

# St Mark's Church of England Academy

## **PUBLIC SECTOR EQUALITY DUTY (PSED)**

Next Review Date: December 2017

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Agreed	DECEMBER 2016
Signed	
Approval by	LGB
Next review due	DECEMBER 2017



A community founded on Love, Hope and Trust



## STATEMENT

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, our staff, governors and through our School Council.
- As a Church of England school we do our best to make sure that people from different groups and faiths are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Academy Student Leadership Team and Parent Forum.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

**Lisa Peterkin, Principal** (Member of staff with responsibility for equality issues)

Tel: 020 8648 6627

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.

## **ETHOS & VALUES**

St Mark's Academy is a community founded on **Trust, Hope** and **Love**; This marked by respectful relationships, high expectations and a spirit of service. St. Mark's is a Church of England Academy that takes inspiration and guidance from the Gospel of St. Mark. Our **Trust** encourages us to rely on God, and one other, as we all take responsibility for ourselves and for the whole school community

At St. Mark's we:

- Treat each other with equality – **Fairness**
- Tell the truth – **Honesty**
- Think before we act – **Self-Control**
- Our **Hope** means that we expect the best of ourselves and others; it enables perseverance in the face of setbacks and encourages the fresh starts that come from forgiving ourselves and others.

At St Mark's we:

- Forgive ourselves and others – **Forgiveness**
- Persevere to overcome challenges – **Perseverance**
- Listen to the views of others – **Openness**
- Our **Love** values each person and the gifts they bring; it encourages all to participate in building a school community in which all can flourish.

At St. Mark's we:

- Help one another – **service**
- Care for each other – **kindness**
- Respect everyone – **respect**

## In the Classroom

St. Mark's is a learning community based on the core values of Love, Trust and Hope. We spend most of our time learning together in lessons under the leadership of adults. Our **Golden Rule** is "Do unto others as you would have them do unto you" and;

In St Mark's we:

- Do what we are asked to do – without arguing
- Listen to others - and give people a chance to speak
- Are respectful, courteous and polite – all the time
- Respect personal space – we keep our hands and feet to ourselves
- Work hard – and challenge ourselves
- Are truthful and honest – we admit our mistakes
- Are nice to each other – we avoid hurtful behaviour
- Forgive others – we all need a second chance

## PART 1: INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: **827**

The Equality 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.

### 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.'

There are pupils at our school with different types of disabilities and these include:

- Dyslexia
- Austistic Spectrum Disorders
- Behaviour, Emotional and Learning Difficulties
- ADHD
- Cerebral Palsy
- Profound Hearing Loss
- Profound Language Impairment
- Duscalculia

- Speech and Language

### Pupil Special Educational Needs (SEN) Provision

Description	No. of pupils	% of school population
<b>No Special Education Need (Code</b>	720	87.06
<b>SEN Support (Code K)</b>	96	11.60
<b>Statement of SEN (Code S)</b>	4	0.48
<b>EHC Plan (Code E)</b>	7	0.85

### Languages

Code	Description	No. of Pupils
<b>AKA</b>	Akan/Twi-Fante	8
<b>AKAF</b>	Akan (Fante)	5
<b>AKAT</b>	Akan (Twi/Asante)	13
<b>ALB</b>	Albanian/Shqip	6
<b>AMR</b>	Amharic	3
<b>ARA</b>	Arabic	8
<b>BNG</b>	Bengali	7
<b>BUL</b>	Bulgarian	13
<b>CCE</b>	Caribbean Creole English	1
<b>CCF</b>	Caribbean Creole French	1
<b>CHI</b>	Chinese	2
<b>CZE</b>	Czech	2
<b>DAN</b>	Danish	1
<b>DUT</b>	Dutch/Flemish	3
<b>ENG</b>	English	356
<b>ESA</b>	Esan/Ishan	1
<b>EST</b>	Estonian	1
<b>FRN</b>	French	22
<b>GAA</b>	Ga	1
<b>GER</b>	German	2



<b>GRE</b>	Greek	1
<b>GUJ</b>	Gujarati	5
<b>HAU</b>	Hausa	1
<b>HGR</b>	Hungarian	2
<b>HIN</b>	Hindi	3
<b>IGB</b>	Igbo	4
<b>ITA</b>	Italian	7
<b>ITAA</b>	Italian (other)	2
<b>KRI</b>	Krio	2
<b>KUR</b>	Kurdish	1
<b>LGA</b>	Luganda	3
<b>LIN</b>	Lingala	2
<b>LIT</b>	Lithuanian	8
<b>LSA</b>	Lusoga	2
<b>LTV</b>	Latvian	1
<b>MKD</b>	Macedonian	3
<b>NDBZ</b>	Ndebele (Zimbabwe)	1
<b>NEP</b>	Nepali	1
<b>NOT</b>	Information not Obtained	2
<b>OTL</b>	Other language	1
<b>PAT</b>	Pashto/Pakhto	17
<b>PNJ</b>	Panjabi	1
<b>POL</b>	Polish	37
<b>POR</b>	Portuguese	49
<b>PORA</b>	Portuguese (any other)	2
<b>PORB</b>	Portuguese (Brazil)	6
<b>PRS</b>	Persian/Farsi	2
<b>PRSA</b>	Persian/Farsi (any other)	2
<b>REF</b>	Refused	23

