

Equality Information and Objectives

March 2017

Review Date: March 2018

CONTENTS:

Promoting equality and community cohesion at ACE

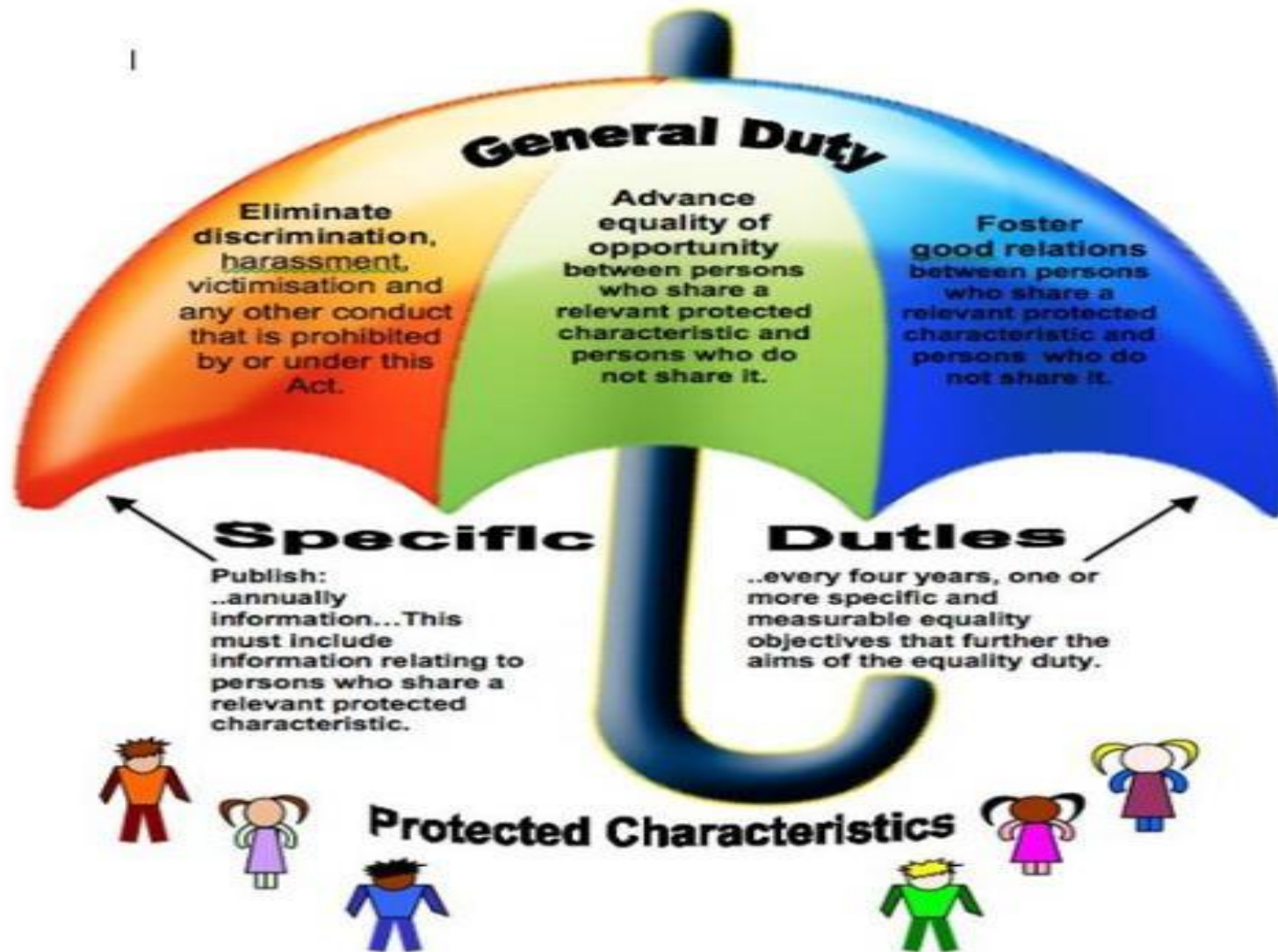
Part 1: Information about the pupil population

Part 2: The public sector equality duty- Disability, Ethnicity and Race (including EAL learners), Gender, Religion and Belief.

