ESF two-day review, which looks, College wide, at areas in which the school could improve its practice. Measurable outcome The achievement gap (relative to the rest of the cohort) continues to narrow for these sub-groups in 2026 and these sub-groups achieve well in key achievement measures Demonstrable implementation of appropriate initiatives and reasonable adjustments to provide support, stretch and challenge to student sub-groups, as assessed via teaching reviews.
2	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 disadvantaged students to access more provision. We are mindful that as a percentage of the cohort, disadvantaged students access less co-curricular provision than non-disadvantaged, although large numbers of disadvantaged students do participate.	We ensure that activities are reviewed and promoted, with particular emphasis on targeting sub-groups, such as disadvantaged students. This also includes clarifying and enacting expectations for staff leading co-curricular groups. It includes the following: - Weekly promotion of co-curricular activities on GME and the Friday Review. - Allocation of half termly HoDs meeting to review co-curricular offer. - Introduction of co-curricular rotation cycle to encourage staff uptake - Regular student voice with different sub-groups to review participation and co-curricular offer. We are putting in place other measures to support co-curricular provision: - - Regular student voice/surveys and parent surveys will inform how far we need to develop our co-curricular offer and what barriers students and parents face, over and above ones known to staff already. We are also developing our co-curricular provision through the promotion of the Character Award, which involves stakeholder voice, students reflecting on and developing their co-curricular provision and the actions of staff following the views of stakeholders to promote student involvement in co-curricular provision. - We continue to work closely with Grace College on collegiate approaches to co-curricular provision. This includes the appointment of a member of staff as Educational Visits, DofE and Co-Curricular coordinator across both schools. This new

		appointment was made in December 2024 and allows the opportunity to increase the scope and opportunities available to young people, with a focus on specific sub-groups, including disadvantaged students. The appointment of Assistant House Captains in December 2024, from an extremely strong cohort of applicants, along with a new Sixth Form leadership position (Student Ambassador) also gives added capacity to the House teams. The Sixth Form team, along with our Character Education Lead and Personal Development are working closely with these students as part of a measure to revitalise the House System and ensure that access and opportunities for participation is stronger than ever. Measurable outcomes: By the Spring of 2026 yet more disadvantaged students will be participating in co-curricular activities as a percentage of the cohort and the gap between disadvantaged and non-disadvantaged students will narrow. 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.
3	To ensure the PD curriculum builds and develops its exemplary provision in the promotion of understanding and tolerance between different viewpoints on multiple different 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 develop yet further key ways of assessing student understanding of the curriculum and making wider links between facets of the curriculum. There is also a recognition that KCSIE (2024) emphasises the importance of exemplary teaching of e-safety to students and it is worth, in this context, continuing to ensure that current e-safety provision to assess whether more needs to be done.	We are continuing to action and develop the following to support this objective and in developing our Personal Development offer in regard to SMSC The Ofsted inspection in October 2024 indicated that our approach was successful and we would look to continue to develop this via the following: - Continued regular PD specific student voice, conducted by senior staff involved in Personal Development. - Continued regular student behaviour voice, leading to specific and bespoke actions within GME and the PD curriculum, reinforced by student and parent surveys and specific student surveys on protected characteristics at Emmanuel. - Increasing range of students and themes on GME explicitly referencing promoting tolerance and understanding in relation to protected characteristics. - Continued reviews of PD taught and broadcast content to ensure that it is responsive to student concerns and surveys. - Create Core Knowledge Overviews for each year group detailing the key component knowledge for each unit and the tier 2 and 3 vocabulary. This is supported by our PD

		delivery model; in 2024-5, the College moved to a classroom delivery model of Personal Development topics and lessons, which has continued this academic year. - All lessons include retrieval tasks linked to the component knowledge and key vocabulary. - All classroom lessons include opportunities for the explicit teaching of key vocabulary using the Frayer model. - The last Friday tutor time of ever half term is allocated to a consolidation and review activity focused on the PD content taught during the half term. Tutors feedback any misconceptions to the Heads of Year in order for these to be addressed in the next series of lectures and classroom sessions. - A key focus throughout RSE lessons on developing and promoting tolerance in relation to the College's mantra that all students are infinitely precious. - Visual culture of College reflects a focus on FBV, which is then utilised through GME. Measurable outcomes: The continued successful delivery of teaching in relation to protected characteristics, British values and other aspects of the PD curriculum as evidenced through curriculum topics, classroom reviews, GME, visiting speakers and enrichment activities. Revisited student and parent surveys will continue to show an exemplary understanding and development as appropriate of key aspects of the PD curriculum, including the issues discussed above.
4	To encourage more girls to take up Engineering and Tech courses at A Level.	1. In conjunction with the Emmanuel College 'Futures' provision, the Tech dept. will do a series of presentations to Year 10 and 11 students, emphasizing the career prospects and attraction of studying these subjects, with an emphasis on female role models. We recognise that, nationally, there is a gender imbalance in female students taking these subjects and there is more to do to encourage female students to fulfil their potential through this. 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.

		Measurable outcomes: by 2025-6, more girls are opting for these subjects, as a percentage of the whole cohort taking engineering or tech.
5	To continue to develop 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 SEND teachers and Student Support Officers results in a tailored language induction assessment with follow up bespoke support 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 review of the programme in December 2025 and evidence of its impact through improvement in students’ reading ages and academic grades.