<b>RMN</b>	Romanian	20
<b>RMNR</b>	Romanian (Any other)	3
<b>RUS</b>	Russian	4
<b>SCBB</b>	Bosnian	1
<b>SCBC</b>	Croatian	2
<b>SHO</b>	Shona	6
<b>SOM</b>	Somali	26
<b>SPA</b>	Spanish	26
<b>SRK</b>	Sirakli	1
<b>STS</b>	Tswana/Setswana	1
<b>SWAA</b>	Swahili (Any other)	1
<b>TAM</b>	Tamil	19
<b>TGL</b>	Tagalog/Filipino	3
<b>TGR</b>	Tigrinya	1
<b>THA</b>	Thai	2
<b>TUR</b>	Turkish	3
<b>UKR</b>	Ukrainian	4
<b>URD</b>	Urdu	31
<b>VIE</b>	Vietnamese	1
<b>YOR</b>	Yoruba	19

## Gender

<b>Year Group</b>	<b>Male</b>	<b>Female</b>
<b>Year 7</b>	60	45
<b>Year 8</b>	91	85
<b>Year 9</b>	80	62
<b>Year 10</b>	80	56
<b>Year 11</b>	86	75
<b>Year 12</b>	37	31

<b>Year 13</b>	31	8
<b>Total</b>	465	362

## How we advance equality of opportunity:

We monitor the attainment of all our students by gender.

- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices and careers advice are avoided.
- We ensure that students have access to information about different sector workplaces and occupations to challenge out-dated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

## Religion & Belief

We are committed to working for equality for people based on their religion, belief and non-belief.

<b>Religion</b>	<b>No.</b>
<b>Buddhist</b>	2
<b>Christian</b>	309
<b>Hindu</b>	33
<b>Islam</b>	15

<b>Muslim</b>	93
<b>No Religion</b>	106
<b>Other Religion</b>	36
<b>Roman Catholic</b>	53
<b>Not Stated</b>	180

### **How we advance equality of opportunity:**

- Students build a sense of identity and belonging which helps them flourish in our diverse community and citizens in a diverse society.
- Students participate in events such as daily collective worship, themed weeks, International Evening, Assemblies, Eucharists etc.
- All students are encouraged to play a full part in school life and to be of service to others.
- The school promotes the spiritual, moral and social cultural development of all pupils.
- Our curriculum, including RE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We tackle bullying and harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-semitism and Islamophobia.

### **Sexual Orientation**

We do not collect data on the sexual orientation of our students but as a school we are aware that there may be a number of equality issues for those persons who share this protected characteristic. We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

## Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

## Information on other groups of pupils

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:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	263	192	455	55%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	88	94	182	22%

## PART 2: HOW WE HAVE DUE REGARDS FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to **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. Please contact us if you would like to see copies of any of our school policies.

1. 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.

2. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
3. We do our best to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
4. Our Christian ethos, values and Behaviour Policy which helps students develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others, their property, the environment and the local community.
5. We have a School Anti-Bullying Policy that demonstrates the zero tolerance of all forms of bullying, including: bullying on the protected characteristics.
6. 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, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
7. We have a special educational needs policy that outlines the provision the school makes for students with special educational needs.
8. We have a Single Equalities Policy that draws together the schools previous policies in respect of Disability, Diversity, Gender and Race. It includes all of the protected characteristics identified in the Equalities Act 2010.
9. Our admission arrangements are set by Governors and comply with Diocesan, L.A. and Government procedures.
10. Our complaints procedure sets out how we deal with any complaints relating to the school.
11. We have procedures with dealing with staff discipline, conduct and grievances.
12. All staff have a copy of the Staff Handbook outlining school expectations of staff.

Under the Equality Act 2010, we are also required to have due regard to the need to **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 pupils.

## **Disability**

We are committed to working for the equality of people with and without disabilities.

### **How we ensure advance equality of opportunity:**

- We support disabled learners and staff by meeting their individual needs
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involved disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

### **How we foster good relations and promote community cohesion:**

- We are developing a curriculum that supports all pupils to understand, respects and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

## **Pregnancy and maternity**

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

## **PART 4: CONSULTATION AND ENGAGEMENT**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Monitor job applications and appointments
- Monitor CPD applications and approvals
- Monitoring students' achievements
- Monitor examination results
- Parent surveys and feedback from the Parent Forum
- Parent surveys
- Student surveys
- Monitor attendance and punctuality

- Monitor exclusions
- Student Academy Leadership Team
- Full governing body and Standards meetings
- Middle leader and senior leadership meetings

## **PART 5: OUR EQUALITY OBJECTIVES**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

All learners to maximise their potential in examination results (particularly GCSE) each year. To be measured by individual learner's performance and the academy closing gaps between attainment and progress between groups in the school.

### **Progress we are making on this objective:**

We have developed and embedded clear monitoring of key groups through the use of context sheets (identifying key groups e.g. pupil premium, SEN, high attainers, etc. and recording interventions in places).

### **Equality objective 2:**

Students' attendance at least 95% with persistent absence at most 3.3% (figures will be revised to keep in line with government requirements).

### **Equality objective 3:**

A reduction in fixed term exclusions especially for students with additional needs.

## **PART 6: INFORMATION ABOUT OUR EMPLOYEES**

If we have more than 150 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### **Confidentiality**

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.



## Part 7: PUBLICATION AND REVIEW

This Equality objectives fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the governors publish it by making it available on request and on our school website.

Details of how our school is complying with the PSED will be kept under regular review every year.

Details of how our equality objectives will be kept under regular review every 4 years.