Part 3: Consultation and Engagement

Part 4: Our Equality Objectives





Promoting Equality and Community Cohesion at ACE:

At ACE we have a strong commitment to fairness and equality in everything that we do.

1. We try to ensure that everyone is treated fairly and with respect
2. We work hard to make sure that the school is a safe and secure environment for everyone
3. We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same
4. We recognise that for some pupils extra support is needed to help them achieve and be successful
5. We try to make sure that people from different groups are consulted and involved in our decisions e.g. talking to pupils and parents/carers
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their “protected characteristics”:
 - age
 - any disability they may have
 - ethnicity, colour or national origin
 - gender
 - gender identity or reassignment
 - marital or civil partnership status
 - being pregnant or recently having had a baby
 - religion or beliefs
 - sexual identity or persuasion

We welcome our **general duty** under the Equality Act 2010 to have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We also welcome our **specific duties** to:

- publish information about our school population
- explain how we have due regard for equality
- publish equality objectives which show how we plan to tackle particular inequalities or disadvantages

File Ref: SP14

Meeting our duties to promote community cohesion and the spiritual, moral, social and cultural development (SMSC) of pupils, supports how we meet the needs of different groups of pupils and how we foster good relations.

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

- Pupils from certain ethnic and cultural backgrounds
- Pupils who are supported by the pupil premium
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects

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Part 1: Information about the Pupil Population:

Number of pupils on roll at ACE: Key Stage 3 Revolving Door - 41 (Updated March 2017)

Key Stage 4 Extended Provision- 22 - including 5 on virtual roll (Updated March 2017)

Information on pupils by protected characteristics:

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of these protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are: disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Disability:

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse affect on that person’s ability to carry out normal day to day activities.

Number of pupils with disabilities: None

Pupil Special Educational Needs Provision (SEN)		
Category	Number of pupils	Percentage (%) of population
“K” codes	37	59%
EHC	2	3%

Ethnicity and Race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	3	1	4	Mixed			
Indian heritage	0	0	0	Other mixed heritage	0	0	0
Other Asian heritage	0	0	0	White and Asian	2	1	3
Pakistani heritage	6	2	8	White and Black African	0	0	0
Black or Black British				White and Black Caribbean	3	2	5
Black African heritage	1	0	1	Any Other Ethnic Group			
Caribbean heritage	4	0	54	White			
Other heritage	0	0	0	British heritage	28	6	34
Chinese	0	0	0	Irish heritage	1	0	1
				Traveller of Irish heritage	3	0	3
				Gypsy/Romany	0	0	0
				Any other White background	5	1	6

Information Withheld	0	Information not yet obtained	7
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Gender	
Male	47
Female	14

Religion and Belief			
Buddhist	0	Sikh	0
Christian	17	No Religion	3
Hindu	0	Other Religion	9
Jewish	0	Unknown	41
Muslim	13		

Religion and Belief

We do not collect data on pupils' religion and belief. As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.

Part 2: The Public Sector Equality Duty:

The information provided in this sector shows how we are meeting the public sector equality duty. We are required to 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.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

1. As a school, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Our Management Committee will have training on the Equality Act 2010.
3. All staff will have had whole school training on the Equality Act 2010.
4. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils.
5. We have a Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and pupils.
6. We have a School Behaviour Procedure Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and pupils alike.
7. We have an Anti-Bullying Policy and 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.

8. We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
9. We have clear procedures for dealing with staff discipline.
10. We have a Race Equality and Cultural Diversity anti-racist policy. Tackling bullying or harassment on the basis of race, ethnicity and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the borough.
11. Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
12. Our Staff Equal Opportunity Policy – covers the school's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants, and volunteers who are not employees but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
13. Our Accessibility Policy/Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to any potential disabled pupils.
14. Our Admission Policy adheres to the guidelines as set by the borough and is strictly followed.
15. Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.
16. We have a Special Educational Needs Policy that outlines the provision the school makes for pupils with special educational needs. We work endeavour to offer all pupils access to a “pupil-needs” curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have.

17. The school has an ICT & E-Safety Policy that takes all E-safety issues very seriously. Through morning meetings, ICT lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, “Acceptable- Use” policies are signed and adhered to by all pupils and staff.
18. Through our Life Skills/ PSHE/Citizenship programme, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum
19. We have a “pupil-needs” curriculum that addresses SMSC mainly through the teaching of Life Skills/ PSHE/Citizenship and also promotes preparation for an appreciation of life in modern Britain. Pupils are encouraged to think about the world in which they live, to broaden their understanding of others beliefs, cultures and faiths. This also promotes preparation for an appreciation of life in modern Britain.
20. We have a Nutritional Standards Policy that recognises a culturally diverse cuisine and ensures that all pupils receive a healthy meal each day. Additionally, we address issues related to SMSC through our Home Skills. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment regardless of one’s socio-economic background.
21. We understand that attendance plays an integral part in pupils’ achievement at school. Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

The following pages provide information on how we 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 with protected characteristics.

Disability:

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

Summary information:

Currently, we do not have any disabled pupils in our year KS3/4 groups.

However, we have the following strategies in place should any disabled pupil attend ACE:

1. Key workers of all pupils liaise with all staff, any involved outside agencies and parents/carers to ensure pupils' needs are understood and met. Home is regularly informed about forthcoming academic and non-academic events.
2. We believe our ethos and values at ACE and through the implementation of our policies that any potential relationships between disabled pupils and others would be very positive. Pupils have responded positively and maturely in Life Skills sessions and have displayed an understanding of any pupil disabilities.

How we advance equality of opportunity:

1. We would support any disabled learners by meeting their individual needs. We would provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address pupils' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multisensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at various levels.
2. We would take steps (reasonable adjustments) to ensure that disabled pupils were not put at a disadvantage compared to other pupils, through our use of BSA's, some with specialist training (e.g. in ASD, Behaviour Management) and we would provide further training if required, to support pupils in order to promote access to the curriculum.
3. Textbooks and teacher handouts would be adapted (re-typed and enlarged) for any pupils with visual impairment. Specialised laptops with magnifying capabilities and electronic copies of textbooks would also be provided.
4. We would involve disabled learners and their families in the changes and improvements we make and consult them on issues affecting them. Also, pupils would have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.
5. We would implement an accessibility plan for each disabled pupil e.g. provision of alternative ways of recording information for pupils with poor motor skills and specific learning difficulties e.g. Alpha Smart, iPad and special transition arrangements between lessons and at break/lunchtimes (e.g. pupils escorted by BSA join the class a few minutes after the lesson starts and leave a few minutes before it finishes to avoid crowded corridors).
6. We would support disabled pupils' participation in the more physically challenging areas of the curriculum. In PE, disabled learners would be supported with differentiated lessons, specialist equipment and varying assigned roles depending on the level of their disability.

How we foster good relations and promote spiritual, moral, social and cultural (SMSC) development:

Despite having no disabled pupils, the following strategies are part of the ACE ethos and culture:

1. We continually work hard to develop a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and Management Committee are working hard to ensure learners receive consistent messages through all aspects of school life.
2. We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our Life-Skills/PSHE/Citizenship programme. In addition, we continue to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
3. We ensure that the curriculum has positive images of disabled people - e.g. positive images are displayed.
4. We tackle prejudice and any incidents of bullying based on disability. When appropriate, we use awareness as a tool for tackling bullying or harassment- e.g. conflict resolution meetings; in the cases of special education needs or disability, these are discussed.

What has been the impact of our activities? What do we plan to do next?

1. Statemented pupils consistently achieve and/or exceed targets.
2. Parental feedback and relationships with the learning support department are very positive
3. Our challenge is to implement and develop this ethos and culture when we merge with the Orchard Centre

Ethnicity and race (including EAL):

We are committed to working for the equality of all ethnic groups

Summary information: (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed between different groups of pupils)

1. Our pupils are drawn from the local area
2. The Cultural Diversity of the school's population is seen as one of its positive features. The level of reported racial incidents in the school is minimal; however, we are aware that racism can impact on our pupils and their families and the potential impact on access to the curriculum and broader activities.

How we advance equality of opportunity:

1. We monitor the attainment and progress of all our pupils by race and ethnicity through the data analysis process e.g. the Management Reporting Plan also includes an analysis/breakdown according to race and ethnicity.
2. We set targets to improve the attainment and progression rates of all pupils, and regularly communicate with parents throughout each term.
3. We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
4. We identify and address barriers to the participation of particular groups in learning and other activities.
5. Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures.

How we foster good relations and promote spiritual, moral, social and cultural (SMSC) development:

1. The school promotes the spiritual, moral, social and cultural development of all pupils through an assortment of learning opportunities and experiences e.g. citizenship education explores the topics of diversity, immigration and community cohesion.
2. We provide all pupils with opportunities to learn about the achievements of different communities and cultures e.g. In English, all pupils learn about different cultures and traditions Our choice of texts ensures racism and discrimination is tackled: reading texts like "Of Mice and Men" and "Face" and completing the associated activities encourages pupils to think empathetically and actively warns of the dangers of stereotyping. The writers we study come from many different backgrounds, and this is reflected in their work. Pupils are increasingly required to write about the background context in which texts are written and received, meaning there is an increased focus on diverse cultures.
3. Through our Life Skills/ PSHE/Citizenship programme, we are developing a curriculum that supports all pupils in understanding, respecting and valuing difference and diversity. Additionally, we regularly challenge the area of racism and stereotypes, and have also worked with outside organisations to explore this issue in depth.
4. Assemblies and the "Thought for the Day" programme give a daily insight for pupils to learn about the experiences and achievements of different communities. Citizenship registration is also created by the pupils, e.g. popular registration themes often include race, religion, environment, media and society.
5. The curriculum is supported by resources which provide positive images reflecting the diverse communities of modern Britain

What has been the impact of our activities? What do we plan to do next?

1. We have a cultural diverse community of boys and girls who value their cultural differences and appreciate their many similarities. We are proud that incidents of racist bullying are negligible to nil, but we are not complacent.
2. What we plan to do next is to maintain and develop this community at the new Centre.

Gender:

We are committed to working for the equality of women and men.

Summary information: (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed between different groups of pupils)

1. There are more boys than girls in the school
2. We regularly involve and consult boys and girls on issues that might affect their achievement or wellbeing, through a variety of student voice activities e.g. each pupil has a Key Worker

How we advance equality of opportunity:

1. We monitor the attainment and progress of all our pupils, and use gender in the data analysis process
2. We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
3. We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided
4. Both parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. In all contact with home, tutors try to converse with both parents as appropriate. If parents are estranged, tutors attempt to keep both parents informed of issues at school and invite both parents in for discussions as appropriate.
5. The Life Skills /PSHE /Citizenship Programme is planned to develop and discuss the issues facing boys and girls in several ways- e.g. it focuses on the issues for both genders in relation to "Emotional & Physical Health" as well as "Sexual Education". The challenges of this are in catering for an adequate learning environment for pupils to learn in mixed and single sex environments back in mainstream education

How we foster good relations and promote spiritual, moral, social and cultural (SMSC) development:

1. The school promotes the spiritual, moral, social and cultural development of all pupils through the Life Skills/PSHE/Citizenship. Morning meetings include a “Thought for the Day” as well as a variety of relevant themes and promotes positive, non stereotypical images, throughout the year We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys in these sessions through careful selection of the materials used.
2. We work hard to ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum. In English, through the use of historical texts, there are a number of opportunities for pupils to learn about “Women’s History in the UK”, for example, Second World Wars- particularly the role of women in the workplace- and “Educating Rita”.
3. Home Skills is an essential part of the curriculum for all pupils- both boys and girls.
4. We respond to any sexist bullying or sexual harassment in line with the school policies. Incidents are recorded and followed up with all parties involved.

What has been the impact of our activities? What do we plan to do next?

1. Continue to drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects.
2. Challenge further the stereotypes of gender within the current curriculum to allow for greater depth of study within Life Skills/Citizenship/PSHE education.
3. Implement and develop these strategies in the new Avenue Centre across both Key Stages.

Religion and Belief:

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

Summary information: (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed between different groups of pupils)

1. The Life Skills/PSHE/ Citizenship programme develops Schemes of Work which include references where possible to religion, belief and non belief.
2. The Life Skills/PSHE/ Citizenship programme has optional areas of study to allow for those students who have been withdrawn from Sexual Education due to religious belief.
3. Through our Home Skills programme, we have been able successfully able to consult pupils from different faith communities.

How we advance equality of opportunity:

1. Pupils are supported in their development of their sense of identity and belonging through the Life Skills/PSHE/ Citizenship programme. Particular lessons on sense of self, decision making, emotional literacy, lifestyle choices and cultural identity directly support this aspect of learning. The programme builds on these aspects with the intended outcome of a confident child who is able to make healthy decisions.
2. Learning and undertaking activities in Citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident individuals and responsible citizens. As well as contributing to attainment of the Every Child Matters outcomes.

How we foster good relations and promote spiritual, moral, social and cultural (SMSC) development:

1. Promoting spiritual, moral, social and cultural education:
 - Spiritual – pupils from all backgrounds are encouraged to reflect on the questions/issues raised by religion and develop their own responses and ideas.
 - Moral – we cover practical ethics and ethical theory e.g “Matters of Life and Death” and “Marriage and Family” “Rights and Responsibilities”, “Environment and Medical Ethics”, “Peace and Conflict
 - Cultural – we use examples from different cultures and emphasise the diversity within our community; we also consider how culture can be used to express our beliefs.
2. As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. We also encourage pupils to develop tolerance for religions and cultures which are different from their own. As such, if pupils express stereotypical views or have misconceptions about religious beliefs/practices, we challenge these and attempt to provide a balanced/more accurate presentation of such religious beliefs/practices.
3. Citizenship Education focuses on developing ACE`s involvement in the local community. Opportunities are provided to raise pupils` involvement and engagement in local issues.

What has been the impact of our activities? What do we plan to do next?

1. In general, pupils enjoy the Life Skills/PSHE/ Citizenship and Home Skills programmes and are willing to learn about beliefs that are different from their own.
2. The next step is to develop ACE`s involvement in our new local community- around the new Centre- and with outside providers continue to impact positively in developing pupils` understanding of local community and wider global issues.

File Ref: SP14

Part 3 Consultation and engagement: (Optional)

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

Our main activities for consulting and engaging are:

- | |
|--|
| <ol style="list-style-type: none">1. Meeting to familiarise staff with Equality Act 2010 and identify objectives for 2012-13 |
|--|

Part 5: Our equality objectives:

The Equality Act 2010 requires us to publish specific and measureable 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: To ensure that the curriculum effectively supports the needs of all children by improving outcomes and opportunities regardless of background or circumstances.

Why we have chosen this objective:

1. It's what we do; it's the heart of the matter at ACE
2. Exclusion from school is a shared characteristic

To achieve this objective we plan to:

1. Personalised programmes of learning.
2. Differentiated learning.
3. Increasing application of a broadening curriculum.
4. Everyone buys in to the shared vision in terms of provision planning and implementation, opportunities and assessment.

Progress we are making towards achieving this objective:

1. Equality of progress across groups with shared characteristics
2. Future planning for ACE at the Hub

Equality objective 2: To ensure that there are no gender differences in attainment

Why we have chosen this objective:

1. We are a male dominated pupil community; therefore we need to ensure a balanced approach and curriculum.

To achieve this objective we plan to:

1. Develop every opportunity to provide a balance and nuanced curriculum

Progress we are making towards achieving this objective:

- 1 Broad curricular opportunities
2. Excellent progress made by girls at ACE 2012/13 to date.
3. Future planning for ACE at the Hub